



Shinfield Infant and Nursery School

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PUPIL BEHAVIOUR AND DISCIPLINE POLICY

1. INTRODUCTION

We recognise that in Shinfield Infant and Nursery School learning needs to take place in a welcoming and caring environment where relationships between parents, staff and children are based on respect. Wherever possible the school aims to use positive strategies for behaviour management and staff will work together to promote rights and responsibilities.

Each member of the school community has the right to:

- Be safe
- Have fair treatment
- Be heard
- Be treated with respect
- Be able to learn and teach without unnecessary interruption

To protect these rights we have responsibility for:

- Letting others get on with their work
- Sorting out disagreements calmly
- Treating everyone with fairness and respect

Pupils are encouraged to develop:

- A sense of right and wrong
- Responsibility for their actions
- The skills necessary for membership of a community
- A sense of self-worth

The school recognises that to achieve high standards of behaviour and discipline:

- Every member of staff must accept responsibility for discipline at all times
- Classroom management, organisation and daily routines need to be clear, concise and consistent (see Appendix 1)
- There must be provision of appropriate work
- Teachers should be aware of strategies to avoid conflict and confrontation in the classroom
- A set of rules need to be agreed regularly with pupils and staff and clearly laid out for all to follow
- Clear and agreed rewards must be available and used, recognising that pupils who are well motivated are less inclined to behavioural problems
- Effective and measured sanctions must be available and used as necessary
- Clear procedures need to be available for poor behaviour and used consistently by all staff
- Pupils and staff need to be clear about what is meant by bullying, and that it will not be tolerated

2. SCHOOL RULES

We have 3 'Golden Rules' for school:

- Be ready
- Be respectful
- Be safe

Teachers should encourage ownership of the rules through the use of class rules (developed with pupils at the beginning of the school year) and class based PSHE/discussion on a regular basis

'Everyone shining in their own field'

and through modelling, reinforcement and direct teaching. The rules should be referred to when correcting and praising individual/group behaviour.

3. MOTIVATION AND REWARDS

□ How we can motivate pupils

- Planning exciting, stimulating and achievable tasks
- Lively and interesting delivery
- Matching work with individual needs
- Listening to pupils and valuing their views
- Encouraging pupils to succeed
- Expectations of high standards and giving due praise
- Genuine support and interest
- Establishing a broad reward system with both academic and social aspects included, available to all pupils and used consistently by all staff
- Presenting pupils with a balanced and varied diet of teaching methods and working groups within the class
- Giving pupils the opportunity to take on special duties that carry particular responsibility

□ Rewards

Options are:

- Public/private praise – sharing the appreciation of good work, behaviour and effort as appropriate to the individual pupil. Displaying work in corridors, classrooms and hall
- Positive contact with parents/carers. Sending home copies of good work
- Golden Good Book Assembly and drink and biscuits with the Headteacher or Deputy Head
- Reading awards
- Maths target certificates
- Headteacher's awards for outstanding work or behaviour

4. SANCTIONS

- There are a number of strategies that a teacher can use for the normal day-to-day behaviour problems that exist in any class. Teachers should ensure that sanctions protect the pupil's self-esteem and maintain a healthy relationship between pupil and teacher.

1 verbal reminder of expected behaviour (2 for Foundation Stage)

- Sanction A- time in, 5 mins off next play time
- Sanction B- time out- go to another class to work there
- Sanction C- Senior Leadership Team member visits class to speak to the child
- Sanction D- Parents told about persistent disruptive behaviour

If the behaviour is violent or unsafe for the other children we go straight to sanctions C and D.

Each class teacher will keep a log of behaviour when sanctions have had to be used. This can be used to monitor the child's behaviour and identify any patterns or likely triggers. This will be looked at by SLT and brought to pupil progress meetings and Parent's evenings.

5. FURTHER SANCTIONS AND INTERNAL EXCLUSION

There may come a time when the teacher feels that the usual sanctions are proving ineffective. The key issue is to continue to work in partnership with the pupil's parents/carers to find better ways to best support the pupil, and a meeting should be arranged with the parents/carers.

The focus of the discussion will be what needs to be done to improve the current situation. An ISP (Individual Support Plan) for school action will be agreed with the pupil and parent, the targets and success criteria made clear and a follow up meeting arranged to review progress.

One action may be internal exclusion where the child is working in the Deputy or Headteacher's office for a specified time. This will be to ensure that they complete tasks without disrupting others, and are calm and ready to return to their class.

At this review it will be decided whether outside support is required which will be agreed with the parents/carers and the appropriate requests made with their support.

6. PHYSICAL INTERVENTION

Both the DoH and DfE acknowledge and accept that some children and young people experience difficulty in acquiring self-mastery and will require additional help to achieve this important developmental task, and that on occasions this will include the use of physical intervention. The DoH Volume 4 and the DfES Circular 10/98 makes explicit the circumstances in which it is permissible to use such strategies and which people are authorised to do so. It also refers to issues of recording and reporting of such incidents.

Shinfield Infant and Nursery School has accepted Wokingham Borough Council Physical Intervention Procedures and has developed recording and reporting measures in accordance with that document. All staff have been offered Team Teach training every three years and only those who are qualified will be able to use the physical intervention techniques taught in Team Teach training.

If an individual pupil requires physical intervention in order to support their learning then a Positive Handling Plan must be completed, with the parents and staff present and signed by them.

7. EXTERNAL EXCLUSIONS

A decision to exclude a child will only be taken in response to serious breaches of the school's Behaviour Policy, if three or more internal exclusions have already taken place and/or if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school. Only the Headteacher has the power to exclude a pupil. If the Headteacher is absent from the school the teacher nominated to act as Headteacher (the Deputy Head or member of SMT in charge) has the power to exclude a pupil in exceptional circumstances. (See Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units Ref: DfES/0087/2003)

Statutory Policy

Date of review: January 2019

Reviewed by: Head Teacher

Next review: January 2020

Classroom Management and Organisation

Good classroom management and organisation should create and sustain a positive and secure environment in which pupils can think and learn effectively, and so be less inclined towards unacceptable behaviour.

□ ***In the classroom***

A good classroom is clean, tidy and stimulating and is arranged:

- To assist easy movement around the room
- To give visual access to focal points
- To allow individuals to have their own space
- Show due regard to pupils with visual, audio or physical disabilities
- To display a good standard of pupils' work

□ **Management Skills**

Pupils should be encouraged to share responsibility for their classroom and a set of rules and routines should be negotiated at the beginning of the academic year and followed. The example that the teacher sets should not be underestimated. High expectations of acceptable behaviour and peer relationships should be evident and will help to foster an atmosphere of mutual respect and understanding. Within the vast range of aspects of classroom management, three key factors need to be noted: calmness, clarity and consistency.

- Calmness
 - Avoid confrontation
 - Avoid shouting
 - Try not to over-react
 - Listen
 - Use sanctions sparingly
 - Sustain a balance between hard work and relaxation
- Clarity
 - Lesson planning is clear and effectively differentiated
 - Learning intentions are made clear to pupils
 - Delivery is interesting and enthusiastic
 - Good question and answering techniques are used
- Consistency
 - In rewarding both good behaviour and good work
 - In response to unacceptable behaviour
 - In response to lack of effort
 - In expectations of work and behaviour
 - In marking work
 - In applying school rules
 - In maintaining a positive, supportive and secure environment

□ **Avoiding Conflict in the Classroom**

- Where necessary, classes should have a seating plan
- Keep calm, avoid shouting and becoming over-excited
- Maintain a confident outlook and praise the positive
- Be consistently fair
- Maintain control through mobility, attention to individuals and eye-contact
- Use a variety of teaching strategies
- Use humour when appropriate
- Know the pupils
- Do not punish personality but behaviour
- Avoid using sarcasm
- Avoid blanket punishment
- Negotiate standards of behaviour through group discussion
- Show a genuine interest in the individual and always be prepared to listen
- Talk to a potential troublemaker privately – try to avoid public discussion

- If a class is restless, consider changing the activity, place or groupings
- Try to identify the cause of a situation to help you clarify the problem
- If contracts are set up, make sure the targets are achievable
- Keep a record of observed behaviours and avoid “woolly” statements
- Provide a time and place for cooling off

Appendix 2

Playground Management and Organisation

Good playground management and organisation should create and sustain a positive and secure environment in which pupils can socialise and play successfully, and so be less inclined towards unacceptable behaviour.

□ ***In the playground***

A good playground is clean, tidy and stimulating and is arranged so that:

- games are easily accessed and managed
- there is good visual access to focal points
- there is good opportunities for pupils with visual, audio or physical disabilities to participate

□ **Management Skills**

Pupils should be encouraged to share responsibility for their playground and a set of rules and routines should be negotiated at the beginning of the academic year and followed. The example that the staff set should not be underestimated. High expectations of acceptable behaviour and peer relationships should be evident and will help to foster an atmosphere of mutual respect and understanding. Within the vast range of aspects of playground management, three key factors need to be noted: calmness, clarity and consistency.

- Calmness
 - Avoid confrontation
 - Avoid shouting
 - Try not to over-react
 - Listen
 - Use sanctions sparingly
- Clarity
 - Playground organisation is clear
 - Expectations are made clear to pupils
- Consistency
 - In rewarding good behaviour
 - In response to unacceptable behaviour
 - In expectations of play and behaviour
 - In applying school rules
 - In maintaining a positive, supportive and secure environment

□ **Avoiding Conflict in the Playground**

- Everyone must know and use the playground rules
- Keep calm, avoid shouting and becoming over-excited
- Maintain a confident outlook and praise the positive
- Be consistently fair
- Maintain control through checking that all areas of the playground are supervised
- Interact with children and initiate playground games
- Use humour when appropriate
- Know the pupils
- Do not punish personality but behaviour
- Avoid using sarcasm
- Avoid blanket punishment
- Negotiate standards of behaviour through group discussion

- Show a genuine interest in the individual and always be prepared to listen
- Talk to a potential troublemaker privately – try to avoid public discussion
- If you see a potential trouble spot, consider changing the activity, place or groupings
- Try to identify the cause of a situation to help you clarify the problem
- If contracts are set up, make sure the targets are achievable
- Provide a time and place for cooling off
- Communicate with class teachers so that they are aware of issues but do not expect them to always deal with them. Playground issues should be dealt with in the playground where possible.

□ **Playground Rules**

1. No playing on the ramps
2. No swinging on bars or standing on benches/tables/tyres
3. The Shinfield Hut should be kept as a quiet area
4. The Courtyard Garden is a quiet area
5. Garden and play equipment should not be used when it is wet
6. All areas including the garden should be supervised
7. No children should be on the playground unless they are being supervised by an adult

□ **Guidance for Staff**

If children are needed at lunchtime for jobs or clubs they should be collected from the playground by the teacher and the lunchtime supervisor needs to be informed.

Children should be prepared for playtime before going to lunch. They should take all coats etc with them and not return to the classrooms after they have eaten.

Year1 toilets will be used at playtimes.

Only playground leaders should be allowed to access the playground boxes. Playground leaders should oversee the games and help, if required.

Shinfield Infant and Nursery School - Levels of Behaviour Management

Level	Pupil Behaviour	Teacher Action	Appropriate Consequences	Extra Support
1	Pupil respects the rights of self and others – is co-operative and self-controlled.	Positively reinforces behaviour, with appropriate comments and specific feedback (pat on the shoulder, acknowledgement, sharing success, giving responsibility etc)	Verbal Praise Praise from other staff Golden Good Book Stand up for praise in assembly	Involve colleagues in the celebration of children's achievements.
2	Basically respects the rights of others but has difficulties which affect self-esteem. Some degree of frustration, low concentration levels. Minor disruptions e.g. rudeness, annoying others, interrupting.	Supportive teachers encourage good behaviour of pupil. 1:1 discussion about the effect their behaviour is having on others. Consultation with other colleagues and support staff. Notes given to support staff describing problem. Class circle time to address behaviour.	Catch up with work Work away from others on own table. Time in for 5 minutes at playtime (Sanction A) Positive reinforcement of desired behaviour	If necessary gain help from staff and Head in defining the problem and applying the solution.
3	Has continuing but minor problems, e.g. often violates the rights of others, continues Level 2 behaviour, poor attitude to work, rude and disruptive in class, aggressive towards other children and adults in class and playground	Teacher consults with colleagues and support staff, Headteacher and parents.	Work in another class (Sanction B)	Involve support from colleagues, support staff and Headteacher
4	Continually breaches the rights of others e.g. verbal assault, bullying, vandalism, defiance, disruption, etc. Serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help.	Teacher consults with colleagues and support staff, Headteacher and parents. Documentation recorded and filed. Information passed to all staff. Number of times child has reached this stage to be monitored – if behaviour does not improve then an internal exclusion will take place (child works away from class in Deputy Head's or Headteacher's office)	SLT visit child in their classroom (Sanction C) Behaviour targets shared with staff. Meet with parents (Sanction D) to share behaviour targets	Must involve support staff, headteacher, parents and outside agencies. Possible request for outside support
5	Physical assault eg: punch, kick or bite	Internal exclusion will take place immediately (child works away from class in Deputy Head's or Headteacher's office)	Meet with parents and Headteacher or Deputy Head (Sanction D)	
6	Continues to seriously violate the rights of others and shows no sign of wanting to change, e.g. abusive, poor effect on peers, very violent towards others (eg: inflicting serious injury), uncontrollable and unco-operative.	Incidents to be recorded on incident form Teacher refers issue directly to Headteacher or Deputy. After discussion with Governors, parents and risk assessment of pupil being in school, pupil may be externally excluded. WBC * have to be informed before this takes place.	External exclusion as last resort in the interests of safety and well being of them and other people in the school. This could be fixed term or permanent.	Must involve Headteacher, parent, Chair of Governors and outside agencies. Must be reported to WBC using exclusion forms

Script to follow when addressing unwanted behaviour

Example-

Billy, you have a choice.

You can either work quietly

or you can carry on chatting.

If you choose to work quietly

then you can stay at this table with your friends.

If you choose to carry on chatting

then you'll need to sit on your own so you don't distract

anyone

It's your choice.

Script-

....., you have a choice.

You can either (positive alternative)

or you can (negative alternative)

If you choose to (positive alternative)

then (positive outcome)

If you choose (negative action)

then (negative outcome)

It's your choice.