



## Icknield Walk First School

### Behaviour and Discipline Policy

#### 1 Aims and Expectations

We work hard to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, our values are based on trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and respected.

We have very high expectations of behaviour and we strive to ensure that all children behave and learn to the best of their ability.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

At the beginning of the year the class and the teacher agree the golden rules of the classroom and these are displayed. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these; often with the whole class during circle time.

School Golden Rules are:

- Be gentle, don't hurt anybody.
- Be kind and helpful, don't hurt people's feelings.
- Be honest, we always tell the truth.
- Work hard, don't waste time.
- Look after property, don't waste or damage things.
- Listen to people, don't interrupt.

The rules for the playground are displayed in the playgrounds.

- We play together and look after one another
- We allow other children to play our games
- We respect the grown-ups who look after us
- When the bell rings we stand still
- We walk sensibly to our lines and quietly to our classrooms
- We always tell an adult if we feel frightened or sad

## 2 **Rewards and Sanctions**

We praise and reward children for good behaviour primarily by using the Golden Time System. All children have a basic 'entitlement' to Golden Time (free choice time). Children can lose (and have the opportunity to earn back) Golden Time over the course of the week.

We also use a variety of other ways including

- Additional class awards for children who are consistently well behaved and following the class rules.
- Teachers congratulate children either privately or publicly.
- The headteacher awards stickers.
- Name put in the Brilliant Box
- Responsibilities given
- Work displayed around school
- Super Star assembly allows staff to nominate a child to receive a certificate often for behaving well.
- Barometer for behaviour displayed in the classroom ensures children with good behaviour have their names displayed for the class to see.
- Positive learning behaviours ('Learning Powers') are rewarded

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately and fairly to each individual situation.

### In Class

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. There may be times when the rest of the class needs to be removed.
- If a child complains about another child's behaviour towards them this needs to be investigated by an adult. In most cases this will be a minor upset and the child involved will need to apologise. Any pattern or repeated occasions should be noted in the significant comments and if necessary the guidelines set out in anti-bullying policy will be followed.
- At the first sign of misbehaviour the teacher asks the child to stop, warning that they will lose Golden Time/CIP (Child Initiated Play) time/moved down the behaviour barometer and make up for any work missed at another time. If the behaviour is repeated again in the same session the child (may be moved or sent with their work to another class until the end of the session) will be sent with their work to another class until the end of the session. Parents will be informed if this has happened. If this behaviour is repeated again in the same day they will be sent to a member of the senior leadership team.

- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a child marks and hurts another child (i.e. by biting or scratching) the head or in her absence the deputy will be informed.
- For serious or repeated incidents we will follow a system of 'Restorative Practice'. The victim will be given an opportunity to talk about how they feel and as well as receiving an apology, they will be given the opportunity to hear the punishment and agree that it is fair. Both sets of parents will be informed and this will be recorded in the blue incident file in the head's office. Paper copies of these forms are stored at the back of the folder and in staff write, behaviour folder in the staff area of the network.

At morning play time:

**Foundation Stage and Year 1**

- If a child is involved in an incident in the playground the child will be asked to hold the teachers hand, for 5 minutes. Staff to make sure the child knows what they have done is wrong and what appropriate behaviour would look like.
- If a child has been harmed in this incident they are informed of the punishment so that they know their concerns are taken seriously and dealt with fairly.

**Year 2, 3, 4**

- If a child is involved in an incident the child will be given 5 minutes time out. Staff to make sure the child understands that what they have done is wrong and what appropriate behaviour would look like.
- If the child refuses time out or repeats another incident in the same playtime the class teacher will be informed and classroom sanctions will apply.
- If a child has been harmed in this incident they are informed of the punishment so that they know their concerns are taken seriously and dealt with fairly.

Children may need to be excluded from playtimes. Children who find playtimes difficult may be offered an alternative.

**Lunch times**

Please note individual children may need a different approach. The class teacher or SENCo (Special Educational Needs Coordinator) will make sure staff are informed if this is the case.

All playtime staff must check the communication book daily.

**FS and Year 1**

- If a child is involved in an incident in the playground the child will be asked to hold the MSA's (Midday Supervisory Assistant) hand, for 5 minutes. The adult will make sure that child knows that what they did was wrong and what appropriate behaviour would look like.
- If this happens again in the same lunch time they will be sent to a member of the SLT (Senior Leadership Team) and the class teacher will be informed at the end of lunchtime.
- If a child has been harmed in this incident they will be informed of the punishment so that they know their concerns are taken seriously and dealt with fairly.

**Year 2, 3, 4**

- If a child is involved in an incident the child will be given 5 minutes time out. The adult will make sure that child knows that what they did was wrong and what appropriate behaviour would look like.

- If the child refuses time out or repeats another incident in the same playtime they will be sent to a member of the SLT and class teacher will be informed at the end of lunchtime.
- The MSA needs to ensure they have investigated the incident and all children involved have been questioned, including any witnesses.
- MSAs need only inform the class teacher if an incident has been serious or not completely dealt with, or involves children where there has been concern previously or an ongoing issue.
- If a child has been harmed in this incident they are informed of the punishment so that they know their concerns are taken seriously and dealt with fairly.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We praise children for telling about a bully and support them. We do everything in our power to ensure that all children attend school free from fear. The school anti-bullying policy is to be read in conjunction with this document.

All members of staff are aware of the regulations regarding the use of physical intervention by members of school staff (County model policy for physical intervention is to be read in conjunction with this document). Staff are trained to use RPI (Restrictive Physical Intervention) when necessary.

Staff are also permitted to search a child's pockets and their bag or tray if they believe that the child has an item that is banned in school, such as a mobile phone or a sharp item that could be used as a weapon.

### 3 **The role of the Headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff to implement the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

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. These actions are taken only after the school governors have been notified.

### 4 **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to keep us informed about any significant behaviour problems they are experiencing with their child at home or any emotional issues that may cause problems in school.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the headteacher.

If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 5 **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The PSHE (Personal, Social, Health Education) governor visits the school termly to monitor the Head teacher's Incident Log.

## 6. **Exceptional Cases**

Some children display very challenging behaviour and will continue to persist in inappropriate behaviour; we will apply some of these strategies:

- SENco advice
- Behaviour Plan (see annex 1 attached to this document). The behaviour plans are available on the shared area (SEN) and a hard copy is available on inside of the classroom cupboard doors.
- advice from other external professionals (North Herts Primary Support Service/Educational psychologist, Behaviour support team)
- pastoral support plan

### Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. We refer to Hertfordshire Exclusion guidance in any decision to exclude a child from school. The relevant Internet address is:

<http://www.thegrid.org.uk/info/welfare/exclusions.shtml>

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

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher 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 headteacher 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 headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

From the 6th day of exclusion, we will provide education for the child on site. The child will work in a room with a teacher or HLTA (Higher Level Teaching Assistant) and will take breaks and meal times at a different time to the rest of the school.

## 7 **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents in the significant comments files. The headteacher records those serious incidents where a child is sent to him/her on account of bad behaviour. MSAs and TAs (Teaching Assistant) are required to keep the class teachers informed of incidents so the class teacher can record in significant comments files if necessary.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed by staff: April 2017  
Agreed by Governors: April 2017  
Next review: May 2019

**Appendix 1**

**Icknield Walk First School Behaviour Plan**

For assessing and managing all behavioural issues including those children who are likely to need Restrictive Physical Intervention – complete an ABCC if appropriate.

**Date Set:**

**Date for review (must be no more than 1 term before review) :**

*Name of Child:*

*Class group:* .....

*Name of teacher:* .....

*Name of TAs:*

*Name of parents/Carers:* .....

*Name of External Advisors:* .....

<b><u>Identification of Behaviour/ Risk</u></b>	
Describe what specific behaviour has occurred	
Is the risk attached to this behaviour potential or actual? (i.e. has this happened before)	
List who is affected by the risk	
<b><u>Assessment of Behaviour/ Risk</u></b>	
In which situations does the risk occur?	

<p>How likely it is that the risk will arise? (i.e. how often has it happened before) Grade this response as High, Medium or Low. High – more than once a day Medium – once a day Low – once every two or three days</p>	
<p>If the risk arises, who is likely to be injured or hurt?</p>	
<p>What kinds of injuries or harm are likely to occur?</p>	
<p>How serious are the adverse outcomes?</p>	

**Signature: .....**      **Date:**

<b><u>Agreed Positive Interventions and Handling Plan</u></b>		
<u>Focus of Measures</u>	<u>Measures to be employed</u>	<u>Level of risk</u>
<u>Proactive interventions to prevent risks</u>		
<u>Early interventions to manage risks</u>		
<u>Reactive interventions to respond to adverse outcomes</u> (Does this involve physically handling a child)		

Any training issues identified?

Assessment completed by: .....

**Signature: .....**      **Date: .....**

Agreed by:

Date:

.....  
(Parent/carer)

.....

.....  
(Child - if appropriate)

.....  
(Headteacher)

.....  
(Class teacher)

.....  
(TAs)

.....  
(MSA)

.....  
(External Advisors)

To be shared with all Supply Teachers

<b>Evaluation of Positive Handling Plan and School Risk Management Strategy</b>		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
<p><b><u>ACTIONS FOR THE FUTURE</u></b></p>		

**Plans and strategies evaluated by: Title:**

.....

**Date:**

.....

*[Adapted from DfES document]*