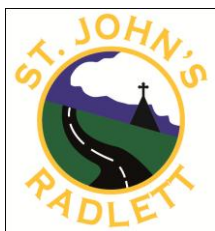




St. John's Church of England Infant and Nursery School



Behaviour and Discipline Policy

Statement of Intent

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values:

Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Behaviour and Discipline Policy	
Written by:	Arabella Mooney
Date:	June 2015
Approved by:	Full Governing Body
Date:	03.12.15
Review frequency:	Annually
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's CE Nursery and Infant School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Aims

The purpose of this policy is to create a happy, caring, secure and stimulating environment where everyone will be encouraged and inspired to do their very best. We believe that high quality teaching promotes effective learning and good behaviour. We endeavour to work together with parents and staff for the mutual well-being of all who are connected with the school. In working together as a community we seek the best for the children in our care and see the behaviour policy as a part of this goal.

Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and become responsible for citizens for the future. We will adopt a zero tolerance approach to bullying by adults or pupils and any such incidents will be dealt with promptly and firmly.

Everyone at St John's Infants and Nursery School has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

School Rules

- 1. Look after everyone in our St John's family**
- 2. Always try our best**
- 3. Have respect for each other and our school environment**
- 4. Be ready to learn**
- 5. Help keep ourselves and others safe**

Behaviour Policy – General Principles

The purpose of this policy is to create a happy, pleasant, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and to become responsible citizens for the future. **We will adopt a zero tolerance approach to bullying, racism and all other forms of discrimination by adults or pupils, and any such incidents will be dealt with promptly and firmly.**

There are two basic principles upon which our behaviour policy is based:



We believe that when a child demonstrates unacceptable behaviour , it is the behaviour which is unacceptable not the child

We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable.

Everyone at St John's CE Infant and Nursery School VC has a part to play in the promotion of high standards of behaviour. Our Christian ethos and Values education underpin this ethos in our day to day practice at St John's. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment. We display our School Rules around the school and they are discussed with the children.



Rewarding Positive Behaviour

The Rainbow System of Reward

Every class has the rainbow system of praise and reward. This system follows the principle that **all children start on the sunshine at the start of every day** and they can then move to the rainbow for showing outstanding behaviour, or they can move to the cloud which indicates that their behaviour is less than the expected. Adults must strive to find opportunities to move children up from the cloud as soon as possible.

Star Learners

Star learners of the week are awarded a certificate in assembly as a celebration of excellent learning and sit with the Headteacher for lunch on the Star of the Week table. Two children are chosen from each class.

The Headteacher's Celebration Book (The Cow Book)

Children can go to the Headteacher to celebrate their success. Their names go into the Headteacher's special book (the cow book), the children receive a sticker and their names appear in the weekly newsletter, so others can celebrate their success.

Marble Jar

Classes can receive a marble for their class jar when the class is working well together. Each class has a target of receiving 30 marbles and then will receive a reward from their teacher. The reward should be discussed and decided between the class teacher and children at the start of each new collection. Marbles are collected from the Headteacher/ deputy's office. Marbles may be awarded for occasions such as:

- Working well at transition times (into and out of assembly)
- Lining up well at playtimes/lunchtimes

Marbles can be awarded by any member of school staff (teachers, LSAs, MSAs)

Classrooms Rules:

The children are encouraged to arrive at a set of classroom rules to which they all sign a pledge to strive to uphold. These are then displayed and referred to when unacceptable behaviour is observed.

Children agree the rules for their own classrooms, such as:

- to be co-operative and considerate
- tidy away all resources once used; respect property
- to treat others with respect and consideration

House Points

There are four houses, St. Andrew, St. David, St. George and St. Patrick, and each child in Reception and Key Stage One belongs to one of these houses. Children can receive a house point for a range of reasons including following the school rules, great homework etc. Each week, points will be counted up and a winning house will be announced in celebration assembly. Every term, the house with the highest number of points will win a house treat.



Managing Unacceptable Behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our school rules. Sanctions will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school expectations and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.)

Parents/carers will be continually involved in supporting the school in managing their child's behaviour issues. It may also be appropriate to complete a Common Assessment Form (CAF) if multi-agencies are involved with the child, or a Behaviour Support Plan if the child is at risk of exclusion

Behaviour Steps – In class

Step One

Children who go off task will be initially given a 'quiet reminder' and reinforcement of the class rules (on display in each classroom). Behaviours may include:

- Calling out/making silly noises*
- Disturbing others*
- Wandering around the classroom*

Step Two

If children continue to be off task, they will be given a 'warning' At this point they may need to move from their place on the carpet

Step Three

The child's name will be moved to the 'cloud' for a period of time (maximum half a day or as appropriate for the age of the child).

PLEASE BE VERY AWARE OF THE CHILD'S AGE AND INDIVIDUAL CIRCUMSTANCES WHEN MOVING THEM TO THE CLOUD AS SOME CHILDREN FIND THIS MORE UPSETTING THAN OTHERS. WE DO NOT DO THIS FREQUENTLY.



Step Four

If a child persists in off task behaviour they will be moved to sit next to the teacher for 'thinking time'. This means that the child can continue to take part in the lesson but can also be monitored closely by the class teacher.

Step Five

If a child continues to engage in behaviour that inhibits their own and others ability to learn, they will be taken for in class 'Time Out' and complete a 'Think Sheet' - see Appendices. Children of different ages/ability will need varying levels of adult support to complete this. Their behaviour will be logged in the classroom incident log.

Step Five

If a child rejoins the class and continues to be 'off task' and is refusing to learn and denying others the opportunity to do so s/he will be sent to the Headteacher or a member of the Senior Leadership Team.

Step Six

If, despite all the above measures, a child continues to be off task and is refusing to learn and denying others the opportunity to do so this will result in a telephone conversation from the Headteacher to the parents requesting they make an immediate appointment with her and the class teacher to discuss this behavior, and the possible implementation of a behaviour support plan. This would be regarded as a serious level of sanction and we would hope it was rarely necessary to do this.

If there are repeated incidents of unwanted behavior at a lower level, it may also be necessary for the Headteacher to intervene and liaise with parents.

Parents may be informed at any stage in the process, at the discretion of the class teacher; however there should be no surprises for parents. Teachers liaise closely with parents *early* so that the teacher does not have to raise unexpected historical incidents.

Bullying of any kind is unacceptable at St. John's School. We believe that children have a right to feel that they are safe from verbal, physical and emotional harassment when they come to school. See the Anti-Bullying Policy for more information.

Children who engage in inappropriate behaviour towards other children will be dealt with as described in the school's policy on bullying including, if necessary, the severest sanctions. Racial abuse will not be tolerated (see separate Race Equality Policy). Incidents of bullying or racism are to be kept in the office log book and also reported in summary form to the governing body.



Behaviour Steps – On the playground

The 3 steps procedure

The '3 steps' has been adopted by the school as a way for children to help tackle unwanted behaviour from other children including their friends whilst in the playground.

The 3 steps are:

Step 1: Say to the person doing the unwanted behaviour PLEASE STOP. I DON'T LIKE IT.

Step 2: If the behaviour continues, child says PLEASE STOP OR I WILL TELL THE TEACHER / ADULT.

Step 3: If the behaviour still continues then the child TELLS AN ADULT.

Adults will ask if they have followed the 3 steps procedure first and then will deal with incidents and make a decision based on the above guidance. The class teacher and, in some cases, the Headteacher, must be kept informed of incidents. Name calling and behaviour (which may be persistent) should be recorded in the playground incident book and may be classed as bullying at some point.

At lunch times, MSAs report unacceptable behaviour to the SSAs. All MSAs receive training and policies to support their role.

All more serious incidents must be reported to the Deputy or Headteacher.

External Agencies and professionals

Children who are repeatedly manifesting inappropriate behaviour patterns may be referred to the external agencies and professionals for additional assessment and advice. See Inclusion policy for more details.

Exclusion




The Head Teacher has the power to exclude a pupil immediately for persistent/serious misbehaviour. The Headteacher, or Deputy Headteacher, will follow the Herts Exclusions Guidance for schools in the administering of fixed-term or permanent exclusion.

Appendix 1 – Guidelines for teachers on playground duty

Appendix 2 – Think sheet

Appendix 3 - Rights and Responsibilities

APPENDIX 1 – Children may need support from an adult to complete this.

THINK SHEET		
Name:	Class:	Date:
Which School Rule did you break?		Tick
Write or draw what happened.		
		
What can you do to fix it?		
		
What could you do better next time?		
		
Signed by Teacher:		Date:

APPENDIX 2

Rights and Responsibilities

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.	To be cooperative and considerate. To do their work on time.
To be treated with respect and consideration	To treat others with respect and consideration
To have appropriate access to the school's facilities.	To share equipment. To care for equipment.
To have appropriate access to the teacher's time.	Not to demand attention all the time. To try to be receptive and cooperative.
To have a safe environment.	To act in a safe and responsible manner for themselves and others.
To be heard and be able to express opinions.	To speak out, but also to listen. Not to put others down. Not to dominate.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults. To follow their agreed class rules.
Parent/Carer rights:	Parent/Carer responsibilities:
To have information on school processes and curriculum.	To ask for information if they are unsure or want to know more.
To be able to participate in school activities and decision-making processes.	To make the time to be involved.
To receive and offer information about their children's education and behaviour.	To be open and encouraging and willing to listen. To develop with staff, workable solutions to problems.
To be treated with respect and consideration	To treat others with respect and consideration. To model positive and respectful behaviour whilst their children are representing the school.
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To be involved in planning school policy. To keep us informed of any trauma or behaviour difficulties they may be experiencing at home. To support the school in dealing with inappropriate behaviour and working in partnership to develop appropriate strategies. To help children realise the importance of education and to praise them for their efforts and achievements.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	Not to discriminate or to accept others doing it.

Staff rights:	Staff responsibilities:
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To work in a pleasant and safe environment and to be able to achieve job satisfaction.	To have high expectations of children's behaviour. To play a part in the running of the school. To prepare lessons thoughtfully. To watch for unsafe situations. To support the construction of pleasant environments. To be committed to safeguarding.
To have support from within the education system, including other members of staff if required.	To provide that support both informally and formally. To liaise with Inclusion Leader/Headteacher if a child's behaviour causes concern.
To be involved in a collaborative decision-making model within the school (curriculum and organisation).	To consult with each other and reach agreement. To be actively involved.
To be treated with respect and consideration	To treat others with respect and consideration
To be treated with courtesy by all.	To treat others with courtesy.
To expect that there will be no cultural, sexual or physical discrimination against staff members	Not to discriminate or to accept others doing it.
To be able to create time-out situations for children when they are disrupting other people's rights to safe movement, learning/teaching or communication.	To use time out in a positive, constructive way to end disruptive behaviour. To follow up time-out with an agreement of actions.
To contact, and have back-up and cooperation from, parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.	Teachers to contact the parents/carers if there is a problem. To provide information consistently. To be approachable, to listen, to make the time, to act on information

Headteacher's responsibilities:

To implement the school behaviour policy consistently throughout the school
To report to Governors, when requested, on the effectiveness of the policy
To ensure the health, safety and welfare of all children in the school
To keep records of reported serious incidents of misbehaviour
To report any incidence of racism or bullying in summary form to the Governing Body

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been consulted and following the Herts Exclusions Guidance for schools.

Governor's responsibilities:

To set down these general guidelines on standards of discipline and behaviour, and review their effectiveness
To support the Headteacher and parents/carers in carrying out these guidelines
To make and review a written statement of general behaviour and discipline principles