

## **John of Gaunt Infant and Nursery School**

### **Behaviour and Discipline Policy**

#### **1 Aims and objectives**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter antisocial behaviour.

#### **2 Celebration of Achievement**

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

- All staff congratulate and praise children and notice children being good.
- The children in the Nursery receive tokens which contribute to a class display when they have been kind and helpful.
- The children receive rewards for good work and application to their work through stamps, stickers and positive comments
- All staff can send children to the Headteacher for an extra special 'Smiley Face Sticker' award.
- Positive behaviour is celebrated in the school's weekly Sunshine Assembly when children are giving out smile certificates demonstrating good or exemplary behaviour
- The Dinner Teachers have gold discs to award to children for excellent behaviour at lunchtimes. The class with the most stickers is awarded a trophy and has an extra turn on the castle.
- The lunchtime play supervisor awards extra play equipment if the children have looked after existing equipment and shared it with their friends.

#### **3 John of Gaunt Strategies for Ensuring High Standards of Behaviour**

The school employs a number of strategies to encourage children to follow the school rules, and to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation. The safety of the children is paramount in all situations.

- At the beginning of each school year, each class discusses and agrees a set of class rules. These are displayed in the classroom, regularly referred to and re-visited.
- In each class there is an identified quiet area where an individual child may choose to go and reflect on their behaviour or have some quiet thinking time. The child must ask an adult if they can go to the quiet space and everyone in the class must respect that child's personal space.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly they spend a little time on the 'thinking chair/table' until able to work sensibly again with others.
- If a child is asked to go to the thinking chair/table, the other children must pay them no attention. If appropriate, the child may use "thinking cards" to help them reflect on their behaviour. On leaving the thinking chair, the child makes a plan to avoid repeating the behaviour and a strategy for keeping the plan.
- If the negative behaviour persists in the classroom, the teacher may send the child to another classroom or a senior member of staff.
- All children are taught to use the "say no strategy" (Child says no firmly whilst putting hand, palm facing outwards, by cheek), if anyone says or does anything that makes them feel uncomfortable. All children are expected to respond positively when anyone uses the "say no" sign. If "say no" is unsuccessful, the child will tell an adult who will follow it through with a "face to face". At the end of a "face to face", the children will have an agree action plan and a strategy of how to implement it.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities and set clear targets to enable them to achieve this.
- The SEAL (Social Emotional Aspects of Learning) programme is used throughout the school to develop children's ability to communicate their feelings in the most appropriate way.
- Circle Time is used to deal with any whole school or class issues.
- All children and staff are made aware of playtime guidelines - see Appendix 1
- All staff follow de-escalation guidelines - see Appendix 2

- The school does not tolerate bullying; (*A person is bullied when he or she is exposed regularly and over time to negative actions on the part of one or more persons*). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- In the Autumn Term the school has a friendship week which focuses on the qualities of friendship and developing positive relationships.  
See Anti-bullying policy - Appendix 3

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils (April 2010). Staff will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or to maintain good control or discipline. The actions that we take are in line with government guidelines on:-

*Use of Reasonable Force*

*Dealings with Allegations of abuse against teachers and other staff*

*Screening, Searching and Confiscation*

#### **4 The role of the class teacher**

It is the responsibility of class teachers to ensure that the school rules are followed in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and applies the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents (if required). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a senior teacher or the Headteacher. 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 social worker or School Support Team. If appropriate the child may have behaviour targets on a Pupil Passport. 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.

#### **5 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 their implementation of the policy. 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. These actions are taken only after the school governors have been notified.

## **6 The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to cooperate 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 if we have concerns about their child's welfare or behaviour. These concerns are recorded along with any actions e.g. working with a parent support advisor. If the school has to use reasonable sanctions to reprimand a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **7 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 adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

## **8 Monitoring and review**

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 concerning incidents of misbehaviour. The class teacher can record minor classroom incidents. Teachers liaise closely with the midday supervisory assistants to ensure consistently high standards of behaviour throughout the day. The Headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance

The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

This policy is under regular review by the Headteacher, staff and governors.

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