



# **Moat Farm Infant School Behaviour and Discipline Policy**

## **MOAT FARM INFANT SCHOOL BEHAVIOUR AND DISCIPLINE POLICY**

### **INTRODUCTION:**

Children are unique. They come to school with a wide variety of styles of behaviour and interactions. Therefore staff, children and parents need a clear set of guidelines, rules and expectations so that they all know exactly what is encouraged and what is discouraged.

**OUR PRINCIPLES:** At Moat Farm Infants we believe and acknowledge that:

- Good behaviour is essential if effective learning is to take place
- All children have the right to feel safe all of the time and that they can talk about anything even if it is awful or small
- All members of the school community should treat each other with respect and consideration
- We all (Governors, staff, parents and partners in other organisations) need to have a shared commitment to empower children to manage and take responsibility for their own behaviour
- What we do, as adults, can have a positive or negative impact on children's behaviour
- Clear systems and procedures are essential
- All children should be treated fairly and consistently
- All children are unique and may, at times, need 'additional and different' to what we routinely offer

**LINKS TO OTHER POLICIES:** This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Safeguarding and Child Protection
- Physical Intervention
- Health and Safety
- Exclusions
- SEN and Inclusion
- PSHE

### **AIMS:**

- To promote good relationships between staff and children, staff and parents, children and children so that we can work together in a supportive way with the common purpose of helping everyone to learn.
- To ensure that children are treated fairly and consistently and that parents are confident that this will happen

- To encourage parents to take a supportive role and develop a shared responsibility
- To encourage children to think analytically about their behaviour and to understand that their behaviour impacts on others
- To encourage children to take responsibility for their behaviour and to develop self-discipline for the future
- To focus on promoting positive, pro-social behaviour rather than merely deterring anti-social behaviour

**EXPECTATIONS OF BEHAVIOUR:** Agreed with staff and shared with children (see Appendix A)

**SCHOOL CODE OF CONDUCT:** (Whole school rules as agreed with children). At Moat Farm Infant School we try our best to:

**BE PROUD OF OUR SCHOOL AND OURSELVES:** This means that we:

- Take care of our own things such as coats, book-bags, water bottles, P.E bags etc.
- Keep our school tidy
- Use equipment properly
- Don't drop litter - we put it in the bin

**BE SAFE:** This means that we:

- Listen to and follow instructions
- Walk around school and look where we are going
- Line up sensibly when asked
- Use toilets appropriately, remembering to wash our hands thoroughly and press the flush
- Don't wear jewellery (except small stud earrings, watches and religiously significant items)

**BE CARING IN WHAT WE SAY AND DO:** This means that we:

- Tell the truth
- Are kind and polite to everyone
- Always share and take turns
- Say sorry when we should and mean it
- Respect each other
- Know how to be good friends

**ALWAYS TRY TO DO OUR BEST: This means that we:**

- Listen carefully to instructions so that we know what to do
- Take care of our work and be proud of it
- Always have a go and persevere even when things get 'tricky'
- Work within an appropriate noise level (adults should not have to shout to make themselves heard)

**Every child in school will be given a copy of the 'code of conduct' to take home.** This ensures a home/school partnership, encouraging shared ideas beliefs and expectations. Different aspects of the rules will be displayed around the school to reinforce the expected behaviour. A display of rules should be evident to reinforce the importance of the code and be an assembly theme every term.

**CLASSROOM RULES:**

These are agreed between staff and children at the beginning of each academic year and reflect the 'Code of Conduct'. Classroom rules are revisited regularly as required.

**EARLY YEARS FOUNDATION STAGE (under 3 year olds)**

When children under three behave in inconsiderate ways we recognize that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognize that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adult interventions and support to help them learn to do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

**EARLY YEARS FOUNDATION STAGE (under 5 year olds)**

At Moat Farm Infant School and Nursery 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 aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the EYFS curriculum for supporting personal, social and emotional development. We recognize that young children require help in understanding the range of feelings experienced. We help children to express them,

making a connection verbally between the event and the feeling. 'Joe took your car, didn't he and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.

All staff will have responsibility for supporting personal, social and emotional development, including issues concerning behaviour. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We aim to use positive pro-active strategies to promote positive behaviour in children. These include:

- Supporting each child in developing self-esteem, confidence and feelings of competence.
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- Acknowledging considerate behaviour such as kindness and willingness to share.
- Acknowledging children's considerate behaviour towards another who is hurt or upset.
- Providing activities and games that encourage co-operation and working together.
- Support children in finding a solution to a problem (conflict resolution).
- Ensure a child has a turn, after it has been said that they are next.
- Avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- Support children to recognize, talk and label their feelings, and understand how actions can make others feel. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

#### **BEHAVIOUR BOARDS IN RECEPTION CLASSES:**

'Weather' behaviour boards in Reception classes are used in a very similar way to the 'Good to be Green' boards in KS1, with the aim being to stay on the 'blue sky' level all day or move higher up the board to 'sunny' level in recognition of extra good behaviour. Children who achieve this receive praise from adults and are rewarded with a sticker at the end of the day. Children start on the 'blue sky' level each day.

In the event of inappropriate behaviour children receive:

<b>Step 1</b>	Verbal warning
<b>Step 2</b>	Move name to 'cloudy'
<b>Step 3</b>	Move name to 'rainy'
<b>Step 4</b>	Move name to 'stormy'

If a child displays physically or verbally aggressive (or offensive) behaviour towards others they would receive an **immediate move to 'stormy'**.

'Stormy' incidents will be discussed with Mrs Davis (AHT Early Years). The consequence/sanction will be determined according to the seriousness of the incident, age of the child and any additional needs or circumstances.

Reception staff will inform parent/carers at the end of the day if a child has been on 'stormy'.

These inappropriate behaviours generally fall into three categories:

- Inconsiderate behaviour - This includes behaviours such as taking toys from another child, not waiting for a turn, pushing, being uncooperative, disrupting a game, hitting out against another. They are characterized by developmental immaturity whereby children are not at the stage where they can manage frustration or anger themselves, they may not have the language to express themselves, or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance - just as in learning any other skill.
- Hurtful behaviour - We take hurtful behavior very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying' even if the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person whom they have hurt. Some children may engage in hurtful behaviour because they are deeply unhappy and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end

which is significant and this is also taken into consideration when responding to incidents of hurtful behaviour.

- Bullying - We take bullying seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterized by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This is rarely the case for children under five.

### **'GOOD TO BE GREEN' IN KS1:**

'Good to be Green' is a simple and effective approach to positive behaviour management used in Years 1 and 2. The 'Good to be Green' class wall chart is displayed so that it is clearly visible in each classroom. All children start the day with a green card displayed in their named pocket and the aim is to stay on green each day or be awarded with a Platinum card, in recognition of extra good behavior. Children who achieve the Platinum card receive praise from adults and are rewarded with a sticker at the end of the day. Any yellow or red cards issued are logged by the class teacher.

In the event of inappropriate behaviour children receive:

<b>Step 1</b>	Verbal warning
<b>Step 2</b>	Yellow card 1
<b>Step 3</b>	Yellow card 2
<b>Step 4</b>	Red card and 5 mins thinking time in Head Teacher's or Deputy Head's office

If a child displays physically or verbally aggressive (or offensive) behaviour towards others they would receive an **immediate red card**. KS1 staff will inform parents/carers at the end of the school day if any red cards have been issued.

Red card incidents will be investigated thoroughly by one of the Senior Leadership Team and recorded in the 'Red card folder'. The child will complete a 'reflection sheet' with a member of SLT.

The consequence/sanction will be determined according to the seriousness of the incident, age of child and any additional needs or circumstances. This may include: the parent being invited in to discuss behaviour concerns with the Head Teacher and an individualized behaviour plan may be put into place to support the child.

A referral to our Family Support Worker and/or the LA support team will be considered if a child repeatedly receives red cards.

### **REWARDS:**

Rewards are used to encourage positive behaviours and should be given as soon as possible after the event. Rewards will include the following:

**Verbal praise** - all adults in the school are encouraged to offer specific praise any child as appropriate e.g. at play time, in class, walking around school, lunch time etc.

**Stickers** - A range of stickers are given to children to acknowledge appropriate behaviours in and around school.

**Treat** - On Friday afternoon, children who have not been on 'stormy' or received a red card during the week get a biscuit in class as a reward.

**'Good to be Green in KS1'** - as explained earlier

**'Sunny'** on the weather behaviour board in Reception - as explained earlier

**'Going for Gold'** - In Reception and KS1 each child has a booklet to collect stamps and special stickers for good effort, work etc. When the booklet is full of stamps, a certificate and prize is given out during our special assembly (in class for children in EYFS).

**Star Learner:** In KS1 each class teacher chooses 1 child who has worked consistently well all week. A certificate is given out in a class Celebration Assembly. A photograph of each child is displayed in the Hall. In EYFS each class teacher chooses 1 child who has tried really hard with their learning throughout the week. A class trophy is given out on a Friday in a class celebration, which can be taken home for the weekend.

**Care Bears:** In EYFS each teacher chooses a child who has been extremely kind, considerate, and helpful or has used good manners. The



chosen child takes home a bear for the weekend to look after (to be returned the following Monday).

**Marvellous Me:** In Reception classes, each teacher chooses a child each week who has showed resilience and a good attitude towards their learning in both adult led and child led play. The child takes a box home to put some special things in which they then bring into school to share and talk about in a class 'show and tell'.

### **SANCTIONS:**

As per the 'Good to be Green'/'Weather Board' procedures.

Behaviour that is considered unacceptable is outlined in **Appendix A**.

As a result of 'stormy'/a red card in **EYFS/KS1** the following options will be considered:

- Child will be asked to make things right with whoever has been upset - this could be a verbal or written apology
- Loss of play time or part of lunch time play
- Loss of other class based privileges

And in *exceptional* circumstances:

- Fixed-term exclusion from school (see Exclusions Policy)
- Permanent exclusion from school (see Exclusions Policy)

### **RECORDING INCIDENTS OF UNACCEPTABLE BEHAVIOUR:**

A **behaviour log book** is kept in each classroom. The adult who dealt with the incident must record it in the folder and inform the class teacher who will use the information to monitor the child's behaviour and speak to parents when necessary.

Any sanctions should always be carried out as soon as possible after the unacceptable behaviour has occurred, taking care to focus on the misbehaviour not the child!

### **GUIDELINES FOR GENERAL CONDUCT WHEN MOVING AROUND SCHOOL:**

- Children should always walk around school
- Coats, lunch boxes and PE bags should be kept tidy and children should be encouraged to pick up items that have fallen to the floor

- Children should be encouraged to stand sensibly in a line (when required)
- All children should be expected to be polite and courteous towards each other and adults and kind gestures such as holding the door open should be encouraged
- Children should be expected to walk to and from the hall quietly and sensibly (for assemblies or P.E sessions etc.)
- In assembly children should be expected to sit appropriately and remain calm

### **GUIDELINES FOR CONDUCT AT PLAYTIMES/LUNCHTIMES WITHIN THE PLAYGROUND:**

It is important that children understand that high standards of behaviour expected inside school are extended to the playground. To minimise unacceptable behaviour staff will circulate and scan the playground and tackle any concerning issues fairly and calmly. All staff (including Lunchtime Supervisors during lunch time) will listen to and talk with the children involved in incidents and where necessary *teaching staff* will follow the 'Good to be Green' behaviour approach at playtime. Staff on duty at playtime should inform the class teacher if a child receives yellow or red cards and if significant the incident should be recorded in the class behaviour log. If a child receives a red card at playtime they will be sent in to sit with the LSP on duty inside. Lunch time staff will report any unacceptable behaviour to the teaching staff.

**USE OF PHYSICAL INTERVENTION:** See separate policy.

### **THE ROLE OF THE SENIOR LEADERSHIP TEAM:**

- To support children and staff by implementing the school behaviour policy consistently throughout the school, and to report regularly to governors on the effectiveness of the policy.
- To set expectations of behaviour and discipline throughout the school
- To ensure the health, safety and welfare of all children in the school.
- To keep records of all reported serious incidents of misbehaviour.
- To implement the LA exclusions policy.
- To inform parents about the school's behaviour and discipline policy through the prospectus, information meetings, the home/school agreement and display around school
- To monitor the effectiveness of the Behaviour and Discipline Policy through observation and collection of appropriate data

### **THE ROLE OF TEACHERS AND SUPPORT STAFF:**

- To have high expectations of behaviour and to ensure that the school rules are followed
- To ensure that children behave in a responsible manner during lesson times and around school.
- To treat each child fairly and consistently and with respect and understanding
- To keep records on any child whose behaviour is causing concern and to seek the appropriate support and guidance
- To liaise with external agencies, as necessary, to support and guide the progress of each child.
- To report to parents about the progress of each child in their class, in line with the whole-school policy.

### **THE ROLE OF THE FAMILY SUPPORT WORKER:**

- 1:1 or group support for children identified as having difficulties with behaviour
- Lunchtime behaviour support where necessary
- Liaise with parents
- Sign-post families to appropriate support programmes

### **THE ROLE OF PARENTS:**

- To support the school's policy and code of conduct
- To read and support the Home/School agreement

### **THE ROLE OF GOVERNORS:**

- To approve and support the school's Behaviour and Discipline Policy
- To ensure that exclusion procedures are correctly followed
- Governors will consider any appeals against exclusions

### **MONITORING:**

The effectiveness of this policy is monitored by Governors and the Headteacher and the Senior Leadership Team. Behaviour and Discipline is on the agenda of all meetings and is discussed as appropriate.

**D. Walker (Reviewed Spring 2018).**

**Approved by Governors - Spring 2018**

**To be reviewed annually.**

**APPENDIX A**  
**MOAT FARM INFANT SCHOOL**  
**STAFF EXPECTATIONS OF BEHAVIOUR**

**We always expect children to...**

- Be polite (to say please, thank you, pardon me, excuse me)
- Show verbal, physical and emotional respect to ALL
- Be friendly and considerate to others
- Listen to each other
- Stop talking if a member of staff is addressing them
- Respond when spoken to by a member of staff
- Follow instructions when asked
- Look after the resources inside and outside
- Always walk around school
- Tidy away after themselves
- Wash hands with soap before eating and after toileting, flush the toilet after use
- Address staff by correct title (Mr., Mrs., Miss)
- Work within an appropriate noise level (adults should not have to shout to make themselves heard)

**We will not accept and will always challenge...**

- Impolite/rude behaviour
- Swearing, any form of verbal, physical or emotional aggression, racism
- Bullying or intimidation in any form
- Being ignored and disobeying rules
- Deliberate damage to resources or the environment
- Running in school