

Westacre Infant School Behaviour Policy



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Governor: *Mrs A Dalton*

Chair of Governors

Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour at Westacre Infant School.

Rationale

This policy outlines the underlying philosophy and management of pupil behaviour at Westacre Infant School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools and other members of the wider community. The policy reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

Aims

The aim of Westacre Infant School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. The school behaviour policy is therefore designed to promote an environment where all feel happy, safe and secure.

A positive approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

Rewards and Sanctions

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Rewards may involve:

- Verbal praise to children and parents
- Stickers
- Communication books
- Certificates

- Golden Time

Emotion Coaching

Step One – Empathise, validate and label the emotion that is evident e.g I can see that you are upset because you cannot find your pencil. I would feel like that too if I had lost my pencil.’

Step Two – set expectations of behaviour in accordance with our school rules e.g. However, you cannot carry on shouting and we have to respect where we are.

Step Three – problem solve with the child ‘Perhaps you can use a different pencil to do your work and we will look for your pencil properly in a short while.’

After an appropriate break and once the correct choice had been made, this can be followed up with a restorative question e.g ‘If you lost your pencil again, what would you do next time?’

Sanctions

Despite positive responses as a means to encouraging good behaviour at Westacre Infant School, it may be necessary to employ a number of sanctions to enforce the rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a secure and happy learning environment.

Progression of behaviour Management

If the class/school rules are broken the following sanctions will take place

1. The child displaying negative behaviour will be given a verbal warning by an adult
2. The child is placed in ‘Reflection Time’ in class or ‘Time Out’ on the school playground.
3. The children miss a playtime as a result of continued negative behaviour
4. The children have ‘Time Out’ with the Head teacher or Deputy Head teacher
5. A meeting with parents is arranged to discuss arrangements of provision

An incident where a child is placed in time out must be recorded in the Incident Log book.

All incidents of physical or verbal assault towards pupils and staff must also be recorded in the Incident Log book.

Extremely poor behaviour must be reported to the Head teacher immediately and will result in ‘Time Out’. A phone call to parents will be made and a meeting may be arranged to discuss ways to move forward. Incidents of poor behaviour will be recorded on a behaviour log.

Fixed- term and permanent exclusions

Only the Head teacher has the authority to exclude a child from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this after further investigation. If the Head teacher excludes a child, the parents must be informed immediately. It is the Head teacher's responsibility to inform the parents of the appeals procedure. The Head teacher will inform the Local Educational authority and the Governing Body about any permanent exclusions.

Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We expect parents and carers to model reasonable and appropriate behaviour whilst on the school site and speaking to members of staff.