



## Kirkbymoorside Community Primary School Behaviour and Discipline Policy

### Expectations

We are committed to a whole school approach towards the encouragement and expectation of good behaviour. 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 with Care, Consideration and Courtesy.

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

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

Based upon the following rationale we will:

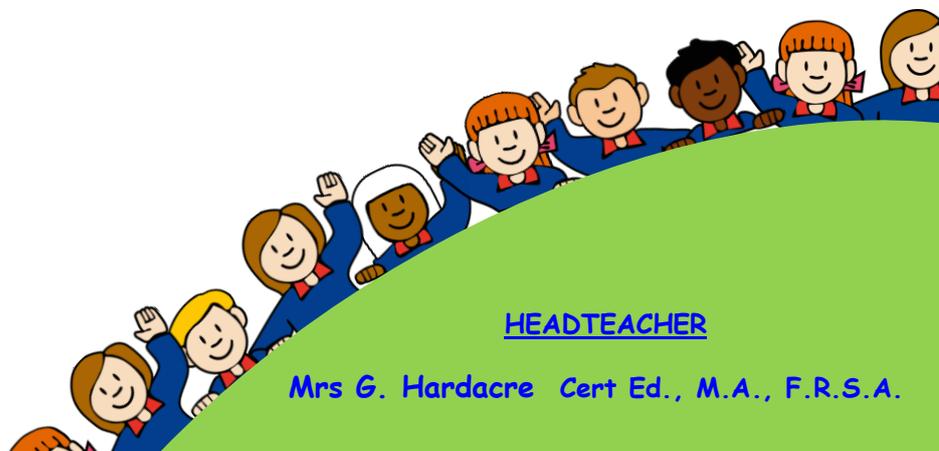
- Have clear systems of rewards and sanctions.
- Encourage children to make positive choices about their conduct.
- Involve parents in their child's behaviour.
- Have an uncompromising rejection of bullying.
- Be proactive in addressing issues of extreme behavioural difficulties when they occur.

The school expects good behaviour, as it believes that this will develop an ethos of Care, Consideration and Courtesy. This policy is designed to promote good behaviour, rather than merely deter poor behaviour.

All pupils and staff are expected at all times to show:

- Care
- Consideration
- Courtesy

### Rewards



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We praise and reward children for outstanding behaviour, mirroring the incident pyramid in all key stages.

This is done in a variety of ways depending on the age of the child.

### EYFS:

- Members of staff praise children on their achievement.
- Teachers in the unit give children stickers or stamps.
- Children are sent to Key Stage coordinator, Deputy Head teacher, Head teacher for praise.
- Notes are occasionally sent home to parents.

### Key Stage One

- Members of staff praise children on their achievement.
- Use of stickers or star/reward charts at individual teachers' discretion.
- Children are sent to Key Stage coordinator, Deputy Head teacher, Head teacher for praise.
- Notes are occasionally sent home to parents.
- Occasional mention in Celebration Assembly

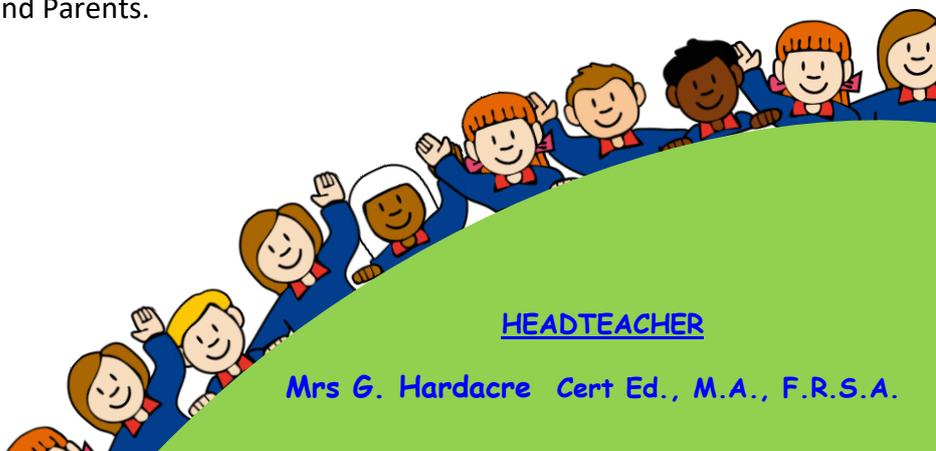
### Key Stage Two

- Members of staff praise children on their achievement.
- Use of stickers and/or star/reward charts at individual teachers' discretion.
- Children are sent to Key Stage coordinator, Deputy Head teacher, Head teacher for praise.
- Notes are occasionally sent home to parents.
- Occasional mention in Celebration Assembly

### Sanctions

Consequences of not meeting the above expectations are:

1. Warning.
2. Second warning.
3. Time out, no longer than the child's age in minutes.
4. Discussions with Senior Leaders about continued poor behaviour.
5. Discussions with Senior Leaders and Parents.



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All poor behaviour around the school will be reported to the appropriate class teacher or senior leader who will decide what, if any, sanction is given.

In the case of extreme aggressive behaviour pupils will be referred directly to a senior leader.

The class teacher discusses the school rules with each class. In addition the class teacher will discuss with the children what the rules mean and how they apply in given situations. Expectations will be demonstrated and practised. In this way, every child in the school knows the standard of behaviour that we expect in our school.

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.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. 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.

**Covid: The school has made provision for Kirkbymoorside CP School to sanction, up to and including exclusion, pupils who wilfully refuse to adhere to arrangements of social distancing, deliberately coughing/spitting.**

### Class Rules

Class rules are negotiated between children and class teacher each September. The wording of the rules needs to be age appropriate and children need to be clear as to their meaning.

Rules must be displayed prominently in each classroom and be regularly referred to by the class teacher.

It is the responsibility of class teachers to ensure that the school expectations are adhered to in their classroom, and that their classes behave in a responsible manner during lesson time.



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They are also responsible for maintaining good behaviour throughout the school with all pupils.

The class teachers in our schools have high expectations of all children with regard to behaviour.

The class teacher treats each child fairly, and applies the behaviour code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their Key Stage Leader.

The Class Teachers or Senior Leaders may liaise with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

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.

### **The Role of the Senior Leaders**

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.

The Senior Leaders support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Senior Leaders keep records of all reported serious incidents of misbehaviour.



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The Senior Leaders have the responsibility for giving 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. When these actions are taken the school governors are notified.

### **The Role of Parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

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

We expect parents to support their child's learning, and to cooperate 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.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact a member of the senior management team or the Head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The Role of Governors**

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 adhering to these guidelines.

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



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### Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

Only the Head teacher has the power to exclude a child from school or the delegated teacher in charge if the Heads are out of school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If a child is excluded, the parents are informed 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.

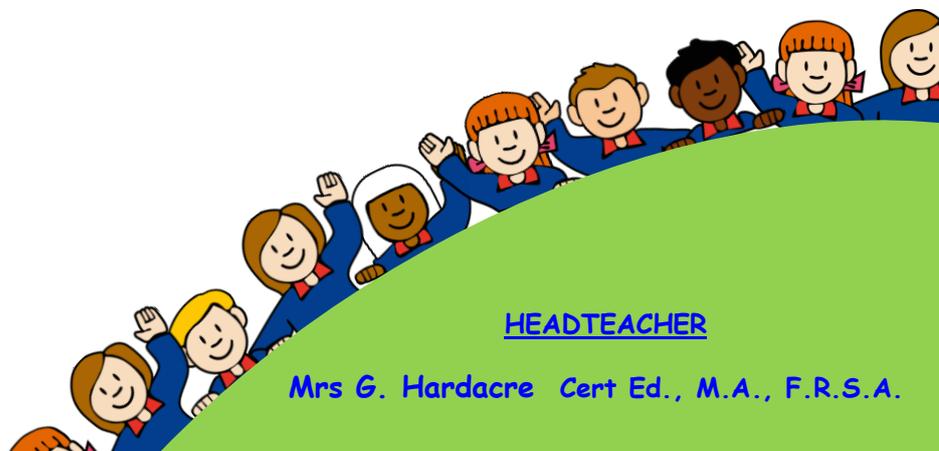
The Head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

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

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

### Monitoring and Review



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The Head teacher monitors the effectiveness of this policy on a regular basis. They will report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

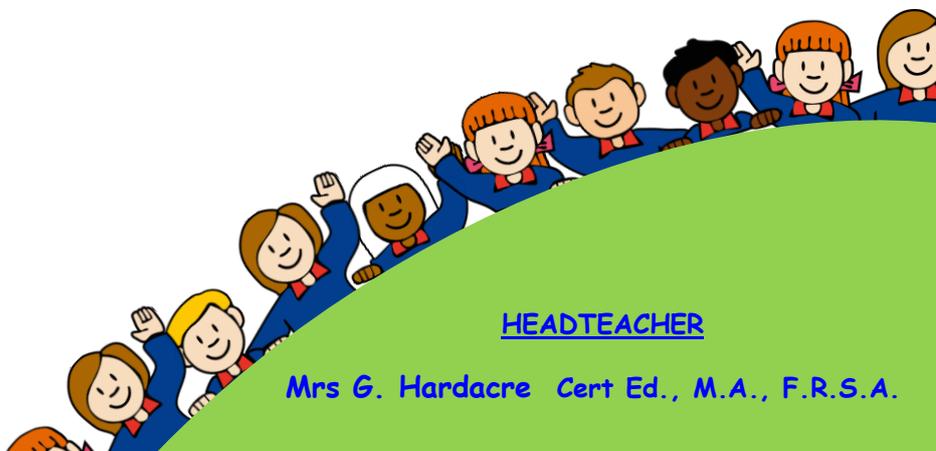
The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head teacher records those incidents where a child is sent to them on account of bad behaviour.

The School keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The 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.

Reviewed: December 2016



Continuation.....

