

BURCHETTS GREEN CE INFANT SCHOOL

Behaviour and Discipline Policy

At Burchetts Green CE Infant School we aim to provide quality experiences in all aspects of school life, enabling our children to be happy and successful. This ethos is supported by our mission and ethos statement;

At Burchetts Green CE Infant School we all adhere to the School's ethos which is expressed through our mission statement;

'Our mission is to provide a happy and secure learning environment underpinned by Christian principles where everyone is valued and encouraged to achieve their full potential'.

We firmly believe learning is a lifelong experience of which we are all part. Furthermore we understand that learning takes place when an individual feels happy and secure and this comes through nurturing self-worth and confidence.

We understand that to fulfil this commitment good behaviour must be encouraged at all times thus promoting children's self-discipline and responsibility for themselves as well as others.

Aims

- To cultivate children's self-discipline and develop self-esteem leading to a respect for themselves, others and property.
- To provide a happy, caring, safe and secure environment, one in which all children's contributions are valued.
- Develop independence and the responsibility that comes with it.
- To begin to prepare children for adult life.
- To foster positive attitudes to learning and promote good behaviour.

Positive Behaviour

At Burchetts Green we focus on praising good behaviour whenever and wherever possible. We also:-

- Have high expectations of good behaviour from all, including staff who are expected to be a good role model.
- Be fair and consistent, listening and valuing all points of view.
- Stress the importance of telling the truth.
- Foster a sense of responsibility and democracy by having a school council, Eco council and classroom monitors and by formulating individual class agreements together with the children.
- Regularly talk to children about behaviour, individually, as a group or class and during Collective Worship.

- Encourage children to support one another by working together in pairs or groups.

Rewards

- All staff encourage positive behaviour through praise, stars and stickers. These are given out at the discretion of the staff for good behaviour, good work and caring for others or the environment
- Children who express a positive attitude towards the School's 'Value of the Week' can earn a place on the Golden Table during Friday lunchtime and eat with the Headteacher.
- At Award Assembly, chosen children who express good behaviour through the week are rewarded by taking home the school's Teddy bear for the weekend.
- Award Assembly is also a time to celebrate any other achievements in or out of school.

Emotional Literacy Support

The school employs an Emotional and Literacy Support Assistant (ELSA) to support identified children who find some aspects of school life demanding. This may include difficulties forming friendship or conforming to the schools rules or Values. Children work either on a one to one or a small group over a period of up to six weeks. Parents are always informed if their child is to take part in an ELSA session.

Bullying

Bullying can be a problem in all schools but one which we strive to eliminate. The school encourages all children to report any occurrences of bullying and intimidation to parents and teachers. The staff will act promptly as soon as they become aware of any such problem. It is to be hoped that the experiences gained at Burchetts Green will equip our children to set responsible examples in this respect for the future.

Sanctions

At Burchetts Green we focus on the positive aspects of a child's life in school and through praise and reward this is mainly successful. However, it is sometimes necessary to reprimand children for unacceptable behaviour.

- For all minor misdemeanours the child will be reasoned with and it will be explained to them that this is not acceptable behaviour and why.
- For the children who do not conform and there is minor physical aggression they will be given 'Time-Out' in order to defuse the situation.
- For serious misdemeanours e.g., violent or persistent aggression the sanctions outlined below will apply;

If inappropriate behaviour becomes persistent we firstly consider whether this is a result of educational or other needs. If we consider this may be the case we may refer a child to outside agencies, such as School Nurse, Education Welfare Officer, Educational Psychologist or Children's Services. It may be necessary to develop intervention strategies based on an Individual Behaviour Plan with support from the appropriate agency. Parents are always advised before an agency is contacted.

Teachers have statutory authority to discipline children according to Section 91 of the Education and Inspections Act, 2006. Sanctions are reasonable and proportionate, taking account of the age, circumstances, and any special educational needs. They may include holding an adults hand at playtimes, missed playtime or Golden Time or 'Time Out' in a suitable place for a given period of time.

More serious behaviour is recorded in the class behaviour log, parents are informed and any further actions such as involving other agencies may follow, see appendix 1.

In extreme cases the Headteacher may consider necessary to issue either a fixed term or permanent exclusion. In such cases correct procedures and protocols will be followed in regard to the law 'Improving behaviour and attendance: Guidance on exclusion from schools and pupil referral units' (2008) Parents are also informed in accordance with the legislation.

Reasonable Force

In exceptional circumstances, e.g. if a child is in danger of hurting themselves or others, damaging property or causing persistent disruption, reasonable force can be used to prevent further escalation and as a last resort, can be used to restrain a child (see 'Use of Force to Control or Restrain Pupils' statement).

Parents

Parents are responsible for and help by:

- Adhering to the home /school agreement in order to reinforce good behaviour.
- Being aware that an effective school behaviour policy requires close partnerships between parents, teachers and children.
- Attending parents' evenings, open days, celebrations and other meetings arranged by the school which are specific to behavioural issues.
- Being aware that learning cannot take place without sound discipline and that children's behaviour at home may differ from their behaviour at school.
- Supporting school when serious behaviour problems arise by ensuring that any agreed sanctions are followed through at home when necessary.
- Remembering that staff always deal with any behaviour issues fairly.

Governors

The Governing Body recognises its responsibilities in behavioural matters as:

- Influencing the general ethos of the school through the establishment and maintenance of high standards of behaviour.
- Offering guidance to the Headteacher on particular matters.
- Monitoring of the Headteacher's discharge of statutory and contractual functions.
- Keeping the policy under review and monitoring any exclusions taking place.
- Deciding on appropriateness of action taken in cases of exclusions of 5 days or more and keeping such positions under review.

The Governing body recognises the role of Head Teacher as having a duty to ensure that:

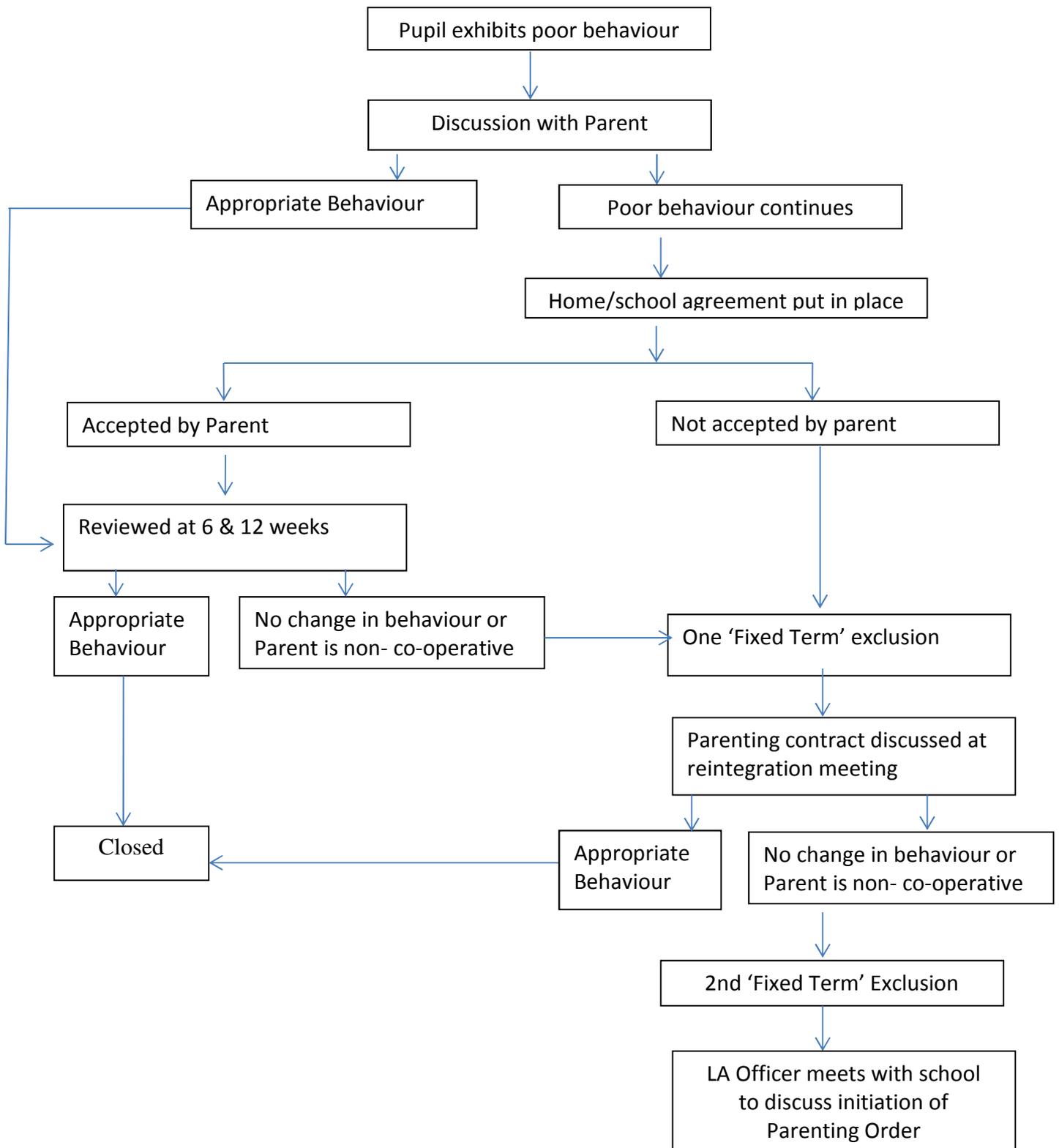
- The self-discipline of all pupils, their regard for authority and respect for others are actively promoted throughout the school.
- Staff, parents and pupils have no doubt about standards expected and consequences of falling short of these standards.
- Effective partnerships with parents are clearly set out and established.
- Potential exclusion cases are closely monitored.

Review

This policy will be subject to review every three years in the autumn term, or more frequently in the light of changes in legislation and/or recommendations by the Headteacher.

This policy was approved by the Education Committee on 17th November 2016
To be reviewed every 3 years

Appendix 1 Home/School Agreement



Home/school agreement

Pupil's Name	
Parent's Name (1):	
Parent's Name (2):	
Contact No:	
E-mail:	

Back ground to home/school agreement

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What do we want to achieve?

What are the difficulties that are preventing this happening at the moment?

How are we going to deal with this?

The school will:

The Parent/s will

Signed:

Headteacher: _____ Date: _____

Parent: _____ Date: _____