

# PRINCETHORPE INFANTS and NURSERY

## BEHAVIOUR AND DISCIPLINE POLICY

*This policy is to be used in conjunction with the drbIGNITE Multi-Academy Trust's Behaviour Policy 2018.*

“At Princethorpe Infants and Nursery, we consider children’s social, emotional, physical and academic development in order to lay firm foundations for future education and adult life. We work to create a caring, happy and secure environment for the children. We believe that discipline problems are greatly reduced in an atmosphere of kindness, tolerance, patience and understanding.’

In order to achieve this, we aim to be a school where:

All staff consider themselves to be responsible for the behaviour of any child at any time.

Staff acknowledge that children do not always know how to behave so aim to teach skills related to behaviour.

Staff acknowledge the need for shared and consistent school values and where appropriate, we use the school curriculum and times of collective assemblies to increase pupils’ understanding of the issues involved.

Staff aim to ensure that all children, parents, visitors or temporary staff understand the school policy on behaviour.

Staff are committed to a partnership with parents and the community

Staff endeavour to set a good example at all times,

Staff recognise the seriousness of any instances of bullying and address them following school guidelines.

It is essential that everyone in our school community knows about the standards of behaviour we expect in and around school and that parents are encouraged to support our behaviour policy. The following rules aim to ensure that we have a clear and consistent approach.

### RULES

## **Listen, Learn, Care, Share, Smile!**

For rules to be effective, there needs to be a clear understanding by pupils, staff and parents of the consequences of pupils keeping or breaking agreed rules. Rules are regularly discussed so that children understand what is expected of them. The following is a list of rewards and sanctions, which are used at our school. It is hoped

that their use will reflect our school's ethos and our positive approach to reinforcing good behaviour. Therefore, rewards should be used more frequently than sanctions. Sanctions, when used, should be applied fairly, should be understood by the child concerned and should involve positive target setting. The child should always be aware that it is the *behaviour* which is unacceptable, *not them personally*.

#### **REWARDS MAY INCLUDE:**

1. Verbal praise, acknowledgement of effort and achievements. This will be supported by positive written comments, use of smiley faces, stickers etc. where considered appropriate. Individual staff may wish to reward effort within their class through use of charts etc.
2. The Headteacher is always pleased to add her congratulations and approval when staff feel this is merited. She may use stickers, positive comments and offer children the opportunity to talk about their achievements. There may be times when staff send children to other teachers (eg. last year's teacher) for praise and recognition.
3. Certificates will be presented to a few children from each class during our whole school 'Celebrations' assembly on Monday of each week. This will be a time of public recognition of sustained effort leading to success, social or academic development. Class teachers award certificates every week and every child has the opportunity to be awarded one.
4. There is a system of 'Prince' awards in Year 2. Children receive these for good behaviour and are rewarded by a different coloured badge for each additional 10 awards, i.e. 10 awards = red badge, 20 = blue, 30 = yellow, 40 = white, 50 = special certificate, 75 = bronze certificate, 85 = silver certificate, 100 = gold certificate, 125 = bookmark, 150 = book token.
5. Achievements will be shared with parents through informal contact, formal Consultation Meetings, Celebration Assembly and the annual school report.

#### **SANCTIONS MAY INCLUDE**

1. The 'look' - facial expression indicating the practitioner's awareness / concern / disapproval. Children are given a reminder to make good choices.
2. A verbal request for appropriate behaviour is acceptable and why. This may entail a simple explanation of what is acceptable and why.
3. A verbal reprimand - issuing short term targets for good behaviour if appropriate.
4. Staff may move a child within the classroom so that they can concentrate more easily and not be a source of disturbance.

5. Staff may remove certain privileges for a short time. In the playground, this may involve a child in walking with the teacher or lunchtime supervisor on duty. Where a child's behaviour continues to be unacceptable in the playground after 2 warnings and walking with the teacher /Senior Lunchtime Supervisor, he or she will be taken to the Deputy or the Headteacher.
6. Very occasionally it may be appropriate for a child to spend a short time out in another class/ year group in order to diffuse a situation.
7. The Headteacher will be involved with any children who continue to cause concern.
  - a. She will verbally disapproval of the child's behaviour and will provide support to both child and teacher in setting short term targets to improve behaviour. Child is reminded of the importance of making good choices.
  - b. Parents may be informed of school's concerns and will be consulted about joint action.
  - c. Other staff will be informed of children who are experiencing problems so that they can offer the child support and encouragement.
8. An individual programme of support will be devised for the pupil and progress will be monitored, recorded and evaluated. (See Inclusion Policy.)
9. Parents will be always be involved in serious cases of misconduct.
10. The DfE Exclusions Guidance 2012 will be followed, if necessary.

### **AGREED GUIDE-LINES FOR IMPLEMENTATION**

In order to support the implementation of the School Behaviour Policy, it is essential that all staff have a clear and consistent approach to the management of children and their learning, and to the routines and procedures which operate in our school. The following guide-lines have been discussed and agreed by the staff.

We want to establish a positive ethos in our school. Wherever possible we will reinforce positive behaviour and attitudes by the way in which we speak to children.

For example, 'please walk' is preferable to 'don't run' and "I like it when you behave in this way" or "You are making a bad choice" is far better than "You are naughty".

### **IN THE CLASSROOM**

Good classroom organisation and management are closely related to positive pupil behaviour. It is important to be well-prepared and to provide work which is suitable for the ability of the children. Practitioners plan lessons using *Hooks* and exciting starters to get children engaged in learning and maintain an appropriate pace for learning.

Encourage a quiet and calm atmosphere in the classroom. Speak politely and quietly yourself, and expect children to do the same. When requesting children's attention, insist on all children responding.

Have high expectations. Value the children's achievements through quality display. Provide children with good quality resources – e. g. sharp pencils. Well-organised

resources should facilitate easy access and care by children. Spend some time at the beginning of each year training the children to take good care of each other, books and equipment.

Allow sufficient time for children to complete routines in a quiet, calm manner.

NB. It is agreed school policy that whilst children may be moved within the classroom, they should not be sent out of the room where they would be unsupervised. If classroom sanctions are unsuccessful and a child's behaviour prevents the lesson from continuing, please send two children to ask the HT to come and give support. (Use the "Helping Hands")

## **MOVEMENT AROUND SCHOOL**

We encourage our children to take responsibility for their own actions. To minimise disruption when children are walking around school they are expected to walk with their hands behind their backs. This looks smart and reduces the need for touching the walls and each other.

We encourage children to demonstrate good manners. At times of collective worship, we wish to establish a quiet reflective atmosphere and children are invited to listen to the music at the beginning and end of the assembly.

During teaching sessions, movement around school should be kept to a minimum. Therefore, staff should establish regular times for escorting their children to the toilet.

If it is necessary for a child to leave the classroom for any reason during teaching time, they should go in pairs. Reception children should be escorted by an adult.

## **PARTNERSHIP WITH PARENTS**

We expect parents/carers to support the school by encouraging their child to behave well. In our relationships with parents, as with children, we try to promote a positive ethos whenever possible. This is reflected in the way in which we communicate with parents on Consultation Evenings and in School Reports. It is appropriate to share concerns about behaviour with parents and to enlist their support, but this should take the form of positive target setting. Parents too, need to know that it is their child's behaviour that is unacceptable, not their child! It is important to inform parents of progress and when their child has achieved the targets.

When a member of staff feels that it is necessary to speak to any parent about their child's behaviour, the Headteacher should always be informed, preferably before this takes place.

Staff should be aware of the contents of the website for parents/ carers.

## **BULLYING**

Bullying will always be dealt with seriously and straight away. Any incidents of racial, spiritual, homophobic, transphobic, bi-phobic or xenophobic abuse MUST be reported to

the Headteacher, who will record the outcomes in a hardback bound book kept in her office.

In order to support the victims of bullying it is necessary to define what we mean by bullying:

Bullying may be verbal, physical or psychological.

Bullying is often repetitive, although one-off incidents do occur.

Bullying can be premeditated.

Bullying is often aggressive and malicious.

Bullying can involve a variety of people.

Instances of bullying can be identified by the victim, by other children, the parents or by staff. Staff need to be vigilant for signs of distress which may indicate that a child is being bullied. Changes in a child's normal behaviour pattern should be viewed with concern. It is important to take any suggestion or suspicion of bullying seriously.

It is important to be aware of the needs of the "bully" as well as the 'victim'.

It is essential to listen to what parents/children are saying and feeling. Parents who feel that their child is being bullied will often experience a variety of strong emotions and their initial contact with school may often be difficult.

Bullying should always be dealt with as a matter of urgency. The Headteacher should be involved and an action plan will be drawn up which reflects the needs of the children/families concerned.

Reviewed by Lindsay Maurer: September 2019

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