

Kenmont Primary School



Behaviour Policy

Policy agreed January 2020
Next review date for policy – January 2021

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Kenmont Primary School Behaviour Policy

OUR ETHOS

Our school behaviour and discipline policy is underpinned by our shared values. The five core values of our school are:

Communication, Community, Learning, Responsibility and Respect

We believe that there are three fundamental rights for all who work in or visit our community.

They are:

- **The right to learn**
- **The right to be respected**
- **The right to be safe**

With this in mind, we aim to provide a stimulating and caring environment in which positive attitudes towards learning are reinforced through a value-based education and high standards of behaviour are expected. Pupils are encouraged to develop a highly motivated and self-disciplined approach to their studies. Every member of our school community should feel valued.

OUR SCHOOL RULES

In order to enable pupils to achieve their full potential, to be respected and to be safe, we insist that members of our community observe the following fundamental rules:

- **Be responsible - contribute positively and always give your best**
- **Be respectful - behave in a courteous and respectful way**
- **Be safe - conduct yourself in a safe, sensible and trustworthy way**

These rules form the basis of a class code of conduct that is agreed by all pupils.

OUR REWARD SYSTEMS

We promote these values by actively seeking to reward every pupil in the following ways:

- **Verbal praise and rewards**

We make every effort to recognise and encourage good behaviour by highlighting the positive actions of pupils. Each class will have its' own rewards systems depending on the teacher and rewards are age-group appropriate. Examples are visible: reward charts displayed in the class or electronically stored point systems. Some class teachers choose to give prizes for reaching a particular number of points.

- **A 'Values Certificate' in Assembly**

Each week, class teachers nominate one pupil who has demonstrated Kenmont's 'Value of the month'. The pupils' names and contributions are written onto the Values Certificate, read out during Assembly and listed in the weekly newsletter.

- **Head teacher and Head of School Awards**

If a pupil or group of pupils do something worthy of particular praise, they receive a Head teacher or Head of School award.

- **Recognition of team efforts**

The performances of our school teams are highlighted during Assemblies.

OUR SANCTIONS

The right of pupils to learn, to be respected and to be safe goes hand in hand with their individual responsibility. We all have a duty to ensure others are afforded the same rights. If behaviour falls short of our expectation, we fairly and consistently apply sanctions (listed below) with a view to amending the poor behaviour.

Sanctions will be given to individual children who are not adhering to the expectations; whole class sanctions will not be given.

Verbal reminder

Many pupils will respond to a simple verbal reminder. This may include highlighting example of good behaviour, "I like the way...."

Offer pupil a choice to amend behaviour or accept alternative arrangement

The adult must specify the behaviour that needs to change then a choice is offered to the pupil whereby he/she takes responsibility for his/her behaviour and understands that a sanction will be applied if the behaviour is not changed. For example, pupils can either choose to work sensibly with their group or work in isolation for a fixed period of time.

Issue a caution

There may be times when a pupil, through repeated minor infringements, does not conform to expectations. The class teacher will use the sanctions system in class; again these may be different depending on the age of the child. If the in-class sanctions have been used, then the pupil will be sent to the Key Stage Leader (at break, lunch or end of day) who will issue and record a caution to the child. The caution is removed when the behaviour of the pupil is in line with our expectations. Any child cautioned twice in one day, or week, will be sent to the Assistant Head Teacher or the Head of School.

Report to the Head of School

If poor behaviour persists, the child is sent to the Head of School who leads a formal discussion with the pupil. Parents are informed by the Head of School and targets for improvement are set and monitored. The support staff may be asked to work with the child/family to ensure the targets are met.

Withdraw privilege such as sharing a class reward, being a monitor, representing the school, etc. will be decided by the Head of School or Head teacher. If a child behaves unsafely on a school trip, they will not be allowed to attend school trips in the future, until there has been a noticeable improvement in behaviour.

Racist and homophobic incidents and Bullying will be dealt with by the Head teacher. Parents are asked to attend a meeting in which clear behavioural targets will be set and monitored. Racist and homophobic incidents are required to be logged by the Head Teacher and in some cases reported to the borough.

Inclusion

There may be a few pupils who need additional behavioural support. This support is provided through external agencies.

Exclusion

In exceptional and most serious cases where the safety of others has been repeatedly placed at risk, a pupil may be excluded for up to 45 days in any one school year. When a pupil is excluded, the Head teacher will arrange for work to be completed at home and have it marked until the pupil returns to school.

Section 103 of the Education and Inspections Act 2006 places a duty on parents in relation to an excluded pupil. A parent has to ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every fixed period or permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted or may be given a fixed penalty notice if they fail to do this. The penalty payable increases if unpaid after 28 days, and if this is still unpaid after 42 days, the parent is subject to prosecution for the original offence. The pupil may also be removed from the public place by the police and taken to designated premises. The Education and Inspection Act 2006 also requires the school to arrange full-time education from, and including, the sixth day of any period of fixed-term exclusion, of six days or longer. Days of fixed-term exclusions are not aggregated, and the regulations apply from the sixth day of each fixed-term exclusion. The school will inform the Local Authority promptly of any permanent exclusions. The school governors will be fully involved in the exclusion process and will ensure that strict timetables and timescales for the reintegration of the pupil are adhered to.

Lunch time incidents

Lunchtime supervisors inform the Senior Leadership Team of any incidents or behaviour which cause concern (such as repeated disobedience, spitting and other discourteous behaviour, violent actions, racist comments, etc) and appropriate action is taken (i.e. register the concern and file the report, discuss the incident with pupil, Head of School, InCo, and parents, as appropriate.) Class teachers are informed of any issues concerning pupils in their class as this enables the correct lines of referral to be used, helps the school to identify a pupil's needs and take action at the earliest possible stage and ensures that all key members of staff are aware of developments and can respond appropriately.

BULLYING - We do not tolerate bullying at Kenmont Primary School

However, we recognise that bullying behaviour occasionally occurs. We define that behaviour as being the wilful, conscious desire to hurt, threaten or frighten someone else.

Such behaviour may be:

Physical: Hitting, kicking, and taking belongings

Verbal: Name calling, insulting, racist or homophobic remarks

Indirect: Spreading stories, exclusion from social groups, cyber bullying (texting and social networks), online bullying through the remote learning platform

Play centre and extra-curricular activities after school are organised and run by external providers, not teaching staff. If a child attends a club after school, there will be the same behaviour expectation as in school. If a child does not behave in the expected way, they will be asked not to attend the club.

A pupil's right to be able to learn, to be respected and to be safe underpins our school ethos. We ask for the commitment of staff, governors, pupils and parents to make the prevention of bullying a high priority in our school. The school has a detailed Anti-bullying Policy.

Date: Spring 2021

Review Date: Spring 2022