

Dimple Well Infant School and Nursery



Behaviour and Discipline Policy

Agreed by Governors

January 2021

At Dimple Well Infant School we aim to ensure that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, where 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.

Safeguarding:

We are committed to promoting and safeguarding the welfare of our children. As a school community we have a duty of care to safeguard every child, and this includes safeguarding children from the negative effects of another pupil's misbehaviour/bullying.

Rights, Rules and Responsibilities:

At Dimple Well School we have 3 basic rights for our adults and children:

- ✓ **The right to feel and be safe**
- ✓ **The right to learn**
- ✓ **The right to be treated with respect**

We believe that all children have the right to develop their potential, be safe and happy. Codes of behaviour are essential for maintaining those rights and are split into three areas: whole school, the classroom and the playground. It is the responsibility of everyone, both child and adult to assist in the promotion of socially acceptable ways. For their rights to be maintained children have to take responsibility by following the codes of behaviour. If children break the code they need to understand that they have chosen to do this and therefore must accept the consequences of their actions.

Dimple Well Infant School Promises

The children have helped to draw up a Code of Conduct. This outlines the way everyone, including adults, is expected to behave in school. The Code of Conduct has been discussed in assemblies and everyone accepts what it says:

We want our school to be a happy and safe place that looks attractive.

This is how you can help:

Please:

- Smile
- Help people
- Walk sensibly
- Show visitors where to go
- Remember to say "please" and "thank you"
 - Listen to others
 - Play with people

In the Classroom, please:

- Listen carefully
- Be the best that you can be
- Do your best work everyday
 - Keep the room tidy

In the Corridor, please:

- Always walk
- Take care of displays
- Open doors for people

In the Playground, please:

- Play happily together
- Stay on the playground
- Share toys and equipment
 - Put things away
- Look after people when they are hurt

In the Dining Room, please:

- Line up and talk to friends quietly whilst you wait
- Use your dining table manners whilst eating your dinner
 - Leave the dining room tidy
- Walk carefully at all times whilst in the dining room

Remember -

If **ANYONE** hurts you, frightens you, calls you names or makes you unhappy in any way **PLEASE TELL SOMEONE** either at school or at home.

You will get help.

Classroom:

At the beginning of each new academic year each class create a class contract which outlines the behaviour expectations. The contract is displayed in each classroom as a visual reminder of the agreed class expectations and referred to at least half termly.

Playground:

At the beginning of each academic year the children are reminded of the playtime expectations that will keep everyone safe. These are referred to again at the beginning of each term. (See appendix)

Positive Behaviour ~ Rewards

In order to promote children's self esteem we reward as much as possible. We recognise positive behaviour in the following ways:

Minor

- ✓ Verbal praise within classroom on a one to one basis
- ✓ Pointing out good behaviour
- ✓ Smile/nod/thumbs up/saying "well done" etc
- ✓ Comments written in books

Medium

- ✓ Stickers
- ✓ Stars awarded for charts (individual class reward system)
- ✓ Showing good work to the class, or other teachers
- ✓ Being given a responsible job

Major

- ✓ Showing work to Headteacher
- ✓ Celebration assembly (1 child from each class every week is chosen to be in the 'Sunny Group' and invited to a tea party in the Head teacher's room)
- ✓ Head teacher certificate or sticker
- ✓ Postcards home

Unacceptable Behaviour Hierarchy

Behaviour is based on a choice and consequence system

School Behaviour Strategy:

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward and most children respond to this positive approach. Children do however need to discover where the boundaries of acceptable behaviour lie. We consistently operate a positive behaviour strategy called - 'Better Behaviour using 3 steps to success'. (See appendix)

Throughout the strategy the children are given choices and actively encouraged to make good choices, as choosing a wrong choice would have a consequence. The children are encouraged to take ownership of their own behaviour and determining their own outcomes.

If the strategy gets to stage 3 there is a consequence for their inappropriate behaviour. The consequences are closely linked to the Golden Time privilege in Key Stage 1. Intervals of 3 minutes are lost out of their 30 minutes allocated as they move down the Golden Time Ladder. Similarly, in Foundation Stage, time is lost by the children from chosen activity as they have 'thinking time', where they are encouraged to reflect on the wrong choice that they have made.

If a child gets 3 strikes against their name for minor incidents this automatically results in the child losing 3 minutes golden time.

Minor Incidents (verbal reminders given as a warning)

Handled by class teacher/member of staff on duty

Examples:

Habitual chattering

Not following instructions

Inattention in class

Inappropriate behaviour in the playground

Lack of co-operation initially

Not accepting reasonable reminders

Minor rudeness to staff

Poor standard of work due to lack of effort

One-off name calling

Medium Incidents

May be handled by teacher if one off incident.

Examples:

Reluctance to complete work

Refusal to co-operate

Being deliberately rude to staff

Persistently disruptive behaviour and bullying

Being involved in negative/aggressive arguments with another child

Teasing other children

First offence of minor swearing or rude gestures to staff

First offence of minor untruths

Being persistently disrespectful to staff

Significant Incidents (incident to be recorded in central behaviour log which could result in parents being informed)

Should always be referred to either Deputy Headteacher or Headteacher to be dealt with in collaboration with the class teacher.

Examples:

Refusal to cooperate

Openly defiant to staff

Continued disruptive behaviour in class

Damage to property

Deliberate lies

Repeated swearing and rude gestures to staff

Stealing

Physical assault of others

Systematic bullying/excessive teasing (see Bullying Policy)

Verbal and racial abuse

Very Serious Incidents (incident to be recorded in central behaviour log or exclusion, where appropriate)

Dealt with by Headteacher, teacher, parents and behaviour support service (if necessary).

Examples:

Very serious physical or verbal/gestured abuse of children or staff including racially motivated

Deliberately dangerous actions

Physically losing control

Dealing with inappropriate behaviour

It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly.

If a child poses a threat to the safety of other children or themselves, or they refuse to respond to requests to calm down and make good choices, then physical restraint may be necessary and removal to a safer environment may be necessary.

In these circumstances the procedure will be:

- Send for support
- Ensure all children and adults are safe
- Remove the child from the scene or remove all the class if appropriate
- Involve the Head teacher or the Deputy Head teacher
- Inform the parents
- A written record of the event and persons dealing with the event is logged, either in the incident book (if a one off incident) or in the child's personal log
- For serious incidents the LA 'Behavioural Incident Report Form' is filled in

The Head teacher will work with colleagues and parents. Children who have difficulty making appropriate behavior choices may be supported through the use of an Individual Behaviour Plan (IBP). This may include the involvement of other agencies if appropriate.

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Information from the Behaviour Log is shared with Governors through the Headteacher Report.