



WHYBRIDGE INFANT SCHOOL

BEHAVIOUR POLICY

Philosophy

This policy complies with section 89 of the 2006 Education and Inspectors Act. Discipline is important in order for children to develop their self-esteem and become constructive contributors to society. Staff share a common approach in establishing a positive school climate, work together to provide opportunities for success and teach children to make responsible decisions regarding their behaviour. Assertive discipline is a means of satisfying these considerations.

Aims

- + To maintain a school ethos which emphasises the importance of quality relationships between individuals
- + To ensure a consistent approach to discipline throughout the school
- + To increase the ability of both teaching and support staff to motivate children to manage their own behaviour
- + To encourage children to make responsible choices and think about the consequences of their actions

Objectives

- + The school 'behaviour code' is
 - Always listen to grown ups
 - Keep hands, feet and objects to yourself
 - Make everyone feel welcome
 - Keep the school clean and tidy
 - Think before you speak
 - Be kind and polite to everyone
- + Classroom management plans (attached) will be reviewed at the start of the academic year by the teaching staff
- + The lunchtime management plan (attached) will be reviewed by the Head Teacher and Senior Management Team
- + Support staff and new parents will be informed of these plans
- + Children will be actively taught these plans. Individuals, groups and classes following the plans will be rewarded for their success. Those who choose not to do so will face the set consequences
- + Induction programmes for new members of staff will include Assertive Discipline Training whenever possible.

Teaching Responsible Behaviour

Classroom management and school plans consist of three parts:

1. **Rules** that children must follow at all times
2. **Positive recognition** that children will receive for following the rules
3. **Consequences** that result when children choose not to follow the rules

A limited number of clear observable rules are chosen.

Consistent positive recognition helps in teaching appropriate behaviour and establishing positive relationships. Verbal praise, and stickers give children powerful messages that their efforts are noticed and rewarded.

Consequences are a choice. They must be balanced with positive support. The first consequence is always a warning. Parental and Head Teacher contact appear near the end of the hierarchy. A severe clause for dealing immediately with severe misbehaviour is included. Corporal punishment is not allowed as a consequence.

Children with Behavioural Difficulties

Children whose actions frequently cause problems either for themselves or for others will need additional attention if they are to learn to manage their behaviour more responsibly.

These children will be tracked on the Special Educational Needs Code of Practice at School Action or School Action Plus and have individual plans devised by the class teacher and inclusion manager and discussed with the parent. The Head Teacher will be aware of these. The monitoring of the plans will ensure that progress is acknowledged. Advice from outside agencies will be sought if it is considered that no progress has been made.

Anti-Bullying Policy

Following rules should prevent instances of bullying as breaking rules will incur consequences. All children are encouraged to ask for help if hurt by another child – either physically or verbally. As retaliating is strongly discouraged all adults are instructed to follow-up requests for help. The Head Teacher deals with all instances of bullying brought to their attention. Staff are alerted to the situation and the behaviour of the child/children concerned monitored. Parents are informed and individual behaviour plans devised when it is considered appropriate to do so.

Policy regarding use of positive Force (Attached)

Positive force to control or restrain children may only be used when all other alternatives to defuse and calm a situation have been or cannot be tried. These alternatives are:-

- + stating the appropriate school rule
- + instructing the child to stop action
- + repeating instruction to child to stop action at once and the consequences if he/she does not

Responsibility for Discipline

The Head Teacher is responsible for:-

- ✚ ensuring plans are produced, circulated and implemented

Teaching staff are responsible for:-

- ✚ devising and implementing classroom plans
- ✚ implementing break-time plans
- ✚ ensuring teaching assistants are aware of plans

All Mid-Day Staff are responsible for:-

- ✚ implementing the break-time plan at lunchtime

All staff have a responsibility for:-

- ✚ acknowledging responsible behaviour and providing a role model for children

CLASSROOM MANAGEMENT PLAN All Year Groups

The school implements "it's cool to be green" scheme in September 2012"

Rewards	Consequences
<ul style="list-style-type: none">+ Praise+ Stickers/Stars	<ul style="list-style-type: none">+ 1 verbal reminder of the rule+ 2 turn card around+ 3 orange cards and work alone+ 4 miss play – walk with teacher on.+ Severe clause – straight to Head Teacher+ Notify parents

LUNCHTIME MANAGEMENT PLAN All Year Groups

Rewards	Consequences
<ul style="list-style-type: none">+ Praise+ Class tick on behaviour chart+ Certificate for class at end of week for 4 ticks+ Extra play for class after 3 certificates	<ul style="list-style-type: none">+ Reminder of rule+ Child to miss 10 minutes play walking with a grown up.+ Repeat of the above consequence+ Individual behaviour chart set up and parents informed+ Severe clause – straight to Head Teacher / School Business Manager

Incidents of bad behaviour to be recorded in the RED book which is seen by the Head Teacher daily.

In extreme cases a pupil may need to be excluded, initially this will be for one day fixed term. In such cases a letter explaining the reasons and length of exclusion will be given to the parent when they collect the child.

The school adopts DFE school discipline (pupil exclusions and reviews) regulations 2012.

WHYBRIDGE INFANT SCHOOL

POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

The ethos of the school is that control of pupils is based upon good professional relationships between the staff and pupils.

The aim of the policy is to ensure that staff are clear as to who and when can use reasonable force on a pupil. Reasonable force should only be used as a last resort and in the circumstances as detailed below.

This policy is based on section 93 of the Education and inspectors Act 2006, Equality act and guidance 2010 and Education Act 2011 and enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- ✚ Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- ✚ Causing personal injury to, or damage to the property of any person (including the pupil himself / herself); or
- ✚ Prejudicing the maintenance of good order and discipline at the school, whether during a teaching session or otherwise.

The Act does not authorise the use of corporal punishment in any circumstances.

All teachers in conjunction with support staff at the school are authorised to use reasonable force when it is necessary.

Reasonable force would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Reasonable force may be used in exercising statutory power, introduced under section 45 of the violent and criminal reduction act 2006 and Education Act 2011 to search pupils without their consent for weapons.

Not treat a disabled pupil less favourably, for a reason relating to their disability, than someone to whom that reason does not apply, without justification; and
Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (known as the reasonable adjustments duty).

We may consider it necessary to use reasonable force where:

- ✚ action is necessary in self-defence or because there is an imminent risk of injury
- ✚ there is a developing risk of injury or significant damage to property
- ✚ a pupil is behaving in a way that is compromising good order and discipline.
- ✚ Reasonable force should only be used when another adult is present.

All attempts to avoid using reasonable force should initially be employed by attempting to de-escalating the incident. Reasonable force should only be used when the risks involved in doing so are outweighed by the risks involved in not using reasonable force. All uses of reasonable force should be recorded on the school's "use of reasonable force record sheet" (see attached). At

Whybridge Infant School teaching staff and teaching assistants * only will use reasonable force.
As a last resort to comply with the duty of care for pupils.

The policy will be monitored by curriculum and pupil matters committee in the Summer term 2013

Reviewed May 2014

Whybridge Infant School Use of Positive Force record sheet.

Name of pupil:		
Date:	Time:	Location:
Name of member of staff involved:		
Name of witness:		
Details of any other pupils involved:		
Reason for using positive force and description of force:		
Any injuries suffered by staff or pupils including any medical attention needed:		
Follow up, including post incident support and any disciplinary action against the pupils:		
Any information shared with staff not involved in it and external agencies:		
When and how those with parental responsibility were informed about the incident and any views they have expressed:		
Has any complaint been logged?		
Report compiled by:		
Role:		Date:
Signature:		

May 2013