



The Dragonfly Federation

East Ruston and Stalham
Infant and Pre-schools

A Flying Start for all



Behaviour and Discipline Policy

1. Aims of the school

We aim to create an environment in which each member of the school community enjoys learning, feels valued, reaches his or her potential and is prepared fully for the next stage of life.

We believe children will achieve these aims by experiencing the following:

A safe, secure and stimulating learning environment

A broad, balanced curriculum which takes account of the interest, aptitudes of the pupils, the community in which we live and work and the wider world

High quality teaching which supports and challenges all learners and recognises their different learning styles

A varied and interesting programme of extra curricular activities and visits

An ethos of support, challenge and encouragement

Responsible involvement in their learning and the life of the school

A learning partnership between school, parents and community

To ensure these happen, we

Regularly monitor the academic and personal progress of every child and take appropriate action

Evaluate the effectiveness of teaching and learning in order to continue to improve it

Have a coherent and relevant programme of professional development for all staff

Give high priority to well being for all and a work-life balance

Ensure learning resources are up to date and financial resources are well spent

2. Philosophy

Stalham Infant School believes that discipline is improved by positive action that encourages children to make decisions about their own conduct in all aspects of school life.

If children feel **valued** and **respected** they are more likely to make a positive contribution to the life of the school. The school has a **no shouting** philosophy and actively discourages the usage of the word 'naughty' when referring to children. There is a reason why children misbehave.

The use of the whistle can be distressing for children especially vulnerable children and should be limited particularly when working inside.

A positive approach is necessary to develop **self-esteem** of children and this has a direct effect on the work of children in terms of attitudes such as co-operation, motivation and perseverance.

Children need help to do things well.

3. Process

Children are asked to develop rules for aspects of school life but mainly connected with the classroom and playground.

Children are asked to consider what they want the school to be like and then to develop rules that will reflect this.

Golden Rules are positive statements to encourage children to make a conscious effort to do something rather than a negative list of don'ts.

Children need help to work out these statements. Initial attempts will usually be of the don't variety. Aspects of health and safety are reinforced as a reason for having rules.

Once rules are written all children are expected to agree to the statements.

There is a School Council (Green team) in place consisting of representatives from all classes.

Despite being involved in the making of the rules each year, children *will* break their agreement in some circumstances.

To deal with this situation there are two courses of action: Prevention & Consequences. The school follows the guidance of Norfolk Steps. The head teacher and Senior teacher have up to date training and have shared this with all staff so making behavior management a whole school initiative.

4. Prevention

To encourage children to make a commitment to the rules they must have them explained and reminders given regularly.

Children can be rewarded for good behaviour by bookmarks, stickers and certificates. Good behaviour should be shared with the rest of the class.

Celebration assemblies encourage good behaviour and work practice rewarding effort and co-operation.

Positive comments, either verbal or written

In an effort to avoid conflicts with others children are encouraged to carry out a series of actions. These include talking to the person concerned, apologizing, playing/working elsewhere (move away from the problem)

Talking things through is not a natural process and children are encouraged by staff to make choices about their actions.

These actions ask children to be more responsible for preventing problems.

If these processes fail and a child breaks a rule, a series of **consequences** will follow.

5. Consequences

These consequences are **not open to negotiation** and are established by the teaching staff.

Children are 'told' what these consequences will be. There is no debate. The strength of the sanction is not in the severity but the **certainty** of the action.

In developing a range of sanctions there are some important principles to consider:

1. Consequences must be reasonable and applied to the rule that is broken.
2. The child involved is the only one to receive the consequence, not the whole class.
3. The problem is the behaviour and not the child's personality.
4. Consequences must be objectively applied.
5. Both child and staff member must be treated with respect.
6. In cases where the safety of the child, other children or staff is at risk, reasonable physical contact may be used by members of the **teaching staff**. (reasonable physical contact is part of the Norfolk Steps training and must be carried out in a safe acceptable way that protects the child and the school staff)

Parents can be asked to pay for damaged equipment resulting from a pupil's behaviour.

The range of consequences for behaviour in the playground are that the child will:

1. Be asked to keep the rule and a reminder of need for safety explained.
2. Be asked to apologise for the action and to make assurances of future actions.
3. Be moved to another part of the playground, reminded again of safety and asked about their feelings.
4. Have to shadow a member of staff around the playground and then returned to play.
5. Be removed from the playground to sit outside the office for the remainder of the playtime.
6. Miss further playtimes automatically if the offence is repeated.
7. Discuss the problem with the Headteacher.
8. Discuss the problem with parents and Headteacher

9. A child may be excluded from the school for a period to be decided by the Headteacher.

Offences may include: rough play and dangerous play fighting, hurting of others through inconsiderate words or actions, use of swear words, interference in other peoples games, playing in dangerous places, bullying. Bullying may include physical or verbal abuse or intimidation and for a more comprehensive aspect, please refer to the relevant section in this policy.

The range of consequence for behavior in the classroom :

1. Warning given and reminder of the reason for rules eg to keep us safe.
2. Be moved to another part of the classroom, reminded of rule again and asked about feelings.
3. Be shadowed by grown up and then returned to the activity
4. Be removed from the classroom for a short while to discuss with member of senior staff
5. Be removed to the Headteacher's office to discuss problem.
6. Discuss problem with parent /carer.
7. A child may be excluded from the school for a period to be decided by the Headteacher

Offences could include: disturbing others, preventing them from working, damage to equipment, causing a danger to other children, persistently failing to follow the rules made by the class, etc. At all times children will be asked to make a decision about their behaviour and the resulting sanction. Hitting back at other children is never an option.

6. Communication

The success of the discipline policy relies on all staff being familiar with:-

- observing children and preventing conflict
- talking to children to help them make decisions
- the rules that are in place
- the series of consequences and when to apply them
- the positive nature of discipline i.e.

do

don't

talk things through
reward
praise

shout
punish unnecessarily
put people down

All staff are made aware of these issues including classroom assistants and mid-day supervisors. It is necessary to communicate with and support fellow members of staff in a two-way process so that children understand the **consistency** and certainty of the process.

Serious incidents including physical injury should be logged and communicated to the teacher concerned.

Children failing to conform to the rules consistently will have their actions logged with a view to involving the parents in the first instance and then the school support team.

Vulnerable or disturbed pupils

For those pupils who are extremely vulnerable or disturbed eg Leeway children the consequences as listed may not prevent the actions and therefore will not be effective. In these cases a *Risk Management Assessment* must be implemented followed by an *individual action plan* that focusses on the child's very specific needs. This plan to be shared with and agreed by the parent/carer at all times and monitored for effectiveness regularly.

Reviewed: February 2018

Next review date: February 2020