

# Malvern Way Infant and Nursery School Behaviour and Discipline Policy November 2015

**Status** - Statutory

**Purpose**

The purpose of this policy is to promote and develop self-discipline, social awareness and appropriate standards of behaviour.

**Aims:**

- to produce a happy and safe environment in which all can learn without anxiety
- to establish and maintain approaches to behaviour management that is consistent throughout the school
- to ensure that behaviour within the classrooms and throughout the school facilitates the delivery of the school's curricular aims and the development of positive attitudes
- to ensure that every member of the school behaves with respect and consideration for others
- to work in partnership with parents to promote and maintain our positive ethos
- to praise and reward positive attitudes to learning, good work and appropriate behaviour
- to adopt a zero tolerance approach to bullying, or discriminatory behaviour by adults or pupils and deal with such incidents promptly and robustly

**Objectives:**

**For children to**

- be aware of their own behaviour and to develop self-control
- have the chance to make decisions about their learning and play so they learn to be responsible, independent and safe (including eSafety)
- learn that their actions have consequences
- observe the high standards of behaviour of all adults working in the school
- respect other people: their property, race, beliefs, backgrounds, differences and feelings
- be given the opportunity to contribute towards the drawing up of rules/codes of conduct for their own classes
- feel that their good behaviour is recognised, appreciated and valued

## **Roles and responsibilities of Head Teacher, Staff and Governors**

### **All Staff will**

- contribute toward and maintain our positive and friendly environment where children are valued and nurtured. Staff do not use inappropriate, sarcastic language or discriminate against children for any reason
- establish and maintain consistent routines
- be fair and consistent to all children all of the time
- model constructive behaviours
- ensure positive behaviour is acknowledged using our approach to rewards
- provide a curriculum (including opportunities for collective worship) in which appropriate behaviour and citizenship are promoted and adapt this curriculum as appropriate to meet the needs of the class
- value all aspects of children's achievements towards positive behaviour and their efforts to improve
- be confident, clear and concise when addressing misbehaviour
- take all incidents seriously and provide strategies for children to share a concern (e.g. in a Worry Box)
- deal with, investigate, record and follow up incidents including the involvement of parents where appropriate, as soon as possible after they occur
- listen to and believe the child's account of any incident and accept their honest point of view
- discuss situations that have gone wrong, or where mistakes have been made by children. We want children to learn from their mistakes and to understand why some things are wrong and why we have rules
- allow each child to start afresh once each incident has been dealt with effectively (ideally a new start with each new day or session)
- seek support from Head Teacher, SLT or Special Needs Coordinator as necessary
- attend training which equips them to recognise bullying, racism, and discrimination, and follow school policy and procedures with regard to behaviour management
- not give out physical rewards without the prior consent of Head Teacher or Deputy Head Teacher

### **In addition, the Head Teacher supported by the Senior Leadership Team will**

- be responsible for ensuring this policy is implemented effectively by all staff
- ensure and monitor supervision of all areas including the playground in such a way as to keep children safe
- support and help all children whether victim, perpetrator or bystander of any incident to change or modify their behaviour in a positive way
- monitor the behaviour of individuals, classes and the whole school and report to the Governors as appropriate
- provide training as appropriate for the whole staff or individuals
- provide additional support, resources or make referrals to appropriate agencies for individual children as appropriate
- meet with parents where a pupil's behaviour is causing significant concern
- carry out their statutory duties in the event of fixed term or permanent exclusion

## **The Governing Body will**

- monitor the effectiveness of the policy
- receive and discuss behaviour reports written by the Head Teacher
- ensure the school is carrying out its statutory duties

## **Rules**

We aim to make our school a happy, friendly place where children are valued and nurtured and we do not expect the school environment to make unnecessary or petty demands on them. However, in order to function as a supportive and orderly community, we encourage children to consider the health, safety and feelings of others. As a result we have developed a set of “Golden Rules” which are shared across the school. **(See Appendix 1)**

## **Rewards and sanctions**

We praise and reward children for good behaviour in a variety of ways as described in the quick guide **(Appendix 2)** which accompanies this policy. We also employ a number of sanctions to encourage children to uphold the school values, and to ensure a safe and positive learning environment. We believe that rewards are most effective if they follow immediately upon the desired behaviour. We give rewards for keeping the golden rules, citizenship and aspects of learning and effort.

Verbal praise and approval are valued rewards and can be accompanied by a physical gesture e.g. thumbs up if the child responds well to this. This can be reinforced by other staff as children love to receive praise from others as well as their teacher.

We believe that by providing a positive learning environment and drawing attention to children who are modelling appropriate behaviour we will reduce low level disruption. Where children need to make adjustments to their behaviour we ensure sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones.

Important features of reprimands include a focus on the misbehaviour rather than the child, a message about what the child should do in the future, timing – non-verbal or verbal immediately after the misbehaviour, sanctions appropriate to the behaviour, opportunity to praise to encourage more positive behaviour.

Children who have been identified as having longer term behavioural needs, will have additional individual support e.g. Pastoral Support Plans (PSPs), target sheets, individual reward charts etc. External agencies are involved at an appropriate stage through the Head Teacher and/or the Inclusion Coordinator.

## **Recording**

The school uses SIMs to record incidences of serious misconduct including any physical or discriminatory behaviour. We also record when a child has missed 10 minutes of golden time for a 3 week period.

Parents will be **always** be informed if a behaviour incident is recorded on SIMs. Teachers use a tick-list to record rewards given and loss of golden time.

**Arrangements for monitoring and evaluation**

The Governing Body will evaluate the impact of this policy termly, by receiving data from the Head Teacher analysed by year group, gender and ethnicity on:

- number of rewards for good behaviour each term
- fixed term and permanent exclusions – number of and analysis of behaviour
- instances of bullying, discriminatory behaviour and racial incidents, and action taken
- support provided for victim
- number of children receiving additional support for behaviour needs

Signed ..... Head Teacher

Date .....

Signed ..... Chair of Governors/Committee

Date .....

Appendix 1

**Malvern Way School Golden Rules**

Do be gentle	Don't hurt anyone
Do be kind and helpful	Don't hurt people's feelings
Do be honest	Don't cover up the truth
Do work hard	Don't waste time
Do look after property	Don't waste or damage things
Do listen to people	Don't interrupt

## Appendix 2

### Quick Guide

## ALL SCHOOL STAFF ARE EXPECTED TO FOLLOW THE BELOW PROCEDURE FOR EVERY CHILD UNLESS OTHERWISE INFORMED.

### Rewards

Our most useful and valued form of reward is recognition from a school adult. This praise can be either verbal or non-verbal. We believe that by acknowledging the good behaviour and learning using this praise the majority of the children will follow our Golden Rules, removing the need for any sanction. Malvern Way promotes the use of positive discipline and alongside frequent praise we use a number of systems to acknowledge children's efforts

- Team points – are awarded by any member of staff to recognise either good effort in learning or good behaviour. Children are awarded 1 team point and occasionally 2 in recognition of something exceptional. These points are added up each week and the winning team is announced in assembly. Children are responsible for placing their own team point counter in the box in their classroom or communal areas of the school
- Praise Pads – these are awarded to a child to recognise that an adult has been particularly pleased with either behaviour or learning -the note is sent home with the child.
- 6Cs – the staff and pupils have identified the following learning behaviours; making good **choices, challenging** ourselves, being **curious, concentrating** on our learning, **collaborating** with our peers and being **confident** in our ideas and to have a go at new things. In the Early Years, choosy chimp, challenge cheetah and curious cat puppets are introduced. In KS1 these are reinforced and concentration crocodile, collaboration cockatoo & confident caterpillar are added. In each class there is a 6Cs display where children's names are placed by an adult or peer in recognition of this behaviour. In an assembly children are nominated by their peers to receive a certificate for displaying one of these behaviours. A reason is always given.
- Badges – Badge Assembly. Each week 2 children from each class are awarded a badge, by their class teacher. This is awarded in an assembly where the teacher gives the reason for the award. The child keeps the badge for one week and returns it the following. Badges are awarded for one of the following:
  - Being a good listener
  - Taking care of the environment
  - Being polite
  - Being a good friend
  - Being independent
  - Being kind and thoughtful
- Head Teacher's Award – school staff send a child to the Head Teacher (or Deputy Head Teacher) to receive an award for their efforts.

The school discourages staff from giving out physical rewards without prior permission from the Head Teacher or Deputy Head Teacher.

The school newsletter is used to celebrate and communicate the rewards to the parents.

## **Good to be Green Sanctions System**

- All children start each day with a green card. The child stays on a green card until it is necessary to impose a sanction.
  - First Warning - A first verbal warning is said to a child if they are not keeping to the set rules.
  - Yellow Card - If a child continues to behave in the incorrect way or repeats the behaviour their card is changed to yellow. This may be done verbally or non-verbally.
  - Red Card - If a child continues to behave in the incorrect way or repeats the behaviour their card is changed to red. This may be done verbally or non-verbally. They are reminded that if this continues they will be on time out and lose their golden time.
- Time Out/Lost Golden Time - If a child continues to behave in the incorrect way or repeats the behaviour they will be asked to sit on the thinking cushion (early years) or sit for a short period of time out, within their classroom. They will also be told that they have lost 5 minutes of their golden time. This will be recorded by their class teacher. These sanctions can be repeated for as long as the golden time session. During the class golden time session, the children who have lost some of this time will sit with a timer and think about their behaviour that resulted in this sanction. The teacher will always ensure that the child is clear about what behaviour led to the lost golden time, and how to improve their behaviour next time.
- Time out in another class/with another member of staff - If it is necessary for a child to be sent to another class or staff member for time out, a 'time out' form must be completed and a copy given to the Head Teacher.
- More than 10 minutes lost Golden Time - if a child loses more than 10 minutes for a period of 3 weeks then a class teacher must discuss this with the year or key stage leader and parents will be informed. This will also be noted using the SIMs behaviour log.
- Instant Red card/loss of golden time - any member of staff will use their professional judgement about the level of sanction for a behaviour.
- Any purposeful physical unkind act or purposeful damage of property/belongings will lead to an instant loss of golden time. Parents will be informed and the incident will be logged using SIMs.

Where staff need support with a child's behaviour they should seek help in the first instance from the year leader, followed by the key stage leader, INCO, Deputy and then Head Teacher. At lunchtime, MSAs should refer in the first instance to the SMSA to resolve serious issues.

## **Alternatives**

At any time, it may be necessary to deviate from this procedure with regard to the child or behaviour being displayed. This will be done in discussion with a member of the SLT and using professional judgement, always considering the best interests of all children at Malvern Way School.