

Race Leys Infant School



School Discipline and Pupil Behaviour Policy

Originator:

Issue Date:

To be reviewed:

Date Agreed by staff:

Date Ratified by Governors:

Signed:

School Values Statement:

“Learning together we can reach for the stars”

“Learning together is at the heart of RLIS where we all enjoy being challenged in exciting and creative ways. We have high expectations and work hard to be the best we can be. Our stimulating curriculum helps us to learn skills for the future recognise each others strengths and celebrate success. Respectful, caring relationships and good manners help us to feel safe, be happy and make good choices”.

Aims and expectations of the Behaviour Policy

To enable all pupils to learn effectively and make good progress by

- Securing high standards of behaviour

- Promoting a consistent and fair approach to behaviour management which is clear and understood by pupils, staff, parents and members of the school community.
- Ensuring every member of the school community feels valued, respected and safe.
- To involve the children in deciding school and class rules.
- To encourage all children to take pride in what they do and to respect other people, their environment and possessions.

Our School and Class Rules

The rules are the same throughout the school. They have been discussed and agreed by all members of the school community.

They will be displayed throughout the school and in all classrooms.

- *Kind Hands, feet and words all of the time*
- *Do what an adult asks us to do straight away*

Rules will be clearly stated and visible throughout the school.

Rules will be actively taught and reinforced through whole school assemblies, in the classrooms, at playtimes and at lunchtimes.

Behaviour Reward system

The School follows the ‘Good to be Green’ reward system which reinforces and praises good behaviour. This approach is used to monitor pupil behaviour and consistently follow through with agreed procedures. **All staff** promote a positive message and praise good behaviour. The reward system is applied at all times of the school day including playtimes and lunchtimes.

Rewards

The ‘Good to be Green’ scheme allows children to earn rewards for good behaviour e.g. stamps, stickers and Golden Time.

See Appendix A – Reward System

Sanctions

Sanctions are in place to support children in following the school and class rules. The behaviour system follows a four tier system for sanctions – reminder, verbal warning, warning and consequence.

See Appendix B – Sanctions

Serious acts of misbehaviour

These include kicking, punching, pinching, persistent teasing, persistent name calling, making racist/sexist remarks or using unacceptable language.

Incidents are recorded in the class log (kept by the class teacher). Two red card incidents within a week will result in parents being invited into school to discuss the child’s behaviour.

Serious incidents are recorded in the Behaviour Incident Log Book which is kept by Mrs Ward and can be completed by members of the SLT.

Extreme acts of misbehaviour will be dealt with on an individual basis.
The school does not tolerate bullying of any kind. See Anti Bullying Policy.

Special Educational Needs

In certain cases a child may have behavioural needs which require an individual behaviour plan. In this case accurate recording of all incidents will be needed. An ABC behaviour log is used for recording this information. Progress Indicators for behaviour, personal and social skills can be used to provide further supporting information.

Restraint

Staff will only intervene physically to restrain children to prevent injury to another child, member of staff or if a child is in danger of hurting him/herself. They have been trained with the 'Team Teach' methods for handling and moving children. The actions we take are in line with government guidelines on the restraint of children. All acts of physical restraint are recorded in the schools Behaviour Log Book.

Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Exclusions are extremely rare, and not given lightly. They are carried out for critical incidents that are deemed to be very serious or for continuing disruptive behaviour. They are carried out under the Warwickshire guidelines and with the involvement of governors.

The role of all staff

It is the responsibility of **all school staff** to ensure that the rules are enforced in the classrooms and around the school.

Class teachers plan differentiated work and consider the learning styles to support good behaviour.

Teaching Assistants support teachers in highlighting examples of good behaviour and praise hard work and effort.

The class teacher will liaise with external agencies, as necessary to support and guide the progress of each child. They may, for example, discuss the needs of a child with the Local Authority behaviour support service. This will usually be carried out in consultation with the SENCO.

The Role of Senior Management

It is the role of the Head Teacher to implement the behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility to the Head Teacher to ensure the health, safety and welfare of all members of the school community.

The Senior Leadership Team model the implementation of the policy by setting the standards of behaviour, and by supporting all staff in following the policy.

The Role of Parents

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

in the prospectus and the policy is available to read on the Learning Platform. We encourage parents to read them and support the school.

We strive to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use its sanctions in managing behaviour issues, we expect parents to support the actions of the school

If parents have concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to the Head Teacher. If they still do not feel the matter has been dealt with, they will need to contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 Head Teacher in adhering to these guidelines.

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

Monitoring and Review

The head teacher and Senior Leadership team will monitor the effectiveness of the policy on a termly basis. She will report to the governing body on the effectiveness of the policy, and if necessary, make recommendations for further improvements.

The Head Teacher will keep a record of any child who is excluded for a fixed term or who is permanently excluded.

The governing body will monitor the rate of exclusions and ensure the behaviour policy is administered fairly and consistently.

The governing body will review the policy every two years or earlier if they receive recommendations on how the policy might be improved.

Signed:

Date: