



DISCIPLINE AND BEHAVIOUR POLICY 2016-17

Foundation Stage
Key Stage 1 and 2

Vision

At Cromwell school we seek to educate the whole child, paying particular attention to children's emotional and intellectual well-being

"If children are happy they will achieve"

Foundation Stage

At Cromwell, we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the wellbeing and welfare of others.

We work hard to foster good relationships between all staff, pupils, parents/carers and the wider community. We actively welcome parental involvement and encourage open dialogue at all times.

Aims, Objectives and values

At Cromwell, we aim to support the implementation of this policy throughout the school by laying the foundations that promote good behaviour and the development of self-esteem through good early years practice. The aim of this policy is to provide guidance for all staff, pupils and parents/carers.

Staff

- to establish a consistent approach towards learning and behaviour;
- to provide support for one another through discussion and implementation of a common approach;
- to clarify the procedures for promoting good behaviour and for dealing with problems.

Pupils

- to help children to become responsible
- to establish orderly patterns of behaviour through self- discipline;
- to recognise the value of cooperation and friendship;
- to understand and be involved in the development of appropriate rules;
- to be treated as individuals, respected and cared for in order to develop a positive self-image;
- to be aware that choices can be made.

Parental Partnership

- to understand and support the policies of the EYFS with regard to learning and behaviour;
- to work together with the school to support the needs of their child;
- to seek appropriate advice and support regarding children with special needs;
- to support the children's learning to help them achieve their full potential.

Positive relationships

Useful strategies that are used within our foundation to build positive relationships

- direct teaching of verbal communication and conversation skills;
- teaching children to express their emotions in an acceptable manner by using appropriate vocabulary and action
- encouraging withdrawn children to communicate their feelings in alternative media, e.g. pictures, puppets, theatre;
- using stories and plays to illustrate issues, explore feelings and as a springboard for discussion;
- teaching children to listen to each other and ensuring as adults that we are attentive listeners;
- helping children to understand and become increasingly sensitive to non-verbal communication and body language;
- rehearsing social situations with children, individually and in groups;
- providing positive role models.

In Reception we follow the Fun Friends program where the children are encouraged to develop their personal, social and emotional skills. Positive behaviour is encouraged through many different ways:-

We encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)

We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)

We model appropriate behaviours in different contexts and set good examples

We consult with the children to draw up rules for behaviour within our setting

We involve parents in establishing rules for appropriate behaviour

We demonstrate that the child is still valued even if his/her behaviour is unacceptable

We discuss with children what is acceptable behaviour in all areas of learning and experiences

We encourage the children to express openly their feelings/likes and dislikes

We help the children to understand the consequences and effects of their behaviour on others

We support the children to resolve conflicts with other children

Expectations

At Cromwell, we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We believe one of the most important ways that children learn how to interact with their peers and with adults in our setting, is by observing how adults behave with one another and with children.

We ask adults and children:

- Not to shout (except for help)
- Not to hurt others feelings
- Not to physically hurt others
- To ask for help if they are being hurt or bullied
- To look after each other
- To look after resources
- To learn ways in which they can keep themselves safe

As adults we aim to:

- Treat each child as an individual and with respect
- Encourage each child to treat others with respect
- Observe each child and continually assess children's well-being
- Understand the context in which each child is growing up
- Work closely with parents and listen to them and discuss their child's needs with them
 - Work closely as a team and communicate about children's individual needs
 - Speak kindly to each and with children
 - Work with colleagues from other agencies in the best interests of each child
- Pay particular attention to transition period for children – as they come into nursery, within nursery and as they prepare to move on to reception classes in school
 - Offer real choices to children
 - Acknowledge children's difficult feeling with them e.g. anger and hurt
 - Acknowledge the needs of quiet withdrawn child as well as the outgoing child
- Encourage children to talk about behaviour they do not like and to say how they want to be treated

Rewards and sanctions

A system of sanctions is part of this policy so the children are clear as to what is acceptable and unacceptable behaviour and staff can be consistent in the way that unacceptable behaviour is dealt with. It is important that all staff follow the behaviour policy, to ensure that it is consistently and effectively used. This allows the children to feel that they have been treated fairly.

Rewards

We believe that praise and public celebration within the setting is the most effective way of rewarding effort and appropriate behaviour. In this way children are developing self- control, over their actions and behaviour and they have no confusion over the reason why they must behave in an appropriate way.

Sanctions

- When sanctions are necessary, it is important to be fair and consistent;
- it is important to protect the relationship with the child and to protect the child's self- esteem by criticising the behaviour and not the children

Practice and procedure to deal with inappropriate behaviour

1. Problem solving approach to resolving conflict
2. Asked to move away from an activity
3. Time out- 3-5 minutes (depending on age)
4. Reflection with the support of an adult on the incident
5. An apology to be made if appropriate

If a child persists with their inappropriate behaviour or if a child has been aggressive or violent towards another child or adult, a member of the senior management team or the head teacher will be informed and they will become involved in dealing with the situation. At this point a bespoke program is established involving the school and the parents in order to do the best for the child.

The victim of an incident is always considered and every effort is made to ensure that they feel that a situation has been successfully resolved. Their parent/carer is informed of any incident affecting their child.

Parent/carers are kept informed about any concerns that we may have regarding their child's behaviour, primarily through informal regular dialogue with the nursery/class teacher.

It is important at each stage that the sanctions are explained to the child and that they are aware what will happen next if they do not adjust their behaviour.

Documentation of Incidents

If inappropriate behaviour is considered to become an issue with a child, staff will record incidents in the behavior log. This will be a confidential document and kept in a safe secure place.

KEY STAGE 1 and 2

POLICY STATEMENT:

Cromwell School is committed to working closely with pupils, governors and parents to promote high standards of behaviour and to secure an effective learning environment.

The school policy must be understood and supported by everyone; pupils, parents and staff, including ancillary and supervisory staff. This will give the pupils the security of a consistent, whole school approach to behaviour management.

The following policy acknowledges the school's legal duties under the Equality Act 2010.

OUR AIMS:

(a) All children are confident, self-assured learners by creating a secure, safe and healthy environment within which effective teaching and learning may take place.

(b) Ensure children are protected from physical and psychological harm e.g bullying including cyber-bullying and prejudice-based bullying, exposure to extremist ideology by experiencing a range of educational opportunities which challenge stereotypical thinking and behaviour.

(c) Create the conditions for an orderly community, where all pupils will be expected to behave responsibly, showing consideration, courtesy and respect to others.

(d) Develop in pupils resilience, self-respect and self-discipline, and an acceptance of responsibility for their own actions. Children have age appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation

(e) Develop an environment where all children can enjoy and achieve to their full potential and make a positive contribution to school life.

WHOLE SCHOOL APPROACHES:

School Rules:

Our school rules are:

- Be Kind and friendly
- Be Polite and respectful
- Always try your best

FRIENDS FOR LIFE

Cromwell Schools ethos uses the 'FRIENDS' Programme's key principles. 'Fun Friends' and 'Friends for Life' are school-based anxiety prevention and resilience building programmes developed by Dr. Paula Barrett in Australia. The World Health Organisation cites 'Friends for Life' as the only evidence-based programme for anxiety in children that is effective at all levels of intervention (WHO, 2004).

'FRIENDS' programmes helps pupils to develop resilience by teaching them effective strategies to cope with, problem solve and manage all kinds of emotional distress, including worry, stress, change and anxiety. Skills learned throughout the programme help pupils both now and in later life. The programme can be run by teachers as a whole class programme, or as a small group intervention.

FRIENDS is an acronym for the skills taught throughout the programme:

- Feelings.
- Remember to Relax. Have quiet time.
- I can do it! I can try (Inner helpful thoughts)
- Explore Solutions and Coping Step Plans.
- Now reward yourself! You've done your best!
- Don't forget to practice.
- Smile! Stay calm, Stay Strong and talk to your support networks!

The full programme is taught in Reception and Year 3 and reviewed in all other classes however the underlying principles are permeated throughout the school e.g Lunchtime supervisors have been trained in the principles of FFL.

PSHE

As part of our PSHE education, all classes participate in circle time activities. However, extra circle time activities can take place when the need arises. Circle Time involves KS1 and KS2 pupils in activities that directly address the following issues:

- Radicalisation
- Mental Health and Well Being
- Behaviour
- Bullying
- Teamwork
- Aggression
- Ethnicity
- Racism

- Friendship
- Neighbourliness
- Gender
- Bereavement

Each class has the opportunity to discuss issues or problems through use of **Bubble time** in KS2, or through putting suggestions in the class **issues box** KS1 and 2. Every child also has the opportunity to discuss issues or concerns privately with their class teacher

In addition to this at the start of each academic year class team building activities are conducted by FREAX to ensure a smooth transition and class cohesiveness.

ADDRESSING RADICALISATION

Children's own views and stereotypical views are challenged – they are educated to think and behave in ways which are conducive to a harmonious school community and society.

We will do this by exploring a range of situations utilising drama/role-play skills by specialist providers 'Just Three Clicks' and the schools own drama lead. In addition the school will call upon adults from different life experiences to share common values. We will utilise our resources on human values to best effect the school and wider community.

Our school assemblies, SMSC provision and PSHE powerfully address issues and enable a healthy view of others; opportunities are provided to enable pupils to explore coercive and intimidating behaviour and how to deal with these.

Throughout a child's time at Cromwell local, national and international speakers are invited to speak in our assemblies.

Cromwell School operates a positive behaviour system

POSITIVE REINFORCEMENT:

Approaches used by teachers include:

- Consistency
- Fairness
- Allowing the children the right to be heard before sanction.

HOUSEPOINTS

All children have been allocated to a house team. Any new pupils will be allocated to a team upon entry into school.

- The four houses are as follows Diamond, Sapphire, Emerald, and Ruby.
- House points can be earned for following our school rules and will be able to be awarded by all members of staff. Children will be awarded house points.
- Housepoints will be awarded for the following: -Good manners, good behaviour, excellent work, improvement in presentation of work and a good attitude and effort.
- At the end of the week house points will be collected and the winning house will be announced in assembly at the beginning of the week.
- The house with the most house points will receive rewards on a half termly (film and treats) and the house that has accumulated the most by the end of the year will receive a reward decided by The School Council.
- Foundation Stage will follow their own system tailored to the needs of very young children. We use Nurture group time to instil in children a sense of what good behaviour involves.

REWARDS AND INCENTIVES

- **Lining up tickets:** At the end of morning and lunchtime play, classes can be awarded up to 2 tokens for good lining up by the teachers on playground duty. These tokens will be kept in the classroom and at the end of the week will be collected by the Y3 and Y6 class monitor. The winning class from KS1 and KS2 with the most tickets for the week will have 5 minutes additional play at a suitable time in the following week.
- **Behaviour Rewards:** Those children who have followed the school rules and have earned house points will be awarded certificates and prizes for excellent and improved behaviour. These awards are given each half term. (A maximum of 6 children to be chosen for each 'Excellent' and 2 children for 'Improved Behaviour')
- **Head teacher Rewards:** Those children who have excelled in all areas of school life will be awarded a certificate and prize (2 children per class per half term)
- **Platinum Award:** This reward goes to two children in Year 2 and two in Year 6 who have demonstrated excellent attitude in all aspects of school life.
- **Attendance:** Class and whole school attendance is announced each week. Individual certificates and prizes are awarded termly to those children with 100% attendance and very good attendance of 97-99%.
- **Class rewards:** class teachers will have a box of rewards/toys along with **daily certificates for those children who have shown significant effort in either work, attitude or behaviour.**

- **Golden work Assembly** - A fortnightly reward assembly celebrates a golden work and a golden child for each class. The golden child has exemplified excellent or improved attitude to learning. Golden work celebrates a piece of outstanding work for that child in the previous two weeks. All children receive a prize.

SANCTIONS

When children fail to follow the rules, the following steps need to be taken:

Step	Sanction	Explanation
1	Warning Dot	A child should be awarded a warning 'dot' on their house point chart. If the child turns around their behaviour around the 'dot' can be turned into a 'house point tick'
2	1 cross	If the poor behaviour continues, this 'dot' is turned into a 'cross' losing one house point in KS1 or two in KS2 per cross. This is a warning that if poor behaviour continues they will be spending time at the time out table.
3	2 crosses	Children who do not respond to step 2 and receive a second cross will spend time at the time out table within the classroom. As soon as possible, at a time appropriate to the teacher, the teacher should go over to the child and try to identify the reasons for their inappropriate behaviour and agree solutions. Where possible the child should not spend the whole lesson at this table. Teachers should use their professional judgement to decide whether a child should spend time in detention (in class)
4	3 crosses	If the child does not respond positively to the Teacher's suggestions and support, he/she should then be sent to a member of the Leadership Team The class teacher will record this in the Behaviour log in detail. Parents should be informed by the teacher/SLT after school.

The action taken by the receiving senior member of staff can involve any or all of the following:

- Talking to the child about their behaviour
- Detention will be used where appropriate
- Informing parents of their child's behaviour- where children will be given the opportunity to speak to their parents on the telephone
- Behaviour Programme set up
- Child going on daily report
- Any child that displays **serious** aggressive behaviour will be sent out of class immediately to the Head teacher or Deputy; regardless of the number of warnings (if any) he/she has previously received and will spend time out of class.
- Any children who are involved in serious cases of unruly behaviour or where restraint is needed must have a '**STAR Form**' completed by a member of the SLT and

class teacher. In all cases of serious unruly behaviour parents will be informed if their child's name has been entered for serious unruly behaviour.

- Any child that persists in aggressive or other totally unacceptable behaviour faces possible exclusion from school in accordance with LEA guidelines.
- In determining whether a punishment is reasonable, section 91 of The Education and Inspections act 2006 says *'the penalty must be reasonable in all the circumstances and that account must be taken of the pupils age, any special educational needs or disability they may have, and any religious requirements affecting them.'*
- Where the above interventions have not worked school will involve Specialist Outside Agencies.

DE-ESCALATION

All staff **are** familiar with de-escalation techniques, **which are kept in the class behaviour log** and will ensure that they deploy these techniques in situations where a pupil has become agitated.

It is important that pupils are able to follow the classroom expectations and engage in lessons appropriately. In order to do this staff **will** ensure that the following strategies are used in the classroom

- Plan the classroom environment to allow supervision, reduce distractions and provide a quiet space for pupils to calm down and regain their focus.
- Establish clear expectations and acknowledge those children who comply.
- Establish classroom routines to decrease disruptions. Ensure you are consistent in your approach.

It is important that staff know the children and are able to identify situations that are likely to trigger a change in a pupil's behaviour (the trigger).

- Use pre-correction strategies
 - **Teach** and reinforce social skills
- If a child becomes agitated and as a result is unable to engage fully in the lesson follow the following strategies
- Remain calm, show empathy. Communicate concern for the child's well-being
 - Support the child in becoming engaged in the lesson
 - Provide a quiet time out area and allow extra time for the child to complete activities.
 - The child may need distracting so provide opportunities for a learning break
- If the child then continues to accelerate their behaviour,
- Remember not to shout, or take the behaviour personally.
 - Avoid invading the pupils personal space and avoid physical contact
 - Avoid reacting to the child's behaviour. If needed disengage from the pupil and regain composure before returning to the student
 - Use calm but serious tone when talking to the student
- If the child's behaviour deteriorates and may pose a safety threat to other students or adults-
- Notify a member of the SLT immediately
 - If needed evacuate the classroom

On the rare occasions when a child is experiencing difficulties **the SLT will implement** a signal system **whereby** the class teacher will send a green hand card to a member of the SLT. This will bring an immediate response from the SLT member. If the problem occurs at lunchtime a dinner supervisor will send in a red hand signal.

Once the pupil has begun to calm down and the behaviours have decreased, de-escalation should begin-

- Allow the pupil time to calm down in away from the classroom
- The child will be provided with work by the class teacher. This work should be completed with a reasonable amount of effort.
- Once the child is calm a senior leader will talk to them about their behaviours.
- Sanctions will be applied where necessary

Once the child is calm they will return to class-

- The pupil should be helped to return to normal activities and be given the opportunity to start afresh
- Acknowledge appropriate behaviours
- Encourage and support the child in changing problem behaviours
- **A STAR chart will be completed as soon as possible**

It is important that class teachers are aware that they have a very important role to play in ensuring that these procedures are followed and that there are high expectations of behaviour within their classroom(See OFSTED guidance the Teacher Standards)

BEHAVIOUR LOGS

All **year groups** from Year 1-6 have a class Behaviour Log. The behaviour logs are an important record of children's behaviour and provide **essential** evidence if outside agencies become involved.

- Each incident is clearly recorded following the headings on the Behaviour Log sheet.
- Behaviour logs are completed by the person dealing with the incident as soon as possible after the incident has taken place.
- If a member of SLT has been involved in the incident this is also recorded in the log.
- Incidents recorded in the log are those where time has had to be spent dealing with the issue.
- A member of the SLT is alerted when a child has had a succession of incidents over a short period of time.
- Where a major incident has taken place a STAR Approach (Setting, Trigger, Actions, Result) form is completed.
- **Class teachers will monitor the entries in the log to ensure repetitive incidents do not occur.**
- An analysis of behaviour logs takes place at the end of each half term by the Deputy Head and feedback given to all Class teachers.

EXCLUSION

Children who fail to respond to any of the remedial actions implemented by the school face exclusion for anything up to five days. If this refusal is persistent, this could result in permanent exclusion.

Permanent exclusion will be considered in accordance with LA guidelines for the following offences:

- A deliberate assault on another child
- Selling and distributing drugs in school
- A sexual assault
- Persistent racial abuse
- Persistent bullying including physical abuse
- A deliberate assault on a member of staff
- Any assault with a weapon or other implement against staff or children
- Verbal threatening and intimidation of staff
- A disruptive incident preceded by a series of disruptive events where the school has attempted to gain better compliance through other sanctions and the use of outside agencies

Dinner Time Behaviour:

Children who misbehave at dinner time will be **dealt with initially** by the lunch time supervisors. This may result in the following actions:-

- Verbal reprimand
- Use of Time Out Stop for more serious issues (**up to a maximum of 5 minutes**) and recorded in the lunchtime log by the dinner supervisor.
- More serious misdemeanours will be referred to the SLT.
- If the incident is serious enough, a written warning will be given. Children that receive 3 written warnings could face exclusion at dinner time for up to 5 days

Grounds for Exclusion at Dinnertime:

- Uncooperative behaviour and failure to respond to the adults on duty
- Dangerous behaviour including throwing sticks and stones, threatening other children, climbing fences
- Fighting and bullying children

The Leadership Team
Updated August 2016

Review date: December 2017