



KING HENRY VIII JUNIOR SCHOOL

Behaviour and Discipline Policy

*We all have:
The right to learn
The right to respect
The right to be safe*

Name of policy	Date reviewed	By whom	Next review	Responsibility
Behaviour and Discipline Policy	December 2022	Deputy Head Pastoral	December 2023	Deputy Head Pastoral

With reference to:

Behaviour and Discipline in Schools January 2016

To be read in conjunction with the following policies:

- **CSF Exclusions policy**
- **CSF Complaints Policy**
- **KHJS Anti-Bullying Policy**

1 Introduction

- 1.1 This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour.
- 1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3 Behaviour which, in any way, disrupts learning, lacks safety or is disrespectful is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

2 Aims and objectives

- 2.1 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, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 2.2 The school has three rights as our main principles for good behaviour.
 - the right to learn,
 - the right to feel safe and be safe
 - the right to respect and fair treatment.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others which in turn promotes positive learning.
- 2.4 We aim to treat all children fairly and to apply this behaviour policy consistently.
- 2.5 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 and the wider community.
- 2.6 The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter antisocial behaviour

3 Rewards and sanctions

- 3.1 We praise and reward children for good behaviour in a variety of ways. **See Appendix A**
- 3.2 The school acknowledges all the efforts and achievements of children, both in and out of school, thereby recognising personal endeavour and positive motivation.
- 3.3 The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
 - If a child is disruptive in class, the teacher will verbally reprimand them. If a child misbehaves repeatedly, we may isolate the child from the rest of the class, under supervision, until they calm down and are prepared to comply with the teacher's expectations that they will work cooperatively alongside others.
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the 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 child, the teacher records the incident on MyConcern and the child is punished by a withdrawal of privileges, such as leisure time and in accordance with the CSF Anti-Bullying policy. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.
- 3.4 The form teacher discusses the school rights with each form. In addition to the school rights, each form also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the form teacher discusses these with the whole class.
- 3.5 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 difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear of any kind from others. **(refer to CSF Anti-Bullying policy)**
- 3.6 Adults in our school do not use any kind of physical force (corporal punishment) as a sanction. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children (see <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

4 The role of all teachers and non-teaching support staff

- 4.1 It is the responsibility of teachers to ensure that the school rights are enforced in their lessons, and that their forms behave in a responsible manner during lesson time.

- 4.2 All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability. There should be communication between specialist and form teachers for a consistent approach.
- 4.3 The teachers and support staff treat each child fairly. The teachers treat all children in their lessons with respect and understanding.
- 4.4 If a child misbehaves repeatedly in lesson, the teacher keeps a record of all such incidents. In the first instance, the teacher deals with incidents in the normal manner. However, if misbehaviour continues, the teacher seeks help and advice from the Head of Year, Deputy Headteacher and then Headteacher. A meeting should take place with parents when it becomes appropriate. A report/behaviour card may be set up to monitor and track behaviour with positive goals as an incentive.
- 4.5 Where external support agencies are involved in meeting the needs of a particular child, the teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The teacher may, for example consult with the school's Inclusion Lead to discuss the needs of a child.
- 4.6 The form teacher reports to parents and carers on the personal and social development of each child in their class, through parent teacher consultations, written reports and additional meetings where required. The form teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the Headteacher

- 5.1 It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 The Headteacher has 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 Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and follows the **CSF Discipline and Exclusions policy**.

6 The role of parents and carers

- 6.1 Parents and carers enter into a Parental Contract with the school, agreeing to work in partnership to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rights and to support the school when sanctions need to be used with a child.
- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 6.2 We explain the school rights during curriculum information evenings, and we expect parents and carers to understand and support them.
- 6.3 We aim to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 6.4 If the school has to use reasonable sanctions with a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the form teacher. If they feel the issue is unresolved, they should escalate their concern to the Head of Year and then the Deputy Headteacher. If their concerns remain, they should contact the Headteacher to discuss the issues involved. If parents or

carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

7 The role of directors

- 7.1 The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The directors support the Headteacher in adhering to these guidelines.
- 7.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but directors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

Please read the CSF Discipline and Exclusions Policy

- 8.1 We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

9 Drug and alcohol related incidents

- 9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should take the medicine directly to the school office for safekeeping. Please refer to the First Aid policy for further guidance on medication in school.
- 9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 9.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 9.4 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

10 Monitoring and review

- 10.1 The Headteacher and Senior Leadership Team monitors the effectiveness of this policy on a regular basis. He/She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2 The school keeps a variety of records concerning incidents of more serious misbehaviour using My Concern. The form teacher records minor classroom/playground incidents and informs the Senior Team if patterns are identified or behaviour escalates. Children whose behaviour is being monitored will be reviewed during Safeguarding, Inclusion & Pastoral meetings.
- 10.3 All exclusions, whether fixed-term or permanent, are recorded and reported to Directors.
- 10.4 It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the Equality Act 2010.

10.5 The school reviews this policy every two years. It may review the policy earlier than this if the government introduces new statutory regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: December 2022

Person(s) responsible: Deputy Head - Pastoral

Planned review date: December 2023

Appendix A – Rewards and Sanctions

Rewards

Positive behaviour rewards and strategies may include:

- House Points
- Verbal and written praise about good work or actions
- Certificates (linked to House Points and Learning Behaviours)
- Reporting to Parents, Head of Year and Senior Leadership Team
- Sending a pupil to the Head of Year or Senior Leadership Team for praise
- Sharing of work or actions with class and/or class teacher
- Stickers
- Praise Pads

Sanctions

Depending on the severity and frequency of a behaviour, sanctions may include:

Loss of free time

Penalty Point

Detention

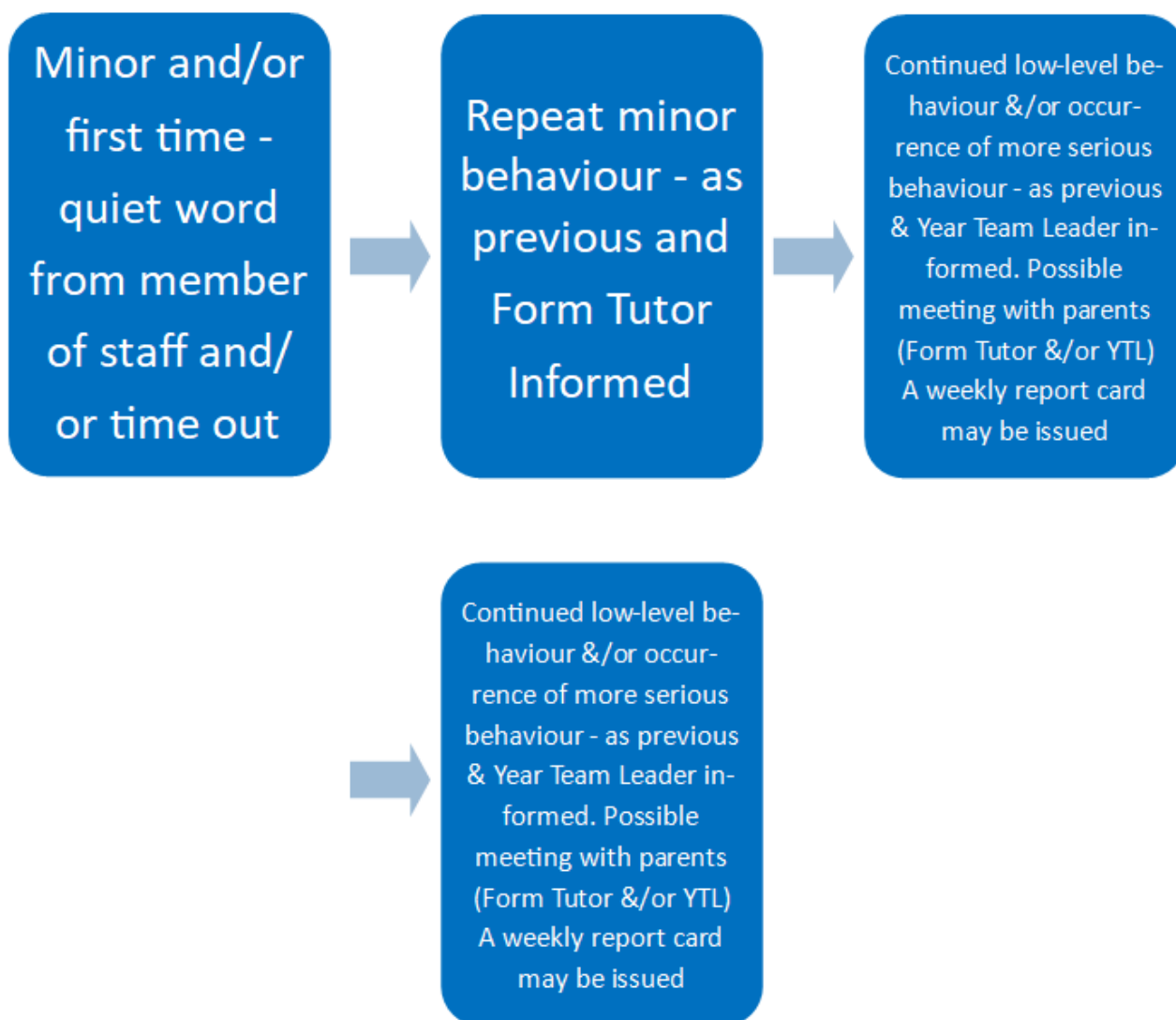
Parents will be notified of children who have received 3 penalty points within a rolling 6-week period. The accrual of 3 penalty points within a rolling 6-week period will also result in a detention.

Appendix B – Recording Behaviour Concerns

Behaviour and Discipline

Also refer to the Behaviour and discipline policy

A behaviour which
sits outside of the rights and
responsibilities



Recording low level behaviour

Minor incidents – form teacher may keep notes.

Where a repeat pattern of events is occurring – a record should be made on MyConcern

More serious behaviour such as **potential or actual bullying** – record on the Anti-bullying log
(T:\KHPS\4.PASTORAL RECORDS\Bullying Log)
and record on MyConcern



Online safety concern – record on online safety log
(T:\KHPS\4.PASTORAL RECORDS\ safety Log) and
MyConcern



Racist comments – record on Racist Comments Log
(T:\KHPS\4.PASTORAL RECORDS\Racist Comments
Log) and MyConcern



**ALL Safeguarding concerns to be recorded on
MyConcern and DSLs informed verbally**



Use of My Concern to record ongoing and more serious behaviour
problems such as disruptive behaviour in class.