



# Lee Brigg Infant and Nursery School

## Behaviour & Discipline Policy

Date	Review Date	Lead	Nominated Governor
January 2021	January 2023	S Gordon	A Emms

### Introduction

Lee Brigg Infant and Nursery School provides a safe, healthy and stimulating environment where children, parents and staff are partners in learning ensuring enjoyment and pursuing excellence to enable every child to reach their full potential.

It is our primary aim that every member of the school community feels valued and respected and that each person is treated fairly. Our values are built upon mutual trust and respect for all.

The school's behaviour policy is therefore designed to support the way in which all members of the school can exist and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

### Aims and objectives

At Lee Brigg Infant and Nursery School we aim to ensure that all children behave in a way that allows them and other children to remain safe and happy. We aim to:

- Establish a systematic approach to positive behaviour for all children and adults
- Create conditions in which effective learning can take place
- Develop positive approaches to discipline and behaviour
- Develop pride and respect for each other and the environment
- Set high standards in behaviour and work
- Send out positive messages to the local community
- Support pupils to develop self-esteem, self-discipline, self-confidence and self-control
- Allow pupils to take responsibility for their own actions appropriate to their age and maturity and prepare them well for their next stage of education
- Ensure that every member of the school community behaves in a considerate way to others
- Apply this policy in a consistent way so that all children are treated equally and fairly
- Work with parents and carers to support positive behaviour within school

These aims will be achieved by:

- Developing positive behaviour through the effective organisation and management of the classroom and curriculum
- Communicating clearly to all members of the school community, a code of conduct which incorporates certain crucial principles and clear systems to encourage positive behaviour
- Employing a clear system of sanctions which is consistent across the school
- Promoting high levels of attendance and punctuality
- Promoting a close partnership with parents and carers
- Utilising the services of appropriate outside agencies when required

### **Developing positive behaviour through the effective organisation and management of the classroom and curriculum**

At Lee Brigg Infant and Nursery School, lessons are carefully planned to meet the needs of each child and differentiated to ensure enjoyable and challenging activities. Children are grouped appropriately for each task for whole class, group, pair or individual work. Staff work hard to ensure that the curriculum is stimulating, challenging and enjoyable. The school uses the '1Decision' scheme, to help children reflect on their feelings and behaviours and to reinforce the behaviours expected. British Values are developed through whole school and whole class times, as well as being taught through discrete links to the curriculum.

Children are supervised at all times, although independence and responsibility are encouraged and developed. The classrooms provide displays that value the achievements of the children and are interactive to enhance learning. All children are expected to care for their room (furniture and resources) and keep it tidy.

### **Encouraging positive behaviour**

As a school we believe that emphasis should always be on the positive behaviour children choose, through an approach of encouragement and praise.

We have a few general, simple rules which are necessary for the smooth running of the school and the general wellbeing of all within the school. As elsewhere in society we encourage children to respect the rules which have been set.

Our "Golden Rules" have been agreed and created in consultation with our pupils. (Please see **Appendix 1**). These are clearly displayed throughout the school for all to refer to. All staff reinforce positive behaviour choices through positive comments. The values represented in these rules are reinforced in assemblies and through our weekly '1Decision' lessons. Parents, carers and children will be reminded regularly of the school rules and our expectations. These rules form part of the Home/School Agreement which is signed by children, parents/carers and teachers.

Verbal praise alongside 'spots' are used to identify and award children for their positive behaviour. The 'spot' scheme is consistent across school and used by all staff, including the lunchtime staff, to reinforce familiarity to all children across all classes. Within each class children also collect 'golden pebbles.' These are awarded as recognition of positive behaviours and choices shown by the whole class. Each class has a target of how many pebbles they need to collect in order to receive a reward. Rewards are chosen by the children as a class. E.g. An extra playtime at the end of term.

A weekly celebration assembly is held where children who have been nominated for positive choices, (in their learning, relationships or safety) are written in the Head of School / Executive Headteacher's 'Golden Book' and receive a sticker and a certificate. Our 'Golden Book' is displayed outside the Head of School /

Executive Headteacher's office for all to celebrate and those children nominated are mentioned in our school weekly newsletter.

Efforts and achievements of our children out of school are also recognised and celebrated our weekly assembly.

Good attendance is celebrated in our weekly assembly and the class with the highest attendance each week become the winners of 'SAM', the School Attendance Matters mascot for the following half term. Children who achieve 100% attendance are rewarded each half term.

Each term, children across school are nominated for 'pupil of the term' awards. These are awarded for progress, effort, being a positive role model and for creativity.

Once a year, the Head of School / Executive Headteacher will write to the parent / carer of two children from each class with a Head of School / Executive Headteacher commendation. These are displayed outside the Head of School / Executive Headteacher's office.

Children are surveyed regularly to seek their opinions in regards to behaviour and safety within our school.

### **A clear system of sanctions**

All our classrooms operate a consistent behaviour system. This includes a four-step visual process.

All children have their name card / face card. They all begin the day on the 'sun', the aim of each class and each individual is to remain on the 'sun' throughout the day.

Children in our reception classes have the opportunity to move from the sun 'up' to the rainbow. This is to celebrate something that they have achieved that day / week, which may be personal to them (e.g. making progress in an area of learning, making positive choices, sharing etc.). If this is the case they will receive a slip and a small prize to take home.

For our older children, in Years 1 and 2, an additional step is added. Children can move from the 'sun' to the 'rainbow', where they will receive a special sticker. They then have the opportunity to move to the 'pot of gold'. If they reach the pot of gold they will receive a slip and a prize to take home.

The school employs a number of sanctions for children who do not make positive choices in order to ensure a safe and positive learning environment for all. Sanctions are applied with particular reference to the child's particular needs and circumstances.

Children are expected to listen carefully to instructions in lesson. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own away from distraction.

Children are expected to try their best in all activities. If they do not do so, we may ask them to repeat a task.

When a child makes a choice that affects safety or learning for themselves or others or demonstrates disrespect to a child, teacher or property, the teacher (or member of staff supervising) will:

- Speak with the child, identifying the inappropriate behaviour and what the positive choice should be, as a reminder of the school rules.
- Should inappropriate behaviour continue or unacceptable behaviours be repeated, then their name card / face card will be moved onto the 'white cloud'. The teacher will identify to the child that they are continuing to display inappropriate behaviour and will specifically ask them to stop.
- If they have to be reminded again about inappropriate or unacceptable behaviour or their behaviour be a deliberate act of aggression, their name card / face card will move to the raincloud and they will be directed to reflection time within class.

Reflection time builds from foundation stage where pupils lose 3 minutes of their choosing time to Key Stage 1 (KS1) where pupils lose 5 minutes of their play/lunchtime. Children have the opportunity to demonstrate that their choices / behaviour have improved and to move 'back up' the visual system. (Staff actively seek out positive behaviours to afford each child best opportunity to achieve improvement on the

visual display by the end of the school day).

Staff will record in the class behaviour book if a child has been directed to reflection time or if they have reached the rainbow / pot of gold.

If a child has been directed to reflection time twice in one day they will be removed from the classroom to work within a different class (work will be set for them to complete and they will be fully supervised)

If over the course of a week a child has been directed to three sessions of reflection time, their parents / carers will be informed and may be required to make an appointment to speak with the class teacher.

The safety of the children remains paramount in all situations. In rare circumstances where a child's behaviour endangers the safety of others, the class teacher will stop the current activity and prevent the child from taking part for the remainder of that session. In extreme situations, the class teacher will ensure the rest of the class are safe, by removing them from the area if necessary, ensuring that the child who is causing the danger remains yet is still supervised.

If a child threatens or hurts another child as a deliberate act, this behaviour is reported to the class teacher who will then inform the Head of School / Executive Headteacher. All incidents are fully investigated and recorded. Parents and carers of both parties will be informed of the situation and the appropriate action taken.

The Head of School / Executive Headteacher will ensure parents and carers remain informed of any behaviour from their child that is causing concern and work with them to reiterate the school rules at home. If a child repeatedly acts in a way that disrupts or upsets others, the school will make contact with the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

If there are incidents of unacceptable behaviour by more than one child, the class teacher discusses these with the whole class during circle time.

There exists close liaison between our Lunchtime Supervisors and our Class Teachers. Lunchtime Supervisors will report any incidents of unacceptable behaviour to the class teacher or support member of staff. These are then recorded in the class behaviour log.

The school does not tolerate bullying or acts of sexual harassment of any kind. If, following investigation, it is determined that an act of bullying has taken place we will make contact parents and carers and act immediately to stop any further occurrences of such behaviour. Any incident of bullying is dealt with by the Head of School / Executive Headteacher. **(Also see Anti – Bullying Policy)**. All incidents of bullying and sexual harassment are recorded and followed up appropriately. In terms of children touching or referring to gender or body parts in a way inappropriate to their age – the Brook Traffic Light tool will be consulted. Parents will always be informed.

'Firm but fair' discipline is established throughout school with **all** staff taking responsibility for speaking with children if they witness them exhibit unacceptable behaviour.

### **Promoting high levels of attendance and punctuality**

At Lee Brigg Infant and Nursery School we ensure that the quality of learning and ethos of the school promotes high levels of attendance and punctuality. Attendance is monitored daily and information is sought for any child's absence. Certificates are awarded for 100% attendance at the end of each term and at the end of the year and these children are mentioned in the school newsletter. There exists close liaison between the Head of School / Executive Headteacher and the Educational Welfare Officer (EWO) who contacts parents if their child's attendance falls below acceptable levels. **(See also Attendance Policy)**.

### **Promoting a close partnership with parents**

At Lee Brigg Infant and Nursery School parents are respectfully encouraged to recognise their responsibilities in promoting the positive behaviour of their child. Parents are welcome to be involved in all areas of school life. Teachers and the Head of School / Executive Headteacher are usually available at the

beginning and end of school for parental discussions. Alternatively, specific appointments can be made for longer or more sensitive discussions.

Parents and carers will be regularly surveyed to seek their opinions on behaviour and safety at the school.

### **Children with known challenging behaviours (Links to SEN and Adverse Childhood Experiences) (See also Safeguarding & Child Protection Policy)**

Some children attending our school may display challenging behaviour linked to a Special Educational Need (SEN) or if they are suffering or have suffered from an Adverse Childhood Experience (ACE).

If a child is identified with SEN or ACE, a meeting will take place between school and parents/carers. The meeting will be held with the Head of School / Executive Headteacher and the Special Educational Needs Co-Ordinator (SENCo). Our school behaviour policy and positive handling policy will be explained to parents / carers. If required, the child will have in place an individual risk assessment, which will be agreed and signed by parents/carers.

A child identified with significant SEN or suffering from an ACE, may require alternative rewards and sanctions to be put in place, or even a separate curriculum or timetable, in order to meet their needs. This will be agreed between the class teachers and the SENDco. Whole school staff training will be provided, which will lead to agreed trauma-informed interventions that may help to mitigate negative outcomes.

Adverse childhood experiences (ACEs) are traumatic events occurring before age 18. ACEs include all types of abuse and neglect as well as parental mental illness, substance use, divorce, incarceration, and domestic violence.

Behaviours that some children with ACEs may display (although not limited to).

- Fight or flight response (always on stand-by)
- Quick to anger, to sadness and "learned helplessness"
- Short attention span
- Problems concentrating at school
- View of the world as a dangerous place
- Mistrustful of adults and other children
- Feeling of inadequacy/ lacking confidence
- Lack of self-belief/ lack of self-motivation
- May be over-dependent upon opinion/ support of others (preoccupied)
- May reject support from others (dismissive)

### **Utilising the services of appropriate outside agencies when required**

The following agencies will provide practical assistance and advice if needed.

- The Educational Welfare Officer (EWO)
- The Educational Psychology Service (EPS)
- The Special Educational Needs Support Service (SENSS)
- The Behaviour Support Service (BSS)
- The Learning Support Service (LSS)
- The Community Police Officer

## Links between challenging behaviours and signs of abuse

At Lee Brigg Infant and Nursery School we are aware that challenging and repeated negative or anti-social behaviours displayed by children can often be the signs of abuse. This could be child on child abuse or abuse by an adult. We are therefore vigilant as a staff to monitor behaviours and log any patterns or concerns in line with the safeguarding and child protection procedures in school. **(See also Safeguarding & Child Protection Policy).**

## Serious incidents

In the case of repeated and continual negative behaviour, especially that which may cause serious disruption, or the child staff and other children to become unsafe the following may be considered:

- A meeting between parents and the Head of School / Executive Headteacher (by telephone).
- The child may be placed on a behaviour log to closely monitor and attempt to improve behaviours
- In exceptional circumstances the child may be excluded from activities or an off-site visit where we cannot guarantee the appropriate and safe behaviour of the child. Where a child does not participate in an educational visit they will still be expected to attend school.
- *Due to restrictions in place due to Covid-19, positive handling and the use of restraint will not be deployed by staff in school, (except in exceptional circumstances and where the potential health consequences for themselves and others have been included in the staff member's risk assessment). If all other possible options and de-escalation techniques have been exhausted—parents / carers will be contacted to collect their child. (See Positive Handling Policy).*

In the rare event of extreme, persistent or unacceptable behaviour which may put the safety of staff and other pupils at risk, the procedure for exclusion may be put into operation. **(See Waterton Academy Trust Exclusion Policy).**

## Roles and Responsibilities

### The role of the Governing Body

The governing body has the overall responsibility of ensuring that the behaviour policy is implemented, to maintain a safe and effective school, and further responsibility of reviewing its effectiveness. The governors support the Head of School / Executive Headteacher in adhering to the guidelines within the policy.

The Head of School / Executive Headteacher has day to day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head of School / Executive Headteacher about particular disciplinary issues.

### The role of the Head of School / Executive Headteacher

It is the responsibility of the Head of School / Executive Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors and Waterton Academy Trust, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School / Executive Headteacher to ensure the health, safety and welfare of all children in the school. **(See also the Health and Safety Policy).** The Head of School / Executive Headteacher is the lead designated safeguarding officer for the school.

The Head of School / Executive Headteacher supports all staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head of School / Executive Headteacher keeps records of all reported serious incidents of misbehaviour and contacts with external agencies where appropriate.

The Head of School / Executive Headteacher has the responsibility for imposing fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the Head of School / Executive Headteacher may permanently exclude a child. These actions are taken only after the school Academy and Waterton Academy Trust, have been notified.

### **The role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Class teachers share responsibility with support staff for the management of pupil's behaviour, when they are on duty in the playground.

The class teachers within our school have high expectations of our pupils with regard to behaviour, and they strive to ensure that all children work and achieve to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The class teachers treat all children in their classes with respect and understanding.

The class teacher keeps a record of all incidents which occur when pupils are entrusted to their care. In the first instance, the class teacher deals with incidents him/herself in line with school policy. However, if incidents / unacceptable behaviour continues, the class teacher seeks help and advice from the Head of School / Executive Headteacher.

The class teacher liaises with external agencies, as necessary and in conjunction with the Special Educational Needs and Disabilities Co-Ordinator (SENDCo), to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with external support services. Where external agencies are approached parents / carers will be informed as appropriate.

The class teacher reports to parents and carers in relation to the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of support staff**

It is the responsibility of all the support staff to ensure the school rules are enforced in the classroom as well as around school. This extends to shared areas of the school such as corridors, toilets and the library.

Support staff share responsibility with class teachers for the management of pupil's behaviour when they are on duty in the playground.

Lunchtime supervisors have responsibility for the management of pupil's behaviour at lunchtime.

### **The role of parents and carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about acceptable behaviour at home and at school.

We explain the school rules at a new parent's meetings and we expect parents and carers to be familiar with our school rules and uphold them.

A supportive dialogue is set between home and the school, and parents and carers are informed if there are any concerns about their child's welfare or behaviour.

We expect parents and carers to support their child's learning and to cooperate with the school, as set out in the home-school agreement.

We expect parents and carers to support school by monitoring any online activity that children are accessing at home and ensure this complies with our **e-safety policy** in order to effectively safeguard their child(ren).

We expect parents and carers to support the actions of the school. If parents and carers have any concerns about the manner in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School / Executive Headteacher. If these discussions cannot resolve the problem, they should contact the Chair of Governors. If the issue is still not resolved, a formal complaint can be implemented.

We expect parents and carers to positively engage with the class teacher at an early stage to make an action plan where it has been identified that their child is continually not adhering to the school rules or making the unacceptable behaviour choices.

### **Record Keeping**

The school retains a variety of records concerning incidents of misbehaviour. The class teacher will record minor classroom incidents. If a child is sent to the Head of School / Executive Headteacher due to unacceptable behaviour, the incidents are recorded. If this occurs on a regular basis, a behaviour plan may be put in place.

The Head of School / Executive Headteacher records serious incidents, which may be used as evidence to present to outside agencies such as the Educational Psychologist as appropriate. Lunchtime supervisors report any incidents that happen at lunchtime and share these immediately with the appropriate class teacher(s) or support staff. These are then recorded in the class behaviour book.

The Head of School / Executive Headteacher retains a record of any child who is suspended for a fixed-term, or who is permanently excluded.

### **Monitoring and Review**

The Head of School / Executive Headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the Governing Body (Academy Standards Committee) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Governing Body (ASC) and Waterton Academy Trust, to monitor the rate of suspensions and exclusions, and to ensure that school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by non-statutory guidance '**The Duty to Promote Race Equality: A Guide For Schools**', and that no child is treated unfairly because of their race or ethnic background.

The Governing Body reviews this policy every two years. They may however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy and all related policies are available to parents on our school website or in paper form obtainable from the school office upon request free of charge.



## **Appendix 1: School's Golden Rules**

**At Lee Brigg we can all....**

**Care and Share**

**Be polite**

**Think safe, keep safe**

**Listen to others**

**Try our best**

**Look after our school**

## Our Class Behaviour System

All our classrooms operate a consistent behaviour system. This includes a four-step visual process.

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If over the course of a week a child has been directed to three sessions of reflection time, their parents / carers will be informed and may be required to make an appointment to speak with the class teacher.

### **Individual behaviour charts and plans**

*Children with additional needs or a Special Educational Need may have an adapted behaviour system to support their individual needs. This will be discussed with parents where appropriate.*

If pupils are struggling in school to manage their own feelings and behaviours, they may be given a behaviour chart or individual behaviour system. This will be explained to the child and parents by the class teacher.

### **Playtimes & Lunchtimes**

For incidents of unacceptable behaviour at playtimes and at lunchtimes pupils may be asked to join 'supervised play.' The stages of supervised play are:

- Supervision during a game led by an adult
- Supervision in a small group
- One to one supervision with an adult
- Reflection time given outside

When pupils have accessed supervised play or 'reflection' this is reported to their class teacher who will record the incident and may speak to parents should this become repeated behaviour.