



KENTS HILL JUNIOR SCHOOL

Behaviour and Discipline Policy

Policy reviewed and updated September 2016

To be reviewed September 2017

Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a set of golden rules of behaviour which are aimed at promoting caring behaviour, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically, and to be happy.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

2.1 The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2.2 Establishing Good Behaviour

Everybody has a part to play in establishing good behaviour and it helps if all involved adopt a consistent approach. In general terms pupils' behaviour will be better managed if:

- The school has a common policy on behaviour, shared with staff, pupils and parents/carers
- Adults present themselves as good role models
- There is a consistent use of rewards and sanctions
- Pupils are encouraged to take on responsibilities and participate in the corporate life of the school
- There are positive staff attitudes towards pupils' academic progress
- The code of conduct and classroom rules are negotiated with the children
- The school environment is ordered and attractive
- The curriculum is well planned, resourced, interesting and appropriate
- Materials are prepared and available
- Individual needs are catered for
- There are appropriate seating and learning arrangements
- Bullying is not tolerated at Kents Hill Junior School – See Anti-Bullying Policy and Support

2.3 Our Whole School Behaviour System

The Learning Zones Boards:

The school acknowledges the efforts and achievements of children, both in and out of school by awarding its own certificates and applauding achievements in assemblies.

Golden Zone- Exceptional learning that deserves recognition. This is achieved once a child has met 3 of their individualised targets. The children receive a gold star sticker along with putting their name on the golden zone display within the classroom then they receive an invitation from MT (head teacher) for a termly treat. One child per class is given the opportunity to share their target achievements in celebration assembly. Plus children have their photo taken along with a speech bubble with an explanation regarding the achievement.

Silver Zone- This zone is for children achieving individual targets. The children receive a Silver Star sticker and place their names on the silver zone display within the classroom. Once 3/4 targets are achieved the child receives a golden zone award.

All Silver Star children's names will go on the weekly newsletter and Golden Zone children will be on a Role of Honour sheet each half term.

Wow Zone - Children demonstrating exceptional learning behaviour throughout an entire lesson will be selected for the WOW Zone. Children showing they are resilient, engaged, enthusiastic, independent and reflective. At the end of the each lesson, children that have been in the WOW Zone will be awarded a 'WOW Zone' sticker. At the end of each half term, the top 3 children who have received the most 'WOW Zones' will have a letter sent home and be given a special treat.

Learning Zone- All children to be involved in active learning. Children's names need to be on display on the Learning Zone display at all times. Children who promote and display learning behaviours plus children who make a personal achievement towards any area of the curriculum receive house points. House points are on display in every classroom and are collated on weekly basis and shared with the children in weekly achievement assembly plus they are on display in the Year 3 corridor.

Children receive a warning for example- calling out, walking around the room, sitting passively, talking to friend etc.

2.4 The school employs a number of sanctions to reinforce the rules of behaviour, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Think Zone-On the second warning the child is asked to go to the Think Zone chair/area, where the child should reflect on his/her actions and think about what they need to do to return to the Learning Zone. (2 minute timers to be used as a visual reminder)

After 2 minutes the child returns to the Learning Zone. This should not involve any teaching time or impact on the learning it should carry on it is all about the child being removed from what they were doing and reflecting on the rest of the class in the Learning Zone.

Time out Zone- If the child doesn't return to the Learning Zone they receive another warning and then are sent to another class in the Time Out Zone. Each class has a Time Out Zone with a clip board with a pencil and reflection forms. The child fills out the reflection form. (5 minute timers used in Time Out Zone). The reflection form needs to go to the team leader which needs to be kept as a record. The child should then return to the Learning Zone. If the child doesn't they then receive a last warning they then go to the Red Zone.

Red Zone- The child leaves the room being sent to a senior member of staff. Either with the work set or a note of the lesson focuses. An adult will supervise the child in completing their work away from the current environment ensuring little or no impact on the learning of others. They also lose 20 minutes of their lunchtime.

Records will be kept and HT/DHT will be following up on children who become regular visitors to the red zone.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or finish it during their own time.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

All classrooms have the learning zone system displays as well as defined areas for both the think zone and time out zones.

2.5 School Response to Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Definition of Bullying

Bullying is defined as **deliberately** hurtful behaviour, which is **persistent** and **unprovoked**. It may take various forms, including physical, verbal and indirect.

Bullying is: 'To consistently intimidate, ill-treat or overawe'. It is the use of aggression with the intention of hurting another person and results in pain and distress to the victim. It can be emotional or physical.

The Essex Definition:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'
Government advice on Behaviour, Discipline, Searching Pupils, Preventing Bullying & Use of Reasonable Force in Schools 2011

Bullying can be:

- Emotional: being unfriendly, excluding others, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist /Religious: racial/religious taunts, graffiti, gestures
- Verbal: name calling, sarcasm, spreading rumours, teasing
- Gender related: gender orientated bullying
- Based on differences: family situations taunts and gestures
- Cyber based: all areas of internet, such as email & internet chat room misuse. Mobile using text messaging & calls to upset people including threats. Misuse of associated technology, i.e. camera & video facilities.

Prevention

The school will use various strategies to prevent bullying. As and when appropriate, these may include:

- reward positive, non-aggressive behaviour
- friendship week
- displays
- assemblies
- writing a set of school rules and class rules
- including lessons about bullying in the PSHE curriculum
- reading stories about bullying or having them read to a class or assembly
- using role play situations.
- having discussions about bullying and why it matters

- make clear to parents that it is unacceptable to 'hit back'. This is not in line with the school policy
- in-service training for the staff
- sign a behaviour contract
- the involvement of outside specialists e.g. Behaviour Support

The Importance of Responding to Bullying

All members of the school have a responsibility to recognise bullying and to take prompt action when they are aware of it happening. The child being bullied should always be assured that he/she has acted correctly in reporting the bullying.

Cyber bullying is dealt with in exactly the same way as other forms, whether on or off-line. Only the tools and technologies change, not the behaviour of children.

At Kents Hill Junior School we have a fair and consistent approach to disciplinary measures, taking into account any special educational needs and disabilities.

Everybody has the right to be treated with respect. No one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaving.

Procedures

At Kents Hill Junior School there are consistent disciplinary measures where intervention in bullying incidents is necessary. They are as follows:

1. Report bullying incidents to a member of staff. It may be appropriate for a pupil to report to the adult with a friend for support. The member of staff will listen and establish whether the incident reported constitutes bullying.
2. If it is a bullying incident both the perpetrator/s and victim/s will be spoken to as part of the investigation. Children will be encouraged to see other points of view i.e. "How would you feel if..?"
3. The member of staff will emphasise that bullying of any kind is totally unacceptable.
4. If bullying has occurred, the incident will be recorded at on a pink card.
5. The Support Group process may be instigated (see 10 below).
6. Where perpetrators are clearly identified, they will receive consequences as deemed appropriate by the member of staff.
7. The victim will receive support and be given the opportunity to discuss strategies for dealing with the situation. A time for follow up will be arranged.
8. The perpetrator will be asked to make a genuine apology, either verbally or in writing, as appropriate.
9. If possible, the pupils will be reconciled.
10. In cases of serious or repeated bullying, the incidents will be recorded as usual and the Support Group approach implemented. This will be monitored by staff.

11. If necessary and appropriate the Police Community Support Officer will be consulted.
 12. As a final resort, temporary or permanent exclusion may take place. Parents/carers will be informed of any bullying incidents by a member of staff
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2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school zones are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

3.4 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 Playground behaviour

4.1 There is a list of rules for how children should behave in the playground, this is displayed and the children are reminded of these rules each half term. Children are expected to respect and respond to Mealtime Supervisors in the same way as they do to a teacher or teaching assistant on duty and vice versa.

5 The role of the head teacher

5.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

5.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

5.3 The head teacher keeps records of all reported serious incidents of misbehaviour.

5.4 If the need arises, the head teacher can give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head

teacher may permanently exclude a child. Both these actions are taken only after the school governors have been notified.

6 The role of parents

6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

6.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

6.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and/or the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

7.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

8.1 Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

8.2 If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8.3 The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

8.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

8.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

8.7 If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

9 Monitoring

9.1 The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office.

9.3 The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

10.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.