

CHURCHFIELDS INFANTS' SCHOOL NURSERY UNIT & LANGUAGE FACILITY

BEHAVIOUR & DISCIPLINE POLICY

'Every child's right is to have a better tomorrow than today'

General Statement

At Churchfields we believe that:

- everyone should be treated with respect and courtesy
- consideration should be given to other people, their feelings and opinion
- everyone should help to look after and improve our environment
- school and class rules are intended to make life easier, and it is in everyone's interest to see they are followed
- problems should be discussed and conflict avoided
- everyone's ideas and opinions are listened to and respected

Staff Responsibilities

All staff at school are expected to:

- treat children fairly and with respect
- raise children's self-esteem and enable them to achieve in different situations
- create a safe and pleasant environment and a culture of achievement and trust to support children in becoming autonomous learners
- use rules and sanctions clearly and consistently
- be good role models
- understand that different children have different learning styles and that these are all equally valid-praise achievement and not ability
- allow children time to settle into school/their new class and take into account how some children may find this a challenge
- aim to always use positive language e.g. 'will you stop talking' to 'I'd like everyone listening please'
- create the right positive ethos, emotional climate and culture
- be pro-active in liaising and developing positive relationships with parents and carers which are sensitive to all
- invest time in setting up good routines and high expectations of the children

In addition teachers are expected to provide a challenging, interesting and relevant curriculum and have high expectations of **all** children at **all** times. The promotion of the Social, Moral, Spiritual and Cultural curriculum and our Values Based Education is crucial to the success of creating a happy and purposeful working environment. These are threads that run through every aspect of school life and should be similarly promoted by all members of staff.

Children's Responsibilities

We actively involve all pupils in developing and implementing the behaviour policy to ensure that the school is a safe and happy place. We expect all pupils to:

- work to the best of their abilities and allow others to do the same
- be kind and considerate
- be honest and truthful
- care for each other and our school
- take responsibility for their actions
- take account of each Value when it is introduced and display the behaviour associated with this

Policy Development

In reviewing this policy, all staff were consulted and involved through INSET meetings. This policy was informed by reference to:

- previous school behaviour and discipline policy
- latest guidance on pupil behaviour and discipline, including aspects of SMSC
- existing behaviour guidance given in the school prospectus
- training courses attended by the Headteacher
- discussions with the Governing Body

Guidelines for Good Behaviour

Our behaviour policy is based on consistently high expectations and good role models, backed by a firm, kind and staged response to difficult and challenging situations that may occur.

Young children need continuous guidance and support to develop their own self-discipline. It is important that they know that the adults they depend on will set boundaries, and can be relied upon to foster a school that is a happy and safe environment for everyone: stable and secure where the children will learn how to control and modify their responses to the world around them.

The school has a set of 'Behaviour Guidelines'. These were drawn up in consultation with everyone in the school: children, teachers, mid-day assistants and all other members of our staff. They detail the ways that children are expected to behave at Churchfields, and are used as a focus for social and moral teaching in every aspects of school life.

A copy of the Guidelines is sent home to the parents at the beginning of the school year, together with a letter asking parents to read and discuss them with their children. Enlarged versions of the guidelines are displayed in classrooms.

Behaviour that will not be accepted at Churchfields Infants' is listed below but is not restricted to:

- physical violence, including hitting back
- threatening behaviour, including verbal bullying
- deliberate disobedience
- defiance
- any sexist, racist or homophobic comments towards children and adults
- lack of respect towards peers and all adults in the school
- deliberately damaging school resources

Strategies to Recognise and Reward Good Behaviour

We believe that positive reinforcement of existing good behaviour is important in developing the caring ethos of the school. Strategies used at Churchfields include:

- quiet praise from the class teacher in any aspect of learning
- public commendations in class or assembly
- informal commendations to parents at the end of the school day
- comments on the annual report to parents
- Visits to Senior Leadership Team to discuss good achievement

Strategies Used To Manage Unacceptable Behaviour

It is important to deal with disruption calmly and quickly. The basis of good discipline is about the interaction of the pupils and staff in the classroom and around the school.

In handling unacceptable behaviour we follow a staged approach.

These stages may apply in any one day if a pupil fails to display acceptable behaviour:

1. Minor incidents can often be dealt with by a look or a word of reminder, as children generally want to please.
2. If unacceptable behaviour is repeated the child can be moved to another place within the classroom

3. A 'cooling down' period can be provided by removing a child from an activity or from play.
4. For repeated incidents children will be sent to see the Year Group leader to discuss their behaviour and consider the consequences of this.
5. More serious incidents of unacceptable behaviour will result in the child being sent to the Headteacher. The child agrees a suitable consequence (such as losing a playtime) and has a chance to set matters right and move on to a fresh start.
6. If a serious incident occurs, or if a child is sent to the Headteacher on a number of occasions, a record of the incident is made in the incident book. Parents will be actively involved in discussing the issue so that a plan of action can be devised with their support. Where necessary, and with parental agreement, school will arrange for the Borough's support services to offer further advice and assistance.

Fixed Term and Permanent Exclusions

We do not wish to exclude a child from school, but sometimes this may be necessary. The school has therefore adopted a standard national list of reasons for exclusion, and the statutory guidance: Exclusion from maintained schools, academies and pupil referral units in England (DFE September 2012).

Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in one school year. In extreme and exceptional circumstances the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher 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 Head teacher informs the LA 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 Head teacher. The governing body has a pupil discipline committee, which is made up of between three and five members. The committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeal panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

Where a pupil is at risk of permanent exclusion or repeat exclusion, the pupil may be referred for therapeutic support, to a behaviour centre such as The CUBE, located at Cranbrook Primary School in Ilford. In extreme cases, where this support is not successful, the child will be referred to New Rush Hall, a specialist school for pupils.

Lunchtime Arrangements

During lunchtime each class is supervised by its own class midday assistant, who are supported through regular training to develop good relationships with the children. The same rules of conduct apply as at other times in the school day. Play equipment is provided to help children to enjoy their playtime. Any child who misbehaves at playtime may be:

1. spoken to by their midday assistant
2. miss a set amount of playtime, e.g. 5 minutes
3. sent in to the medical room to be seen by the midday supervisor
4. sent by the midday supervisor to see a member of the Senior Leadership

Team

Incidents that caused concern at lunchtime should be reported to the class teacher at the start of afternoon school. Midday assistants should be advised of staff concerns when lunchtime commences. If there are persistent incidents at lunchtime, parents may be asked to arrange for the child to have lunch at home for a set period.

Positive Handling/Restraint

The ethos of the school is that good behaviour should be based on good personal/professional relationships between the staff and pupils. However, circumstances may arise in which staff have to use reasonable force to control or restrain pupils. Members of staff will only use reasonable force to control or restrain pupils when all other alternatives have been or cannot be tried. Specific staff have been trained in the Team Teach approach which ensures that all children and adults stay safe at all times. The Team Teach belief is 'Is it Reasonable, Appropriate and Necessary?' A folder with an incident log and further details is stored in the Head teacher's office.

The school can use reasonable force to:

- Remove a destructive child from the classroom where they have refused to follow an instruction to do so
- Prevent a child behaving in a way that disrupts a school event or a trip or a visit
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others
- Prevent a child from attacking a member of staff or another child

Involvement of Other Agencies

Close co-operation between home and school is essential in promoting good behaviour. A summary of the school behaviour policy is included in the prospectus and it is discussed with parents before a child is admitted. The school aims to keep parents informed of any concerns over behaviour, as prompt intervention can prevent any problem escalating further.

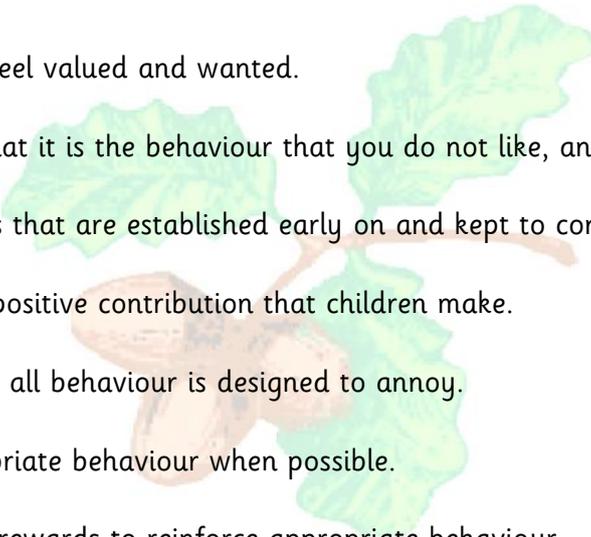
Serious concerns about behaviour may cause a child to be placed on the school's Special Needs register, and support will be provided by the school's SEN co-ordinator. Expert advice

may be sought from the Outreach Service at New Rush Hall School and the Educational Psychology service. The pupil may be referred for therapeutic support, to a behaviour centre such as The CUBE, located at Cranbrook Primary School in Ilford (KS1 at present) or the New Rush Hall School Early Years Unit.

Monitoring

The behaviour of children in school is the responsibility of all staff at all times, and incidents that cause concern should be reported to a member of the Senior Leadership Team. Serious incidents are noted in the incident book which is kept in the Headteacher's office.

PROMOTING GOOD BEHAVIOUR WITHIN THE SCHOOL AND CLASSROOM

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1. Make children feel valued and wanted.
 2. Make it clear that it is the behaviour that you do not like, and not the child.
 3. Have clear rules that are established early on and kept to consistently.
 4. Emphasize the positive contribution that children make.
 5. Realise that not all behaviour is designed to annoy.
 6. Ignore inappropriate behaviour when possible.
 7. Use praise and rewards to reinforce appropriate behaviour.
 8. Use behaviour techniques, e.g. charts, stickers.
 9. Avoid using sanctions if at all possible.
 10. Deal with problems as they arise and see them through to the end.
 11. Attempt to defuse situations rather than forcing a confrontation.
 12. Provide children with a way to 'put things right'.
 13. Look at what may be rewarding the child's negative behaviour.
 14. Regularly review and discuss pupils who are causing concern.