



Hethersett Woodside Infant and Nursery School

BEHAVIOUR & POSITIVE DISCIPLINE POLICY

Author :

Date:

SECTION 1

General Statement

The people in our school try to create a positive environment where the child's behaviour is moderated by self-discipline. Every child and adult in our school community has the right to feel safe and secure and to be treated with respect, consideration and courtesy regardless of their age, sex, background or nationality. In order to achieve this, both children and adults need to respect the rights of others and take appropriate responsibility for their own behaviour. We aim, therefore, to teach our children that they are responsible for, and able to manage, their own behaviour. We need to ensure that the children understand and are clear about what acceptable behaviour is and what is not. To do this, we will discuss the general School Rules, together with the consequences of unacceptable behaviour, with the children. Teachers and children discuss and develop their own positive Class Rules, within the framework of the School Rules, early in the Autumn Term, particularly but also at the start of every term spending quality time discussing the skills, value and qualities as set out below.

Skills to be taught	Values to be developed	Qualities to be developed
Self-control	Honesty	Self-esteem
Co-operation	Fairness	Self-confidence
Talking situations through	Conscientiousness	Empathy
Listening	Respect	Respect
Independence	Resourcefulness	Responsibility
Collaboration	Responsibility	Assertiveness
Thinking	Reflection	Accountability
	Perseverance	

At the start of the year the children agree school rules. We also share our agreed learner values that we aspire to as a school.

These are discussed regularly with children and they form assembly themes. Children who demonstrate these qualities are celebrated in our 'Good News Assembly' each week.

We promote positive praise and behaviour and always try to 'catch children being good'.

Our agreed rules are:

Do be kind and helpful – Don't hurt people's feelings

Do be gentle – Don't hurt anyone

Do listen – Don't interrupt

Do work hard – Don't waste your or other people's time

Do be honest – Don't cover up the truth

Do look after property – Don't waste or damage things

Time should be given each week to enable the children to develop and reflect upon the skills required to keep these rules e.g. Time to tidy bookcases, classrooms and equipment.

SECTION 2

Rights & Responsibilities

Child's Rights	Child's Responsibility	Adult's Responsibility
<p>To feel happy and respected. To learn in a friendly and supportive environment. To receive ongoing praise for positive behaviour.</p>	<p>To be co-operative and considerate to others. To do tasks and activities as best as they can. To persevere and be conscientious. To respond to the praise by maintaining positive behaviour.</p>	<p>To work toward providing this environment, ensuring that the balance of interaction with children is positive and friendly. To support all children in whatever way is appropriate. To praise children for their behaviour.</p>
<p>To have a reasonable share of the teacher's time.</p>	<p>To allow others access to teacher's time and not be demanding all the time. To follow the class rule for seeking help.</p>	<p>To allocate our time fairly.</p>
<p>To have a safe, secure place to work and play.</p>	<p>To consider how your actions will affect others. Not to hurt other people. To follow the school/class safety rules.</p>	<p>Try at all times to ensure that the environment is safe for the child and that all children are behaving safely. Do be safe.</p>
<p>To have appropriate access to the school's equipment and resources.</p>	<p>To take care of the school and the equipment within the school and playground.</p>	<p>To provide appropriate space and resources. To allocate fair use of equipment and resources. To allocate time to develop child's skills of tidying up, organising and taking care of equipment.</p>
<p>To be heard and able to express opinions. To be treated as an individual.</p>	<p>To listen to others with interest and care. Not to make fun of others or 'put them down' To share their ideas clearly and appropriately.</p>	<p>To provide time and opportunity for children to speak and listen, encouraging all to take part. To help children develop their thinking, speaking and listening skills. To take time to listen to and speak with the children.</p>

SECTION 3A

Consequences of inappropriate behaviour

However involved and committed to the Class and Agreed Rules the children are, there will be times when the rules are tested and children misbehave. Our job as adults in school is always to maintain the dignity of the child, whilst correcting unacceptable behaviour in an appropriate way. For most children rule breaking can be dealt with successfully with reminders and useful strategies.

The first step would be to discuss with the child what has happened and why it happened. The issue/conflict should then be talked through with all parties involved helping children to empathise with each other and supporting all parties towards moving to conflict resolution. Reminding children that it is their behaviour which is unacceptable and not them.

Adults will continually model appropriate strategies through eg. role play or drama. Perhaps this could include asking questions such as:-

“Why do you think they hurt you?”

“What do you think you did that might have caused this to happen?”

“How do you feel about what has happened?”

“What could you do next time to stop this from happening?”

“How can we make this better?” (conflict resolution)

Conflict resolution in the early years will be modelled by adults alongside the children, however as the children become older we need to allow them the time and the space to become the facilitators in the process (with adult support if appropriate) or through the use of playground buddies and school council.

The aim of this process is to develop children’s skills of self-discipline and independence. Thus moving away from the adult-led model of discipline.

Other strategies will include “time out” areas either for self-reflection upon their behaviour as an individual or for group conflict resolution.

Strategies within the classroom may include working alongside a grown-up to enable them to develop concentration skills and to ensure that appropriate behaviour is maintained in order to provide an appropriate working environment for all. At playtime similar strategies may include playing a game with an adult in a small group or 1:1 either inside or outside (whether it be provided by an M.S.A., teacher or teaching assistant). With all of this support and use of these strategies if children are still unable to maintain appropriate behaviour by keeping the agreed rules this leads to further action.

When further action is required, a clear procedure is needed, with the purpose of correcting the inappropriate behaviour. Modelling appropriate role play etc.

Pro-active and re-active.

1. The first of these actions would be the removal of a certain amount of playtime or in the case of early years an appropriate time as decided by the teacher. This time should be used positively for self-reflection and positive action, linked to the agreed rule they have repeatedly broken. Discussing with the older children particularly the consequences of their actions

BROKEN RULE - Do be kind and helpful, do be gentle.

CONSEQUENCES - Writing an apology to the person they have hurt or upset.

Sometimes it may be appropriate to enable the ‘hurt child’ to decide upon the consequence with adult support.

BROKEN RULE – Do look after property.

CONSEQUENCES – mending books/equipment, tidying classroom books etc.

BROKEN RULE – Do work hard/do listen.

CONSEQUENCE – appropriate working time to compensate for time wasted.

(Consequences must be appropriate to the age & ability of the child. Alongside this, account must be taken of the child’s social, emotional and intellectual level of development maintaining empathy for children’s individual needs).

A child giving particular concern should be discussed with colleagues who may suggest previously tried and successful strategies.

2. If these strategies of behaviour modification are unsuccessful, parents should be consulted in order to work in partnership and improve the situation. The Headteacher should be informed of this consultation before and after the meeting.

If the behaviour does not improve fairly rapidly the Headteacher and S.E.N.C.O. should be further involved. At this stage it may be appropriate to establish a daily record/chart/monitoring system, either at playtime or lunchtime, to be shared by the child, Headteacher and parent(s). It might also be appropriate at this stage to refer to our School Support Team for further advice and involvement.

A child who is unable to manage his/her behaviour in a large group in the playground will be removed from communal playtimes and may be given a supervised playtime alongside an adult and/or a small group of peers.

All staff are committed to the emotional well-being and safety of children and physical intervention is only used as the last resort. Only the staff who have received specific 'Team Teach/Norfolk Steps' training will use physical intervention strategies.

Unacceptable behaviour which seriously harms, threatens or intimidates children or staff may result in a 'fixed term' exclusion. All exclusions must be reported to the LA and are recorded in children's records. Local Authority and government (DFE) guidelines are used and a reintegration meeting must be set up after an exclusion (with the child, their parents/carers and school staff) to ensure the child's return is as successful as possible.

Anti – Bullying

We recognise that bullying can be one of the most damaging and traumatic incidents young children can experience. We are committed to eliminating any bullying and the school values and curriculum is designed to minimise the possibility of it occurring.

We define bullying as 'repeated behaviour (within a short time scale) against the same children or the same child frequently using unacceptable behaviour to intimidate or hurt different children'. Procedures are in place for quickly dealing with any incidents of bullying.

SECTION 3B

Consequences of positive behaviour

Positive behaviour will always be praised and celebrated. Individual teachers use a system of rewards/stickers/certificates/charts etc. to celebrate positive behaviour and achievements.

Exceptional achievement in behaviour and keeping the agreed rules is celebrated in the 'Good News' assembly each week.

We try to value all children's' achievements however small the steps taken and throughout the year we endeavour to ensure that all of the children have been rewarded in this manner.

We aim to promote positive behaviour with parents and families by sharing their children's achievements with them daily, weekly and yearly, both formally and informally.

Woodside Wonders Breakfast and After School Clubs – Addendum

Woodside Infant School Agreed rules are adopted, promoted and displayed in the clubs. They are discussed with the children for continued regard during the out of hours sessions.

A Behaviour Management Statement is displayed for parent's information.

An incident log book is held at the club.