



PUPIL BEHAVIOUR AND DISCIPLINE POLICY

Aims

The aim of the Pupil Behaviour and Discipline Policy is to determine the boundaries of acceptable and unacceptable behaviour and the rewards and sanctions which may be applied.

Behaviour Expectations

At Meon Infant School we expect our children to behave well towards other children and adults. They are increasingly encouraged to make decisions for themselves, and to accept responsibility for, and see the consequences of, their actions

- We must all show respect and be polite to everyone who works in or visits our school.
- We must respect each other as individuals.
- We must treat others as we would wish to be treated.
- Good behaviour and work is expected and is celebrated.
- Everyone must walk around the school quietly and calmly, using quiet voices.
- Everyone in school must respect property belonging to others, including school property and the building.
- Each class prepares (through discussion) and agrees class rules that are displayed in the class.

These rules establish what is required for a happy, secure yet thriving and rigorous learning environment.

Statutory Duty of the School

All members of the school community are responsible for promoting good behaviour and discipline in the school. The Head Teacher will publicise this policy by making it known within the school and to parents and bringing it to the attention of pupils, parents and staff at least once a year as stated in Section 89 of the Education and Inspection Act 2006. This will also be made available on the website.

Implementation

The school will implement the policy with regard to the following principles:

- **Setting good habits early:** to help pupils to establish good behaviour from the start, involving parents in the process where it is considered to be necessary.
- **Early intervention:** prompt intervention is needed where there is unacceptable behaviour so that it is clear that this will not be tolerated.
- **Rewarding achievements:** positive recognition of individual pupils, classes or year group's achievements and behaviour through mentions in assembly.
- **Identifying underlying causes:** poor behaviour may be linked to
 - a pupil's understanding of the necessary social and communication skills which are essential for displaying appropriate behaviour.
 - Specific learning difficulties which may result in pupils lack of understanding during some lessons. These difficulties can lead to behaviour linked to anxiety or frustration
 - Personal circumstances e.g. illness, bereavement, family breakup.

Staff gain as much knowledge and understanding as they can of a pupil's personal circumstances in order to address the 'root' of the behaviour as well as the behaviour itself.

- **Supporting behaviour management:** behaviour management techniques such as whole school assemblies and PHSE lessons may be used to help to improve and maintain high standards of behaviour and discipline. There is a trained ELSA (Emotional, Literacy Support Assistant) within the school to help pupils express their emotional feelings using positive behaviour rather than negative.
- **Appropriate staff responses:** following any negative comments to pupils, positive comments to support self-esteem will be used wherever possible to ensure that pupils know it is their behaviour that is unacceptable and not the whole person. CPD will be provided where this is needed.
- **Involving Pupils:** At the beginning of the school year the children create and agree to a set of class rules which promotes positive behaviour. Hall and playground rules are also agreed. Pupil surveys will be carried out annually and any issues related to the behaviour policy that arise from this will be discussed in school council.

Involving Parents

- A Home/School Agreement is signed by the parents when their child starts school which outlines our “No Hit Back” Code of Practice. Parent surveys are carried out annually and any issues related to the Behaviour Policy will be addressed.

Specific Expectations

The following expectations will be the reference point for all discussion of appropriate behaviour.

- *Being kind*
- *Being helpful*
- *Being thoughtful*
- *Being polite*
- *Being sensible*

Promoting Positive Behaviour

Wherever possible, we attempt to highlight the good behaviour of our pupils and build positive attitudes through praise and rewards rather than focussing attention on any negative behaviour. Strategies for doing this will include:

- Positive praise – verbal. ‘Proximal praise’ is particularly useful for correcting minor negative behaviours such as inattention.
- Regularly highlighting good behaviour and being praised for it.
- Exploring ways to behave positively through circle times, PHSE lessons and assemblies, role modelling.
- Giving out reward stickers
- Individual Class systems for working toward ‘Golden Time’
- Star of the Day/Week.
- Providing opportunities for children to take responsibility (e.g. litter pickers, fruit monitors, register monitors)
- Rewarding children with marbles/counters in their class jar with a special treat when the jar is full.
- Celebrating positive behaviour in Golden Good Book assemblies
- Lunchtime good book.

When things go wrong

- Although the School Behaviour Policy is based upon a positive recognition of good behaviour, it is recognised that effective sanctions need to be available for those pupils who do not comply. All names start each day on the sun or happy face but the following may need to be implemented.
- **Individual in class**
- verbal warning
- second warning with visual reminder - name on the warning rainbow/sad face
- third warning with visual reminder - name on the cloud lose some time in Golden Time/recreational time
- parents informed
- sent to Head/Deputy Head Teacher

At playtime

- verbal reminder of acceptable behaviour by adult on duty
- if a child continues to misbehave, or hurts another child then the same pattern as the class warnings are applied. The adult on duty will talk to the child about the possible reasons for their behaviour so that the child begins to understand the need to make the right choices.
- loss of recreational time can be used for reflection

At lunchtime

- verbal warning by Lunchtime Supervisory Assistant
- if a child continues to misbehave, or hurts another child then the same pattern as the class warnings are applied.
- class teacher to be informed and any lost Golden Time/recreational time is added to the child's class behaviour log
- the Head Teacher or senior member of staff on duty to be informed immediately if the incident is serious

Positive Handling

Positive handling should only ever be employed in very specific circumstances as set out in our Positive Handling Policy.

Additional Support

- Where children have identified behavioural problems, additional approaches will be utilised, these may include:
- Individual Behaviour Management Plans
- Behaviour reward charts
- Calling on external support (e.g. Behaviour Support Team, Educational Psychologist)
- Behaviour logs and/or Incident charts will be used to document incidents in order to build up a picture of a child's behaviour where a child is displaying persistent behavioural problems. These will be used to help inform any work undertaken by external agencies.

Involvement of Parents

Our school encourages parents to support good behaviour through parents' meetings and signing the Home/School Agreement. The decision as to whether parents shall be informed of incidents of inappropriate behaviour will rest with the most senior member of staff who is dealing with the incident. As a guide, parents should be informed of, and invited to school to discuss, all serious breaches of discipline.

Isolation

In the event of a child needing to be withdrawn for "calming" purposes an isolation area is adapted within the school. An adult will be in attendance at all times. The length of the withdrawal will be dependent on the severity of the incident and the emotional stability of the child.

Return to the classroom occurs as soon as the child is emotionally ready (usually at the beginning of the next session).

Work will be given appropriate to the needs of the child within a suitable environment.

Exclusion

If a child is deliberately violent to a member of staff or another child, or consistently defiant or disruptive the Head Teacher may exclude. This is in order to maintain the safety of others and the ordered atmosphere of the school community.

Searching

Based on the Department for Education advice for head teachers, school staff and governing bodies 'Searching, screening and confiscation' DfE January 2018.

The law allows school staff to search a pupil for any item if the pupil agrees. The head teacher, Deputy Head or other member of the Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

- Prohibited items are:
 - Knives or weapons
 - Alcohol and or illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks

- Pornographic images

- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or

To cause personal injury to, or damage the property of, any person (including the pupil).

The head teacher and authorised staff can also search for any item banned by the school rules.

Important things to remember!

Be positive and notice the good behaviour

Everyone needs to take responsibility

Handle difficult situations with calmness and a quiet voice

Ask for help if you need it

Voice your concerns to others

Individuals have the right to be treated fairly

Offer support to others

Understand the reasons why a child may need help

Raise your expectations and behaviour will improve!

Monitoring, Evaluation and Review

The Governors will review this policy. It will be promoted and implemented throughout the school community on an annual basis.

Policy Review Date: September, 2022

LD – reviewed Sep. 20