



Lee Brigg Infant and Nursery School Behaviour & Discipline Policy 2017

Date	Review Date	Lead	Nominated Governor
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Introduction

Lee Brigg Infant and Nursery School provides a safe, healthy and stimulating environment where children, parents and staff are partners in learning, ensuring enjoyment and pursuing excellence, to enable every child to reach their full potential.

It is our primary aim that every member of the school community feels valued and respected and that each person is treated fairly. Our values are built upon mutual 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 in which everyone feels happy, safe and secure.

Aims and objectives

At Lee Brigg Infant and Nursery School we aim to ensure that all children behave in a way that allows them and other children to remain safe and happy. We aim to:

- Establish a systematic approach to good behaviour for all children and adults
- Create conditions in which effective learning can take place
- Develop positive approaches to discipline and behaviour
- Develop pride and respect for each other and the environment
- Set high standards in behaviour and work
- Send out positive messages to the local community
- Help pupils develop self-esteem, self-discipline, self-confidence and self-control
- Allow pupils to take responsibility for their own actions, appropriate to their age and maturity and prepare them well for their next stage of education
- Ensure that every member of the school community behaves in a considerate way to others
- Apply this policy in a consistent way so that all children are treated equally and fairly
- Work with parents and carers to support good behaviour within school

These aims will be achieved by:

- Developing good behaviour through the effective organisation and management of the classroom and curriculum
- Communicating clearly to all members of the school community, a code of conduct which incorporates certain crucial principles and a clear systems to encourage positive behaviour
- Employing a clear system of sanctions which is consistent across the school
- Promoting high levels of attendance and punctuality
- Promoting a close partnership with parents
- Utilising the services of appropriate outside agencies when required

Developing good behaviour through the effective organisation and management of the classroom and curriculum

At Lee Brigg Infant and Nursery School, lessons are carefully planned to meet the needs of each child and differentiated to ensure enjoyable and challenging activities. Children are grouped appropriately for each task for whole class, group, pair or individual work. Staff work hard to ensure that the curriculum is stimulating, challenging and enjoyable. The school uses the SEAL (Social and Emotional Aspects of Learning) scheme, to help children reflect on their feelings and behaviours and to teach the behaviours expected. British Values are developed through whole school and whole class times as well as being taught through discrete links to the curriculum.

Children are supervised at all times, although independence and responsibility are developed. The classrooms provide displays that value the achievements of the children and are interactive to enhance learning. All children are expected to care for their room (furniture and resources) and keep it tidy.

Encouraging positive behaviour

As a school we believe that emphasis should always be on the positive behaviours children choose, through an approach of encouragement and praise.

We have a few general, simple rules, necessary for the smooth running of the school and the general wellbeing of all in the school. As elsewhere in society we encourage children to respect these rules.

The “Golden Rules” have been made with the children. (Please see **Appendix 1**). These are displayed throughout the school for all clearly to see and refer to. All staff reinforce good behaviour choices through positive comments. The values represented in these rules will be reinforced in assemblies and through our weekly ‘SEAL’ lessons. Parents and children will be reminded regularly of the school rules and our expectations. These rules form part of the Home/School Agreement which is signed by children, parents and teachers.

Verbal praise alongside ‘spots’ are used to identify and award children for their good behaviour. These are used across school by all staff, including the lunchtime staff, to create a consistent system familiar to all children in all classes. Within each class children collect ‘golden pebbles.’ These are awarded as recognition of good behaviours and choices shown by the whole class. Each class has a target of how many pebbles they need to collect in order to receive a prize. Prizes are chosen by the children as a class. E.g. An extra playtime at the end of term.

A weekly celebration assembly is held where children who have been nominated for positive choices, (in their learning, relationships or safety) are written in the Headteacher’s golden book and receive a sticker and a certificate. This book is displayed outside the Headteacher’s office for all to celebrate and these children are mentioned in the weekly newsletter to parents.

Efforts and achievements of our children out of school are also recognised and celebrated in this assembly.

Good attendance is celebrated in the weekly assembly and the class with the best attendance each week become the winners of 'SAM (School attendance matters) the dog' for the following half term. Children with 100% attendance will be rewarded each term.

Each term children across school are nominated for pupil of the term trophies. These are awarded for progress, effort, being a good role model and creativity.

Once a year, the Headteacher will write to two children's parents in each class with a Headteacher commendation. These are displayed outside the Headteacher's office.

Children are surveyed regularly to seek their opinions in regards to behaviour and safety in our school.

A clear system of sanctions

The school employs a number of sanctions for children who do not make the right choices in order to ensure a safe and positive learning environment for all. Sanctions are applied with particular reference to the child's particular needs and circumstances.

Children are expected 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.

Children are expected to try their best in all activities. If they do not do so, we may ask them to redo a task.

When a child makes a choice that affects safety or learning for themselves or another child or demonstrates disrespect to a child, teacher or property, the teacher (or member of staff in charge) will:

1. Speak to the child, identifying the behaviour and what the positive choice should be, as a reminder of the school rules. If the behaviour is repeated -
2. The teacher will identify to the child that they are continuing to display inappropriate behaviour and will specifically ask them to stop. If the behaviour is repeated again -
3. The child will be given a final reminder and the consequences of losing a golden minute will be explained.

If the behaviour or disruption continues after this the child will lose a golden minute from their golden time. Further inappropriate behaviour during the week may result in the loss of further golden minutes.

If a child cause harm to another child or damages property this will result in an instant loss of a golden minute.

The safety of the children is paramount in all situations. In rare circumstances where a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session. In extreme situations the class teacher will ensure the rest of the class are safe, by removing them if necessary, ensuring that the child who is causing the danger is still supervised.

If a child threatens or hurts another child, this behaviour is reported to the class teacher who will then inform the Headteacher. The Headteacher will then reprimand them and the child may be punished by losing their playtime. All incidents are fully investigated and recorded. Parents and carers will be informed of the situation and the appropriate action taken.

The Headteacher will keep parents informed of any behaviour from their child that is causing concern and work with them to reiterate the school rules at home. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

If there are incidents of anti-social behaviour by more than one child, the class teacher discusses these with the whole class during circle time.

There is a close liaison between the Lunchtime Supervisors and the Class Teachers. Lunchtime supervisors report any incidents of poor behaviour to the class teacher or support member of staff. These are then recorded in the class behaviour log.

The school does not tolerate bullying of any kind. If after investigation it is discovered that an act of bullying has taken place we will contact parents and carers and act immediately to stop any further occurrences of

such behaviour. Any incident of bullying is dealt with by the Headteacher immediately. (**Also see Anti – Bullying Policy**).

Firm but fair discipline is established throughout school with **all** staff taking responsibility for talking to children if they see them misbehave.

Promoting high levels of attendance and punctuality

At Lee Brigg Infant and Nursery School we ensure that the quality of learning and ethos of the school promotes high levels of attendance and punctuality. Attendance is monitored daily and information is sought for any child's absence. Certificates are awarded for 100% attendance at the end of each term and at the end of the year and these children are mentioned on the newsletter to parents. There is close liaison between the Headteacher and the Educational Welfare Officer, who contacts parents if their child's attendance falls below acceptable levels. (**See also Attendance and Punctuality Policy**).

Promoting a close partnership with parents

At Lee Brigg Infant and Nursery School parents are respectfully encouraged to recognise their responsibilities in promoting the good behaviour of their child. Parents are welcome to be involved in all areas of school life and are invited into school to work with their children and take part in special events regularly. Information is shared through the weekly newsletter, website, parents' notice boards, Friends of Lee Brigg group and parent consultation evenings that take place 3 times a year. A written report is given at the end of the year, which includes comments about behaviour. Teachers and the Headteacher are usually available at the end of school for parental discussions, or specific appointments can be made for longer more private discussions.

Parents and carers will be regularly surveyed to seek their opinions on behaviour and safety at the school. They will also be directed to 'ParentView' where they can leave their comments in regards to behaviour and safety.

Utilising the services of appropriate outside agencies when required

The following agencies will provide practical assistance and advice if needed:

- The Educational Welfare Officer (EWO)
- The Educational Psychology Service (EPS)
- The Special Educational Needs Support Service (SENS)
- The Behaviour Improvement Service (BEST)
- The REACH Service
- The Community Police Officer

Serious incidents

In the case of repeated and continual bad behaviour, especially that which may cause serious disruption or the child, staff and other children to become unsafe the following may be considered:

- A meeting between parents and the Headteacher
- The child may be placed on a behaviour log to closely monitor and attempt to improve behaviours
- In exceptional circumstances the child may be excluded from activities or an off site visit where we cannot guarantee the appropriate and safe behaviour of the child. Where a child does not go on an educational visit they will still be expected to attend school.
- In cases where a child is in danger of hurting himself / herself all members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in DfE: The Use of Reasonable Force (July 2013). Staff only intervene physically to restrain children or to prevent injury to a child if a child is in danger of seriously hurting him/herself or another

child. The actions that we take are in line with government guidelines on the restraint of children. This would only occur in very exceptional circumstances; our school believes that most situations can be handled through de-escalation techniques and good classroom practice.

In the rare event of extreme, persistent or unacceptable behaviour which may put the safety of staff and other pupils at risk, the procedure for exclusion may be put into operation.

Fixed-term and permanent exclusions

The school has adopted the standard national list of reasons for exclusion, and the standard guidance, called *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

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 or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers 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.

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 under which the child was excluded, consider any representation by parents/carers and the LA, 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.

Roles and Responsibilities

The role of the Governing Body

The governing body has the overall responsibility of ensuring that the behaviour policy is implemented, to maintain a safe and effective school, and of reviewing its effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has 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 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. (**See also the Health and Safety Policy**). The Headteacher is the lead designated safeguarding officer for the school.

The Headteacher supports all staff by implementing 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 and contacts with external agencies where appropriate.

The Headteacher has the responsibility for giving fixed-term suspensions 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.

The role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Class teachers share responsibility with support staff for the management of pupil's behaviour, when they are on duty in the playground.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher keeps a record of all incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The class teacher liaises with external agencies, as necessary and in conjunction with the SENCo, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's behaviour support service. Where external agencies are approached parents / carers will be informed.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of support staff

It is the responsibility of all the support staff to ensure the school rules are enforced in the classroom as well as around school in shared areas of the school such as corridors, toilets and the library.

Support staff share responsibility with class teachers for the management of pupil's behaviour when they are on duty in the playground.

Lunchtime supervisors have responsibility for the management of pupil's behaviour at lunchtime.

The role of parents and carers

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

We explain the school rules in the school prospectus and at new parent's meetings and we expect parents and carers to know them and support them.

A supportive dialogue is set between homes and the school, and parents and carers are informed immediately if there are any concerns about their child's welfare or behaviour.

We expect parents and carers to support their child's learning and to cooperate with the school, as set out in the home-school agreement.

We expect parents and carers to support school by monitoring any online activity that children are accessing at home and ensure this complies with our **esafety policy** in order to effectively safeguard their child.

We expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, they should contact the Governors. If the issue is still not resolved, a formal grievance or appeal process can be implemented

We expect parents and carers to positively engage with the class teacher at an early stage to make an action plan where it has been identified that their child is continually not adhering to the school rules or making the correct behaviour choices.

Record Keeping

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher will record minor classroom incidents. If a child is sent to the Headteacher the incidents are recorded. If this occurs on a regular basis, a behaviour plan may be put in place.

The Headteacher records serious incidents, which may be used as evidence to present to outside agencies such as the Educational Psychologist if appropriate. Lunchtime supervisors report any incidents that happen at lunchtime and share these immediately with the appropriate Class Teachers or support staff. These are then recorded in the class behaviour book.

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

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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 the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy every two years. They 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.

This policy and all related policies are available to parents on the website or in paper form obtainable from the school office upon request.



Appendix 1: School's Golden Rules

At Lee Brigg we can all....

Care, share and be polite

Think safe, keep safe

Do as our adults ask

Listen to others

Try our best

Look after our school

Appendix 2: Exclusion Policy

Fixed-term and permanent exclusions

At Lee Brigg Infant School we very rarely exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Exclusion from maintained schools, Academies and pupil referral units in England (February 2015). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on Headteachers to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

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, they will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents or carers 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 exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, 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.