



FULWELL INFANT SCHOOL ACADEMY

BEHAVIOUR AND DISCIPLINE POLICY

COVID-19

In view of the long term absence from school, we expect it will take a little time to reintroduce the behaviour expectations that provide the platform for children to have a successful primary education.

We will work towards supporting every child in their behaviour and also their emotional and mental health well-being.

The impact of COVID-19, for the safety of both children and staff brings with it clear guidelines re social distancing, body fluids, touch etc. Our risk assessment deals with these in detail and staff will apply these priorities in their everyday practice.

Whilst supporting children in their return to school and re-adjustment, we will also be rigorous in applying sanctions where a child breaches guidelines and expectations. Loss of privileges, golden time, break times and lunchtime break will be used, when required.

The children will remain in year group bubbles, not mixing at break times. Reception and nursery classes are totally self-contained with their own toilets, yard etc. Year 1 and 2 share the toilets so a ticket system is being used to ensure mixing does not happen. The year 1 and 2 yard is divided so the children play separately.

Further changes will be made if this is required, after October half term.

THE ROLE OF TRUSTEES/GOVERNING BODY

The trustees/governors must agree a written statement of general principles for an overall behaviour and discipline policy, in consultation with staff, parents and pupils. They should periodically review this statement.

STATEMENT OF PRINCIPLES

At Fulwell Infant School Academy we have developed our positive behaviour and discipline policy to reflect our belief that children learn best in a calm, safe and orderly environment which values its individual members.

All members of the school community (children, staff, parents and trustees/governors) are responsible for supporting children, providing guidance and exercising control when and wherever this is appropriate. They act as role

models, encouraging the development of appropriate qualities and behaviour, ensuring that high standards are maintained at all times. Consideration for others, self control, respect for the individual and co-operation between all members of the school community will be encouraged both through the curriculum and other opportunities available within school.

We recognise that in all our dealings with children, each child will receive respect and fairness, care, love and positive guidance with respect to developing self-discipline and positive behaviour. We use restorative practice techniques in handling situations.

We acknowledge the schools legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

AIMS

These reflect with wider aims of the school

1. To foster mutual respect and courtesy between all members of the school community.
2. To create a caring, safe and stimulating environment that everyone can enjoy.
3. To encourage children to develop self-discipline and take personal responsibility for their own actions.
4. To help children develop personal moral values, respect for religious values and tolerance of other races, religions, gender and ways of life.
5. To help children develop the ability to co-operate and work together for the benefit of the wider school community.
6. To encourage children to care for their environment and respect the property of others.
7. To reinforce positive behaviour through praise and rewards and generating a climate where good behaviour is the norm.
8. To achieve a consistent approach to behaviour management, which is seen to be fair, by all members of the school community (children, staff, parents, trustees/governors).

GUIDELINES FOR IMPLEMENTATION

Good, positive behaviour is facilitated by staff that are strong, effective role models working within clearly defined guidelines. Further guidance on good practice and procedures is given in the appendices to this policy.

1. In all disciplinary actions we make it clear to the child that it is his/her behaviour which is unacceptable and not him/her as a person. The children need to know we always care about whatever they do, whether it is good or bad.

2. We expect everyone to act, at all times, with courtesy and consideration to others and to take responsibility for their own actions. This means that children must:
 - Co-operate so that everyone may learn
 - During lessons move around school in a quiet and orderly manner
 - Assist in keeping the school clean and tidy
 - Help each other when there is a need
3. Children are praised for positive behaviour and a variety of ways are used to promote self-esteem. (See appendices)
4. Simple rules are agreed which are acceptable to staff, children, parents, trustees/governors (see appendices). Children are regularly reminded of these rules. They know what the consequences will be if they are broken. They know adults will be fair in their dealings with themselves or their peers and that standards of behaviour are applied consistently throughout the school.
5. If poor behaviour does occur, children are given time and support to reflect on their actions.
6. All adults working in school set high standards of behaviour and demonstrate mutual respect as good examples for the children to follow.
7. All staff actively try to get to know their particular class, or group of children, as individuals. This knowledge can help diffuse difficult situations; help avoid confrontation and so on.
8. Teachers endeavour to provide their children with a challenging and stimulating curriculum, which reflects individuals' needs and discourages frustration or boredom.
9. Teachers' classrooms are well organised and orderly with well-established routines understood by all. Lessons start promptly - non-teaching staff ensure that any children remaining in corridors and cloakrooms are quickly brought into class.
10. Minor difficulties should be dealt with immediately in the least intrusive way. Where necessary, the teacher should follow up the incident at the soonest convenient moment. It is essential that any incidence of misbehaviour be followed up so that children are aware of the certainty that consequences will follow a lapse in behaviour. The Headteacher should always be kept informed of poor behaviour or sudden changes in a child's behaviour.

11. All staff in school are alert to signs of racial harassment and bullying. Procedures are in place to address these issues. A record is kept in the headteacher's office of specific incidences, as appropriate (see appendices).
12. Effective positive management of pupils' behaviour is given a high profile within our ongoing INSET programme. Staff can discuss discipline matters freely and get support and advice from colleagues at the weekly staff meetings.
13. Active co-operation and support is sought from all parents. We ask all parents to read and sign our Home School Agreement (see appendices). We aim to let parents know what our behaviour policy promotes and keep them informed if problems develop. Similarly, we also hope to be kept informed at all times so that we can deal appropriately with each child.
14. Assemblies and appropriate lessons will be used to emphasise the ethos of the school and the values of co-operation, respect for the individual and care for others, which we are seeking to emphasise.
15. Under no circumstances is a child or adult to be hit or verbally abused. Whole classes may not be punished due to poor behaviour of several of its members.

CONCLUSION

Staff follow Team-Teach Positive Handling Strategies. Key staff have attended the training course and should be sent for should the need to restrain a child arise in school. (See separate Positive Handling Policy)

All members of the school community (children, staff, parents, trustees/governors) have had a part to play in the development of this Behaviour and Discipline Policy. In particular, the teaching staff have much experience and expertise to share and have evolved good practice over many years. A particular strength of the school is the staff's willingness to openly share problems and offer advice to others, for mutual support. This Behaviour and Discipline Policy will be reviewed annually and updated as our practices evolve. Its effectiveness will be monitored annually by senior staff, using a simple checklist of the major points covered by the Policy.

BEHAVIOUR AND DISCIPLINE POLICY APPENDICES

1. The School Rules
2. Acceptable and unacceptable behaviour - Guidelines for staff and parents
3. Rewards
4. Sanctions
5. Bullying - Guidelines. Bullying Incident Record Form
6. Racial harassment - Record Form
7. Lunchtime Arrangements
8. Home - School Agreement
9. Good behaviour management - useful strategies and routines
10. Behaviour record form (ABC form)
11. Positive Handling Policy

Appendix 1

THE SCHOOL RULES

School have adopted the following "GOLDEN RULES", which encourage good behaviour during the course of the day. The rules are in line with our PHSE curriculum, SEAL and were developed by Jenny Mosley.

These rules are displayed and re-enforced constantly by all adults in school, with the expectation that all children will behave well.

The SCHOOL GOLDEN RULES are:

- **We are gentle**, we don't hurt others
- **We are kind and helpful**, we don't hurt anybody's feelings
- **We listen**, we don't interrupt
- **We are honest**, we don't cover up the truth
- **We work hard**, we don't waste our own or others' time
- **We look after property**, we don't waste or damage things

Each classroom/area will have its own identified positive rules too depending on the activity or event.

Appendix 2

ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR GUIDELINES FOR STAFF AND PARENTS

ACCEPTABLE BEHAVIOUR

We aim to develop self-disciplined, well-mannered, caring individuals.

We give positive guidance on what we consider to be acceptable behaviour by teaching children to:

- Help each other
- Treat each other with respect
- Listen carefully and talk politely to each other and to adults
- Take care of everybody's property and not take what is not theirs
- Look after the school - the equipment, the building and its grounds
- Be calm - walk about school quietly
- Always tell the truth
- Think before they act
- Come to school every day and be punctual for lessons
- Try hard with their work and ask if they need help

UNACCEPTABLE BEHAVIOUR

The children are also taught that the following behaviour is unacceptable:

- Tantrums, physical aggression, biting, kicking, nipping or spitting
- Bullying - from persistent teasing to physical violence
- Verbal abuse, including swearing of any kind
- Racist or sexist behaviour
- Insolence and answering back
- Refusing to respond to an adult's reasonable request
- Stealing
- Lying
- Not showing respect for others in school
- Disrupting other children working
- Leaving the school premises or running away from an adult
- Poor table manners

REWARDS

These are given to reward good work and behaviour:

- Verbal praise, especially in front of others, in assembly or in the classroom. An assembly is held each Monday to celebrate home and school achievements, birthdays and significant events such as a new baby in the family.
- Well done comments from the staff and the headteacher
- Being sent to the headteacher to have their name entered into the 'Golden Book'.
- Being allowed to choose a special job or a responsibility as a reward
- Class Certificates
- Golden Time on a Friday Afternoon
- Reward Charts/Special Tokens/Traffic Lights/Jewels in jar
- Chocolate Footballs for RWInc Time
- Golden Box/Birthday Box Treats
- Receive a full attendance award at the end of the school year

In addition, we have developed the following "Awards" system:

- The headteacher will keep a record of those children whose names are entered into the 'Golden Book' and their names will be read out in the "Well Done" assembly on a Monday morning
- All staff, including the lunchtime supervisory assistants, can give out stickers, in order to reinforce sustained effort and good behaviour.
- Writer/Mathematician/Reader of the week (books displayed in the entrance)
- The principle underpinning this approach is one of positive reinforcement but we do need a range of sanctions for those children who have difficulty in complying with school rules.

Appendix 4

SANCTIONS

- These are given to discourage unacceptable behaviour and the sanctions vary, depending on the severity of the bad behaviour, previous behaviour history, individual circumstances and so on.
- If a child is breaking a school rule, **staff should "warn" him / her** that their behaviour is unacceptable and that they should stop.
- The child then has two choices - to either behave or to accept the inevitable consequences if the poor behaviour continues. This decision making is needed in order to promote in children self-discipline and a sense of responsibility for their own actions. The teacher may want to discuss the event later, when the child has had time to reflect and generally calm down.
- **The temporary withdrawal of the teacher's approval** and a fairly mild rebuke e.g. "I am very disappointed with you today, because" Will usually be a sufficient punishment for sensitive children.

Other sanctions may include:

- **Temporary withdrawal of a favourite activity** e.g. attending a lunchtime club
- **Temporary withdrawal of responsibilities** e.g. being a library monitor
- **A "cooling off time" / "thinking time"** away from other children, in which to work
- **"Time Out"** in own or another classroom, if agreed between the receiving teacher and the child's teacher. The child will be under supervision but will be given no attention. Sometimes a child may require "Time Out" with the Headteacher depending on the severity of the incident
- **An A.B.C form** (see appendices) can be kept to record incidents by individual children displaying behaviour problems. This records the **antecedent** (events leading up to the incident) the **behaviour** (the incident) and the **consequences** of the incident. These forms will be kept in the child's individual record file - the teacher keeping the headteacher and parents informed, as appropriate. (Record kept in individual profile).
- **5 minutes loss of play** (or more, depending on the severity of the event). If a teacher chooses to withdraw a child/children from playtime it is her responsibility to stay with the children (or arrange that they be suitably supervised) and that they will sit silently for 5 minutes with no attention or activity. They will then be reminded of the positive behaviour which we expect from children in school and will be allowed out for the remainder of playtime. (If the teacher herself is on duty, they must hold the teacher's hand outside for 5 minutes, instead).
- **More serious incidents** to be recorded by the relevant adult in an **"Incident Book"**, kept in Headteacher's room. The incident is logged and any action taken is noted. The Incident Book is monitored weekly by the

relevant member of the Senior Management Team, in order to note the frequency of events involving specific children.

- The teacher should use their professional judgement whether or not to speak to parents after school - however, parents should always be informed about any violent incidents or sustained bullying, by their child.
- **Racial incidents** - the headteacher will record these on a Racial Incident Form.
- Children involved in **more serious incidents**, or **persistent low-key poor behaviour should be referred to the headteacher** who may or may not decide to inform the parents of the unacceptable behaviour, at this stage.
- More serious behaviour may prompt **the headteacher to contact the parents**, describing a recent incident and / or their child's poor behaviour with a request that they discuss this with their child. The headteacher would ask them to support the school in trying to maintain good standards of behaviour. These incidents will be recorded on CPOMS.
- Where a child's behaviour regularly causes concern, we **involve the school's educational psychologist** and / or the Behavioural Support Service and/ or other outside agencies.
- **Lunchtime exclusion** and / or **exclusion** from school - these sanctions are used by the headteacher in exceptional circumstances in which other sanctions have failed, despite parental involvement with behaviour problems in the past. The school follows the LA guidelines, which are kept in the headteacher's office. At the end of the exclusion period, the child will be formally received back into school by the headteacher and a daily report sheet will be kept by the teacher and sent to the parents for a period of 2 weeks. At the end of this time, parent and teacher will meet to review the behaviour. If this has not improved, the headteacher will also meet to discuss future targets. Details of any exclusion will be noted in the child's individual records.

Screening and Searching Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher or a member of the Leadership should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (the Government intends to add to this list). If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'. Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.

BULLYING (See also separate Policy and guidelines)

DEFINITION OF BULLYING

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. Bullying is about power.

Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help.

Bullying and harassment can take many forms but may be:

1. Physical: e.g. hitting, kicking, taking or hiding belongings.
2. Verbal: e.g. name calling, teasing, insulting, racist remarks, writing unkind notes or negative comments on social networking sites.
3. Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring.
4. A combination of the above: e.g. extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).

Any of these may also have contexts which discriminate in relation to age, race, gender, disability, special educational need, faith, religion, socio-economic background, sexual orientation or trans-gender (these will be referred to as 'protected characteristics' in this policy)

SOME STRATEGIES TO HELP CHILDREN DEAL WITH BULLYING

- Say NO if someone is trying to get you to do something you know you should not do.
- Try to stay with your friends and not be by yourself.
- Try not to show that you are upset
- Don't fight back
- Are you doing something to make someone want to be unkind to you?
- Try to ignore silly name calling, just laugh and walk away
- Tell the person who is being unkind that you don't like what they are doing to you.
- If you can't tell a grown up or friend that you are being bullied, write it down and give the note to a special friend or a grown up.
- Walk away quickly if someone is trying to hurt you
- Keep telling someone that you are unhappy about the bully
- Remember it is the bully who is wrong, not you!

Appendix 5

FULWELL INFANT SCHOOL ACADEMY
BULLYING INCIDENT RECORD FORM

NAME OF CHILD _____ YEAR _____ TEACHER _____ DATE _____

PRESENT _____

DATE	NAME OF CHILD	CLASS	BRIEF DETAILS	ACTION	RECORDED BY

Appendix 6

FULWELL INFANT SCHOOL ACADEMY

RACIAL INCIDENT RECORD FORM

DATE	NAME OF CHILD	CLASS	BRIEF DETAILS	ACTION	RECORDED BY

LUNCHTIME ARRANGEMENTS

COVID-19

As identified in our risk assessment, lunchtime will operate differently during the pandemic.

Nursery and Reception classes will eat their lunch in the hall (nursery first, then cleaning, then reception), use their own toilets and playground.

Year 1 and Year 2 classes will use a ticket system for toilet access to prevent the mixing of bubbles. Each class will collect a hot dinner from the hall and eat it in their classroom. Packed meals will be delivered to the classroom.

The year 1 and 2 playground is split and the children will only play with peers in their own year group bubble.

The midday break is from 12.00 until 1.10pm and during that time a team of Supervisory Assistants, led by a Senior Supervisory Assistant, care for the children. The children are expected to respect these members of staff and respond to them in the same manner as to other members of staff in school. The midday staff provide an essential and valuable service to the children and they will use the same whole-school system of rewarding good behaviour and of issuing sanctions.

The children are expected to:

- Go to the toilet and wash their hands
- Use their cutlery properly and have good table manners
- Try to eat up what is on their plates
- Walk quietly and sensibly through school
- Listen carefully and try hard to do what they are asked
- Keep their hands and feet to themselves

In extreme cases, where a child has not responded to warning and sanctions, the parents will be required to take their child home for lunch, initially for a period of three days, after which the child will be allowed to stay for lunch again for a trial period.

In addition to the Lunchtime Supervisory Assistants, the headteacher or deputy headteacher are normally on the premises, as are a number of the teaching and non-teaching staff.

A cafeteria style system is in operation in the dining hall and the children manage very well with their trays of food once they have made their selection. A balanced, healthy meal is provided and it is part of the supervisory assistants' role to encourage the children to eat their meals.

As numbers are large, we need to have two sittings for lunch but reception children are always on first sitting. All children have a period of outdoor play, unless the

weather is poor. Reception children also have a short session of stories/rhymes with their Supervisory Assistant during part of the lunch break.

The midday staff is encouraged to play games with the children and a rota system is operation to staff the medical room. At 1.10pm, the duty teacher rings the bell. The children stand still and on the second ringing of the bell, they walk to their class lines. They are escorted into school by their class teachers and the lunchtime supervisory assistants. Any lunchtime incidents can be shared with the teachers and dealt with appropriately.

Appendix 8

FULWELL INFANT SCHOOL ACADEMY HOME-SCHOOL AGREEMENT

SCHOOL WILL:

- Encourage the children to keep the school rules
 1. Be kind and caring
 2. Be respectful to adults and each other
 3. Do as you are told
 4. Be friendly and polite
 5. Be honest
- Care for the children's safety and happiness
- Treat all children equally, celebrating cultural diversity and challenging prejudice.
- Encourage the children to do their best at all times
- Encourage the children to take care of their surroundings and others around them.
- Keep parents informed about their children's progress through reports and progress meetings
- Provide home school learning, through seesaw, during lockdowns.

FAMILIES WILL:

- Encourage the children to keep the school rules
- Make sure that their child arrives in school on time each day
- Keep the school informed of any concerns or problems that might affect their child's work or behaviour
- Listen to their child read each night and support them generally in any opportunities for home learning
- Attend open evenings
- Support children's home learning during lockdowns and upload their work to seesaw.
- Keep to agreed procedures about leave of absence and take family holidays during designated school closures

- Protect the safety of all children by keeping Ebdon Lane as a traffic free zone and not bringing cars into the school grounds
- In their use of social media/facebook/twitter, refrain from naming the school, staff or children or discussing school issues.

TOGETHER WE WILL:

Do everything in our power to help each child reach their full potential in all aspects of their early development whilst enjoying school life

Signed

Wendy Angus

Headteacher

Parent/Carer

Child's Name

GOOD BEHAVIOUR MANAGEMENT - USEFUL STRATEGIES AND ROUTINES

1. DAILY ROUTINES

It is the responsibility of **all** members of staff and adults working in school to present to children a role model of good behaviour and manners.

- **Classrooms will be set out** before children arrive at 08.50am.
- **Assembly and Playtime routines** are to be found in the Staff Handbook.
- **Procedures for lunchtime** are to be found in this policy.
- **At home time** class teachers will see that their class leaves school in an orderly manner. All children should be appropriately dressed before leaving school e.g. coats done up in winter
- Hometime is a useful time to tell parents of any problems their child may have had during the day (e.g. a nosebleed). **If a serious incident has occurred** e.g. the child has been bitten, **the parent must be informed at home time**, either in person, or by phone if not available.
- **Assemblies, class lessons and informal discussions** can be used to remind children of acceptable/unacceptable behaviour and its consequence.
- The **school rules** should be displayed and children should be regularly reminded of their importance.
- There are also **some general rules** for the smooth running of school, outlined in **the school brochure**.

2. STRATEGIES

- **Be well prepared and organized** - there should be sufficient equipment for the groups and children should know where it is, how to use it and how to put it away properly.
- **Move around** the classroom regularly.
- **Gain attention of the whole class** or group before giving instructions
- **Word** questions or instructions clearly, not too loudly or fast
- **Be assertive**, children need to understand you mean what you say
- If you find you must punish be **consistent and fair** (see Sanctions - appendix 4)
- **Use praise and rewards** - (see Rewards - appendix 3)
- **Have breaks** to ease the transition from one activity to another - e.g. songs, action games, jingles, stories.
- **Punctuality**

- Children should know they must be **prompt** into lessons
 - If they are often late - **ask the parents** about it or send a note home if you don't see them.
 - **Inform the Headteacher** - she may then invite the parents into school or ask the Education Welfare Officer to discuss this further.
 - **Remember** - absenteeism and poor punctuality at the start of the day is the parent's fault - not the child's.
- **Running in the corridor** and excessive noise in the corridor
 - The children should be taught to move about the building **quietly and sensibly**
 - Firmly tell the child to return to an appropriate starting point and show them how quietly he/she can walk along
 - Escort children in an orderly manner, whenever possible, particularly at the end of playtimes and to the dining hall.

During Assembly

- **Catch the eye of the children** who are shuffling - make them realise you are watching them.
- **Praise** quiet, smart children, children who help and respond
- **Move a child** if necessary to beside a teacher
- If necessary a **disruptive child must leave the hall.**
- **Children are expected** to enter quietly and wait quietly for assembly to begin - do not accept chattering or poor behaviour. During assembly children are expected to listen quietly and join in when requested to do so.
- **Assembly is a good time to remind children** of the positive behaviour we are promoting and helping children understand why we do so.

FINALLY

To get the best from children

- **Be interested** in every child
- **Recognise** immediately even **slight success**
- Compare a **child's progress** against himself/herself - not against others
- **Look for good in every child** and acknowledge it.
- **Discuss** weaknesses and problems privately - try to do something about them
- Enable all children to be **successful** in some way
- Cultivate a **firm, kindly and calm manner**
- **Avoid confrontation** if you can
- Try to avoid making a child "**lose face**"
- Keep difficult situations in perspective

AND

- Recognise that some children's **only chance of happiness** may be at school

