

# Airedale Infant School



Policy for  
Behaviour

# and Discipline

Reviewed September 2018

## Policy for Behaviour and Discipline

The success of the school policy for behaviour and discipline depends on a shared commitment between the school, pupils, parents and carers.

Good behaviour is the responsibility of all in our school.

**Good behaviour is a pre-requisite for effective learning and pupils need to understand the difference between right and wrong.**

### Aims:

To help pupils develop self-confidence, self-discipline and positive attitudes towards their work and behaviour.

To provide an atmosphere free from disruptive, aggressive or oppressive behaviour.

To enable our children to get on well with each other, and form positive relationships.

### Staff Responsibilities - To employ positive behaviour strategies

- Provide stimulating lessons with work carefully matched to the ability of the pupils.
- Ensure equal opportunities and treat all pupils fairly and with respect.
- Praise and reward good behaviour.

- Strive to eliminate aggressive behaviour including any form of harassment and bullying in the classroom and around school.
- Monitor and deal consistently with behaviour problems at all times, including playtimes and lunchtimes.
- Be a positive role model and counter negative attitudes and stereotyping.
- Make pupils aware of how they are expected to behave and discuss appropriate rewards and sanctions.
- Never ignore inappropriate behaviour unless it is an agreed strategy for an individual pupil receiving behaviour support.
- Provide opportunities for pupils to have responsibility and show initiative.
- Promote courtesy and the use of good manners at all times, between pupils, and staff and pupils.

#### **Pupils' Responsibilities:**

- Behave well in the classroom and around the school.
- Behave well at playtimes and lunchtimes.
- Work hard and allow other pupils to learn.
- Co-operate with other pupils and adults.
- Follow instructions and do as they are asked.
- Own up to their actions and think about how their behaviour affects others.
- Be kind and considerate and listen to others.
- Show respect for people and property.

#### **Parents' Responsibilities:**

- Encourage independence and self-discipline.
- Support the school in its efforts to promote good behaviour.
- Be aware of school agreements and expectations.
- Teach their children how to behave in a variety of situations.
- Foster positive attitudes towards school.
- Take an interest in what their children do in school.

#### **Whole School Rules**

Our whole-school 'Golden Rules' are as follows:

We do our best in all our work and play.

We are friendly and polite.

We keep ourselves safe.

We look after our school.

We speak quietly and listen carefully to each other.

These are displayed in each classroom from Nursery to Year 2 and also in the main reception area.

### **Our Whole School Strategy**

Across school from Nursery to Year 2 we operate the Sun and Cloud behaviour system. Each day, every child begins positively with all names on the sun. If during the day there is an incident or behaviour which is inappropriate and against our agreements, the child may then be asked to place their name upon the cloud.

In Nursery there are 2 clouds.

1. A warning cloud with the opportunity to make the right choice and place name back on the Sun.
2. Place name on cloud and miss 3 minutes of indoor or outdoor activity time.

In main school there are 4 clouds.

#### **Yellow Cloud**

A child has stopped working and not engaging and is interfering with other children's learning Child's name is moved to yellow Cloud, consequence conversation with

the teacher. These incidents are handled by the class teacher.

#### Orange Cloud

The same child has another incident and their behaviour does not improve Move to sit alone or near an adult (TA) (Loss of 10 minutes break time to complete work/Thinking Sheet) These incidents should be handled by the class teacher. Refusal leads to immediate move to Stage 3

#### Red Cloud

Remove child to another class within year group, missed lunch time with a member of SLT. Provide child with reading book or other task. Move back to class for next lesson. Behaviour incident report completed and handed to the office to be entered onto Integris system Teacher to contact parent same day. If several red incidents occur within a short period of time (A week) Parents will be asked to come into school.

#### Blue Cloud

Used for any serious or significant incident and should always be referred to the HT or DHT asap. Child will be isolated from rest of school lessons. Loss of privileges. Behaviour log to be completed and handed to the office to be inputted onto integris Immediate parental contact. Ultimate possibility of exclusion.

This strategy is consistent across school and all children know and understand the system. For the vast majority of our pupils, names stay on the Sun at all times. On the occasions when the clouds have to be used, children understand the consequences and know that they will then return to a positive starting point.

#### **Classroom Strategy**

1. Private and/or public praise.
2. Stickers.
3. Do-jos
4. Parents informed verbally

special work.

#### **School Strategies**

1. Sitting on the 'Special Bench' in Assembly.
2. Lunchtime Behaviour Awards - individual
3. Lunchtime table of the week (group award)
4. Certificates in Assembly.
5. Deputy Headteacher's Award.
6. Headteachers award for special work.
7. Parents informed verbally.
8. Behaviour certificate awarded weekly to individual children.
9. Postcards home

Where there is repeated or persistent misbehaviour the following steps will be taken:

- Speak to the child.
- Strategies formulated for improvement.
- Time out from current activity - sun and cloud system
- Take away privileges - sun and cloud system
- Involvement of Headteacher or Deputy Headteacher.
- Informal contact made with parents.
- Formal meeting with parents.
- Following discussions with parents a behaviour record book may be used to monitor improvement.
- Involvement of external professionals if concerns are severe.
- Fixed term exclusion from school would be considered when all other strategies have been exhausted, or when a pupil's behaviour is a danger to themselves or others. The length of exclusion would relate to the individual circumstances.

### **Lunchtime Behaviour**

Each lunchtime supervisor has a book to record accidents and incidents. They record the child's name and reason for entry. Suggested criteria are:

- Blatantly ignoring instructions.
- Being ill-mannered or rude.
- Any form of aggressive behaviour towards another child.
- Lunchtime Supervisors would bring a pupil to discuss an incident with the Headteacher or Deputy Headteacher if necessary
- Children may be asked to walk around the playground with the Lunchtime Supervisor (for a period of time)

Any recurring incidents are recorded in the school behaviour log. The Headteacher will deal with the incident and inform and speak to parents as necessary.

Children may be asked to walk around the playground with the Lunchtime Supervisor (for a period of time)

If a child's behaviour is a problem at lunchtime this will be discussed with the parent and strategies for improvement agreed. Persistent poor behaviour at

lunchtime may result in the child having to go home for lunch.

Lunchtime Supervisors reward good behaviour with praise, stickers and choose a pupil each week for a presentation in the Awards Assembly.

A group reward is awarded weekly to the table with best behaviour in the dining hall.

### **The Curriculum**

The curriculum we provide at Airedale Infant School supports pupils' social moral, spiritual and cultural education, and Philosophy for Children (P4C) where issues relating to good behaviour can be discussed and explored.

We teach children to respect other people's differences, particularly their feelings, values and beliefs. We want pupils to behave well without a fear of sanctions or craving for reward.

The success of this policy will be judged by the relationships and interactions we observe and the number and nature of recorded incidents.

### **Inclusion**

The policy will be applied to all pupils. We welcome our general responsibilities under the Disability Equality Duty by promoting equal opportunities, eliminating discrimination and improving access to learning for disabled people. In order to comply with the requirements of the Disability & Equality Act 2010 & DDA 2006 we will make reasonable adjustments to ensure all stakeholders understand and can follow this policy. We will actively seek to remove any barriers to learning and participation that may hinder or exclude individuals or groups of pupils.

### **Equal opportunities**

All children and staff regardless of gender, race, age, ability or disability have the right to feel safe and secure at school. We will encourage equal access to praise, incentives and rewards. Staff will be alert to all signs of bullying or harassment and will follow school procedures for dealing with such incidents. The school has a duty to report any incidents of verbal racial abuse to the LA.

## **Special Needs**

We must be realistic and acknowledge that there may be a small number of children who do not respond to a positive approach due to external factors severely affecting their behaviour. In such circumstances it is important that staff do not feel that they have failed. Children with special needs regarding their behaviour require individual and specific attention given via the special needs policy. All staff will receive information and advice regarding the child's needs during the SEN update meetings as necessary. For specific children, individual Risk Assessments will be in place and followed by all staff.

## **Sanctions and Exclusions**

Teachers will use the staged behaviour management strategies outlined earlier in this policy for classroom sanctions.

## **Fixed Term and Permanent Exclusions**

Under exceptional circumstances, the Head Teacher may issue a fixed term or permanent exclusion. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

## **Governor agreement**

Exclusion from school would only be considered when all other strategies have been considered and found to be inappropriate e.g.:-

- “ If the school at that time was unable to meet the needs of that child.
- “ If the continued presence of the child was considered to be unsafe, either for the child or for others.
- “ Exclusion was necessary to deal with a crisis or emergency.
- “ Unacceptable and persistent disruption to learning of others
- “ Prejudicial to school discipline
- “ Verbal abuse to staff
- “ Clear position on unprovoked deliberate assaults on staff or pupils

**Governors have agreed that a deliberate assault on member of staff will automatically result a fixed term exclusion.**

Subsequent serious incidents may lead to further exclusions of three, five and then fifteen days.

Should fifteen day exclusions be given, the Governors Disciplinary Committee must meet to decide whether or not to uphold the exclusion. A further serious incident would result in the child receiving a permanent exclusion.

When exclusions occur, homework will be provided by the class teacher but it is the responsibility of the parents to ensure that the work is collected, completed and returned to school for marking. The incident must be reported to the Chair of Governors and a written record completed. This record must include the child's name, age, date and details of the offence, where it took place, who was involved and which staff were concerned. This record must be stored and kept throughout the School life of the child. The parents **must** be informed in writing of the decision and the appropriate Authority's form must be immediately completed and returned to Wakefield together with a copy of the letter sent to parents.

**An exclusion can only be given by the Head Teacher or the DHT in her absence.**

#### **Policy Monitoring and Review**

This policy document was produced in consultation with school staff and Governors. This Behaviour Policy will be reviewed on an annual basis and behaviour issues will be monitored on a weekly basis through staff meetings. This document is freely available to the school community and will be posted on the school website with a hard copy available at Reception.

Reviewed September 2018.