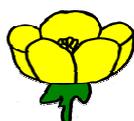


# Hertfordshire County Council

Children, Schools and Families



**Goldfield Infants' and Nursery School**

## **Pupil Behaviour and Discipline Policy**

<b>Committee</b>	<b>Learning Matters</b>
<b>Next Review</b>	<b>Autumn 2021</b>
<b>Duration</b>	<b>3 years</b>
<b>Approved FGB</b>	<b>Autumn 2018</b>



# Goldfield Infants' and Nursery School



## Policy on Behaviour and Discipline

There are two gifts that we can give our children,  
one is roots,  
the other is wings...  
(Roots and Wings)

At Goldfield every child matters.  
Our aim is to provide a caring environment

Where each child is able to;

- feel happy and secure; growing in self belief and respect for each other
  - develop a love of learning and reach their true potential
- learn in a caring, safe and attractive environment where the pupil is at the centre of the curriculum
  - take part in a rich, creative and challenging curriculum, reflecting high expectations
- become a valued member of a school community that encourages involvement from parents and the local community

Ultimately to help our children develop as responsible and caring members of society to enable them to 'fly'

### 1 Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

### 2 Celebration and Positivity

The ethos at Goldfield, along with our focus upon the core values of co-operation, reflection, perseverance and resourcefulness through the 'Building Learning Power' (BLP) initiative, provide a structure for positive behaviour modelling and celebration of good behaviour that set a high standard for the children.

We praise and re-inforce good behaviour in a variety of ways:

- Teachers set classroom rules and boundaries for behaviour with the children. All children are involved in the formulation of Class Charters highlighting the need for respect and understanding within our class communities. Respectful relationships are fostered and



children are supported in the development of build empathy through a range of strategies and activities.

- Assemblies are the based upon personal and social themes and relationships. The themes and objectives are based upon the BLP strategy. Classes can achieve team points for working together.
- The children receive rewards for good work and application to their work (behaviour for leaning) through stamps, stickers and positive, constructive comments.
- Teachers invite children to share work with the Headteacher and receive an extra special 'Goldfield Smiley Face Sticker' award, on occasions whole classes can receive. As a BLP (Building Learning Power) community the children receive developmental comments and are encouraged to reflect and embrace challenge. The children do not work for rewards as receiving one is always a surprise. The reward serves to affirm effort and provides a platform for discussion around progress and resilience – building a growth mindset.
- Children receive BLP certificates each week, during our Friday assembly, for meeting the weekly target.
- The Midday Supervisory Assistants (MSA) have balloon stickers to award to individual children for excellent behaviour at lunchtimes. Classes can receive team points for positive feedback (from the MSA to class teacher) as they return to the classroom at the end of lunchtime.
- The 12 O'clock Club offers an alternative play space for those children who need further support to choose a range of activities and form friendships during the lunch break.
- The children are encouraged to recognise and celebrate their own achievements through strategies such as 'Assessment for Learning' (AFL) and Building Learning Power (BLP). These initiatives encourage the children to behave positively and be reflective in their learning.

Each child and each child's circumstances are different and the management of that behaviour will be tailored to meet individual needs. All children need to be valued and supported in ways that respond to their needs in the most effective way.



### 3 Goldfield Strategies for Ensuring High Standards of Behaviour

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- The schools BLP strategy sets high standards for behaviour, self-control and independence, with an emphasis on reflection modelled by its 4 superheroes.
- The Talk Listen Care (TLC) initiative encourages children to consider their behaviour towards each other and includes positive actions that reinforce strong relationships.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. Each class reinforces the need for good listening using the 'Goldfield 5' listening rules which are displayed to make these expectations explicit.
- Each child is seen as an individual and given support, through a range of strategies, to help them to deal with anger and difficult emotions. A dedicated 'Transition Leader' explores these emotions and feelings which may be due to a challenging transition in their life. A



range of therapies are used including art and play therapy to provide tools for self-regulation, an opportunity to talk and develop an understanding of social and emotional issues.

- We expect children to try their best in all activities and set clear targets to enable them to achieve this.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly they spend a little 'time out' in an area of their own until able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another child, the class teacher records the incident and the child receives sanctions in line with this policy. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to working in partnership to improve the behaviour of the child. A senior member of teaching staff or the Headteacher will speak to the child on these occasions.

In rare cases, a child's behaviour may necessitate physical intervention. Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. Staff receive "Hertfordshire Steps Training" on the use of physical intervention to ensure continuity of approach by all members of staff. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils (April 2010). Staff will only intervene physically to restrain children or to prevent injury to a child, if a child is in danger of hurting him/herself, or to maintain good control or discipline. The actions that we take are in line with government guidelines on the restraint of children. Please see Restrictive Physical Intervention policy for guidance.

The class teacher creates a Class Charter with the children, considering the rules they would like to set as a member of a class community. The Charters are displayed in the classroom; respect and empathy central to this process. In addition to the Charter, each child has a code of conduct that is shared with parents on entry and revisited at the beginning of the school year. In this way, every child in the school knows the standard of behaviour that we expect at Goldfield. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. The TLC (Talk, Listen, Care) strategy supports and models close relationships, highlighting the need for communication. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

#### **4 Meeting the Needs of All Children**

Goldfield has a therapeutic approach to behaviour management that recognises the need for differentiated strategies to support each individual child within our community. The Hertfordshire Steps programme facilitates this approach, supporting children through individualised behaviour management plans, exploring need and developing risk assessments for moving and handling children in the rare occasion that this is necessary for the safety of the child and others. Full details of this approach are available in the Restrictive Physical Intervention Policy (available on the website).

Our Wellbeing and Mental Health Leader offers weekly counselling to those children who require emotional therapy to support their behaviour and relationships with others. The needs of pupils with Special Educational Needs and Disability, looked after children, those who have been adopted from care, and all vulnerable groups are closely monitored. Individual plans are developed to ensure their emotional needs are met, reducing any impact upon behaviour in school. This can include working in partnership with parents to make adaptations such as additional support in the classroom, individual timetable or a reduced school day.

## **5. The role of the class teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, Class Charters are created and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents (if required). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a senior teacher or the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **6 The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after all other avenues have been explored.

## **7 The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to work in partnership to support the work of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, parents should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **8 The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **9 Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher can record minor classroom incidents. Teachers liaise closely with the midday supervisory assistants to ensure consistently high standards of behaviour throughout the day.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

This policy is under regular review by the Headteacher, staff and governors.