

## **GRANGE PARK INFANT AND NURSERY SCHOOL**

### **Pupil Behaviour and Discipline**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>September 2019</b>	<b>September 2020</b>	<b>K Thapar</b>	<b>L Plummer -Walrond</b>

### **Signatories**

<b>Headteacher:</b>	Mrs K Thapar	<b>Date:</b>	September 2019
<b>Chair of Governing Body:</b>	Dr H Rahanu	<b>Date:</b>	September 2019

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils' behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have in place a calm room specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

The following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school by adhering to the Golden Rules.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.

- To work with other schools and the local authority to share good practice in order to improve this policy.
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## Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

The duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school.

Responsibility to ensure that the school complies with this policy; delegated powers and responsibilities to the Head Teacher who must set out measures in the behaviour policy which aim to:-

1. Promote good behaviour
2. Prevent bullying
3. Ensure that pupils complete assigned work
4. Regulate the conduct of pupil

**To write a Statement of Behaviour Principles using the DFE Guidance 2014 which includes:-**

- 1. Screening and searching pupils;**
  - 2. the power to use reasonable force and other physical contact;**
  - 3. the power to discipline beyond the school gate;**
  - 4. when to work with other agencies to assess the needs of pupils who display continuous disruptive behaviour;**
  - 5. pastoral care for staff accused of misconduct**
- Ensure that school personnel and pupils are aware of this policy;
  - Delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
  - The duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
  - Responsibility for ensuring that the school complies with all equalities legislation;
  - Responsibility for ensuring funding is in place to support this policy;
  - Responsibility for ensuring all policies are made available to parents;
  - Nominated a governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
  - Responsibility for the effective implementation, monitoring and evaluation of this policy

### Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,

- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure school take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the Senior Leadership Team will:
  - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
    - ensure pupils move around the school in an orderly manner
    - praise good behaviour
    - celebrate successes
    - the good performance of school personnel
    - take action if school personnel do not follow this policy
    - consistently inform parents of this policy
    - ensure school personnel praise good behaviour and work
    - ensure school personnel understand the additional needs of all pupils in their care
    - monitor the number of sanctions and rewards given by individual school personnel
    - have in place clear strategies for pupils who are likely to misbehave
    - ensure school personnel are aware of these strategies and apply them
    - have in place support mechanisms for pupils with behaviour difficulties
  - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
  - pupil attitudes to school and learning
  - the views of pupils, parents, school personnel and governors
  - the number of fixed-period and permanent exclusions
  - incident logs, rewards and sanctions
  - the number of reported cases of bullying
  - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.

## Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- monitor school support systems;
- undertake classroom monitoring;
- organise a 'Buddy System';
- analyze the concerns from the 'Worry Boxes';
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a list of class rules;
- display class rules;
- work with pupils to compile a list of sanctions and rewards;
- display the list of sanctions and rewards;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;

- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## **Role of Pupils**

Pupils will:

- Be aware of and comply with this policy through understanding the Seven Golden Rules:
  - Always be gentle
  - Always be kind and helpful
  - Always work hard
  - Always look after property
  - Always listen to people
  - Always be honest
  - Always keep safe
- Take part in questionnaires and surveys

## **Role of Parents/Carers**

Parents/carers are encouraged to:

- Comply with this policy;
- Have good relations with the school;
- Support good behaviour;
- Sign the school's 'Home-School Agreement';
- Ensure their children understand and value the meaning of good behaviour;
- Support school rules and sanctions
- Be asked to take part periodic surveys conducted by the school;
- Encourage the children to adhere to the Golden Rules.

- Support the Code of Conduct for Parents and guidance necessary to ensure smooth running of the school

## Sanctions

### Sanctions

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable and unacceptable behaviour lie, as this is a part of growing up.

Our Behaviour Policy states these boundaries clearly and firmly. Sanctions must be applied fairly and consistently according to the sanctions agreed as a whole school for breaking the Golden Rules

The class teacher deals with minor breaches of discipline in a caring, supportive and fair manner, having regard to the age of the child.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking the Golden Rules has consequences.

Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time (such as break times), moving in class to sit alone to work or to have some 'thinking time', writing a letter of apology, and loss of a privilege. Teachers can inform parents at the end of the school day when poor behaviour has occurred.

- If the unacceptable behaviour is persistent or recurring, the Head Teacher or Deputy Head Teacher is informed.
- The decision to inform parents and invite them in for a meeting because of serious and persistent poor behaviour will be taken by the Head Teacher or Deputy Head Teacher as and when necessary.
- Children might then be placed on a daily report system in consultation with the SENCo in the form of a communication book between home and school for parents to monitor behaviour at home and work closely with the school.
- Parental issues about behaviour management are dealt with privately and **never** in a public area for the purpose of confidentiality and sensitivity.

The Head Teacher or Deputy Head Teacher should be informed immediately if parents bring up any behaviour related issues.

All incidents of bad behaviour are recorded on an incident sheet.

## Exclusion

The Governing Body has decided that in exceptional circumstances exclusion will be used as a sanction either as a:

- Fixed term or
- Permanent exclusion

## **Pupil Support**

A number of pupil support systems are in place (Learning Support Assistant / Family Support Worker) and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

## **Celebration of Good Behaviour**

Good behaviour is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos.

The Golden Rules are applied across the whole school and are an integral part of our positive behaviour management strategy.

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

Children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Children's achievements are recognised through their work and behaviour in class during lessons and at all other times during the school day.

Children are presented with a certificate at an Achievement Assembly held every two weeks. We aim to ensure that all children receive an Achievement Certificate in one academic year.

Teachers and other adults in the school take up opportunities to give oral praise to a child, particularly if behaviour has improved.

Incentive stickers can also be given if a teacher feels a child has put in extra effort to improve their behaviour.

Written praise can be recorded in their work books.

Children can be sent to another teacher within the same year group, or to the Head Teacher and Deputy Head Teacher to show their work in order to reinforce sense of achievement and recognise effort.

Children may display their achievements, both in and out of school, in Assemblies and on their own news board outside their Classrooms.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

## **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- Educational psychologist;
- Behaviour support team;
- Educational welfare officer;
- School health nurse and family support worker



- Social Services

## Incidents

- The co-ordinator thoroughly investigates all incidents and reports to the Headteacher
- Serious incidents of behaviour are recorded

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- The School Handbook/Prospectus
- The school website
- The Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Headteacher reports to the Governing Body

## Training

All school personnel:

- Receive periodic training so that they are kept up to date with new information
- Receive training on this policy on induction which specifically covers:
  1. Maintaining good order and discipline
  2. Safeguarding pupils
  3. The use of reasonable force
  4. Dealing with bullying
  5. Pupils at risk of disaffection
  6. Pupil support programmes

## Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed bi-annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

## Linked Policies

▪ Safeguarding & Child Protection	▪ Health & Safety
▪ Supervision of Pupils	▪ Anti-Bullying
▪ Pupil Exclusion	▪ Positive Handling (Restraint of Pupils)

## Grange Park Infant and Nursery School Golden Rules, Golden Time and Circle Time

Grange Park Infant and Nursery School uses the model of Golden Rules, Golden Time and Circle Time as a whole-school approach to enhancing self-esteem and positive behaviour and relationships within the school. All of the children and adults are involved and we hope that you will become involved too by encouraging your child and possibly adopting the same approach at home. In any case, you won't be able to avoid them in school – they are everywhere!

Good behaviour and work is rewarded by praise from the teachers and other adults within the school. Certificates and other rewards are given out by the Head / Deputy Head Teacher at the Achievement Assembly on the recommendation of the class teacher every week to further encourage the children to do their best. Rewards are given for effort rather than attainment

### **The Golden Rules**

The Golden Rules are the key to the whole approach. They outline the explicit behaviours that show respect and caring towards one another. Golden Rules also incorporate physical safety measures. The rules may not all focus on exactly the same issues, but nevertheless fall broadly under the philosophical 'umbrella' of: *respect for myself; respect for others and respect for property*. The Golden Rules are displayed in classrooms, corridors and throughout the school.

### **The Seven Golden Rules are:**

- Always be gentle
- Always be kind and helpful
- Always work hard
- Always look after property
- Always listen to people
- Always be honest
- Always keep safe

### **Golden Time**

Golden Time is a weekly timetabled slot of at least half an hour each week where children are able to embark on an activity of their choice. If a child keeps the Golden Rules all week, they automatically have the right to take part in their chosen activity. If a child displays exceptionally good behaviour their name is placed on the Rainbow as a celebration of their achievement.

### **Sanctions**

In the classroom

All children have their names placed on the sunshine while they are well behaved.

If however one of the Golden rules is broken, their name is placed 'on the rain cloud', the child is given one warning and they have a chance to have their name removed from the cloud by the end of the day.

If the child breaks the rules again, the child's name remains on the rain cloud and they lose 10 minutes of their Golden Time.

If they continue to break the rules then the child will lose 20 minutes of the Golden Time.

A third break of the rules will lead the child missing all of the Golden Time. They have the opportunity to start again the following week.

Teachers will keep a note of individual children who persistently miss Golden Time.

All the children go back onto the sunshine at the end of the day, however the teacher makes a note of the child's name if they are going to miss any Golden Time.

**There are several benefits to Golden Time:**

- It upholds the Golden Rules and acts as an incentive for children to keep them.
- It provides a safe framework as it demonstrates to children that there are immediate consequences for unacceptable behaviours.
- It ensures that children who are normally 'good' are continually acknowledged and rewarded.

**Circle Time**

Circle Time is a class meeting which involves the whole class sitting in a circle once a week to look at issues relating to personal, social, moral and health education. The circle meetings aim to encourage the development of positive relationships, self-discipline, conflict resolution, assertive communication and democratic group processes alongside the skills of speaking, listening, observing, thinking and concentrating.