

## Behaviour and Discipline Policy

### Rationale and Aims

Effective behaviour management is essential to the smooth running of a school. The aim of Suffield Park Infant and Nursery School is for every member of the school to feel valued and respected and for all persons to be treated fairly. We are a caring community, whose values are built on mutual respect. The school behaviour policy is designed to allow members of the school to live and work together.

Suffield Park Infant and Nursery School has a number of "Golden Rules". The behaviour and discipline policy, however, is not a system to enforce rules but to develop and promote good relationships, so that people can work together with a common purpose of helping everyone to learn.

Suffield Park Infant and Nursery School does not tolerate bullying of any kind. If an act of bullying has taken place, the incident is recorded and we act immediately to prevent any further incidences of that behaviour. We do everything in our power to ensure that all children feel safe at school (see Anti-Bullying Policy for further information).

### Expectations

At Suffield Park Infant and Nursery School we will:

- As adults treat each other with respect at all times, thereby providing a positive role model for the children and each other.
- Support the way in which all members of the school community live and work together in an environment that is happy and safe and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation for pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that all children are aware of the rules and understand their rights and responsibilities.
- Teach, through the curriculum and **SEAL**, values, attitudes, knowledge and skills, in order to promote responsible behaviour, discipline and respect for self, others and the world around us.

### A Positive Approach

An effective discipline policy is one which seeks to lead children towards high self-esteem and self-discipline.

The core beliefs of Suffield Park Infant and Nursery School are that:

- Behaviour can change and that every child can be successful.
- The use of praise and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's' self esteem.
- Reinforcing good behaviour helps our children to feel good about themselves.
- Celebrating success helps children to achieve more.

### **Golden Rules**

The school's golden rules are:

- |                         |                               |
|-------------------------|-------------------------------|
| • Do be gentle          | Do not hurt anybody           |
| • Do be kind            | Do not hurt peoples' feelings |
| • Do be helpful         | Do not forget others          |
| • Do work hard          | Do not waste time             |
| • Do look after things  | Do not spoil things           |
| • Do listen to people   | Do not interrupt              |
| • Do be honest          | Do not tell lies              |
| • Do walk around school | Do not run                    |

These are displayed prominently around the school and are also adapted to make lunchtime and playground rules.

### **Rewards and Sanctions Overview**

We aim to create a healthy balance between rewards and sanctions, both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems should be flexible to take account of individual circumstances. The emphasis of the policy is to **REWARD** and **PRAISE**, which should apply to work and behaviour.

Included in the policy are suggestions for behaviour management strategies. All class teachers should use a stepped approach to sanctions, which allow children to make choices and identify the consequences. Children, for whom this approach is not appropriate, due to their particular special needs, will have an individual plan detailing alternative rewards and sanctions.

## **Rewards**

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever possible, children's' best efforts will be celebrated through praise, display and performance. We will praise and reward children for good behaviour and kindness in a variety of ways.

Rewards may involve:

- Verbal praise and affirmative gestures
- Verbal praise to parents about their children
- Smiley faces
- Stickers
- Certificates
- Sending children to show their work to another adult for reward or praise
- Special responsibility jobs
- Special privileges ( e.g. golden time, golden table)
- Team points
- Star of the week
- Excellent children stickers (rewarded in a celebration assembly)
- Courtesy and kindness cup (awarded every week)

Teachers may also put into place class wide rewards, where good behaviour on the part of an individual earns points for the whole class, thus promoting co-operation.

## **Sanctions**

Despite positive responses, on occasion it will be necessary to employ a number of sanctions to uphold the golden rules and to ensure a safe and positive learning environment. As with matters relating to reward, a consistent approach towards the use of sanctions is vital and should be appropriate to each individual situation. When dealing with all forms of inappropriate behaviour all adults should follow three overriding rules:

**Be calm** - children should be dealt with calmly and firmly telling what the action is and why it has been taken.

**Logical consequences** - A logical consequence is a sanction that 'fits the offence'. It generally has two steps. The first step is to stop the misbehaviour. The second step is to recall the rule broken and to teach alternative behaviour.

**Fresh start** - although persistent or serious misbehaviour needs recording, once the sanction has been applied the adult should look to repair the relationship; every child must feel that every day is a fresh start.

When disciplining we follow these guideline:

- Not to embarrass or humiliate the child (it is sometimes more effective to get down to the child's level and whisper in the ear)
- To use respectful tone and avoid argument
- Praise good behaviour and be consistent
- Be aware of spatial proximity
- Not to forget to thank and praise a change in behaviour
- Use the support of others

If class/golden rules are broken the following sanctions may be appropriate:

- Children will be given a verbal warning by the adult
- Loss of playtime or lunchtime
- Loss of golden time
- Time out in class
- The child may be sent to another teacher
- Speaking with parents
- After a combination of the above sanctions children may then be sent to the Deputy Head teacher or Head teacher. Serious misdemeanours and incidents of bullying must always be referred to the Head teacher.

For continual unacceptable behaviour or in the case of serious verbal or physical violence or bullying the child may be excluded from school. This could take the form of fixed term exclusion, or, on rare occasions, permanent exclusion.

### **Fixed Term and Permanent Exclusions**

Only the Head teacher (or Acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert fixed term exclusion into a permanent exclusion, should the circumstances warrant it.

If the Head teacher excludes a child, s/he informs the parents/carers immediately, giving the reason for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can appeal to the Governing Body against the decision. The school informs the parents how to make any such appeal.

The Head teacher also informs the Chair of Governors and the local authority of the exclusion.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

The Governing Body has a discipline committee, whose role is to set out strict guidelines whenever a child is excluded from school.

### **Recording, Monitoring and Evaluating Behaviour**

Although teachers are free to choose their own behaviour management system it is important that children are aware of rights and responsibilities and the appropriate sanctions. These should be shared with all teaching assistants.

### **Roles**

#### **The Role of the School Council**

The School Council meets approximately once every half term. The School Council consists of children from Years R - Year 2.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities to spread a positive message around the school.

#### **The Role of Parents**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of having strong links with parents and good communication between home and school.

We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents or carers of children in the school will be reported to the Head teacher, who will take appropriate action.

We expect parents to support the actions of the school if sanctions are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher. The Head teacher

may then be involved and if the concern remains they should contact the governors.

### **The Role of Non-teaching Staff**

All staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly around the school and should expect the highest standards of behaviour in the classroom.

Children should be made aware that rough play and potentially dangerous behaviour is unacceptable.

Lunchtime supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour during lunchtime.

### **The Role of Class Teachers**

All teachers are aware that good classroom organisation linked to good behaviour. Teachers at Suffield Park Infant and Nursery School are positive, enthusiastic and are expected to have high expectations of both learning and behaviour. They foster a sense of esteem in all children. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers and deal with parents concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. When staff have had a meeting with a parent, brief notes should be recorded and a copy **must** be given to the Head teacher.

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

### **The Role of the Parent Support Worker**

The Parent Support worker supports parents and children in managing stresses and strains at home or in school and advises parents on strategies to manage behaviour. He can be contacted through the school office.

### **The Role of the Governors**

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour and of reviewing the effectiveness of the policy. The Governors support the Head teacher in carrying out the policy.

### **The Role of the Head Teacher**

It is the responsibility of the Head teacher to implement the Behaviour policy consistently throughout the school and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and wellbeing of all children in the school.

The Head teacher supports the staff by implementing the policy and encouraging high standards of behaviour.

The Head teacher keeps records of all serious incidents of misbehaviour and has the responsibility for fixed term and permanent exclusions when appropriate.