

**KNIGHTS TEMPLAR CHURCH OF ENGLAND
AND METHODIST COMMUNITY
FIRST SCHOOL**



Behaviour and Discipline Policy

Introduction:

As a church school, we believe that everyone should be treated fairly and with respect, with equality of opportunity and positive attitudes. We strive to create a stimulating environment where everyone's spiritual and moral beliefs are nurtured. In approving this agreement, the governors have considered their responsibilities to achieve these aims and the School's Christian foundation.

The School's Aims:

For each child to be empowered to be the best they can be, with a thirst for learning, a zest for living and a spirit of kindness.

A confident individual

- ☞ Who feels a valued member of our caring Christian school community;
- ☞ Who is self disciplined to enable them to think for themselves and make the right choices;
- ☞ Who cares for their own emotional and physical well-being;
- ☞ Who is proud of themselves, their school and their community.

A successful learner:

- ☞ who shows initiative, perseverance and commitment to excel in their learning;
- ☞ who has the vital skills to empower them in their future lives;
- ☞ who is curious, adventurous and enthusiastic in their approach to challenges;
- ☞ who is spiritually aware with a sense of wonder at the people and world around them.

A responsible citizen

- ☞ who has a sense of Christian moral responsibility to others shown by fairness and generosity;
- ☞ who has understanding and empathy for others and shows respect for different views and feelings;
- ☞ who behaves in a considerate and courteous manner to all.

Our Commitment:

We believe that all children have the right:

- to feel safe at school, physically and emotionally
- to be able to learn to the best of their ability in a safe and secure environment
- to be treated with dignity at all times, in all circumstances

These rights are non-negotiable and apply to the whole school community.

Management of Behaviour – General Principles

All members of staff are expected to adhere to the following 'preferred practices':

- to use the Knights Behaviour code with all children to ensure clarity and fairness of consequences following different choices by children;
- we will aim for a non-confrontational focus;
- we will adopt least-to-most intrusive behaviour management techniques;
- we will review policies having consulted children, parents and members of staff;

At all times we should endeavour to –

- ensure that all members of the school community work to support the school as a learning community by recognising the learning needs of each child, to achieve the highest possible standards of teaching and learning
- encourage children to 'own' their behaviour – to take responsibility (see Knights Behaviour code)
- promote and support positive behaviour
- utilise the principle of 'cool-off' time and other sanctions
- remain committed to the principle of colleague support
 - teachers should feel able to voice concerns about a difficult class or a particular pupil
 - they should not be expected to manage alone and should send for help if necessary
 - they should feel comfortable about seeking advice and support
- model good behaviour in their interactions with pupils and with each other
- recognise that children learn respect by receiving it – children are motivated to do well when they are encouraged and praised

Knights Templar Behaviour Code (see appendix)

This code of behaviour was developed with input from staff and children. It clarifies for everyone what the consequences are for different actions. This code is discussed by each class at the beginning of the term and is referred to by all members of staff. The choices made by a child are discussed and the consequence should be understood and expected. The emphasis is at all times on making a 'good' choice and having the pride and satisfaction in having done that.

Class Discipline Plans

Classroom Rules

At the beginning of each school year, each class should develop a set of **classroom rules** arising from circle time and whole class discussions. (SEAL links) The rules should be 'published' by displaying them in the room and copies sent to the children's parents so that they can be shared at home. Children's attention can be drawn to the rules throughout the year, with clear reminders that everyone agreed to them.

Rewards

Smiley Face

A child will have their name/face put onto the class 'smiley face' if they make a good choice such as working hard, helping another, tidying up quickly. If their name is on the smiley face at the end of the day, the child gets a sticker. If the child deserves a smiley face again, then their name/picture gets a tick. If a child gets two ticks, then that child gets a gold card. Any teacher and assistants can give a 'smiley face'.

House Point System – will be introduced. All children can earn house points for performance, attitude and effort. Each week the cup will be presented to the house with most points.

Rewards for good behaviour at lunchtime – the lunchtime supervisors can give stickers to children who are behaving well or they can record their names in a book.

Star of the week – one child from each class will be chosen e.g. for exemplary behaviour, for showing kindness, for hard work – for being a good role model. The children will receive a pin badge.

Praise should always be given to children who are behaving well. The headteacher will award special stickers and other rewards for good work or exemplary behaviour.

Sanctions

Teachers should decide on the most appropriate sanction for a particular child or situation. The sanctions include:

- **Non verbal signals**, such as a hard stare or a shake of the head or the use of the behaviour cards
- **Verbal reminders of agreed rules**
- **Praise for children nearby showing appropriate behaviour**

Verbal warnings are given and the consequences of choosing to continue the behaviour outlined. Forced choices might be appropriate at this stage. **Any sustained discussions about a child's behaviour should be deferred and should not disrupt the flow of the lesson.**

- **If the child continues to make poor choices, their name/face goes on to the straight face.** If they then amend behaviour, name/face off with lots of praise. If on straight face in the morning, lose 5 minutes of playtime in IT room; if on straight face at the end of the afternoon, then lose 5 minutes the next day. If wrong choices continue, on to red face and child will see the headteacher.

- **Loss of privileges** It is important that **consequences are related** to the incident or poor behaviour. e.g. messing around in work time – consequence may be to complete work during break time.

- **'Time out'** should be used as a **short-term consequence** if a child has chosen to continue disruptive, dangerous or unacceptable behaviour, despite several reminders about rules.

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- A child may be asked to move to a different part of the classroom, or, if poor behaviour persists, to another class. As part of a behaviour management plan, specific children will have nominated calming places, and these need to be used in the least intrusive way possible.
- 'Time out' should give a child an opportunity to calm down and refocus, and will be followed up later in the day, or even the next day, when the child has had time to 'cool off' and is ready to talk to the class teacher or a senior member of staff.
- **Lunchtime detentions** to be given to children who do not respond to 'time out' as already described. These will take place in IT room. Children will be supervised by the teacher on duty. The teacher who gives the detention must decide whether or not to set a specific task. Key Stage 2 children will have their detentions during the first sitting and Key Stage 1 children during the second sitting. Children should be given time to go to the toilet, have a drink and have some fresh air before afternoon lessons begin.

The class must be protected from extremes of behaviour and the rights of non-disruptive pupils maintained.

It is important that frequent incidents of poor behaviour are recorded on the Behaviour Log sheets so that patterns of behaviour can be observed and a bank of evidence collected to share with parents. The evidence will also be needed if support services are involved in any behaviour recovery processes or to help the target setting process. The more serious incidents will be recorded in SIMS.

Time-out/Exit Plans

There is an agreed procedure for situations where a child is abusive or refuses to leave the room. This involves sending a message (request for help card) to the Head teacher, senior teacher or SENCO, who will escort the pupil from the room to a cool-off area such as the Rainbow room. If a pupil refuses to leave, then the class teacher should escort the rest of the class out to another area, thus depriving the child of an audience. A copy of the card to be used for this purpose is attached. The SENCO, Head or a senior teacher may be involved in plans for subsequent re-integration into the class.

It is important that after any 'time-out', the child is able to make a fresh start in his/her own class and that relations are re-established with the class teacher. The child's dignity must be retained.

Behaviour Recovery Plans

The SENCO and class teacher should place a child with persistently poor behaviour on a '**behaviour recovery plan**', in consultation with the child, the parents, and in some cases, the Head. All plans will include specific targets, and will be reviewed on a regular basis. They might form the basis of an IEP.

A Report Card' system may be used which is a record signed by the teacher at the end of each teaching session and breaktime and shared with the parent at the end of the day. Details of the child's behaviour can be recorded on the card, or a note made of the child's progress in meeting the targets, and the information is to be shared with the child's parents or carers, on a daily or weekly basis.

Children may follow different pathways through the Behaviour Recovery processes, depending on their needs and the nature of the misbehaviour. Teachers should work with the SENCO and assistants when a pupil's poor behaviour arises from his or her special needs so that appropriate sanctions are applied.

Taking account of special educational needs, disability and the circumstances of other vulnerable pupils.

Disability

The legislation which underpins equality of opportunity for disabled pupils in accessing school education makes it unlawful for schools to discriminate against disabled pupils on grounds of their disability. Schools are expected to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage (the reasonable adjustments duty).

Disabled pupils are those who have a physical or mental impairment which has a substantial or long term effect on their ability to carry out normal day to day activities. The definition is broad and includes pupils with a wide range of needs including a range of learning difficulties, conditions such as diabetes and epilepsy and those who have recovered from cancer and disfigurement. It also includes conduct disorders, such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) and syndromes such as Tourette's and other mental health disorders. Some pupils with behavioural, emotional or social difficulties (BESD) may also be considered to be disabled.

Special Educational Needs

There is a higher incidence of BESD identified in children with special education needs. Pupils with an Autistic Spectrum Disorder (ASD) or speech, language and communication difficulties can display challenging behaviours. Understanding the main need or disorder can help to identify suitable interventions and can lessen the behaviours significantly. The disorders do not need to have been officially diagnosed in order for a pupil to be classified as disabled; the impairment simply needs to exist.

Vulnerable pupils

Pupils who are experiencing trauma or significant loss can act in ways that are irrational or unhelpful to themselves and others. The SENCO and special needs assistants will endeavour to liaise with parents/carers or with external agencies and to establish systems to detect pupils' distress and make arrangements for children to retreat to a safe haven when they are at risk of losing control of their behaviour.

Account must also be taken of pupils from other groups defined by Ofsted as 'at risk' within the education system, including minority ethnic and faith groups, travellers, asylum seekers and refugees, pupils who need support to learn English as an additional language (EAL), children looked after by the local authority, sick children, young carers, children from families under stress and any pupils at risk of disaffection and exclusion. All of these groups may at some point require adults to take into consideration their individual needs and circumstances when applying the school's Behaviour and Discipline Policy and to use common sense when making decisions.

Members of staff should always be made aware of any child protection issues that might have a bearing on the operation of the Behaviour and Discipline Policy. The designated safeguarding lead, Karen Bass, or the Headteacher will undertake to keep members of staff informed.

Agreed Courses of Action

All members of staff need to take account of a pupil's age, any special educational needs and/or disability and any religious requirements when deciding on sanctions.

When pupils have the necessary understanding and competences to follow school rules but make a conscious decision to behave differently, then the firm framework of rules, rewards and sanctions

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linked to the agreed rights and responsibilities helps all pupils to make appropriate choices. Expectations are clear, as are the consequences of behavioural choices.

It is important that all children realise that some behaviours, particularly those that place others at risk, will always carry a sanction. They should be helped to make appropriate behavioural choices, even when under stress. Sanctions should be managed carefully so that pupils know that adults understand their feelings and are concerned for their well being.

Teachers, working with the SENCO, should identify those pupils who have learning or behavioural difficulties, or come from communities or homes that are in crisis, and agree common ways of managing and meeting their particular needs.

It is vital that information and details of any decisions or agreed courses of action are communicated to other members of staff, including the lunchtime supervisors.

Where behaviours do not carry a risk to others, sanctions may sometimes be modified in the light of a child's personal circumstances. Carefully planned responses may be required when pupils do not have the necessary cognitive, physical or social and emotional competences to follow school rules. Any adaptations should be explained to other pupils so that they can be accepted as appropriate and fair. Pupils, parents and members of staff should be aware that from time to time some pupils will be treated differently.

Outside Agencies

The SENCO can seek help from outside agencies eg. Educational Psychologists, CAHMS, Social Services, the Learning Support Team, or some form of relevant counselling.

Exclusions

Fixed term or permanent exclusion from the school are extreme measures and will only be considered as a last resort. Internal Exclusion should be tried before either Fixed or Permanent Exclusion. Exclusion will be considered necessary if the safety of the child, children and/or adults is frequently compromised.

A Pastoral Support Plan will be written when a pupil's poor behaviour is escalating and the pupil is in danger of exclusion. Meetings will be held with the pupil, the class teacher, the parents/carers, the SENCO and sometimes, the Head. Targets will be set and support planned. Pupils may be given an adult mentor at this stage.

School-wide 'Duty of Care' Plan

Corridor supervision

All members of staff are responsible for supervising behaviour in the corridors and should remind children of the rules about walking at all times, holding doors open, standing aside to let people pass etc.

Playground supervision

A rota of Year 4 monitors will help members of staff at both morning and lunchtime playtimes e.g. by befriending lonely children, playing **calming or constructive games** or helping children who have hurt themselves, seeking adult help when necessary. They will help Key Stage 1 children in

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the hall at lunchtime. Children should be given some training and guidance at the beginning of the year to help them with this role.

Lunchtime Supervision

Lunchtime supervisors are linked with classes so that there can be a smooth transition with information shared at the start and end of lunchtimes. The supervisor can reward children who behave well in the hall, or in the playground, with stickers or they can also record children's names in their book. These names will be read out during Friday's Assembly and the children congratulated. It is good to celebrate all helpful and friendly behaviour and to recognise responsible and caring actions. Class tokens can also be awarded to individuals or to groups of children.

Year 4 Monitors will assist lunchtime supervisors in the hall and dining room e.g. by helping younger children with their packed lunches or helping to clear tables. Arguments or squabbles should be reported to class teachers, as should any children's complaints. Any difficult behaviours or incidents should be recorded in the relevant class behaviour logs.

Serious incidents including bullying

It is important that teachers are told if a child has reported any bullying behaviour or if a supervisor suspects that children may have been teased or made to feel unsafe in any way. Any serious incidents including possible bullying during the lunch break should be reported immediately to the class teacher or to the Head teacher. Incidents or instances of poor behaviour should be recorded on Behaviour log sheets, particularly where an individual's behaviour is being tracked.

'Play fighting' of any description, is not allowed.

Individual pupils' needs

Lunchtime supervisors will be made aware of any children who have particular behavioural issues. They should send for named teachers if problems arise, to ensure a consistent approach with children who have an Individual Education Plan involving behaviour, or children who are taking part in a Behaviour Recovery Plan or Pastoral Support Plan. A list of vulnerable children and their specific requirements is kept by Karen Bass. Supervisors may ask to see it but all members of staff need to remember the School's Code of Conduct as regards confidentiality.

Behaviour off the school site

Positive behaviour should be expected when pupils are off site, on educational visits for example or at sporting events. It is to be hoped that pupils will behave well on the way to and from school and whenever they are wearing school uniform.

Confiscation of Pupils' Property

The Education and Inspections Act gives teachers the power to seize, retain and to sometimes dispose of items as one of the disciplinary measures applied as part of the Behaviour and Discipline Policy. This sanction must be applied in a reasonable and proportionate way.

Generally, property can be confiscated to maintain an environment conducive to learning or where an item poses a threat to others or where it poses a health and safety risk. Pupils have a right to expect that confiscated items will be stored safely until they are returned. In most cases, confiscation of an item is a sufficient sanction and the item should be returned at the end of the day.

There may be some instances when the school chooses not to return an item to the pupil;

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may be thrown away.

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- Any item of value which a pupil should not have brought to school should be stored safely until a responsible family adult can come to collect it.
- Any item of an unlawful or hazardous nature may be given to a parent or in certain circumstances, to an external agency for disposal.

Consistency

We should feel confident that all members of staff, teaching and non-teaching, are applying the Behaviour and Discipline Policy consistently and will react to poor behaviour throughout the school and that they will congratulate children for pleasing behaviour. New members of staff and supply teachers should be made aware of the policy.

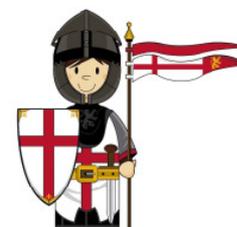
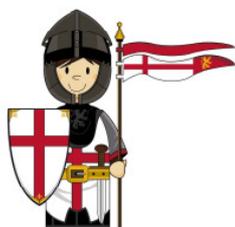
The Behaviour and Discipline Policy will be monitored by the Headteacher, the SENCO and a member of the governing body and reviewed once a year after consultation with all teaching staff and governors.

Approval of this policy

Signed:

Position held:

Date:



Knights Templar School's Behaviour Code

Code	Behaviour choices	Consequences
	<ul style="list-style-type: none"> ☞ Being friendly ☞ Being polite ☞ Being respectful ☞ Sharing ☞ Listening carefully ☞ Being helpful ☞ Saying and doing kind things ☞ Trying your best ☞ Having a go & being resilient ☞ Including everyone in games ☞ Being sensible ☞ Welcoming all people ☞ Playing cooperatively ☞ Moving with consideration eg standing aside, walking sensibly 	<ul style="list-style-type: none"> ☞ Thank you ☞ Star token for class ☞ Smiley face board ☞ Stickers ☞ Gold cards ☞ Privilege time ☞ Show work to Headteacher ☞ Special person ☞ Take class Teddy home ☞ Excellent choice certificate ☞ Playtime star certificate
	<ul style="list-style-type: none"> - Messing around in work time - Not listening - Annoying or distracting others from learning eg chattering, making silly faces, shouting out, moaning - Teasing or being sarcastic - Hurting people's feelings - Not sharing - Not showing respect to others - Play fighting 	<ul style="list-style-type: none"> - Move places in class - Lose time at breaktime or lunchtime - Lose privilege - Time out of class activity - Sent to another class
	<ul style="list-style-type: none"> - Ignoring staff's instructions - Answering back rudely - Bullying and cyber bullying - Temper tantrums eg stomping off - Spoiling other people's work - Consistently annoying others - Hitting, pinching, kicking, spitting, strangling or biting someone - Swearing - Threatening others - Breaking school property on purpose - Stealing other people's things 	<ul style="list-style-type: none"> - Sent to Headteacher - Removal of privileges - Work in separate room - Parents/carers told - Internal exclusion - Lunchtimes at home - After school detention - Possible exclusion - Noted on school record

Flowchart of actions to use when dealing with a serious incident

Forms referred to : ABCC form, SIMS behaviour form, Running Record form, EEC physical restraint form

