



Burbage C of E Infant School

Behaviour & Discipline Policy

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The governing body adopted this policy March 2021

Chair of Governors:

Signed:

Date:

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1. Aims

- 1.1 As a church school we aim to promote, throughout the school, standards of behaviour which demonstrate respect, both for people and property, as well as fairness and consideration for the feelings of others.
- 1.2 We aim to provide a secure, caring environment in which everyone is equally valued and good behaviour is recognised, praised and encouraged.
- 1.3 To achieve this, we must all lead by example, applying rules consistently and fairly and respecting the views and feelings of everyone in the school, both adults and children.
- 1.4 We value honesty at all times, fostering in our children a sense of right and justice, in line with our Christian values.
- 1.5 Children should be helped to recognise, understand and discuss their own feelings and to listen and be sensitive to the feelings of others.

2. Written Statement of Behaviour Principles

- 2.1. Every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others.
- 2.2 All pupils, staff and visitors are free from any form of discrimination.
- 2.3 Staff and volunteers set an excellent example to pupils at all times.
- 2.4 The behaviour policy is understood by pupils and staff, and followed consistently.

- 2.5 Exclusions will only be used as a last resort, after all other solutions have been tried.
- 2.6 Pupils are helped to take responsibility for their actions.
- 2.7 Parents/carers are partners in promoting good behaviour, and good communication helps to foster good relationships between the school and home.

3. Strategies For Behaviour Management

3.1 Golden Rules

In order to promote our agreed Christian Mission and Value Statement, "*Loving; Living; Learning;*" (see full statement), we have in place a set of five "Golden Rules", linked to our five school Christian values:

- We will be kind and gentle (Friendship)
- We will try our best (Perseverance)
- We will look after things (Compassion)
- We will listen to others (Respect)
- We will tell the truth (Truth)

These inform our practices and beliefs, and help to guide our behaviour towards others.

- Children who follow the five Golden Rules all week will receive Golden Time on Fridays from 2.30 – 3.00 pm;
- Children who receive Golden Time choose from a variety of activities eg. parachute, puppets, table top games, as a reward;
- Children who choose to break the Golden Rules lose part of their Golden time;
- It can be earned back by being very good or very kind;
- This is introduced in January during the Reception Year and continues through all Year Groups.

Whole school Golden Rules should:

- Be re-established annually, usually in September;
- Be written out clearly and displayed where they can be regularly seen
- Always be positives (no 'don'ts');
- Be realistic, with everyone understanding why they are needed;
- Be regularly revisited;
- Be communicated to parents/carers.

3.2 Listening Skills

Develop listening skills which will ensure that children listen to, and respect, the feelings of others:

- Class circle times
- Good listening through a variety of listening games and activities
- Through our Collective Acts of Worship

3.3 Expression of Feelings

Develop children's ability to express their feelings, helping them to understand that we all have positive and negative feelings and that they should be sensitive to the feelings of others:

- Class circle times as above;
- Games, stories and activities to encourage children to explore and understand their feelings and emotions.

3.4 Self-Esteem

Raise children's self-esteem, ensuring that everyone feels valued and recognises the values of others.

- Praise – this should always be realistic and directly related to an event, a specific deed, piece of work, etc. Praise can be:
 - Verbal, either to the child on his/her own or drawing it to the attention of a group, whole class, etc (eg. "Look how well xxx has done this.");
 - Written comments in a child's book;
 - Stars or stickers either stuck on to a piece of work or on to the child's clothing to wear for the day. There are also stickers for the lunchtime period. For really special achievements, Headteacher and Deputy stickers;
 - Work mounted and displayed;
 - Certificates for a variety of things in our Good News Worship;
 - Up to half an hour of Golden Time every week;
 - Gold Stars given in EYFS each week for children who have retained their Golden Time;
 - Class Dojo points, linked to our Christian Values and Golden Rules, given in Year 1 & 2 each week;
 - Additional class reward systems developed by teachers for their class;
 - Children are also encouraged to try to nominate others for a "Good Friend" certificate.
- Give responsibility. This can be in the form of:
 - Being class 'helper' or 'monitor';
 - Taking messages;
 - Being responsible for own belongings (PE kit, outdoor coat, book bag, etc);
 - Keeping classroom/school tidy;
 - Older child helping younger ones;
 - Peer tutoring (within own class or year group);
 - Being a play leader for lunchtime sport and games.

3.5 Collaborative Skills

Develop collaborative skills enabling children to work and co-operate together, becoming both independent and interdependent. Help children to improve play skills both inside and outside:

- We teach group work/collaborative skills;
- We provide opportunities for role play, board/table games to develop 'taking turns' and following rules, and playground games;
- We provide small group and 1:1 support for children who need more focused support with this.

3.6 Lunchtime Period

The lunchtime period is particularly important as it is the longest period of "non-structured" play. Lunchtime supervisors can help by organising games and other playground activities.

- Class discussions – what do we play at playtime? How do we establish 'rules' for games?
- For children who find playtimes difficult, make a playtime plan. What do I plan to do this playtime? What shall I play? Who shall I play with?
- At School Council we frequently discuss ways in which playtimes might be improved;
- Small group and 1:1 support offers more structure and a higher level of supervision for children with particular needs who are likely to find lunchtimes more challenging;
- We have also used some of our Sports Funding to employ a PE HLTA at lunchtime to engage children in more activity and to keep children busy and happy.

4. Strategies For Dealing with Unacceptable Behaviour

4.1 We must avoid:

- Over-reacting;
- Shouting;
- Humiliating anyone;
- Sarcasm;
- Making assumptions about what you can't prove;
- Applying consequences to whole groups.

4.2 We should:

- Maintain eye contact when discussing behaviour with a child, where possible and appropriate;
- Be consistent;
- Keep calm;

- Listen to both sides;
- Consistently apply consequences.

4.3 The consequences should be appropriate for the behaviour and the individual child. Possible sanctions could be:

- Immediate time out;
- Removal of Golden Time;
- Re-doing work;
- Withdrawal from the situation;
- Missing playtime;
- Letters of apology;
- Enlisting the help of a colleague by sending the child to another classroom for a short time;
- 'Time out' in PE lesson (if related to the misdeed);
- A class teacher may enlist the support of parents/carers through discussion.

If a child is withdrawn from the classroom situation, it is important that they are sent to an appropriate place and an alternative learning opportunity is provided.

4.4 A child whose behaviour is causing concern should be reported to the Executive Headteacher who will:

- Speak to the child;
- Record the incident and the conversation;
- Inform the child that any repetition will mean that the parents will be involved;
- Suggest a suitable consequence to the teacher;
- Involve parents if the behaviour is repeated;
- Agree an action plan with the parents for home/school collaboration, which may, include a temporary part-time timetable (where judged to be in the child's best interests and supported by parents).

5. Our Duty to Make Reasonable Adjustments for Disabled Children And Those With Special Educational Needs (SEN)

5.1 Some children will have experienced trauma in their early life, or may have special needs which mean they will find it more difficult to follow the expectations we set for others. In these cases, it will be necessary to make reasonable adjustments to our policy to enable them to succeed. It may also be appropriate to take advice from other agencies, for example, the Educational Psychologist, Paediatrician, ADHD Solutions, Autism Outreach, Oakfield Behaviour Outreach Support, or the LA Inclusion Service

6. Use of Reasonable Force

- 6.1 The DfE advice, Use of reasonable force (July, 2013) states that, "school staff have the power to use force, and lawful use of this power will provide a defence to any related criminal prosecution or other legal action." It defines force as either control (more passive physical contact such as guiding a child) or restraint (physically holding a child). These can range from guiding a pupil safely by the arm, to more extreme circumstances such as where a pupil needs to be restrained to prevent violence or injury to themselves or others. "Reasonable" means using no more force than is needed.
- 6.2 All members of school staff have a legal power to use reasonable force. This also applies to people who are not members of staff, whom the Executive headteacher has put in charge of pupils on a temporary basis, such as supply staff, volunteers or parent helpers.
- 6.3 The decision whether or not to physically intervene is down to professional judgement of the staff member concerned at the time concerned, and should always depend on individual circumstances.
- 6.4 Force should only ever be used to prevent harm. It is always unlawful to use force as a punishment.
- 6.5 As stated above, any member of staff can use reasonable force if they find themselves in a situation where it is required. Some members of staff at our school have received additional training in positive handling (Team Teach). Where an individual child needs to be, or is likely to need to be restrained more regularly than an isolated incident, we will endeavour to use trained members of staff.
- 6.6 We will always inform parents if we have had to restrain a child. Where an individual child needs to be, or is likely to need to be restrained more regularly than an isolated incident, the school will agree a risk assessment with key staff and parents to aim to find ways to manage the child's behaviour and to meet their needs and reduce the need for restraint.
- 6.7 Any incident which requires restraint will be recorded in the "Bound and Numbered Book".

7. Exclusion

- 7.1 Either fixed term or permanent exclusion is always used as a last resort. These options may be considered in response to severe (usually involving injury) or highly disruptive or dangerous behaviour, where all other options have been exhausted, including following advice from the outside agencies (see above).

- 7.2 Parents/carers should be informed at the earliest opportunity if their child is at risk of exclusion, and a Pastoral Support Plan should be implemented to reduce this risk.
- 7.3 Before a permanent exclusion is implemented, Oakfield Short Stay School should be consulted to explore alternative possibilities such as managed moves or dual registration.

8. Monitoring

- 8.1 This policy will be reviewed annually, but more regularly if appropriate. It will be monitored by the Values Committee.