



KNIGHTSBRIDGE SCHOOL

Behaviour and Discipline Policy

This Behaviour and Discipline Policy is made available to all parents of pupils via the parents' forum of the school website and, on request, in writing from the school office. This policy applies to the whole school, including the EYFS. The Head of EYFS is responsible for behaviour in the EYFS. It should be read in conjunction with the Anti-Bullying Policy and the Safeguarding of Children Policy.

1 Introduction

- 1.1 Knightsbridge School seeks to create a happy, secure and stimulating learning environment and to promote and develop self-discipline, social awareness and high standards of behaviour. We are aiming for every pupil to respond to all areas of school life to the best of their abilities. We help our children to gain in self-confidence, self-esteem and motivation in order to prepare themselves to participate fully in the next stages of their education and adult life.
- 1.2 It is our intent to focus on the positive, through praise and encouragement, rather than the negative. This, we feel, will have a lasting effect and will be one that the children will carry with them for longer. Discipline and good order are essential for successful learning. Naturally, some of this needs imposition from others. However, the best discipline is self-discipline.
- 1.3 Pre-emptive pastoral care, clear expectations, good organisation and assertive behaviour management should reduce problems, but when they occur, a clear consistent and effective response is needed. It is recognised that there will be variations in staff acceptance and tolerance of children's behaviour in class depending on the nature and content of the lessons. However, the priority of reinforcing good behaviour over admonishing bad is a consistent policy throughout the school. Through regular discussions at meetings, the school endeavours to ensure that members of staff apply all standards consistently and fairly

2 Aims

- 2.1 Our aims for discipline are closely linked to the KS Code and are that all children will:
- be tolerant and understanding of the feelings and needs of others;
 - develop a responsible and independent attitude towards their roles in the community and to be accountable for their actions;
 - develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour;
 - contribute to a safe environment;
 - be able to know and understand what is expected of them inside and outside of their learning environment;
 - add to a positive school life;
 - teach pupils that actions and choices have consequences;
 - allow a pupil to develop and demonstrate positive abilities and attitudes;
 - foster self-discipline and pride of performance in all areas;
 - enable all staff to be consistent in their approach to behaviour management whilst allowing them to use their professional discretion.

3 KS Code

- I will remember to walk fast and not to run.
- I will treat others as I would like to be treated.
- If I have any worries I will talk to an adult I trust.
- I will remember that giving and sharing are the best feelings in the world.
- I will try not to let others feel lonely.
- I will remember how lucky I am and to do my best at everything.
- I will say nothing that will be hurtful to others.
- I will respect others and their possessions.
- I will try to do something creative everyday.
- I will remember “Healthy Body, Healthy Mind” at all times.

4 Senior School Code of Conduct

- 4.1 Please see the Appendix A for a copy of the Senior School Code of Conduct

5 Strategies

- 5.1 All members of the school must agree with the expectations of behaviour. All members of staff are made aware of bullying and behaviour management through staff induction, INSET and regular discussions at staff meetings.
- 5.2 Parents should receive a clear explanation of the schools’ ethos before they choose the school, and a description of the schools’ discipline policy at the Year Group Curriculum Evenings at the beginning of each academic year.

- 5.3 Parents can help by:
- recognising that an effective school behaviour policy requires close partnership between parents, staff and children;
 - discussing the school rules with their child, emphasising their support of them and assisting with their enforcement;
 - attending parents' Evenings, parents' functions and by developing good relations with school;
 - knowing that learning and teaching cannot take place without sound discipline;
 - remembering that staff deal with behaviour problems patiently and positively.
- 5.4 Pupils are made aware that home and school are working in partnership in order to foster and promote good discipline, teachers:
- actively look for the positive;
 - praise, give positive feedback and reward good behaviour;
 - reinforce examples of correct behaviour wherever noted - in the children themselves, in books, in related incidents (news), through drama;
 - provide clear, consistent expectations of behaviour.
 - raise awareness of bullying

6 Respecting our School Environment

- 6.1 Our reputation for cleanliness, attractive rooms, excellent wall displays and a well-kept environment is essential for our success. In order to 'recruit' into the school, we must offer a superior and appealing 'package' based on the quality of differentiation in the teaching, extra activities and excellent care of the children.
- 6.2 Encourage pride in the school:
- insist on a clean room
 - teach in tidiness, encourage tidiness
 - leave desks in place and board clean after lessons
 - report damage immediately to the bursar
 - deal firmly with offenders – to ignore is to condone
 - keep displays fresh and attractive
 - keep desks, shelves and cupboards tidy
 - insist on a litter free building and site

7 Rewards and Sanctions

- 7.1 At KS we have a whole school house point system known as '*Supers*' – positive house points and '*Subs*' – negative house points. Many *Supers* should be given each week as against to very few *Subs*. There can be no trade off between the two. The two must be seen as distinct and separate. Children should be encouraged to record their own *Supers* and *Subs*. ***Subs* should only be used for Senior School children.** These are regularly updated on the school system.

- 7.2 Class or form teachers and specialist teachers may use their own reward systems in their lessons, e.g. sticker charts, but these must link to *Supers* and *Subs*. It is the class teacher's responsibility to let specialist teachers know if they should also use your system to reward.
- 7.3 These systems should be explained to the children at the beginning of the year and reiterated regularly.

8 Corporal Punishment

- 8.1 It is, of course, forbidden to administer corporal punishment of any kind at Knightsbridge School.

9 House System

- 9.1 Every child is assigned to a 'House' from the Summer Term of Nursery or from their point of entry, if later. Once assigned to a 'House', children may start to earn *Supers*. We hope that children will encourage members of their House to try their best in every aspect of school life.

10 Recognition and Reinforcement of Good Behaviour & Rewards

- 10.1 The EYFS and Junior School award system is based on positive reinforcement of good behaviour and immediate visual rewards and team building. Each teacher is encouraged to have their own in-class system of rewarding their children such as a star chart, marbles in a jar, a credit system and/or stickers, etc.

10.2 *Informal Rewards*

These should be given as often as possible along with the reason why:

- simple asides of verbal praise, either in public or private
- brief comment in passing to parents
- examples of good work/effort being displayed around school
- sending a child with their work to another teacher
- written letters/emails of praise home

10.3 *Supers*

Good behaviour, work and especially effort above expectations should be positively reinforced by the award of a *Super*. Excellent manners or acts of kindness should also be awarded with a *Super*. Undertaking a task or duty with enthusiasm or efficiency may also warrant a *Super*. We demand that children be punctual, polite and courteous; we should be seen to praise and at times reward this. All children should be discouraged from asking for rewards and volunteering for tasks only to receive rewards.

In the EYFS and Junior School, it is the class teacher's choice how they integrate their own reward system with the whole school approach to *Supers*, for example, when the children are travelling around the school, lining up, etc you may give out 'Supers' as these relate to the running of the whole school. Teachers may then keep their special system for individual praise or in class events.

Supers should be recorded in a visual fashion. Children should be encouraged and trusted to collate their own ‘Supers’.

In the Senior School, no more than **three Supers** may be given to any individual for a single piece of work or task and this should be extremely exceptional. Should a bigger reward be felt necessary, then *Supers* should not be used and a Commendation or Knight of Knightsbridge award (see below) may be more appropriate.

10.4 *Supers Certificates*

In the Senior School, *Supers* will contribute towards *Supers* certificates for each individual per half term. They will be awarded in Senior Assembly as and when the children achieve each total, e.g.

25 Supers	Bronze Super Certificate
50 Supers	Silver Super Certificate
100 Supers	Gold Super Certificate

At the end of each half term, there will be five super star badges awarded to those children in the Senior School who have received the most Supers and no Subs in the half term or to those who have made the most improvement in their behaviour. The recipients of these badges will be decided at a Senior Staff Meeting.

10.5 *Weekly Superstar/Commendation Certificates*

In addition, each class will award one Superstar (EYFS/Junior School) or Commendation (Senior School) certificates for a particular reason at Junior/Senior Assembly. These could be awarded for reasons such as always being helpful, excellent academic effort in a particular subject, good attitude, a great performance at an event, a subject for that week etc. Class teachers will decide on the weekly recipient based on recommendations from other staff and will bring their certificate to the appropriate Assembly. Certificate winners are recorded on SIMS.

10.6 *Knights of Knightsbridge*

Knight of Knightsbridge awards are deemed as a very high accolade and children who receive this award are displayed in the Knight of Knightsbridge cabinet outside the Assembly Hall. They are awarded to the Senior School only and in Senior Assembly, they will receive a certificate as well as a £5 book token to become a Knight of Knightsbridge. Knights of Knightsbridge are awarded for an excellent piece of work/project/achievement or when a child has gone well beyond the call of duty. If a teacher wishes to put forward a child for a Knight of Knightsbridge award, they must do so in a senior staff meeting and bring the piece of work so that all senior staff can make a decision.

10.7 *End of Term Prize Assemblies*

In Nursery, End of Term “Busy Bee” and “Sunshine” prizes are awarded for each class. In Reception, class prizes for Effort and Achievement as well as a Super Star prize for the child with the most stars on his or her star chart are awarded at the End of Term Assembly. In the Junior School, class prizes for effort and achievement and subject prizes are awarded at the End of Term Assembly. At a Junior School meeting we will decide the winners; they will be selected from all of the Junior School.

In the Senior School, class prizes for effort and achievement are given at the end of each term. Subject prizes are also awarded at the End of Term Assembly. At a Senior School meeting we will decide the winners; they will be selected from all of the Senior School.

10.8 *End of Year Prize Giving*

Reception End of Year Prize Giving takes place at the end of the Summer Term and cups are awarded for a wide variety of subjects and areas. Junior Prize Giving takes place at the end of the Summer Term and cups are awarded as above. We decide our winners together however at this prize giving the oldest children are usually looked on more favourably.

The Senior Prize Giving take place at the end of the Summer Term and cups are awarded for a wide variety of subjects and areas. We decide our winners together however at this prize giving the oldest children usually looked on more favourably. All S4 children will receive a certificate for their transition into the Senior School.

10.9 *House Competitions*

There are a variety of House Competitions throughout the year that the Junior School and Reception children (and in Summer Term, Nursery) may wish to take part in. The children can earn Supers for their house.

In the Senior School, as well as competing against each other, the supers are collated by house and house averages are calculated. This is a cumulative competition. Each week, the average supers for each House are announced and the House captain collects the cup for the week. These are reported in the weekly newsletter.

10.10 The Reception Supers, Junior Supers and Senior Supers are counted at the **end of each term** and a cumulative total is used to find the House Cup winners for each term.

10.11 At the End of Term Assembly, the term's winners receive the cup and a party from their House Parents. The house competition adds to the incentive as well as promoting loyalty and support for one's House.

11 **Pupil Sanctions**

11.1 When considering sanctions, it is important the pupil understands fully that it is the behaviour which is not acceptable, and not the pupil as a person. A clear distinction must be made. It is also important to ensure that punishments are proportionate to the offence, and should enable children to make reparation where possible. Sanctions should be used in line with the age of the child and should consider any issues related to special educational needs or disabilities. Children are made aware that they are responsible for their own actions and that breaking the rules or inappropriate behaviour will lead to sanctions.

11.2 No sanction will be degrading or humiliating. All staff should maintain a controlled and polite manner when dealing with difficult behaviour.

11.3 The sanctions set out below will usually but do not necessarily follow in order of severity.

11.4 *Initial strategies*

Pupils should be made aware of the offence and warned about the effect of their behaviour. Verbal correction and reprimand is sensible, moving beyond a look of reproach to a quiet word, a conversation after class or removal from the problem. Visual indicators for encouraging good behaviour will vary throughout the school according to age and stage beginning with the traffic light system.

11.5 *Subs*

Subs should only apply to children in the Senior School or J3 children during the Summer Term.

Subs may be given to children exhibiting unacceptable behaviour, which may be disruptive, rude, disobedient, dangerous, show disregard for others and their property or late homework. A warning system i.e. traffic lights, sad face should be implemented in your class. Usually (see *Initial Strategies* above), the child should be told that such behaviour is unacceptable and asked not to do it again, then given a final warning and then, if the child persists, a sub should be given. In extreme cases, a sub may be given outright. In every case, the child must be told that they have been given a sub and why. The sub must be recorded electronically. The sub is, in itself, the punishment. You should ask for an apology from the child and then state that they are forgiven. Once a Sub has been given their slate is wiped clean

11.6 *Time Out*

If the behaviour continues after the child has received a Sub, it may be useful to use Time Out. The child should stay in Time Out for 5 minutes and then be allowed to rejoin the group in a positive manner. You should ask for an apology from the child and then state that they are forgiven. Children may also need to miss some time out of break or playing. In rare circumstances the behaviour will escalate to a higher level. During these times you should, complete the steps above and then in calm manner explain that due to the child's behaviour they are going to work in Year X, select a higher or lower classroom to take the child to work in. Once they have completed their work they should rejoin the class.

Some children will need to be seen by the Head of Area, Head of Pastoral Care, Deputy Head Academic or Head to reinforce the teacher's sanctions. These should be used carefully.

11.7 *Detention*

If a child accumulates three or more subs in a week, they are automatically put into detention. Very rarely, a detention may need to be given without the warning system and subs outline above. Detention takes place after school, is supervised by a senior member of staff and takes precedence over squad training, clubs and prearranged appointments. Parents will be notified in advance.

11.8 *Report Card (see Appendix B)*

For children that are finding it difficult to respond to our expectations, adhere to the social rules laid down by the school, who are not performing to their potential in class due to a lack of effort, or who persist in low level disruption, it is possible to place them on a 'Report Card'. This is intended to monitor behaviour/effort in class and at other times of the day.

The child must take the Report Card to each lesson and have the Report Card graded and initialled by the teacher at the end of each period. A comment may be written if appropriate.

At the end of each day the Report Card must be signed by a member of the Senior Leadership Team and then be taken home to be signed by the parent.

12 Procedures for Dealing with Persistent or Major Breaches of Discipline

12.1 Major breaches of discipline may include:

- bullying;
- physical assault;
- deliberate damage to property;
- stealing;
- leaving the school premises without permission;
- verbal abuse;
- refusal to work;
- disruptive behaviour in class.

12.2 Parents will be involved at the earliest possible stage if problems are persistent or recurring (see sanctions above).

12.3 Other procedures may include the following:

- staff have the right to temporarily confiscate pupil's property where it is necessary for disciplinary reasons;
- a verbal warning from the Head or other senior member of staff, as to future conduct;
- a letter to parents informing them of the problems and arranging a meeting with them;
- a case conference involving parents and where appropriate support agencies;
- the child being excluded temporarily or permanently from school (see below).

13 Exclusion

Please see the Exclusion Policy.

13.1 The school reserves the right to exclude a child whose conduct (whether on or off the school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the school. Temporary or permanent exclusion is at the discretion of the Head.

13.2 The sanction of exclusion may be necessary in cases of severe and persistent bullying.

13.3 Details of the procedure are communicated in full to parents in the School's terms and conditions.

14 Recording Incidents and Sanctions of Serious Misbehaviour

- 14.1 Teachers should record details of all serious, reportable incidents centrally with the Head of Pastoral Care.
- 14.2 These details should include as a minimum:
- the names and year group of those involved;
 - nature of the incident;
 - the date of the incident;
 - action taken by the member of staff and the sanction imposed;
 - any comeback following the incident
- 14.3 The Head of Year/Area should be kept in the loop and, if the behaviour continues, the child should be discussed at a whole school staff meeting under Any Children Causing Concern. If there are any other significant changes for this child, the parents and/or Head of Pastoral Care should be notified.

Checklist for Reporting an Incident:

- **Antecedents** – what led up to the behaviour?
- **Event(s)** - the behaviour that occurred
- **Consequences** – what happened after the behaviour?
- **Responses** – by members of staff and the children involved
- **Who was informed of the incident and what was their reaction?**

15 Monitoring and Review

- 15.1 This policy is the responsibility of the Head and the Head of Pastoral Care. They will take an overview of all incidents of behaviour and discipline within the school.

Reviewed by: Olivia Burton (Deputy Head Academic)

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Approved by: Magoo Giles (Head)

Date: January 2012