

Warden Hill Infant School Behaviour and Discipline Policy

Our Vision

Imagine a place, where together adults and children can flourish as highly successful learners; a place where discovery, exploration, creativity and challenge are embraced as chances to grow; where risks and mistakes are used as learning tools that are often gateways to successful learning. Our school is a place where we can all learn to be ourselves, be treated with respect and kindness. Everyone shares an enthusiastic love of learning, a desire to achieve their very best and a determination to work hard to achieve this. Each day there are smiles, laughter and celebrations of success as their dreams are actively followed. Listen to the buzz of excitement as people learn from each other, hear them asking questions, finding solutions and learning skills that will prepare them to make a positive difference in society. See that positive values, kindness and generosity are shown to people locally and worldwide and respect and care are given to our planet as we encourage others to do the same.

Our Aims:

- ❖ To be recognised as an outstanding school that provides a stimulating, creative and dynamic learning environment that strives for excellence and values achievement.
- ❖ To develop the skills of the learner within a happy atmosphere.
- ❖ To prepare children to play an active role in their community.
- ❖ To be a safe learning environment in which children feel secure, and where self-esteem, confidence and respect, both for self and for others, can be promoted.
- ❖ To motivate and engage children as lifelong learners through inspirational teaching and creativity in the classroom ensuring all children are challenged to achieve their potential.
- ❖ To be a learning community in which individual needs and talents are valued and success is celebrated.
- ❖ To support our children in developing healthy lifestyles.
- ❖ To make our school a place where children enjoy being.
- ❖ Children should leave Warden Hill Infant School with their understanding deepened, their minds enriched, and their hearts inspired, so that they love learning and embrace the challenges of the future.

Introduction

Good behaviour and discipline are essential for effective teaching and learning to take place. We believe a safe, responsible and caring environment will facilitate the smooth operation of the school. We place great importance upon being friendly, helpful and kind, on working hard and looking after each other and our school.

We expect a positive and consistent approach towards every aspect of school life from all members of our community and the full support of parents will be actively sought and welcomed.

Every person who comes into our school has the right to be in a calm, safe and ordered environment. No one should feel threatened or uncomfortable as a result of the behaviour of others. Staff actively promote positive and helpful behaviour in pupils and discourage unacceptable and disruptive behaviour.

The aims of this policy are to:

- promote self-discipline,
- encourage relationships based on mutual respect, kindness and consideration of the needs of others,
- encourage honesty, courtesy and co-operation,
- show appreciation of the efforts and contribution of everyone,
- ensure fair treatment for all regardless of age, gender, ethnic origin, disability or social background,
- ensure a happy, caring and effective working environment where children and adults will flourish,
- encourage a positive approach towards behaviour management in order to produce a well ordered environment.

Key principles

Our management of behaviour in school is based primarily on rules, rewards and consequences.

Rules are expected to be followed by all pupils. Individuals and groups will be rewarded for demonstrating exceptional behaviour and there will be clear consequences for when rules are broken.

Essential to the success of managing behaviour in school is the consistent application of our policy by all stake-holders.

Code of Conduct and The Warden Hill Way

School and classroom rules are seen as being central to our policy by providing a framework within which the children can operate. They are kept to a minimum and we try to actively engage the children in forming them. Safety aspects are emphasised, along with the need to share and co-operate. We have set rules across the school known as 'The Warden Hill Way'. These are displayed in all classrooms and other communal areas. The rules are frequently discussed in classes and assemblies and referred to when dealing with incidences of poor behaviour.

The Warden Hill Way



Always treat others as you think you would like to be treated.

Always look after everything around you.

Always try your best and be proud of your achievements.

Always listen, encourage and allow others to learn.

Always keep yourself safe wherever you go.

Always be kind and considerate learners.

In addition to having a clear set of rules, shared and understood by all, we frequently talk to children about 'right and wrong' choices about behaviour and the values the children learn about. This is because we want children to develop a personal moral code based on an intrinsic sense of what is right and wrong and promotes positive values as opposed to being purely guided by a set of rules.

Acceptable behaviour

This policy is designed to promote good behaviour.

Staff encourage this by:

- having clear expectations of acceptable behaviour,
- being consistent,

- setting appropriate and achievable goals,
- modelling high standards of behaviour towards the children and each other,
- following guidelines on good classroom management.

Rewards

We reward good behaviour in a variety of ways, for example,

- non verbal gestures of approval e.g. a smile,
- verbal praise (individual or group, public or private)
- smiley faces and individual target charts,
- being sent to another teacher / the head teacher to share and celebrate achievements,
- ‘Star Pupil’ or ‘Kind ’certificates – which are celebrated at a special weekly assembly.

Unacceptable Behaviour

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. It is recognised that there is a range of misdemeanours and it will be made clear to the child why the sanction is being applied and what changes of behaviour are required.

Staff will examine all instances of racial harassment and bullying and will deal firmly with this behaviour. There are separate policies for Single Equality and Anti –Bullying.

Sanctions

Minor misdemeanours are dealt with in the classroom by means of:

- non-verbal gestures e.g. a frown,
- verbal warnings,
- removal from the group to have time to think,
- the child missing part of Golden Time,
- moving the child to another class for a “cooling off” period or to complete work,
- the teacher speaking to parents.

This is an escalating order of sanctions and covers **everyday** behavioural misdemeanours.

Persistent misbehaviour or more serious challenging actions, e.g. fighting or leaving the class without permission, may result in:

- the child being sent to the Head Teacher or a member of the Senior Leadership Team (SLT),
- parents being informed and invited to visit the school to discuss the problem,
- involvement of the SEN Co- ordinator (see SEND Policy).

Where a child reaches the point at being sent to another class, or the HT or member of SLT being called, the incident will be recorded in the Class Behaviour Book. Similarly, all incidents of more serious behaviours will be recorded. The books will be monitored each week and children whose names have appeared in the book will be spoken to by a member of the Senior Leadership Team. If children routinely appear in the Class Behaviour Book, parents/ carers will be contacted to discuss the matter so that we can consider alternative support and/or strategies, including the possible involvement of other agencies.

After consultation with parents, a number of Support Agencies may be involved in the school's efforts to direct a child away from persistent challenging behaviour. These include the school's Educational Psychologist, support staff and specialist teachers from the Lantern Outreach Project, and medical experts as appropriate.

In extreme cases, it may be necessary to exclude a pupil for a short, fixed time. Exclusion procedures will follow Luton Borough Council guidelines.

Playtime

Incidents relating to playtime will usually be dealt with by the child losing a part of their playtime to (a) consider their actions and any changes to behaviour required and (b) discuss incidents calmly and make any necessary reparations.

Loss of playtime will be recorded in the Playtime Book which will be monitored each week. If children routinely appear in the Playtime Book, we will contact parents / carers to discuss the matter further and consider alternative support / strategies.

Partnership with Parents

A positive partnership with parents is crucial in building trust and developing a common approach to expectations of behaviour and strategies for dealing with problems. Staff appreciate parents informing the school of any medical problems or changes in home circumstances which might affect the behaviour of their child.

Home School Agreement

We know that children get the best out of their time in school when all partners are working together. As such, parents and carers, pupils and staff all sign the Home School Agreement, which sets out our expectations of parents and carers, pupils and the school. This agreement formalises the relationship we have with parents as partners. By working together, we can deal with everyday behavioural matters in a supportive but effective manner.

Equal Opportunities

In regulating pupil conduct and maintaining discipline, staff will avoid any bias according to a child's sex, ethnic origin, disability or social background and will adhere to procedures outlined by the Local Authority.

See also Single Equality Policy, Anti-bullying Policy, Home School Agreement, SEND Policy.

Appendix 1

Supporting Guidelines

Basic Assumptions

Children do not misbehave if they are on-task.

Children tend to be engaged in tasks if:

The tasks are meaningful.

The level of challenge is appropriate i.e. not too difficult so the child feels overwhelmed or confused or not too easy so that the child becomes bored.

The children have a clear sense of short term and long-term goals and receive positive feedback leading to a growing sense of confidence.

They have a high self-esteem through being valued and the development of a growing sense of competence.

Children need to feel safe and secure both physically and emotionally.

Positive Approaches

Aim to ensure that the children experience success through their efforts. These can be developed through the National Curriculum/Foundation Stage Curriculum and the broader curriculum i.e. Circle work etc.

Are communicated through the relationships, unwritten and unspoken rules and expectations that exist in a school.

Aim to ensure that children feel recognised as individual and unique people who have things to offer as well as to learn.

Strategies for Positive Encouragement

Praise.

Sharing achievements outside of school at Our Achievements Assembly.

Star of the Week certificates.

Positive feedback to parents.

Headteacher's Award.

Smiley faces/stars/stickers.

Awards

Kindness to Others Awards

Encouraging Good Behaviour

Emphasis on encouragement and motivating children.

Positive feedback

Descriptive praise

Give attention for success, not failure e.g. “catch them doing good”

Appropriate and meaningful work.

Respect for all individuals, including their culture and background

Modelling desired behaviour

Listening to children and communicating that you have heard what they have said.

Creating safety – physical/emotional

Clear and consistent use of rules and sanctions.

Raise self-esteem

By communicating a sense of importance.

Ensuring children experience and have a sense of their own success.

Maximising opportunities for children to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible.

Ensuring that ‘feelings’ are part of the curriculum.

How children can sort out their own difficulties.

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict.

Suggested Strategy for resolving conflict – 3 steps

The other children listen with no interruptions.

They are encouraged to maintain eye contact.

Each child has to say:

What the other(s) has/have done to upset them.

How they feel about it.

How they would like them to behave in future.

Dealing with disruptive behaviour

Research (and experience) suggests it is constant low level disruptive behaviour that is most difficult to respond to effectively. Having a clear (to teacher and children) set of procedures helps this process.

Behaviour

e.g. Wandering about, calling out, interrupting teacher, interrupting other children, ignoring minor instructions.

1st Time

A look, a gesture / a word/ point to the displayed rule/move closer to them/encouragement/focus on work rather than comment on misbehaviour (i.e. What's the next thing you have to do?)

2nd Time

Name and question/humorous (de-escalating response)/reminder of the rule/repeat the instruction. Clear description of desired/ Warning of the implication of breaking the rule one further time.

3rd Time

Use of a sanction.

Sanctions

These might be:

- Moving down the Behaviour Chart
- Miss part/all of playtime.
- Being moved, time out.

Children need to be clear what they are and what the time span is for its operation.

Rules and Sanctions

Limits need to be clear and negotiated/discussed/talked through in each class e.g. each class devising its own rules.

Class rules would belong to the class, be displayed and adopted by any staff teaching that class.

Class Rules would generally be consistent between classes but could highlight particular concerns for that class.

Class rules can change in response to behaviour trends/concerns.

Responses need to be clear and predictable.

The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule.

Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school. This enhances rather than reduces the likelihood that the child will want to co-operate with the teacher in future.

The severity of a sanction should always be kept to a minimum.

All staff will follow the Behaviour Chart Procedure.

- Child is given a clear warning.
- Child is given second warning
- Child's name is moved down the Behaviour Chart on the third occasion
- If a child's behaviour improves after moved down once, the child can move back to the start.
- If a child continues to show undesirable behaviour or there is a serious incident. The child goes to the:
 - Year Group Leader
 - Deputy Headteacher
 - Headteacher

A child who loses control and is a danger to either her/himself and others should be talked to calming them down using Team Teach or Sherwood strategies. Members of staff trained in Team Teach or Sherwood should be used to withdraw the child, giving him/her the opportunity for "Time Out" to diffuse the situation if possible. All incidents where this has been necessary should be brought to the attention of the Head Teacher and the correct forms completed.

See Positive Handling Policy.

Appendix 2

Playtime Procedures

Toilets – all children are to be encouraged to use the toilet before going into the playground.

All accidents are to be recorded in the accident book. The teaching assistant responsible for First Aid on duty will normally care for a child having an accident in the playground.

Confirm with any parent/adult as to their reason for their presence in the playground.

Make children aware of 'strangers'.

Strategies for misbehaviour include, standing by the fence for 5 minutes, holding teacher's hand, missing playtime (children staying in must be properly supervised)

The bell is rung at the end of each session. Children stand still. The bell is rung a second time and children WALK to line. On the third bell, children stand still and quiet in their line.

No children's personal toys except skipping ropes allowed into playground.

Teachers, Teaching Assistants or Midday Supervisors escort their class to and from the playground.

Reception Playground

All equipment is only to be used when supervised by Teacher, Teaching Assistant or Midday Supervisor.

Wet Playtimes

There must be one member of staff in each classroom at all times including indoor breaks.

Wet playtime activities to be available in each classroom.

Appendix 3

Playground Behaviour Guidelines

Positive input is necessary to improve children's playground behaviour. It also needs to be reinforced regularly.

Adults need to spend time teaching children:

To walk out to playground sensibly.

To play traditional games e.g. What's the time Mr Wolf, In and Out the Bluebells etc., as some children do not know how to play them.

To use playground games.

NB. PE Games/Skills sessions could be used to practise games and reinforce playground expectations.

To reinforce acceptable/unacceptable behaviour.

What to do when teacher rings the bell.

Teachers and Teaching Assistants to leave staffroom promptly and take up positions to supervise children coming into school.

Teacher on duty to make sure her own class is last into school and doors are closed.

TA/Early Years Practitioner to cover in class of teacher on duty when necessary.

Children misbehaving follow established procedure:

- reported to class teacher
- reported to Deputy Headteacher
- reported to Headteacher, who will involve parents if it continues.

The Behaviour Policy does state that keeping children in at playtimes is an option if unacceptable behaviour persists.