



# Lister Infant School

## Behaviour and Discipline Policy

January 2016

## BEHAVIOUR and DISCIPLINE

### Respect for all, learners for life

## Safe & Happy School

### OVERVIEW

- It is a primary aim of our inclusive school that every member of our 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. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. Our school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good behaviour and relationships, so that our school community has the common purpose of helping everyone to work and learn together in an effective and considerate way.

#### AIMS

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

The school rewards good behaviour, as we believe that this will help to promote an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

The School aims;

- To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To use good behaviour to promote community cohesion.
- This policy is to enable children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of our school community.

#### STRATEGIES

In order to achieve our aims -;

- The school rules will be promoted at all times by staff and learners.
- All will be taught to treat others well and their behaviour will reflect this.
- All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
- All staff will treat all children fairly and apply the behaviour policy in a consistent way.
- Children will be taught to be polite, respectful, well-mannered, and well-behaved.
- The rewards and sanctions policy will be used sensitively and sensibly by staff to encourage and promote good behaviour.
- Each member of staff is held to be responsible for the good behaviour of the children in their care.
- Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the SENCO or Headteacher who will agree an appropriate strategy of help and support.
- The Headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
- When there is a serious problem with a learner's behaviour, the SENCO or Headteacher will, where appropriate, involve outside agencies.
- In extreme cases, a child's unacceptable behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines, e.g. consistent physical aggression towards pupils or staff.

Our policy is designed to assert good behaviour and we reward good behaviour in a variety of ways: We use the 'Good to be Green' Behaviour Scheme to support our strategies.

#### Good to be Green Behaviour Scheme

- All children aim to stay 'in the green' to receive maximum rewards.
- Children may progress through the colours, (green, amber, red), on a daily basis based on unacceptable behaviours.
- All children start each new day 'in the green'.

#### Rewards

- Teachers praise and congratulate children.
- Teachers use stickers to assert positive behaviours.
- Teachers acknowledge all the efforts and achievements of children, both in and out of school, in class and in Assemblies.
- Teachers give merits for good work or good behaviour
- Each week the children may go to the merit shop to redeem their accumulated merits or they save them to enable them to 'buy' a reward of greater value from the merit shop.

- Children who have produced what is considered to be an outstanding piece of work for them receive a Headteacher Award and certificate
- Certificates relating to SEAL (social & emotional aspects of learning) topics are given to children who it is considered to have applied the particular aspect of SEAL to their behaviour i.e. sorting out a problem after a disagreement
- Certificates are sent home at the end of each half term if a child has stayed 'in the green' all term. If a child has stayed in the green for a full term they also receive a 'good to be green' pencil.
- At the end of the year if a child has stayed 'in the green' all year they receive a certificate and award. A letter will also go home to parents from the Head teacher.
- Each week the class with the highest percentage of children who have stayed 'in the green' all week are awarded the Behaviour trophy in Friday assembly

### **Sanctions**

- Sanctions are employed appropriately to individual situations to ensure a safe and positive learning environment.
- 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.
- If they do not the child's picture may be moved onto amber zone as a warning. Once behaviour improves the child's picture will move back into the green zone without consequence.
- If a child's behaviour does not improve they will move into the red zone. The child must now receive a sanction.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, either at home or during break or lunch time.
- If a child's behaviour endangers the safety of others, we stop the activity and prevent the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, we act immediately to stop any further occurrences. The incident is recorded in line with our Anti Bullying Policy and the child's picture is moved immediately into the red zone and he/she is sanctioned appropriately.
- If a child is moved into the red zone 3 times in one week the Head teacher will send a letter home to the parent.
- After 2 letters parents will be invited into the school to meet with the Head teacher to discuss ways in which school and home can work together to support the child in improving their behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers. The actions that we take are in line with government guidelines on the restraint of children. Staff in our school only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

### **School Trips**

- Risk assessments are carried out prior to each trip out of school by the class teacher. Children who may have known behaviour difficulties will only be allocated to school staff.
- The same expectations of good behaviour apply whilst out on a school trip.
- All children will be reminded prior to a school trip of the consequences of any poor behaviour whilst out of school.
- Continual poor behaviour in school may result in a child being denied access to a school trip.
- The Headteacher reserves the right to prevent any child from going on a school trip where she considers their behaviour may put either their own and/or others safety at risk. In such circumstances the parents are expected to bring the child to school as usual where the child will be accommodated in another class.

### **Roles and Responsibilities**

#### **Headteacher:**

- Implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- Support staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Give fixed-term suspensions, including permanent exclusions, to individual children for serious acts of misbehaviour or of anti-social behaviour.

#### **Class teachers: It is the responsibility of class teachers to:**

- Ensure that the school rules, rewards and sanctions are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- Record incidents of persistent or serious misbehaviour in class.
- Deal with such incidents in line with procedures set out in this policy.
- Contact parents if there are concerns about the behaviour of a child.
- Refer children/parents to the Deputy Head or Headteacher when appropriate.

#### **Parents: It is the responsibility of parents to:**

- Support the school rules.
- Ensure that they give their children a consistent message about these rules and how to behave in school.

- Support the school when it applies reasonable sanctions to punish a child.
- 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 Head teacher.

• **FIXED TERM AND PERMANENT EXCLUSIONS**

**We do not wish to exclude any child from school, but sometimes this may be necessary. We refer to guidance in any decision to exclude a child from school.**

- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school.
- The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.
- In extreme and exceptional circumstances the Headteacher may exclude a child permanently.
- It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion.
- At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The discipline committee of the governing body considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

• **OUTCOMES**

- Standards of behaviour are high.
- Incidents of poor behaviour are dealt with promptly and appropriately.
- All children feel safe.
- Parents have confidence in the school's policies and procedures.

**MONITORING EVALUATION REVIEW**

- The school keeps a variety of records concerning incidents of misbehaviour:
- The class teacher records persistent or serious classroom incidents
- The Headteacher/ Deputy Headteacher record those incidents where a child is sent to them due bad behaviour
- Incidents that occur at break or lunchtimes are also recorded
- The School Leadership Team and the Governing Body monitor the effectiveness and efficiency and impact of this policy annually.

<b>Date adopted</b>	<b>January 2016</b>	<b>Review Cycle</b>	<b>Annually</b>	<b>Version</b>	<b>3</b>
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