

# Honley Infant and Nursery School Behaviour and Discipline Policy

## Rational

At Honley Infant and Nursery School we wish every child and adult to behave in an appropriate way to each other. Good behaviour must be consistent throughout the school in order that a safe, orderly, positive and happy environment can be established for all members of the school community.

## Aims

- To promote a positive ethos in the school which reflects Christian principles and values and which ensures that all members of the school community feel happy and safe.

## Objectives

All members of the school community have a responsibility to uphold the school aims by:

- Respecting the rights, values and beliefs of the individual
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Caring for, and taking pride in, the physical environment of the school
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures and traditions
- Not tolerating any conduct involving bullying or harassment
- Helping to develop strategies to eliminate unacceptable behaviour and applying these consistently
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Contributing to the school's commitment to SEAL.
- Encouraging good attendance and taking appropriate action to follow up any instances of poor attendance

### Links to other policies

This policy has strong links with many other policies and should be read in conjunction with these.

***Anti-bullying policy:*** Oppressive behaviour of any kind affects the ability of individuals to enjoy and thrive in their learning. The emphasis in this behaviour policy on the rights and responsibilities of every child in school fosters an environment conducive to learning and ensures pupils don't feel restricted in their learning.

***PSHE&C Policy:*** In PSHE&C we encourage pupils to play a positive role in contributing to the life of the school and the wider community. The emphasis on developing self worth and becoming healthy, independent and responsible citizens supports the school's focus on promoting positive behaviour.

***Equal Opportunities and Race Equality Policy:*** The emphasis on providing equal opportunities supports the school's focus in the behaviour policy where pupils understand that they have a responsibility to ensure their behaviour doesn't prevent others from learning.

***Safeguarding Policy:*** The emphasis is on providing a safe environment in which children can achieve their full potential and where all members of the school community understand they have a responsibility to contribute to the safe environment of the school.

## Communicating The School's Values

In order to communicate the school's values

All adults should:

- Model respectful and supportive relationships within the school community.
- Use positive language to emphasise and praise desired behaviour, rather than focus on negative behaviour.
- Teach and model an emotional vocabulary so that children develop the language skills to help them recognise, understand and manage their own and others' feelings.
- Teach social skills of sharing, turn-taking, listening, giving and receiving compliments, giving and receiving constructive criticism.
- Use social problem-solving structures during SEAL curriculum and Circle time to give a framework for resolving difficulties constructively.
- Ensure children use playtimes as opportunities to extend social skills and develop independence and responsibility.
- Foster positive attitudes toward the environment(inside and outside)
- Ensure routines, which directly affect behaviour and social interaction, are maintained (Appendix 1)
- Classroom practice follows recommended guidelines (Appendix 2)

## Procedures

### **Classroom Agreements**

At the beginning of each school year, each class creates their 'classroom agreement'. This is done through discussions in the SEAL lessons about the rights and responsibilities of all members of the class, in the context of the whole school. This is seen as a contract and is referred to throughout the year to support a good learning environment. Children are reminded of the importance of this agreement for the best learning, (social, emotional and academic) to take place.

### **Golden Rules**

The school's Golden rules are re-negotiated and agreed with the children at the beginning of each year at Key Stage 1 assemblies and within Foundation Stage Circle times. They are clearly displayed in the school and are referred to throughout the school year.

### **Promoting Positive Behaviour**

A positive and purposeful classroom environment is fundamental to the promotion of good behaviour. When children are engaged and working at the appropriate level, it reduces the incidence of disruptive behaviour. All staff are role models for positive behaviour and this underpins the school ethos.

### **PSHCE curriculum**

Each week a PSHCE lesson which incorporates the principles of Social and Emotional Aspects of learning is delivered. These lessons encourage children to take responsibility for their own behaviour through the use of the language of 'choice'. All adults in this school will consistently use this 'language of choice' as it clearly teaches the children that they have a choice between, for example, the negative behaviour they are displaying (eg. talking when they should be listening) and the positive alternative (showing good listening). In this way the child understands the inappropriateness of this negative behaviour and is guided, firmly, but positively, to correct it; to 'make the right choice'. Positive behaviour choices are praised often, both verbally and formally, as demonstrating the right choice. This encourages a positive, safe, enjoyable learning environment.

### **SEAL Collective Worship**

These assemblies link closely to the work in the SEAL curriculum. It provides opportunities to re-visit and consolidate learning and understanding around a theme. Using a common language, they promote a common ethos with shared values, reinforcing positive attitudes.

## **Rewards and Sanctions**

The system for rewards and sanctions is based around the behaviour choices which children make, putting the emphasis firmly on each child's responsibility for their own actions. The school emphasises positive behaviour that will be supported by positive reward.

## **Rewards**

Evidence of expected good behaviour should be acknowledged.

If the child/children display exceptional control, effort, politeness etc. under trying/adverse/difficult circumstances e.g. have reason or opportunity to "misbehave" (attention of teacher not focused on class, distractions, pressure etc.) the self control should be acknowledged.

Extra effort, application to work etc. should also be acknowledged and when appropriate shared with other children or adults.

## **Informal Rewards**

Children are rewarded for good behaviour in a variety of ways, each appropriate to the situation. We recognise the importance of a smile, a 'thumbs up' sign or a verbal 'well done'.

## **Class Rewards**

Each class will have its own system of rewards for acknowledging good behaviour and work. This may consist of stars, star of the week, stickers, team points etc and will be visible within the classroom environment.

## **Golden Time**

Each child has 30minutes of 'golden time' on Friday afternoon when they are able to take part in an activity of their choice. This is recognised as a way of rewarding children whose behaviour is consistently good. At the beginning of the week children choose the activity they would most like to do in Golden Time, this serves to motivate pupils to behave well and so achieve their Golden time.

## **Silver File**

Each week every teacher selects two children for their special achievements. Their names are announced in achievement assembly and they are given a headteacher award sticker. Their names and the reason for their award are then recorded in the Silver File which is permanently displayed in the school entrance hall.

## **Top Table**

Each day, Lunchtime staff choose children who have behaved well during the lunchtime break and their names are put into the Golden box. At the end of the week, during Achievement Assembly, their names are drawn out of the box and those children are invited to sit on the 'Top Table'. This is a table placed to one end of the Dining Hall and dressed with a table cloth and flowers. These children are allowed to choose a friend to accompany them to create a very special lunchtime experience. At different times of the year the table is decorated according to a theme to maintain enthusiasm and interest.

## **Achievement Assembly**

This whole-school assembly celebrates success in many different ways. As well as announcing Silver File names and Top Table winners it is also an opportunity to present children with certificates for their sporting, creative or academic achievements outside the school curriculum.

Each week the lunchtime supervisors nominate a class for the Silver Cup. This is the class who have demonstrated excellent behaviour at lunchtime for the whole week.

## **Individual Rewards**

At times it will be appropriate to create individual sticker charts etc to respond to a child's needs in order to improve behaviour. These will be designed around the specific needs of that child and will be shared with parents

## **Sanctions**

Sanctions are important in helping pupils to resolve poor behaviour but they are more likely to promote positive behaviour if pupils see them as fair. They should always be administered in a calm, professional manner.

The following guidelines from the DCFS must be adhered to:

- Make clear you are dealing with the behaviour, rather than stigmatising the person
- Ensure sanctions take account of individual needs (including gender, ethnicity, SEN and disability) age and understanding.
- Avoid whole group sanctions which punish the innocent as well as the guilty.
- Wherever possible use sanctions that are logical consequences of the pupil's inappropriate behaviour eg completing work at lunchtime.
- Never use a sanction that is humiliating or degrading.
- Ensure that sanctions are seen as inevitable and consistent. Pupils should know that a sanction, when mentioned, will be used
- Link the concept of sanction to the concept of choice so that pupils see the connection between their own behaviour, and its impact on themselves and others and so increasingly take responsibility for their own behaviour.
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent behaviour.

Attention should be paid to the manner in which we deal with children who, forget/disobey/disregard behavioural expectations. We should: endeavour to be firm but not aggressive and pay attention to the tone and volume of our voices when admonishing children. Persistent shouting is ineffective and could indicate a lack of control of, or an inability to cope with, the situation; shouting is not to be considered as a good strategy for control and discipline as it is in conflict with the aims and ethos of our school.

### **Informal strategies**

Non-verbal signals such as eye contact or a shake of the head can be used to discourage negative behaviour. When negative behaviour is encountered, the teacher will tell the child that what they are doing is unacceptable by making a simple statement, eg "You're talking". If the behaviour continues, a reminder of what the poor behaviour is will be given together with a statement of what the right choice is.

### **Formal Strategies**

If a child persists with negative behaviour after being reminded, then the adult will follow the school's 'warning', 'yellow card', 'red card' procedure. This process is appropriate in all school situations including breaktimes, after school clubs and visits. The children understand that if a red card is given then children in Key Stage 1 will lose fifteen minutes of their Golden Time and loss of choice of activity will be sanctioned in Foundation Stage. Throughout this process the language of choice will be used to remind the children of the consequences if they persist with negative behaviour. Where there are witnesses and evidence to show that a child has been unfairly provoked into retaliating physically both parties will get a red card. The names of pupils receiving red cards will be monitored weekly by the Leadership Team to discuss incidents and to focus on any pupils who are repeatedly missing Golden Time.

Pupils who have not received red cards throughout a term will be rewarded with a Headteacher's certificate for outstanding behaviour.

## **Failure to Respond to Procedures**

### Step 1

In some cases a teacher may choose to use additional intervention strategies when a child is not responding to the card process, to deal with negative behaviour. This could involve the child being asked to sit in an allocated space in the classroom and in many cases this will resolve the situation.

Occasionally a child will need to be separated from the class by being given a short 'time out' in a space outside of the classroom where supervision can be given without disruption to anyone's learning. The child will be made aware that they may choose to return to the room when they are prepared to demonstrate positive behaviour. An egg timer may be considered helpful in encouraging the child to return to the room. On return to the room do not be tempted to discuss the situation further at this point but quietly praise the child for making the right 'choice' and discuss the situation at a less public time.

Where a pupil's inappropriate behaviour has resulted in work not being completed, the following are possible solutions;

- the pupil be asked to return to the classroom during a lunch break to finish it, provided there is adult supervision
- Work to be taken home and completed with parental supervision.

### Step 2

If low level misbehaviour becomes frequent the child should be referred to a senior member of staff for rebuke so that the child is made aware that this is seen as an escalation of misbehaviour. The teacher should begin a behaviour log to record nature, frequency and type of incidents. Parents will be informed and will be asked to work alongside the teacher to monitor behaviour. This may be required as evidence in future disciplinary or SEN action.

### Step 3

In cases of repeated misbehaviour, then a meeting with the parents, the Headteacher and the class teacher will be arranged to discuss the problem and to agree monitoring arrangements. Other members of staff including the headteacher and SEN co-ordinator, should be involved. Details of any behaviour modification strategies being employed should be passed on to all staff involved.

A behavioural IEP may be set up.

Outside agencies may be contacted if deemed appropriate, such as the EWO, SENSS, Educational Psychologist

#### Step 4

Continuing misbehaviour after Stage 3, plus any serious incidents of misbehaviour will, lead to a risk assessment being carried out and an action plan developed if the behaviour is deemed to be dangerous. A referral to a behaviour support worker will be made at this stage.

#### Step 5

The Head Teacher will record incidents in the Incident Log. Parents will be interviewed by the Head Teacher to agree future behaviour modification strategies and to discuss future sanctions including the possibility of exclusion. A Common Assessment (multi-agency) meeting may be arranged.

#### Step 6

The headteacher will formally exclude the child within the framework of the Local Education Authority guidelines.(Please refer to DCSF guidelines- 'Improving Behaviour and Attendance' September2007) When considering the permanent exclusion of a child the Exclusion and Discipline Committee will be consulted.

Consideration must be given to a child experiencing particular stress or who may have Emotional and/or Behavioural Difficulties. This framework is not to be viewed as a "fast track" to exclude difficult children. The school has a responsibility to attempt to manage children with behavioural problems and avoid situations escalating to the exclusion stage (Stage 6). If Stage 6 is reached, other than through one very serious act of misbehaviour, there should be evidence through the Behaviour and Discipline framework and/or the Special Needs framework that the school has genuinely attempted to control and modify the behaviour. This, however, must also be balanced with the school's responsibility to ensure the health, safety and general welfare of all children and adults.

#### **Physical Intervention**

When a child's behaviour presents a serious danger of causing significant harm to themselves, to others or property, staff may need to take physical control until such time as the child is able to take control for themselves. The use of a restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate. All teaching staff are, by the very nature of their roles, authorised to use positive handling as appropriate but staff are not expected to intervene physically against their better judgment nor are they expected to place themselves at unreasonable risk. In such circumstances they must take steps to minimise risks, eg removing other pupils/furniture and seek help.

## Lunchtimes

During the lunch-break the headteacher, and in the headteacher's absence the deputy headteacher has overall responsibility for dealing with problems reported by the supervisors. During this time the responsibility may be delegated to any other member of the teaching staff who should be made aware that the headteacher and deputy headteacher are off the premises.

Any member of the teaching staff who remains on the premises during the lunch-break has a responsibility toward the children and must exercise their duty of care.

Lunchtime supervisors are encouraged to focus on positive behaviour and reward accordingly (Golden Box). They use the school's system of 'warning, yellow and red cards' to deal with incidences of unacceptable behaviour and report to the Class teachers the names of any pupils who have been given cards.

Any serious incident is reported to the Senior Lunchtime supervisor who will place the child in a designated area for a short 'cooling off' period. The incident will then be discussed with the pupil and where appropriate will be logged and discussed with the class teacher or headteacher.

The children are expected to respect the role of the supervisors and any incidents of rudeness, disrespect and extreme bad behaviour is reported to a member of the Senior Management Team and dealt with appropriately and parents informed.

.In the case of a pupil whose conduct during the mid-day break is becoming unacceptable, a risk assessment will be carried out and action plan established. This will be shared with parents.

In extreme cases, if the poor behaviour continues, despite additional behaviour monitoring strategies being adopted, it may become necessary to impose a Fixed Term exclusion.

We will seek to apply our behaviour and discipline policy in a consistent and fair manner. Parents and carers will be involved in the pastoral care provision for their children. The Leadership Team will promote good discipline within the school as a whole by providing appropriate support for each member of staff.

**MOVEMENT AROUND THE SCHOOL - IN AND OUT OF THE BUILDING - BREAKTIMES ETC.**

ALL movement around school should be quiet at walking pace.

Movement around school as part of a lesson or session e.g. to assembly, I.C.T, hall (whole class movement from one area to another) will be conducted in a quiet and orderly manner.

The children should be made aware of their responsibility to respect displays in circulation areas which may be adversely affected by their inconsiderate actions.

**ARRIVAL AT SCHOOL**

A member of KS1 staff will be the playground from 8.50am to receive children as they arrive. A whistle is blown and the children line up in their class lines, then led into school by their teacher.

Where appropriate a child with SEN needs will be greeted by his/her support assistant to ensure a smooth transition from parent to classroom.

During adverse weather conditions it may be deemed appropriate to allow children to enter the classroom without lining up as long as there is a member of staff in the classroom to supervise.

**BREAK TIME**

The staff on duty must ensure that their class is ready in good time for the commencement of break.

Children should be encouraged to visit the toilet on the way out of school at breaktimes and lunchtimes. At breaktime a member of staff will be on duty in the KS 1 cloakroom to allow pupils access to the toilet.

They should gain permission from a lunch-time supervisor if they wish to visit the toilet during lunchtime.

Children should be encouraged to make a decision about coats and belongings on their way out and then stand by that decision. They should not be allowed to go in and out of school collecting and returning coats etc.

At the end of the school day the teacher will ensure that he/she is in the classroom in good time to supervise the children exiting the building. Children will be expected to leave the school premises in an orderly manner.

Each child will be matched to their parent or carer at the end of the school day. Teachers will ensure that any children remaining on the premises wait in the front entrance area until collected.

## LUNCH-TIME

The children will be escorted to the dining hall. Supervisors will assist in the collection of food, where necessary, by the children and supervise the queue whilst the children are waiting.

The supervisors will have regard to the children's good table manners and behaviour.

The children will be supervised for the remainder of the lunchtime in school or in the playground depending on the weather.

Any sickness problems and accidents will be dealt with by a first aider. Serious accidents will be reported to the headteacher (the deputy headteacher in the headteacher's absence) and an incident form completed and sent to the LA.

Children who have been given permission by a class teacher to stay indoors during lunch-time must be supervised by that teacher. Occasionally it is necessary for children to stay indoors at lunch-time for a variety of other reasons, e.g. hay fever, waiting to be collected by parent/carer, etc. On these occasions the children will be required to stay in the library area in the hall where they can be observed and supervised by ancillary staff until they are collected.

The senior supervisor will send two children to the staff room to signal that the whistles are about to be blown in the playground. Teachers should ensure that they make their way to the playground promptly.

A supervisor will blow the first whistle at which the children should stand still.

At the second whistle the children should then be directed to walk quietly into school in their class groups.

## Appendix 2

### THE CLASSROOM

It is expected that, generally, the children will be required to enter the classroom calmly, ready to engage in classroom activities as directed by the teacher.

Punctuality should be considered essential, not only to ensure that the children have enough time to complete a task but also to generate a positive attitude to school.

An acceptable working noise level is that which does not impose on either adjoining working areas or individuals within the same area or room.

Adults working in the classrooms will be expected to model the working and behavioural standards required of the children.

The children should be encouraged to approach the person to whom they wish to speak rather than call out or speak loudly across a space or room.

Politeness one to another will be insisted upon. "Please" and "thank you" should be the expected norm.

Movement around the classroom should be essential to the task in hand.

Children should be encouraged to facilitate their own learning in the appropriate manner ensuring that interruptions to others are negated or kept to a minimum.

Work should be matched to the children's needs and abilities to help ensure that they stay "on task".

Classroom rules and expectations should allow everyone to work successfully, safely and enjoyably.







