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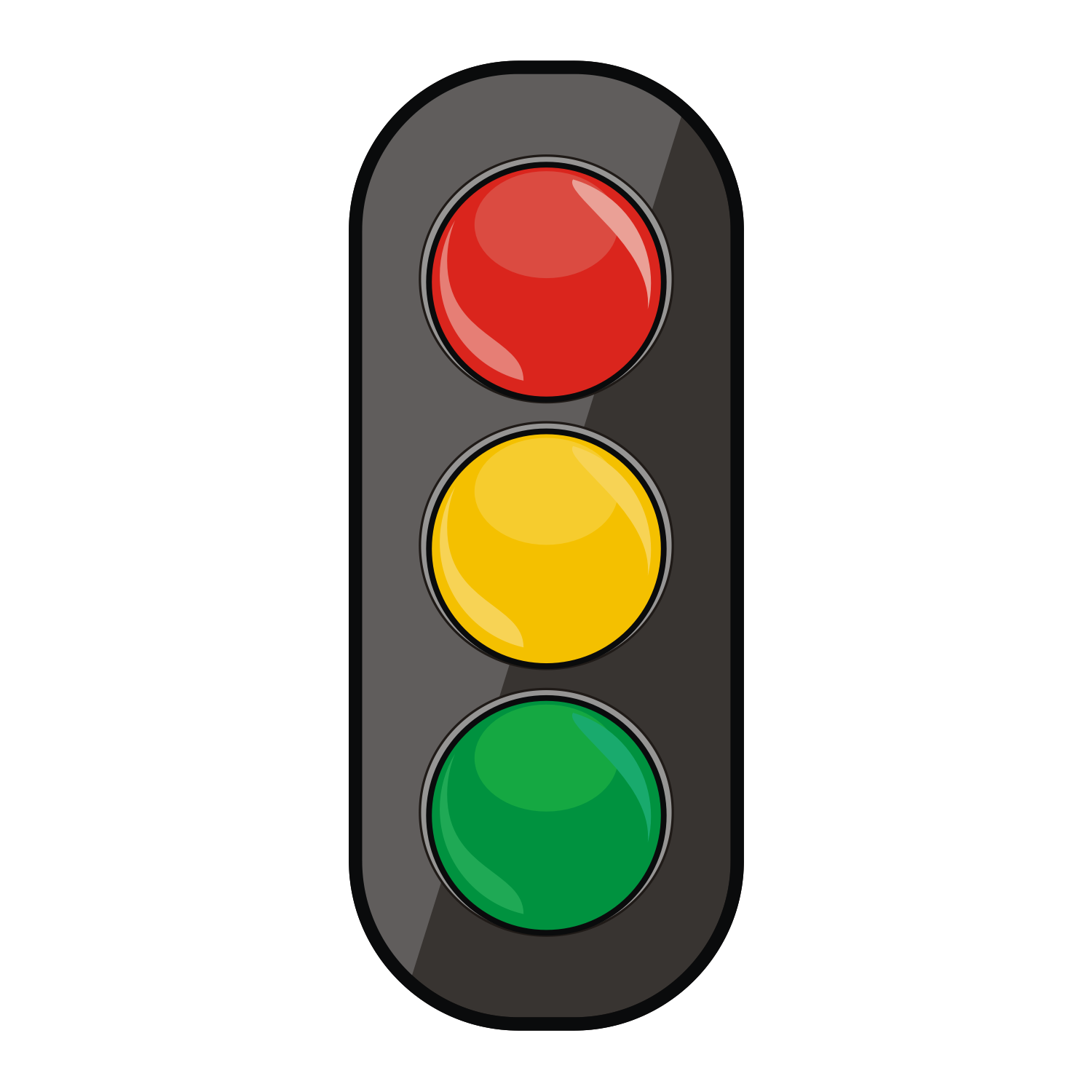
### **KIRK SMEATON CHURCH OF ENGLAND PRIMARY SCHOOL DISCIPLINE POLICY STATEMENT**

Policy updated Sept 2022.

**Aims of the Policy.**

* To encourage a calm, purposeful and happy atmosphere within school;
* To foster positive caring attitudes towards everyone, regardless of culture, origin, sex, disability or ability and to acknowledge and value achievement (linked to the school’s legal duties to the Equality Act 2010 in relation to managing the behaviour of pupils with SEN and/or safeguarding);
* To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
* To have a consistent approach to behaviour throughout the school with parental cooperation and involvement;
* To make boundaries of acceptable behaviour clear and to ensure safety;
* To raise awareness about appropriate behaviour.

**Celebration of good behaviour**

* Inclusion in the weekly ’celebration’ assembly;
* We give out credits/dojos and provide children with a range of enjoyable activities e.g. extra playtime;
* We make clear our expectations of good behaviour through discussion, collective worship and the golden rules that are displayed throughout the school;
* We discourage unsociable behaviour by promoting mutual respect;
* We put emphasis on encouraging and motivating pupils;
* We encourage children to take responsibility for their own actions and behaviour;
* We model desired behaviour and set by example;
* We praise good behaviour and tell the children for what they are being praised;
* We give positive feedback;
* We show respect for all individuals including their culture and background;
* We create a safe place to be;
* We have clear and consistent use of rules and sanctions;
* We give children the opportunities to talk about their feelings (often in circle time);
* Positive feedback is given to parents.

**The schools behaviour strategy**

**At all ages and stages we encourage children to take responsibility for their own behaviour.**

If an incident has occurred we will discuss it with all the children involved asking them to be reflective, reviewing the shine rules (appendix 2) at all times. Where possible, we encourage children to try to resolve disagreement themselves.

**Suggested Strategy for resolving conflict**

* The children listen to each other with no interruptions;
* They are encouraged to maintain eye - contact;
* Each child has a turn to say:
* What the other(s) has/have done to upset them;
* How they feel about it;
* How they would like them to behave in future.
* No-one is allowed to interrupt or argue;
* They go on taking turns until everyone has finished;
* The adult is there as referee, and to help the children resolve their differences. S/he makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye-contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

**Consequences of wrong choices**

**EYFS** children have traffic light rugs in the class where they sit if they need time to reflect on the choices they have made based on the shine rules. The Green rug symbolises missing one minute; Amber, missing two minutes and Red missing three minutes.

**KS1 and** **KS2** children have a traffic light system, they start on green (positive behavior choices), they drop to amber and then to red if poor choices are made.

Homework is monitored weekly and children are kept in at playtime in order to complete the work.

If a child regularly behaves inappropriately, we need to look for patterns**:**

* Does the child always misbehave? If not, why not?
* What activities is the child engaged in when behaviour is acceptable/unacceptable?
* Are there key times for poor behaviour e.g. in the cloakroom? Can these be avoided?
* Are tasks given to the child meaningful?
* Is the level of challenge appropriate; not too hard so the child feels over-whelmed or confused or not too easy so that they become bored?
* Does the child receive positive feedback leading to a growing sense of confidence and high self-esteem?
* Does the child feel safe and secure both physically and emotionally?

If behaviour is persistent and it is felt that the child is not reflecting on their choices the teacher will record this on the schools system and parents will be notified either by email, face to face or a phone call. If a child is consistently failing to follow the rules, then this needs to be monitored by the class teacher and to be discussed with the headteacher and parents to look at what support is needed for the child. The child will be placed on a report card and a meeting with parents, Teacher and Headteacher will be arranged. An independent person may attend the meeting to take minutes.

Behaviour is monitored each half term.

**Class exclusion**

This is when a child has persistently failed to follow the rules. The child will be excluded from class and educated in an isolated space. The period of exclusion will depend on circumstances (I.e. the severity and number of incidents) this could be as short as one hour or as long as one day. The isolated space is within school and there is appropriate adult supervision of the child.

**Exclusion from school**

Temporary exclusion from school is used when the Headteacher deems an incident, or a series of incidents looked at together, are sufficiently serious to merit this course of action. This decision is not taken lightly and the Local Authority guidance will be followed. Please see the exclusion guidance.

**Next steps**

When behaviour is deemed as a significant concern either through a continuation of incidents or exclusion, parents/carers will be invited to meet with the Headteacher and teachers to discuss possible strategies for improvement and external support may be sourced. Half termly meetings will be arranged to ensure that progress is made. If permanent exclusion is being considered then the Local Authority guidance will be followed.

**Linked policies**

Anti bullying policy

Exclusion

SEN

Safeguarding

**Behaviour Rewards and Sanctions**

Achievers celebration assembly

Positive reinforcement – comment on the children who are doing what is expected. Regularly praise good behaviour, reward with credits and stickers.

Tone of voice, facial expression, placement of teacher, mention **the behaviour**, praise the children either side or group complying, (lowest sanction).



A quiet word with the child.

Mention the child’s name. Add name to the board.

Ask the child to move. Removal of playtime/other activities.

Removal of playtime, work in isolation, work another class. Inform parents.

Send the child to headteacher/senior teacher - record behaviour and inform parents.

**If an act of violence occurs, the aggressor MUST be removed from the situation and immediately sent to a senior teacher/HT. ACCRAS form must be filled in.**

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| BEHAVIOUR | SANCTIONS |
| AGGRAVATIONS (not exhaustive) | Stages |
| * Wandering around the class * Calling out * Interrupting teacher when talking to whole class * Interrupting other pupils * Talking with other pupils * Silly noises * Pushing in line * Dallying * Not responding to teacher's requests to work. * Being more disruptive, deliberately creating a disturbance. * General refusal to do anything. * Ignoring minor instructions, * Cheek, off-hand comments. * Minor challenge to authority * Swearing- depending on severity and number of incidents * Annoying other children. * Deliberately throwing small objects with intention of breaking them * Harming someone. * Damaging school / pupil's property. * Swearing- depending on severity and number of incidents * Leaving class without permission. * Repeated refusal to do set tasks. * Continued or more serious cheek / challenge to authority. * Harmful / offensive name calling. * Bullying. * Repeatedly leaving classroom without permission. * Fighting and intentional physical harm to other children. * Throwing large dangerous objects. * Serious challenge to authority. * Verbal abuse to any staff. * Vandalism * Stealing * Persistent bullying. * Running out of school. * Extreme danger or violence. * Very serious challenge to authority * Violent physical abuse to any staff. | * Eye contact * Read the shine rules * Minimal use of words * Frowns * Verbal/visual reminders * Time out of class / playtime * Change of seating * Record behavior. * Reminder to the child * Removal of playtime. |
| * Separation from the rest of the class group. * Writing a letter of apology. * Child to stand apart from class group and then sit down when they feel ready to do so. * Completing unfinished work at playtime. * Time out of class as appropriate * Teacher to discuss behaviour with parents. * Headteacher involvement * The child goes on report for a week (appendix 1) * Possible involvement of outside agencies |
| * Exclusion from class. * Contact with parents by class teacher * Record rewards/ sanctions on a personalised monitoring sheet. * Parental involvement * Target plan for need. * Report to governors |
| * Immediate fixed term exclusion |

Appendix 1

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| Monitoring  Name ………………………………….. Date-week commencing ……………………………… | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Session 1 | Session 1 | Session 1 | Session 1 | Session 1 |
| Break | Break | Break | Break | Break |
| Session 2 | Session 2 | Session 2 | Session 2 | Session 2 |
| Dinner | Dinner | Dinner | Dinner | Dinner |
| pm | pm | pm | pm | pm |
| Comments; | Comments; | Comments; | Comments; | Comments; |

Appendix 2- Shine rules

