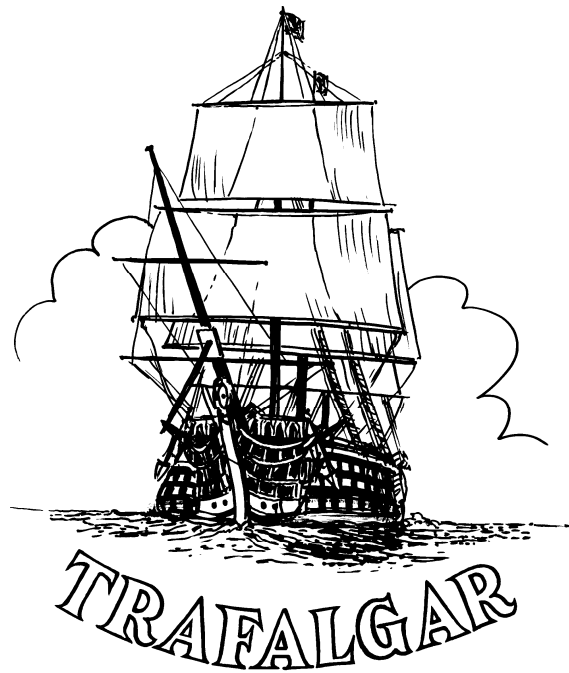


# Trafalgar Community Infant School



Policy Document

**Discipline and Behaviour**

February 2012

*Trafalgar is a Rights Respecting School. We refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.*

Good behaviour and discipline is a collective responsibility. All members of staff are committed to maintaining it throughout the school, both inside the building and outside at play. Our philosophy clearly establishes that all forms of anti-social behaviour, including vandalism, bullying and disruption, are not acceptable.

Our aim is to create an environment in which we live and work harmoniously, respecting one another and caring for our surroundings.

*Article 28 – "...Discipline in schools should respect children's human dignity".*

In order to achieve this aim we will:

- provide clear boundaries within which children can work and play
- encourage and praise good behaviour
- be consistent and fair in our response to unacceptable behaviour
- help children to develop self-discipline
- encourage children to respect others and be sensitive to their needs
- expect children to be courteous and polite
- teach the importance of saying and meaning 'sorry' and of forgiving one another
- encourage children to be proud of their school and their good behaviour
- be mindful of the children who always behave themselves and ensure they are acknowledged as excellent role models.

Pupils know what is expected of them in terms of following the rules of the school. These are expressed as positive statements and are designed to encourage good behaviour and considerate actions, namely

- being obedient
- being kind to and thoughtful of others
- being polite
- keeping yourself and others safe

These are reflected in our classroom, playground and garden charters.

Where children misbehave, behaviour is dealt with as soon as possible. Children will be:

- asked to explain their behaviour truthfully
- reminded of their roles and responsibilities
- disciplined as appropriate (see remarks below)
- encouraged to apologise or put right the wrong that they have done
- praised for some appropriate behaviour as soon as possible thereafter

On rare occasions where a child needs physical restraint in order to protect themselves or other children and staff, this will be managed by a trained member of staff who has undertaken positive behaviour management.

Staff are aware of the school's policy relating to discipline, and of the distinction between major and minor breaches. A range of rewards and privileges positively reinforces good behaviour. In each Reception and Key Stage One classroom, there are two separate pegboards - one for rewards and one for sanctions. Rewards and sanctions could be applied at the same time but for different behaviours or work outcomes.

Each child has two named pegs; one peg is for reinforcement of reward and positive behaviour. The pegboard for good behaviour of the week accumulates between Monday and Friday. In Reception there are four reward stages. These are: Well Done, Choose a sticker, Visit another Reception teacher, Visit the Headteacher. In Key Stage One there are five reward stages. These are: Well Done, Choose a sticker, Wear a Star badge, Visit the Headteacher and Letter Home.

The second peg is for the sanction against negative behaviour. In Reception there are four sanction stages. These are: Verbal warning, Sad Face, Time Out, Visit the Headteacher. In Key Stage One there are five sanction stages. These are: Verbal warning, Sad Face, Time Out, Go to the Headteacher and Letter Home. The pegboard for negative behaviour allows a fresh start each day, to ensure the opportunity to turn over a new leaf.

As an inclusive school, we recognise that some children have particular difficulties in consistently managing their behaviour. All staff refer to the children's IEP (Individual Educational Plan) or PSP (Pastoral Support Programme) in consultation with the Inclusion Manager, to ensure consistency for the children.

Efforts are always made to look for the positive aspects of a child's behaviour, and rewards far outweigh sanctions. Because of the strong, carefully nurtured home-school links and the Home-School Agreement, parents share in the responsibility for any instance of unacceptable behaviour. Hence, a disciplinary problem could generally be handled by:

- requiring the child to miss some of their playtime
- withdrawal of privileges e.g. Golden Time, turn on the log trail
- rebuke from the Class teacher, Team leader or Headteacher
- parents are informed as soon as is practical and are involved in reaching a solution

### **Emergencies - The Red Triangle System**

In the event of a child losing control and becoming a danger or liability the school implements a Red Triangle system. Each classroom has a red triangle with the class name or area clearly written on. This can be used by any member of staff if they require urgent assistance. This should be placed in a prominent position so that it can be easily accessed by children and staff. Each class teacher must ensure that children are made aware of the Red Triangle, its location and its purpose when they move to their new classroom in September. The member of staff involved in the situation will ask a child to take the Red Triangle to another member of staff or the school office. All staff must be vigilant at all times and, if possible, should go immediately to the correct classroom to assist when a Red Triangle is displayed. If the member of staff is unable to attend the incident personally, they must support the child in finding a member of staff who is available.

In the event of a serious incident, that cannot be effectively dealt with at school, following consultation with parents, expert advice can be sought from the Educational Support Services. If necessary, in extreme circumstances and after full consultation with the Governors, powers under the relevant Education Act could be invoked, resulting in temporary or permanent exclusion.

*Article 3 – "All organisations concerned with children should work towards what is best for each child".*

### **Assembly Responsibilities**

There is a weekly celebration assembly where good work and excellent behaviour are identified and celebrated. The Headteacher also awards a 'Wise Monkey' to one member of each class, who has been identified by the class teacher or a TA, for taking the initiative and making a positive difference to the class

or the school. There is a large soft toy gorilla called Mungo. This gorilla is given to a class for the day at the end of assembly. The class is chosen because they have made the best attempt to sit well, listen well and engage with the assembly theme. The aim is for the children to have consistent expectations to refer to, regardless of who is taking assembly, namely:

- walking into and out of assembly, quietly and sensibly
- raising your hand to ask or answer a question, engage with the assembly theme
- sitting quietly and smartly in order to listen and reflect
- focusing on the candle flame for reflection time or prayer
- joining in with the singing.

### **Classroom Charters**

In order to involve the children in the process, these will be led by individual teachers in collaboration with children at the beginning of each school year; they will include key ideas such as:

- moving sensibly in the classroom
- putting up your hand to ask or answer a question
- being kind, polite and respectful to adults and children
- keeping your classroom neat and tidy
- doing your best at all times
- remembering that every child has a right to learn, to be safe and to enjoy coming to school.

### **School Charters**

These are very similar to classroom responsibilities, namely

- moving sensibly inside the school and outside
- being polite and respectful to adults and children
- looking after and be proud of your school
- handling resources with care and respect

The Playground and Garden Charters have been agreed by the whole school and are displayed in a prominent position.

**This policy was revised in February 2012 and should be revised if any changes are made or in February 2014**