



Behaviour and Discipline Policy

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. Emotional well being is at the core of being able to learn and achieve.

It is written for all members of the school community to help everyone understand school policy and the duty of care for all children by applying behaviour strategies and rules consistently and fairly for the benefit of all.

This policy should be read in conjunction with:

- Guidelines for Positive Behaviour Management (Appendix 1)
- Behaviour and Motivation Plan Guidelines (Appendix 2)
- SEN Provision Plan for Behavioural, Emotional and Social Development (Appendix 3)
- Behaviour Leaflet for Parents (Appendix 4)
- Anti Bullying policy
- Golden Time policy
- Physical Intervention policy
- Child Protection Policy

Aims:

- To enable all members of the school community to feel safe and secure
- To foster a caring attitude towards others
- To encourage respect and consideration of the needs of others
- To give clear expectations and adult models for good behaviour in order for children to learn how to interact appropriately
- To work in partnership with parents
- To enable children to choose appropriate behaviour (not to engage in inappropriate or anti social behaviour)
- Provide a calm, secure learning environment for all children through the underlying ethos of the school

Methods of achieving these aims:

*At Priory Infant School we believe very strongly in the **positive reinforcement** of acceptable and appropriate behaviour.*

*The approaches below make up our **"Quality First Teaching"** for behaviour .*

- Making clear to children on a regular basis in assemblies and class teaching what behaviour is expected and why (Golden Rules). Consistent application of the Golden Rules "to make our school a happy school."
- Teaching children, through adult example and role modelling, through Circle Time and PSHE, how to interact appropriately and develop effective social skills.

- Enabling children to deal with everyday situations of possible conflict through modelling and adult supported negotiation. Counselling where needed after an incident to ensure that children know what to do better next time.
- Developing the use of “I...” statements – giving children the vocabulary to express their feelings and be able to negotiate verbally.
- Rewarding appropriate behaviour and good social skills consistently and with generosity - a wide range of rewards are used throughout the school
 - Verbal praise, smiles, eye contact, thumbs up
 - Stickers, star charts, certificates, awards,
 - Golden Rules assembly
 - Group recognition – table of the day etc, extra 5 minutes playtime for a class.
 - Golden Time
 - Special treats eg. Golden Table in dining hall
 - Celebrating good behaviour with other members of staff / classes
 - Sharing “good news” with parents on an informal day to day basis
- Teaching children that they are valued in our school and have ownership of the school and the environment. eg. by providing high quality displays and good quality resources, gathering children’s opinions and acting upon them, the School Council.
- Helping children to understand that all adults in the school care for their well-being. Adults as role models are crucial. Careful and sensitive adult intervention at key times for some children will make a huge difference to the choices they feel able to make.
- Using simple but clear sanctions consistently as a means to promoting good behaviour / enabling children to make the right choice next time.
 - Moving a child for a period of time – to a place closer to an adult, to a place away from another child – “to help you to listen better” “To help you concentrate on getting your work finished”
 - Special place to sit – on mat , at table – where the child will be away from potential distractions
 - Thinking Time – for a child to consider what they did / should have done. This may be away from the group with a TA to counsel, then child returns to group quietly and says sorry etc. afterwards.
 - Making up time wasted – missing 5 minutes playtime to complete work, waiting back to talk with teacher etc.
 - Missing 5 minutes of Golden Time – may be appropriate for older children as long as it is applied fairly and consistently with clear reason given
 - Children are always expected to say sorry to the appropriate person and explain what would be the right thing to do next time
- Teachers and Class TAs to work with Inclusion Manager and FLO to best support the needs of the children in each cohort.

- Consistently following a structured procedure of intervention in a clear and systematic way to improve unwanted behaviour and to enable children to develop acceptable behaviour. *(see next section)*

For more detailed information see: Guidelines for Positive Behaviour Management (Appendix 1)

Supporting children with behaviour needs:

Experience shows us that most children will respond to all of the above strategies. (“Quality First Teaching”) Some children however will need further, more individual support to enable them to behave appropriately. The influence of poor behaviour on the learning and achievement of individual children and their peer group means that intervention must be early and effective.

All staff use the following approach when working with a child to improve behaviour.

- 1. Quality First Teaching:** as above.
 - Teacher and TA should monitor through observation any child who is not responding / needing continual sanctions. Keep a simple log of incidents.
- 2. Class based intervention:**
 - Teacher and TA discuss strategies to try with child on a day to day basis. Eg. TA to sit next to child on carpet during whole class times to help concentration, sticker prepared for after every playtime if child has been sensible in the toilets etc etc.
 - Contact with parent informally after school to discuss areas child may be finding difficult, tell parent what teacher and TA will do, ask parent to have a talk with child, help them to understand expectations what behaviour is wanted.
 - Monitor these strategies – short term. Are they being effective?
- 3. Involve Inclusion Manager:**
 - Discuss child and needs with Inclusion Manager – may involve planning for TA to support child in or out of class at set times
 - Develop specific strategies for improving key aspects of behaviour that will have greatest effect – think about rewards and sanctions
 - Use of specific resources / strategies eg. Boxall Profile assessment for Nurture Group;
 - Set up a Behaviour or Motivation Plan
 - Share plan with TA / other staff (eg MDMS) as needed
 - Arrange meeting with parent to go through plan – keep it positive – this is to help, enlist support of parent with rewards etc. Establish how you will communicate with parent on a day to day basis.
 - Share the plan with child – make it clear what behaviour you want them to change – what the rewards will be / what the sanctions will be
 - Monitor and feedback – to child, parent, Inclusion Manager.
- 4. Involve outside agencies:** (SEN support)
 - Inclusion manager to assess whether outside agency support is needed and contact via LIFT
 - Inclusion Manager and teacher to meet with parents to discuss next steps / review and develop Behaviour Plan
 - Teacher and TA to continue to follow Behaviour Plan
 - More sustained support from a TA (possible redeployment) as needed

- Liaison with junior school SENCo as needed for transition (Year 2)

Parental Involvement:

At Priory Infant School we seek the co-operation of all parents in helping their children to understand what sort of behaviour is acceptable in school in order to help children develop and grow into caring, well rounded and responsible individuals.

We work hard to establish good working relationships with parents – knowing that they are the most important influence on their child.

We want to establish a partnership approach that is mutually supportive for the benefit of the child by:

- Establishing good relationships with parents from the outset means that teachers and parents can talk to each other openly and honestly
- Teachers and TAs will try to communicate with parents as often as possible at the door or before school about positive things so that parents feel that they are involved in the life of the classroom and develop a rapport with the class teacher and TA.
- When a teacher needs to speak to a parent about an incident the teacher will do so discreetly, by asking the parent to wait until the other children have been collected, or by phoning during the day to ask if the parent can come at 3pm etc etc
- Teachers should always try to be positive and non judgemental when speaking with parents – we can only help the child during school time – so concentrate on what we are doing in school to promote good behaviour – and how you hope the parent will support us and back us up.
- Establish early on how the parent would like to be informed – a contact book, a weekly phone call, a thumbs up each day at the door?

When children enter school parents are made aware that they are partners in helping their child to behave appropriately and sociably at school.

As part of the pre school meeting parents are asked to sign a Home School Agreement in which good behaviour is expected as the norm.

The school has produced an information leaflet for parents about our behaviour policy which has been drafted with input from PTFA, parent and governor representatives. The leaflet outlines the policy and the responsibilities of the children, the staff and the parents.

Behaviour at home:

Should parents feel the need to confide their worries about a child's behaviour at home the school encourages them to do so and will try to offer practical advice.

Parents are encouraged to speak to the Family Liaison Officer initially who may then, with agreement, refer them to an agency like Fegans or parenting courses for more specific advice and support.

Training and staff development:

At Priory Infant School we recognise that all members of staff have an important role to play in positive behaviour management.

We budget to include all members of staff appropriately, (including MDMS) in behaviour training, according to needs identified through performance management and the School Improvement Plan.

Most recent training:

- **Autism Training for whole staff – Sept 2015**
- **Physical Intervention training for key workers – November 2016**

Monitoring:

In the light of this policy the Leadership Team will continually monitor behaviour throughout the school.

This policy will be reviewed by the whole staff team every 2 years.

Safeguarding Children:

Priory Infant School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

This policy written by: T. Jones

Next review date: Spring 2019