

Behaviour and Discipline Policy

Rationale

At Diamond Infant School we strive to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. An emotionally safe environment is an essential prerequisite for successful learning. We believe that this is fundamental for effective teaching and learning. In order to achieve this we implement the School and Family Nurturing Programme throughout the whole school. The philosophy of the programme is based on four constructs: realistic expectations, self-awareness and self-esteem, empathy and positive discipline. This in turn underpins our whole school approach to behaviour and discipline.

Aims and Expectations

- To ensure the safety and well being of all children, staff and visitors to the school.
- To provide an environment in which effective teaching and learning can take place
- To develop a consistent whole school behaviour policy, supported and followed by the whole school community: children, staff, parents and governors.
- To help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- Develop emotional literacy and improve the emotional health of children, staff and parents.
- Tailor our expectations of children's abilities and behaviour according to their age and their stage of physical, intellectual and emotional development in order to offer them the opportunity to succeed and therefore gain confidence.
- Encourage and praise effort as well as achievement.
- Understand other people's feelings and offer an empathic response.
- Respond positively to good behaviour and fairly and reasonably to negative behaviour.

Implementation

Diamond Hall Infant School follows a positive discipline approach. We aim to pay most attention to what children are doing right rather than what they are doing wrong. Positive discipline uses methods that are **fair, firm and consistent**. It teaches the difference between right and wrong, what behaviour is acceptable and what is not in a positive way. It emphasises what children are doing well, rather than focusing attention on their mistakes and inadequacies.

Positive Discipline

- establishes and maintains clear boundaries
- rewards positive behaviour
- uses reasonable penalties in response to negative behaviour

1. Establishing And Maintaining Clear Boundaries

The school code of behaviour is positively fostered and made explicit throughout the school. It is displayed in the main corridors of the school. All staff are expected to reinforce the code in everyday school life.

School Code Of Behaviour (5 rules)

- Listen to the teacher and to each other
- Be kind, polite and helpful to others
- Call everyone by their name
- Keep our school tidy
- Share with each other.

Expected Classroom Behaviour to ensure an effective learning environment

In addition to the school rules, each class also has its own classroom plan, which entails a maximum of 5 rules which are decided by the children and displayed on the wall of the classroom. The classroom plan needs to take account of the following:-
Have a maximum of 5 rules.

To be discussed at a year group meeting.

Rules to be discussed and negotiated with the children.

Rules to be visually displayed in classrooms.

Dinner Time

Children are expected to follow school rules outlined above. In addition when entering / leaving premises for lunch the children are expected to move quietly around the school in single file under adult supervision. Follow routines for toilet / handwashing.

2. Rewarding positive behaviour

We praise and reward children for good behaviour in a variety of ways:

- verbal praise;
- stickers and certificates;
- each week we nominate a child from each class to be 'Star Pupil';
- each 'Star Pupil' receives a certificate in the school assembly and a badge to wear all week;
- collaborative class and whole school behaviour targets in which the children negotiate their rewards;
- Each class to be praised collaboratively for behaviour at lunchtime. A cup to be awarded to the class with most stickers on a ½ termly basis.

3. Use of reasonable penalties in response to negative behaviour

On occasions when children choose not to follow classroom or school rules, the following penalties / consequences are imposed.

- 1 Verbal warning – in form of choice / consequence (see below).
- 2 Move the child nearer to the teacher.
- 3 Time out. Move the child away from the group / class (Child should always be within adult's sight and should be seated not standing).
- 4 Deduct appropriate amounts of time from playtime/dinnertime (refer rota see Appendix 1).
- 5 Continuation of inappropriate behaviour – removal of privilege (refer choices / consequences).
- 6 Send to Teamleader, initially then if inappropriate behaviour persists - Deputy Headteacher or Headteacher. Keep Team Leader informed of concerns and approach.
- 7 DHT or HT to speak with parents.

In an instance of severe misbehaviour (eg physical violence, extreme defiance of teacher, send for Teamleader, Deputy Headteacher or Headteacher.

Dinner Time

- 1 Verbal warning (choice / consequence).

2 Hold hand of adult for an appropriate amount of time.

3 **Continued** misbehaviour / **severe** misbehaviour – matter referred to Deputy Headteacher .

Choices and Consequences

Offering children choices, with related consequences, helps them to understand that they are responsible for their behaviour. It keeps adults in charge without the need for coercion or making children feel powerless. **When giving choices and consequences keep the emphasis on the positive.**

'X, you have a choice. You can...or you can choose not to ... If you do...you will get... If you do not you will have to move near to me... It's your choice'.

(see Appendix 2)

Other Methods

Ignoring Behaviour (not Child)

Some minor forms of behaviour are better ignored than given attention (see Appendix 3).

Time Out

Time out is useful for helping children to calm down when angry or getting out of control. It is not intended to be a punishment banishing the child, but an opportunity for the child to calm down, to reflect on behaviour and to make a fresh start. It should be reserved for behaviour such as violence that the child know is unacceptable and not used at random for minor misdemeanours (see Appendix 4).

1 to 1 Discussion

Guidelines

Show empathy and concern – emphasise discussion not a punishment but to help and offer guidance.

Ask child questions to try and find out the reasons for the misbehaviour.

Ask what you, as class teacher, can do to help.

Discuss with child how they can improve and change behaviour (suggest strategies).

Refer Nurturing Programme guidance (see Appendix 5)

Individual Education Plans

If a child needs more than or different to normal classroom or school strategies, class teachers should liaise with the Special Needs Coordinator (SENCO) and put on School Action. An Individual Education Plan (IEP) is written by the SENCO in liaison with the child's class teacher outlining specific targets, strategies and resources and the child's parents are informed. Targets on IEPs should be discussed with all staff who come into contact with the child. IEPs are reviewed as necessary and the targets are evaluated. If they are not achieved the targets and strategies are amended. If it is necessary outside agencies are involved (in discussion with SENCO) and the child may be moved to School Action +.

Legal Position

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

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The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education Inclusion officer or LEA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, 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.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. With effect from September 2003 parents will be given the opportunity to attend parent sessions led by the Child and Family Nurturing Programme.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable penalties with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If

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the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

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Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher is aware of minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

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

Signed:

Date: