



Redbourn Infants & Nursery School

Behaviour & Discipline Policy Including Anti-Bullying Statement

Date of Last Review: September 2013

Latest Review Date: September 2016
Reviewed By: Staff INSET Day

Frequency of Review: Every three years
Next Review Date: September 2019

File Name: Behaviour Sept 2016

Adapted from: RINS Existing Policy

Uploaded to Google Docs on: ...

"Loving Learning, Respecting All"

Introduction

At Redbourn Infant & Nursery it is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school 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 where everyone feels happy, safe and secure.

Aims

All our aims reflect our ethos and our approach to teaching and learning. They identify the aspect of our school community that we value highly and seek to promote to our children. Our aims are:

- *Develop a life long love of learning*
- *Celebrate achievement and embrace new challenges*
- *Be independent, self confident and motivated learners*
- *Value ourselves and others in the whole community*
- *Be healthy and stay safe*
- *Understand our responsibility for our friends and ourselves.*

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

Anti-Bullying Statement

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically, socially or emotionally. The school does not tolerate bullying of any kind and explores the concept with the children through assemblies, and PSHE times. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and feel empowered to talk through issues when the behaviour of another child/adult makes them feel anxious, threatened or pressured. We believe bullying is contrary to the aims promoted within our behaviour policy and therefore respond to bullying behaviour in line with the sanctions outlined in our policy.

Code of Conduct

Our behaviour code is called Our Golden Rules and was updated by staff and children through INSET and assemblies in September 2016. We revisit it regularly (at least Termly) as needs arise, with children in class and through assemblies.

Our Golden Rules

We work together to make a happy school by:

- Caring & sharing
- Being kind
- Being polite
- Telling the truth
- Keeping ourselves and others safe
- Listening to each other
- Looking after property
- Being responsible for our own actions

Our policy is that we expect all children to live by this code and they are reminded of this. They are taught that rules are made so that they can all live happier lives and are encouraged to evaluate their own behaviour in this way. Displays and discussions are used to help them relate these rules to their everyday lives and decisions.

Routines

In each class teachers discuss with their children at the beginning of the year the routines in the class and agree how the Golden Rules will be applied, thus what behaviour is expected in different situations. Classroom rules should be written with the children in child speak so they understand specifically what they must do. (Illustrated if needed)

Positive Praise

We believe all children respond well to praise and that positive praise when you have succeeded in your goal is the best reinforcement for a child. We will try to draw attention to the things children are doing which are good in their behaviour and learning and openly and specifically praise these saying why we are pleased e.g. "I really like the way you said please so politely John". In this way we are underlining the behaviour code and the way we work in school. We **do not** have stickers as general rewards as we want the children to behave well because they understand this makes them feel proud of themselves and brings pleasure to others, rather than they gain a sticker. Our expectation is that children will live within the school code of conduct, and we model this so it becomes the child's expectation of themselves and of others. We may occasionally use stickers in exceptional cases, but this is agreed with SLT. (ie Nurture groups)

Celebration Assembly

Any child who makes a landmark step forward in their learning or behaviour is sent to the Headteacher for positive praise, which is recorded in the Star Book. (The child is also given a sticker to recognise this and inform parents.) Any member of staff can send the child, but this should be monitored closely with the class teacher. This is shared with the whole school in celebration assembly. It is expected that every child should go in the Star Book once per term minimum. There must be a record kept by the class teacher of this.

Sanctions

First stage -Our main sanction is that any child who fails to live this code will have this pointed out to them and asked to change. There should be reference to the classroom display of rules. If they continue they will be given a warning. If they persist with the behaviour a second warning is given.

Second Stage - If the behaviour continues beyond a second warning, the child is sat on a chair with a timer (1 min – 3 min, depending on age, and nature of behaviour) to reflect on their behaviour and to identify which rule they have broken. The rules are taken down from the display and the child identifies how they break the rule and what they should have done to have conformed to the rule. After discussion the child returns to their learning.

Third stage - If the child persists in their behaviour, or has behaved in a particularly unacceptable manner, they will lose time from Learning through Play in 5 minute blocks, up to 15 minutes. It is important to ensure the child has the opportunity to show they can change their behaviour and as a result eradicate this sanction.

Fourth stage - If the behaviour is persistent or is more severe, physical, violent or abusive this will be taken directly to the Headteacher or her deputy by an adult in the class. The child will be given the opportunity to calm down, explain and reflect on their actions. They will also be encouraged to discuss what a suitable sanction is and what is necessary to restore their position in class. If no second adult is available the teacher will send for the Headteacher by giving another child the red triangle and explaining why she is needed.

When the behaviour is persistent, or has warranted a Fourth Stage sanction, the parents will be informed, usually by the teacher at the end of the day. In extreme cases they may be phoned by the headteacher and asked to attend school during the day.

Fifth stage- If the child behaves in an extreme way which makes them a danger to others in school or to themselves, parents will be asked to remove the child from school and this may well result in exclusion. This will be a very rare occurrence.

Recording & Monitoring

Incidents of behaviour are monitored by staff and the Headteacher. Any incidents of persistent or severe behaviour (stage 4) or of bullying are recorded on the incident log attached to this policy. It can also be found on our intranet (Staff-Safeguarding). This should be passed on to the Headteacher so she is kept fully informed of such issues.

Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour and their learning, and they strive to ensure that all children work to the best of their ability. All staff treat each child fairly and enforces the classroom code consistently. They treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Inclusion Manager and the Headteacher.

The Inclusion Manager liaises with external agencies, as necessary, to support and guide the progress of any specific child whose behaviour is impacting on their ability to learn. The class teacher may need to write and review a behaviour plan and discuss the needs of a child with the Educational Psychologist or LEA behaviour support service.

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

The role of the Headteacher

It is the responsibility of the Headteacher 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.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions 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. Both these actions are only taken after the school governors have been notified. More information is available in the separate Exclusions Policy.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

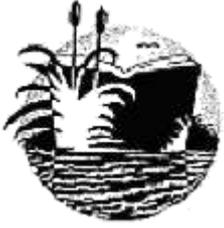
We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to modify the behaviour of a child, parents should support the actions of the school. If parents have any concern 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, a formal grievance or appeal process can be implemented in line with the published school complaints procedure.

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 Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline and anti - bullying policy in line with the principles agreed with the governing body.



Redbourn Infant and Nursery School
Incident Record

Name(s) of child(ren) involved: _____

Names of staff involved/witnesses: _____

Date of incident: _____

Nature of incident (please tick):

Behaviour Bullying Racist Sexual

Details of the incident:

Immediate action taken:

Name of person completing form: _____

Signed: _____ Date: _____

This form should now be passed to the DSP for review.

Comments of Reviewer:

Actions required and timeframe:

Name of reviewer: _____

Signed: _____ Date: _____

Timeframe for follow up review: _____

Review of actions taken and impact:

Name of reviewer: _____

Signed: _____ Date: _____

Record of concern

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :		Your signature :	
Your position in school :		Date and time of this recording :	
Action and response of DSP/Headteacher			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
Name:		Date:.....	

Checklist for DSP (to be printed on back of record of concern form)

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries (body map available at www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml)

Audit date:	Audited completed by:		
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

RED	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
AMBER	Indicates that key information is included but recording could be further improved
GREEN	Indicates that the recording meets the above required standards

If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1 , i.e. the actual record of concern form which contains confidential details.