

## EMSCOTE INFANT SCHOOL

### BEHAVIOUR AND DISCIPLINE POLICY

At Emscote there are two important features of our aim statement relevant to our Behaviour and Discipline Policy:

- That each child will feel valued.
- To provide a happy, caring and disciplined school community where children are able to develop their sense of religious and moral values and learn to show respect and tolerance towards others.

#### The purpose of this policy is

- To encourage good behaviour and promote values which foster co-operative behaviour.
- To involve the children in establishing clear guidelines backed by rules for which they can see clear reasons.
- To share with the children the values that underlies the policy.
- To establish a clear system of consequences showing the degree of disapproval.
- To communicate with parents in order to give the children consistent messages and to increase parental accountability for children's behaviour.
- To prevent bullying behaviour and to teach children how to deal with it if it occurs.
- To start to hand over to the children responsibility for their own behaviour.

#### Behaviour expected in school

1. Children should show respect and care for other children and adults.
  - Share with friends.
  - Care for them if upset or worried.
  - Be polite to adults.
  - Help visitors in school.
  - Be honest and truthful.
  - Work and play together co-operatively.
  - Learn to understand the consequences of their actions.
2. Children should take care of the buildings, equipment and environment of the school. They should show respect for the property of others.
3. The children have devised their own rules for a happy school. They agreed all children should aim to be:
  - kind, share and look after each other;
  - tidy, helpful and do best work;
  - polite, thoughtful and take turns talking.

#### Unacceptable behaviour

We do not tolerate violence, bullying, racial harassment, rudeness, or unkindness to other children or adult. Any incidents of such a nature will be taken seriously and dealt with appropriately.

## How will our well-disciplined school be achieved?

Children will have a clear understanding of what is expected through:

- the example of all adults.
- a positive classroom and school atmosphere of mutual respect and praise for good behaviour.
- being trusted, valued and given responsibility.
- the setting of clear boundaries.
- involving the children in drawing up codes of behaviour to cover all areas of school life.
- making children aware of rewards and consequences.
- having a clear, structured system to ensure good behaviour at all times.

Rewards - See Appendix 1

Consequences - See Appendix 2

## Calling for assistance

If a teacher, or teaching assistant, needs help with child or situation a red triangle can be sent to a member of SMT. The triangle should be located by the door to the classroom. The message needs to be sent by a teaching assistant, where possible, so that cover for the teacher's class is possible.

For the majority of children a reminder of appropriate behaviour from the teacher/adult will be all the discipline needed during their time with us.

Our well-disciplined school, like a well-disciplined home, is a busy but calm and happy place. Voices are not raised in anger nor are great numbers of consequences needed. The reason for this is that children understand what behaviour is expected of them. They also understand that boundaries are fair and reasonable but if they overstep these boundaries they will be punished.

## Emscote's policy on bullying

We are particularly aware that hurtful behaviour in young children can develop into bullying in older children.

We would define bullying behaviour as:

- deliberately hurting other children – verbally or physically, repeated over time.
- when it is difficult for those being bullied to defend themselves.

Rough and tumble play, an occasional fight or a quarrel between children does occur from time to time in the playground or classroom – this is not bullying.

Our main concerns are:

- to prevent bullying.
- to reassure children that we will listen to their concerns.
- to take action in the event of bullying.

The action we take is:

- to foster a positive caring atmosphere.
- to ensure good supervision in all areas of the school at all times.
- to talk openly about bullying with the children so that they can understand the feelings of someone who is being bullied and learn to deal with bullying.
- to ensure that lunch times are a productive time for children.

We ask children to:

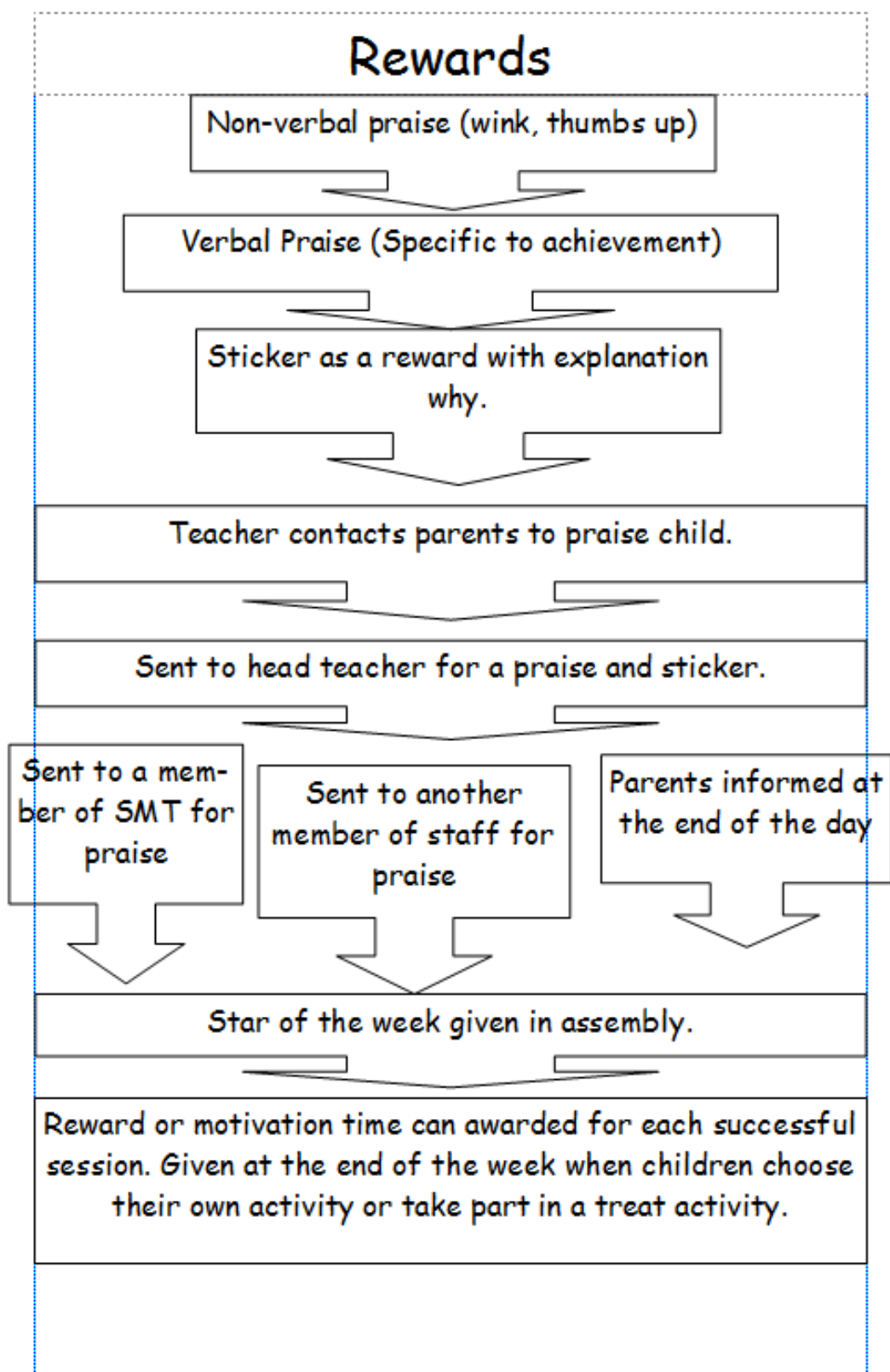
- say 'don't do that' if someone does something they don't like.
- tell an adult – teacher, helper, dinner supervisor or parent – if someone's behaviour is hurtful to them.
- to step in to help children in distress or tell an adult (not to ignore it).
- always tell when an incident takes place.

We ask parents to:

- to inform us if their children are telling them about hurtful behaviour in school, so that we can investigate and respond accordingly.

If children hurt other children we:

- show our disapproval and remove them from the company of other children for a time, as consequences.
- involve parents if the behaviour persists.



## Rewards—Lunch Time

Non-verbal praise (wink, thumbs up)

Verbal Praise (Specific to achievement)

Sticker as a reward with explanation why.

Class teacher informed by Midday Supervisor — Teacher contacts parents to praise child.

Sent to head teacher for a praise and sticker.

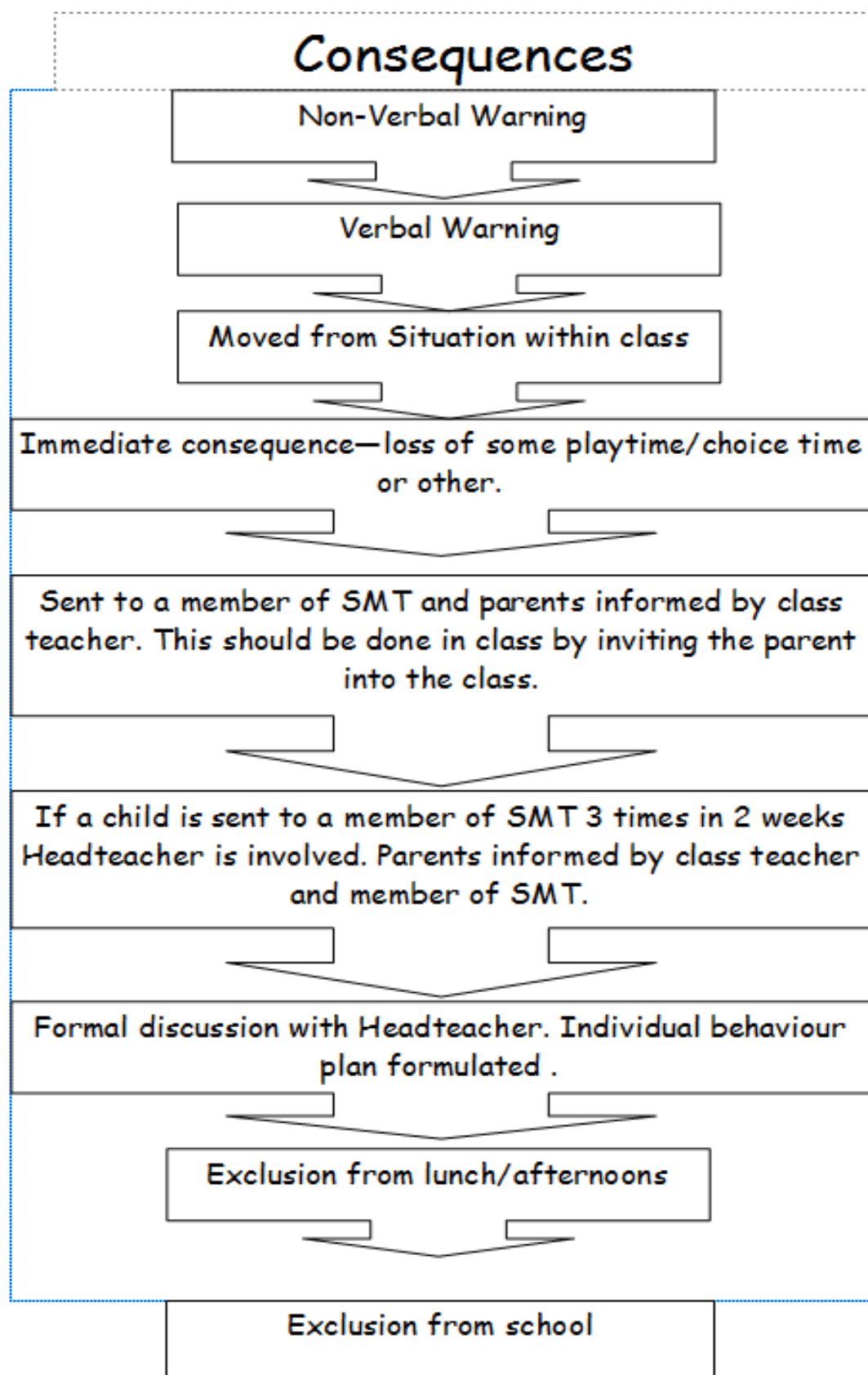
Sent to a member of SMT for praise

Sent to another member of staff for praise

Parents informed at the end of the day

Name mentioned in class behaviour book, celebrated in weekly assembly.

Reward or motivation time can awarded for each successful session. Given at the end of the week when children choose their own activity or take part in a treat activity.



## Consequences—Lunch Time

Non-Verbal Warning

Verbal Warning

Moved to bench for a short time or hold a Midday Supervisor's hand.

Sent to a member of SMT and parents informed by class teacher. This should be done in class by inviting the parent into the class.

If a child is sent to a member of SMT 3 times in 2 weeks Headteacher is involved. Parents informed by class teacher and member of SMT.

Formal discussion with Headteacher. Individual behaviour plan formulated .

Exclusion from lunch

Exclusion from school