

BEHAVIOUR MANAGEMENT & DISCIPLINE POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on 25th
September 2018

It will be reviewed September 2019

Signed:

Date:

Behaviour Management and Discipline Policy

Rationale

At Buxton Infant school we believe that everyone has the right to:

- be safe
- be able to learn
- be respected
- be happy
- have friends
- expect people to be kind
- expect people to be fair
- be able to trust others in the school
- be free from violence

We believe that every opportunity should be taken to praise and reward appropriate behaviour and that good behaviour by pupils should not be taken for granted by staff. Pupils deserve to be recognised for presenting good behaviour and thanked by staff for their efforts. Equally, life skills such as pupil politeness, and a helpful and co-operative manner should be nurtured by staff recognition.

At our school we believe that behaviour and discipline should be monitored and addressed by **all staff within school**, whether teaching or not. Supervision extends beyond the classroom, and the less structured times of day present special challenges for non-teaching staff. For this reason, out of class situations need effective systems for monitoring behaviour and discipline.

We believe that positive recognition is fundamental to self-esteem and motivation of children and does not exist purely to balance the force of sanctions; it is part of our school ethos. All children who conform to the expectations of the school are given positive recognition.

Introduction

Good behaviour and discipline are essential for effective teaching and learning to take place. The achievement of high standards of behaviour involves praise and rewards, sound relationships between teachers and pupils; coupled with stimulating teaching and learning.

Good behaviour and discipline will be promoted by consistent use of the following policy which is the responsibility of the whole school and all staff within it. The full support of parents will be actively sought and welcomed.

Aims

- To create a supportive and safe working environment, where each child is valued for what they can accomplish and who they are.
- To nurture a happy and caring school in which all children and staff enjoy working.
- To encourage and develop life skills which encompass respect, politeness, tolerance and co-operation.
- To encourage children to develop self-control and independence.

Derbyshire LEA Guidelines

The Authority expects the highest standards of behaviour from children, young people, parents, its staff and the public.

The Authority deplores the use of violence, physical or verbal aggression by children, young people, parents, members of staff or the general public.

The Authority recognises the need to:

- set out clearly its expectations of those children, young people and adults in its care;
- set out clearly its expectations of its staff and institutions;
- take appropriate steps to protect all those for whom it has a responsibility;
- offer appropriate guidance, support and training for all its staff;
- encourage all staff to report incidents without feeling that to do so is a reflection on their work;
- provide help and support for staff who have been assaulted;
- report assaults to the police, with the agreement of the member of staff concerned;
- investigate, monitor and review incidents of violence.

Rewards

Praise

- Staff ensure that lots of praise is given to reinforce good behaviour and aim to praise every child, every day;
- Positive language is used to encourage a child to make good choices. As a general rule three positive for every negative is adhered to;
- PHSE and RTime activities are used to teach children the power of positive attitudes towards each other.

Incentives and Sanctions

Incentives reward desirable behaviour and promote our core rules.

- Desirable behaviour displayed by the whole class will be rewarded by a smiley face drawn in a special place on the board. These can be accumulated over time. When 5 smiley faces have been gained, the whole class will have 5 minutes extra playtime.
- Smiley faces can be awarded to the class by midday supervisors as well as teachers and TA's.
- Each class also has a marble jar. A marble is added to the jar every time the class as whole has accomplished something together or been seen to make good choices. There is a class reward at the end of each term if the jar is full.
- Individual children in Reception have their good behaviour or positive approach to work rewarded through a sticker given at the time of the achievement.
- Individual children in year one and two who behave as good class members by keeping our core rules will gain ticks on a whole class tick chart. Any child who earns 2 ticks in a day will get a sticker and 3 ticks in a day will earn two stickers. Ticks will remain on the chart until a child has gained 20. A postcard will then be sent home from the child's teacher celebrating

the child's personal achievement and rewarding them for their good behaviour and effort.

- No ticks will be taken away and children will know that they are not allowed to ask for ticks.
- Teachers, TA's, MDS's and support staff can also give ticks to children they see being good citizens around school.
- Every week the class will choose two monitors who will be responsible for completing special jobs (e.g. taking the register to the office and helping in the Lunch Hall).
- Every child will also have a turn at being the 'star of the day'. This will mean that they are responsible for leading the line when the children are walking anywhere and for helping the teacher with special tasks.
- Positive learning behaviour and good progress and achievement will be acknowledged during celebration assembly, each class nominating a star of the week to receive a certificate
- Class rewards for good behaviour through the week at lunchtimes are awarded for Good manners in the lunch Hall and kind and helpful behaviour in the playground
- Sanctions provide a consequence for infringement of core rules.
- Children must be reminded of the right thing to do and given time to choose to do the right thing before any sanction is given.
- In class, a verbal warning will be given along with a consequence reminder and then if the child does not comply, initials will be written on the board, 'under a cloud!' This will mean 5 minutes time out from play or privilege (e.g. choosing time or story in the afternoon).
- If a child does not keep our core rules at lunchtime, a warning should be given, and the child reminded that they need to make the right choice. Remind them of the consequences of not doing the right thing.
- If the child chooses not to make the right choice, they will have to miss part of their lunch by holding a MDS's hand.
- If a child deliberately hurts another child at lunch-time, they will have some of their playtime removed by paying time back or spending time in the office.
- In rare and extreme situations physical restraint may be used as an emergency response to prevent a child injuring themselves, others or school property. In such cases parents will be informed, a clear record of the incident will be kept and additional support and guidance will be sought for the child from outside agencies (Please see Restraint Policy for more information).
- In all cases where a child is regularly infringing core rules we will contact parents/carers and ask for their help and support.

Encouraging good behavior

The reward system is used by **all staff** (including adult helpers) to reward children for good work and/or appropriate behavior. Examples of courtesy, politeness, consideration or helpfulness witnessed by staff at any point during the day should be acknowledged.

Rules

At Buxton Infant School we adopt six Golden Rules for Good behavior:

Golden Rules

- We are Gentle
- We are Kind and helpful
- We Listen
- We are Honest
- We Work Hard
- We Look After Property

Aggression towards other children

- If a child deliberately hurts another child, both sets of parents will be contacted, either in person or by telephone.
- All incidents are noted in the Central Incident Book to help us identify those who may need help to comply with school expectations.
- The immediate consequence of hurting another child on purpose is the withdrawal of some playtime/lunchtime play. The child will be asked to stand with a lunchtime supervisor or be taken to the office.
- If the incident occurs during afternoon school, the child will sit out for 10 minutes of an afternoon activity.
- We will seek guidance and support for those children who hurt others often.
- In extreme circumstances it may be necessary to draw up a risk assessment in response to the challenging behavior of particular pupils. These are written in conjunction with advice from the Behavioral Support service and reviewed regularly.

Special Educational Needs

We see these procedures as contributing toward achieving our aim to provide a happy working atmosphere. However, some children's behavioural development is not as advanced as their peers are and we may need to engage the help of outside agencies e.g. CAMHS (Child and Adolescent Mental Health Service) or the Educational Psychologist.

The following procedure has been used and is agreed by staff:

- Discuss with the SENCO and Head teacher the needs of the child and possible need or registration.
- Discuss with Parents to agree a strategy to seek their co-operation.
- Talk to child and set the targets. Peer group to know these targets if appropriate so they can contribute towards the achievements. (See SEND plan).
- Ask Parents to come into school once a week or daily.
- Decision about the school's recognition of level of achievement.
- Parents' decision on level of recognition of achievements.
- Monitor for level of achievement and the next step.

Exclusion

Exclusion is regarded as the ultimate sanction and one which will be invoked only when all else has failed. We would always seek every possible means of support for the pupil and family to avoid exclusion. Parents will always know long before this situation arises.

Bullying

We define bullying as behaviour that systematically exerts power over another and/or takes advantage of a perceived weakness. It is regular and persistent. It may be verbal, insulting, threatening or physically hurtful.

At Buxton Infant School we aim:

- To ensure a secure and happy environment free from threat, harassment and any type of bullying behaviour.

We will:

- Take positive action to prevent bullying from occurring through a clear school policy and through The PHSE curriculum
- Show a total commitment to eradicate bullying within the school community
- Inform pupils and parents of the school's expectations
- Foster a productive partnership with parents which helps to maintain an environment free from bullying
- Have clear procedures which are consistently followed in the event of an incident and make everyone aware of these.

Please see our Anti-Bullying policy for further details.

Adopted by the governing board of Buxton Infant School on **25th September 2018**.