

# Behaviour & Positive Discipline Policy

## Hethersett Woodside Infant & Nursery School



<b>Approved by:</b>	[Name]	<b>Date:</b> September 2018
<b>Last reviewed on:</b>	[Date]	
<b>Next review due by:</b>	[Date]	

## **SECTION 1**

### **General Statement**

All adults 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. Everyone is treated with respect, consideration and courtesy regardless of his or her 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 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.

Adults 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, values and qualities as set out below.

<b>Skills to be taught</b>	<b>Values to be developed</b>	<b>Qualities to be developed</b>
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 academic year the children agree to adhere to our 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 is 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**

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

## **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 behaviour is inappropriate. 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, address inappropriate behaviour by using reminders with regard to rule breaking and similar useful strategies.

The first step would be to recognise their feelings. discuss with the child what has happened and why it happened. Talk through the issue/conflict with all parties involved helping children to empathise with each other and supporting all parties towards moving to conflict resolution. Remind children their behaviour is unacceptable and not them.

Adults will continually model appropriate strategies through eg. role play or drama.

Discussions 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 playground buddies and school council are also used to support this process.

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

Strategies within the classroom may include working alongside a grown-up to enable them to develop concentration skills and to ensure continuous appropriate behaviour and therefore providing an appropriate working environment for all. At playtimes, similar strategies may include playing a game with an adult in a small group or 1:1 either inside or outside (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, clear procedures are in place, with the purpose of correcting the inappropriate behaviour, for example modelling appropriate role-play etc.**

### ***Ladder of Consequence***

When a school rule is broken the child moves to a “1” stating calmly “You have ... breaking our rule.. you are on a 1”. If the behaviour continues the above is repeated “...you are on a 2” etc. If a child gets to a “3” time is taken at play/lunch time to discuss this. This will provide time for self-reflection and positive action, linked to the agreed rule they have repeatedly broken, discussing with the older children, in particular, 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.

A child is able to move back to 0 if they show remorse and are seen to be trying to keep the rules. Once a child reaches “3” and a consequence given, they start again on zero.

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

In Nursery, as the children are so very young, we give them repeated opportunities to learn about the rules and the accepted way to behave. We use modelling by adults, puppets and SEAL sessions to explore acceptable ways to behave. Discussion of incidents happens with both parties and a consequence/learning resolution given. At this early stage, the more formal "Ladder of Consequence" is not used.

**A child's behaviour will be discussed with colleagues if a particular concern arises to support suggestions and successful strategies previously tried. Senior leads/head teacher are informed of these discussions.**

Following unsuccessful behaviour modification, a consultation with parents is arranged to work in partnership and improve the situation. Information regarding the consultation is given to the Headteacher throughout the process. Unsuccessful improvement leads to the Headteacher and SENCo becoming involved. At this stage, it may be appropriate to establish a daily record/chart/monitoring system, to be shared by the child, Headteacher and parent. 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 'Norfolk Steps' training will use physical intervention strategies.

**Unacceptable behaviour** that seriously harms, threatens or intimidates children or staff may result in a 'fixed term' exclusion. All exclusions are 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.

**Disruption of learning time** harms others. If a child is disruptive during carpet time they will be removed from the group and asked to return when they feel they are able join in with the learning. If a child continues to disrupt learning they will be removed from the classroom for 5 minutes. The learning time will be made up at break/lunch time.

## **Anti – Bullying**

We recognise that bullying is one of the most damaging and traumatic incidents young children can experience. We are committed to eliminating any bullying; 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 is praised and celebrated. Class collection jars are used to celebrate positive behaviour and achievements. Rewards such as extra playtime; turns on the climbing frame etc. are rewarded to celebrate positive behaviour. 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 are 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.