



Ingatestone Infant School Behaviour and Discipline Policy

Written.....January 2016.....

Reviewed by Governors:

February 2020	01/02/2022		

Ingatestone Infant School

Behaviour Policy

This policy has been produced following a review of our previous policy and reflects the views of the school community.

At Ingatestone Infant School we aim to:

- provide a safe, secure and caring environment and develop positive relationships
- foster a family and community atmosphere
- enable pupils to develop socially, personally and academically.

We believe that good behaviour needs to be developed carefully. Children learn best when they are clear about what is expected of them and when they are consistently encouraged to meet these expectations.

This policy explains:

- Our definition of good behaviour
- The benefits of good behaviour to all those who work within and visit our school
- How we promote good behaviour in our school
- How we deal with inappropriate behaviour, including exclusion from school
- How we deal with bullying
- How we deal with racist behaviour.

Our definition of good behaviour

At Ingatestone School good behaviour means that pupils and staff are:

- polite and friendly
- careful and kind
- helpful and respectful to each other
- calm and hardworking

Benefits of good behaviour

Pupils will:

- learn in an atmosphere which promotes positive learning and achievement.
- learn life skills which will help them to socialise in a wider world.
- develop positive self esteem..

Parents can:

- expect their children to learn and achieve positively in a supportive environment
- expect their children to have positive self esteem and essential life skills

Staff can:

- teach in an atmosphere which promotes positive learning and achievement
- assist children in developing positive self esteem and essential life skills.

How we encourage good behaviour

At Ingatestone Infant School we:

- negotiate and display a set of positively phrased classroom rules with the pupils in each class (max. of five)
- have clearly defined positive school rules
- encourage the children to actively follow the class and school rules
- allow pupils to make choices about their behaviour within clearly defined boundaries.

If children choose to behave appropriately they will receive the following rewards:

- praise appropriate behaviour verbally and non-verbally using behaviour specific feedback techniques
- praise appropriate behaviour using written comments on children's work
- use stickers, stamps and images to reward achievement
- use rewards such as choosing time, computer time, discussion, responsibilities and errands, outside games and the parachute
- share positive achievements with others such as peers, staff and parents
- school certificates presented at Celebration Assemblies

How we deal with inappropriate behaviour.

Pupils need to understand that although our policy is to praise and reward good behaviour, inappropriate behaviour does have consequences. Children will be given an opportunity to behave appropriately (e.g. using verbal/non-verbal reminder). If children still choose to behave inappropriately the following sanctions may apply:

- Explanation to the child why the behaviour is unacceptable
- verbal reprimand
- sitting apart from peers/sitting quietly to regain composure
- imposition of a task ie removal of marks made on furniture
- playtimes/lunchtimes spent with a supervising adult
- loss of privileges
- staying in at playtime/lunchtime
- sending to partner teacher for limited time
- repeating work to a required standard

The teachers or Headteacher will determine which sanction is most appropriate in each incident.

This may not be enough in some cases and it may be necessary to deal with persistent inappropriate behaviour by:

- informing parents
- drawing up a behaviour contract/programme with the child and their parents
- sending to Headteacher
- meeting between parents and Headteacher
- discussing child's behavioural needs with SENCO and Headteacher and parents
- excluding the child temporarily-followed by a re-integration plan

- permanent exclusion. This is always the last resort and should follow an attempt to resolve inappropriate behaviour over a period of time.

However, if there has been a serious physical or verbal attack on another person exclusion may be the most appropriate sanction.

Teachers may “fast track” children through the system for serious inappropriate behaviour.

Reporting incidents to parents and carers

Occasionally an incident may result in a child sustaining a small injury, in which case, the teacher will inform the child’s parent or carer about the incident and any actions taken, without divulging the name/s of other children involved.

At the teacher’s discretion the parents or carers of other children involved will also be informed about the incident.

More serious incidents will be escalated to a member of the senior leadership team who will contact the parents or carers of those involved at the earliest opportunity.

How we deal with challenging behaviour

Some pupils will exhibit behaviour which falls outside normal limits and in which they have limited or no conscious control. In normal circumstances these children will be already be on the SEN Stages of Assessment. They may need special provision which will be addressed in their IEPs. Outside agencies, such as the Behaviour Support Team, Educational Psychologist, Medical Practitioner and C.F.C.S. may be involved.

The safety of the pupil and of those working in the vicinity are paramount. If it is considered that the child or others are at risk (including adults), assistance should be sought immediately.

Staff should ensure that they inform all members of staff of any special circumstances surrounding a behaviour difficulty. This is to ensure a consistent approach towards supporting their behaviour.

The following circumstances may cause children to exhibit “inappropriate” behaviour: bereavement, ADD/ADHD, syndromes, medication, epilepsy, diabetes, in addition to children at risk.

How we handle children

In an emergency teachers are allowed to use “reasonable restraint” to prevent a child from injuring themselves or others. When other strategies have failed, and there is a need to keep order and discipline, teachers may use “reasonable force” to remove a child from a situation. Physical contact and intervention should only be part of a continuum of care and control within the school. All teachers must be aware of their duty of care to pupils and should refer to the advice from their professional association regarding this matter. If in doubt seek assistance from the Headteacher.)

How we deal with bullying

At Ingatestone Infant School we define bullying as: any behaviour which denies others respect including, racial discrimination, general racism, sexism, child abuse by adults or children. Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. Bullying can be physical and/or verbal in nature. Name calling, teasing and taunting are emotionally bruising and can include both racial and sexual harassment. As a school community we will not tolerate bullying.

If the bully's behaviour is to change it will be necessary for him/her to develop empathy and consideration for others. Accordingly, incidents of bullying will be dealt with in the following way:

1. Take an account from the victim.
2. Arrange a meeting with all those involved in the bullying.
3. Explain there is a problem to be shared and solved.
4. Explain or let the victim describe his/her distress.
5. Ask for suggestions as to how the situation might be helped. (It is not productive to attribute blame.)
6. Tell those involved that you will see them individually in about a week to assess how things are going.
7. Inform the victim's and perpetrators' parents that an incident has occurred and how it is being resolved.
8. Convey throughout this process the belief that the young people involved are not "bad" and are capable of considerate behaviour.

(Source: Essex Behaviour Support Team)

What action will the school take?

The teacher will lead the sessions described above. The head teacher will inform parents of the facts so far established and what has been done so far. The parents may be asked to meet with the head teacher separately. If this does not work a fixed term exclusion will be considered. As part of re-integration a way forward strategy will be agreed. If this then breaks down a permanent exclusion will be considered.

What should parents do about bullying?

Inform the school if they think their child is being bullied or is bullying others. Try to establish facts and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar. Parents should talk to their children about bullying explaining the definition in this document.

Important Information about bullying.

- The nature of bullying changes as pupils grow older and can become subtler
- Most bullying is not physical or direct. Children identify emotional and social forms of bullying as being most hurtful
- Bullying exists in all ages, social, ethnic and gender groups.
- Most bullying is between children of the same ages.

- Those who witness bullying are as deeply affected as those who are directly bullied.
- Children follow example. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves they will tend to adopt aggressive patterns themselves.

Please refer to 'Preventing Bullying; a parents guide from kidscape' and 'Action Against Bullying ' Margaret Johnstone et al pub DfES for detailed guidance on bullying.

Our approaches to lunchtime behaviour

We expect pupils to behave appropriately at lunchtime, just as they would at all other times in school, by following the lunchtime rules, clearly displayed in the Hall.

If children persist in behaving inappropriately they will, in the first instance, be spoken to by the Midday Supervisor.

If the inappropriate behaviour continues they will inform the class teacher.

In serious situations, the Headteacher will be informed. If the behaviour persists a letter will be sent home reminding parents about the need for their child to behave at lunch time.

As a last resort, children may be excluded temporarily at lunchtime.

The Midday Supervisor will be informed of any pupils on Behaviour Support Programmes by their class teacher so that consistency of approach is maintained.

How we deal with children running out of class/school

If a child leaves their class or the site without permission the Headteacher should be informed at once. If she is not available then inform the office who will inform one of the teachers.

Children should not be followed.

How we deal with racist incidents

No racist incidents or racial harassment will be tolerated at Ingatestone. The school follows the Essex Guidance 'Harassment and Racist Incidents in Schools'. Any incident of harassment or abuse of a racist nature involving any member of the school community will be reported and monitored by the governing body. Parents will be informed if their child is involved in a racist incident. See appendix A

Confiscation of inappropriate items

Usually items confiscated from pupils will be returned to the child or their parent/carer depending on the nature of the confiscated item.

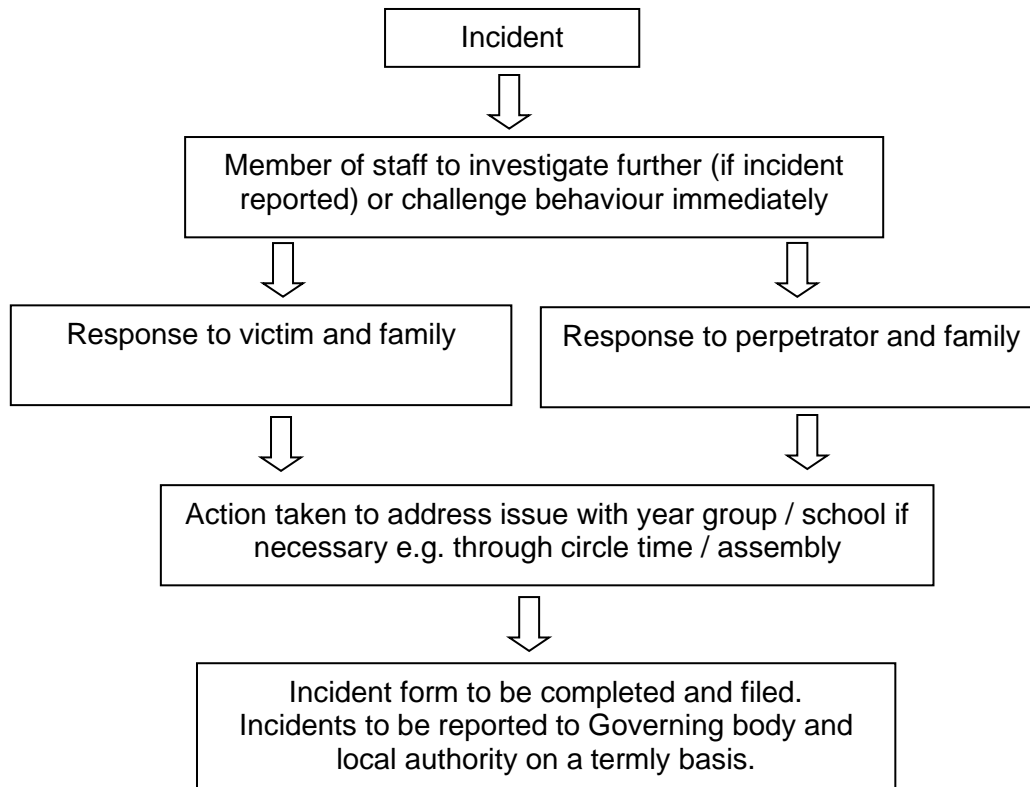
Pupils' conduct outside the school gates.

The governing body do not consider it to be the responsibility of the Headteacher to discipline pupils for bad behaviour away from the school premises other than when on off site visits organised by the school.

Monitoring the policy

We all have a collective responsibility in monitoring the Behaviour Policy. In order to maintain consistency we have to deliver the policy. If any member of staff feels that the policy is not effective or supportive they should discuss this with a member of the Senior Management Team. The policy may be amended in the light of experience. A formal review of the policy by staff and governors will take place once per year.

Appendix A



- The staff member is responsible for informing the HT
- HT to inform the victim and perpetrators parents independently. The victim's parents to be informed first, and face-to-face. (Remember, a parent may also feel like a victim if their child has been racially abused). Ideally this should happen on the day, to ensure that the parents find out via the HT, and not via a child or another parent
- HT to outline actions (see below) to the parent, and perhaps suggest suitable material to support & educate the perpetrator
- Class teacher to
 - monitor emotional impact on victim and support them;
 - remind the class that racism can affect a child's sense of self-worth and confidence;
 - positively support the perpetrator rather than judging or punishing them
- HT to check that staff are trained to deal with racist incidents appropriately
- HT to inform the GB at the next full GB meeting. Nil response; or very brief and anonymised- focussed on mitigating actions and outcomes, rather than what was said, or the race of the child. This can either be via a standing agenda item, or perhaps as part of the HT report – whatever you feel would be more efficient and effective.

Covid 19 Addendum

TO BE USED OR AMMENDED IN THE EVENT OF FURTHER LOCKDOWNS AND CHANGES TO GUIDANCE FOR SCHOOLS FROM THE DEPARTMENT FOR EDUCATION

Parents and carers must read and agree the Home/School Agreement documents (appendix B) which states the expectations for additional procedures and behaviours at school during the pandemic.

Parents and carers should share with their children the Pupil Expectations

What children need to do:

- Children need to follow any altered routines for arrival, leaving from school and moving around during the school day.
- Children must follow the school's rules on handwashing and using sanitiser, including the use of toilets. They must meet the 'catch it, bin it, kill it' expectations. They must tell an adult if they feel unwell.
- Children should follow the rules about sharing equipment and other items. (Expand if you are providing specific equipment in a labelled plastic wallet or expect the child to bring equipment from home)
- Children follow adult instructions on who they can socialise with in class, at breaktimes and lunchtimes and where they can play.
- Children must not share food or drink with others.
- Children must follow the school's rules and expectations to keep them safe both when in school and when working online when using remote learning.
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Above all, all children should demonstrate their usual respectful behaviour towards each other and adults. They should try their best to ensure the health and safety of others by following the teacher's instructions to avoid unnecessary contact.

Appendix B

Dear Parent/Carer,

Working within the Government and Essex County Council guidance we have now completed a risk assessment in preparation for the planned reopening of the Infant School for the current Foundation Stage cohort of children. As well as the additional guidance and information that has been sent out to yourselves already, we do ask that you read and sign this expectation document to comply with the strict guidelines and regulations that we are following to enable us to keep your child, yourselves and the staff safe.

School Uniform & other requirements:

- School uniform should be worn every day. Each day all items of clothing must be freshly washed.
- Trainers to be worn (Velcro unless your child can do their own laces, we can't from 2m away).
- Filled water bottle must be brought to school each day.
- PE kits to be worn to school on PE days (information to follow)

Start of day:

- Carefully follow all the instructions for staggered dropping off of children for everyone's safety.
- Please ensure your arrive at school at your allocated time.
- Only one person will bring their child to school (preferably-no siblings)
- Scooters and bicycles must NOT be left on site.
- Children to stand next to parent on the 2m social distancing guidelines on the path, NO playing on the grass.
- Temperature will be taken, if it is higher than **37.8** your child will not be admitted to school.
- Your child will enter a classroom door (this may not be their own).
- As a parent please adhere to the 2m distancing rule and leave straight away via our rotary system (anti-clockwise), exiting via the playground and up the driveway, NOT back down the path.
- Do not gather at the entrance gate

Staff & Groupings:

- Your child will be placed in a small, consistent (maximum 8) group.
- Each small group will be kept away from other groups.

- Understand that these are challenging times, your child may not be taught by their usual teacher because of smaller class sizes and staff availability each day.
- Children will have a designated working zone, with their drawer and stationary pot, they will be required to sit at this area during class work.
- Children will be attending school Monday-Thursday.
- Please be aware that the Government guidance has stated 'early years and primary age children cannot be expected to remain 2m apart from each other and staff' (<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>) however we do expect the children to adhere to this as much as possible with our support.

Structure of the day:

- Children to play by themselves in a designated area outside during playtime and lunchtime.
- Children will be expected to administer their own basic first aid.
- Further first aid will be administered by member of staff wearing full PPE

Communication:

- All messages still to go through admin@ingatestone.essex.sch.uk, NOT at the classroom door. There will not be the opportunity to talk to the teacher at the door.
- Please communicate regularly with us if you choose to keep your child at home because they are ill at any time during this phase of re-opening, this can be done through the studybugs app.
- Provide it least two emergency contact details. This is so that we have the most accurate information should there be a need to contact you.
- Pick your child up as soon as possible, if requested, adhering to the 2m social distancing rule.
- Any information that you feel we may require to be communicated to the office via the admin email address before 2nd June.

Curriculum:

- We will make decisions about what children will learn and how to help children to adapt to new school routines and restrictions.
- Letters & sounds checks will not resume
- Reading books will not be sent home initially.
- There will be one curriculum for all, those attending school will be accessing the subjects and activities provided on DB Primary for those not attending school.
- As the teachers will be back in school full time there may be a slightly longer delay replying to emails but they will endeavour to keep posting on the blog and looking at work submitted as responding to the children when they can

Symptoms:

- If children become unwell with a new contagious cough or a high temperature, they will be sent home.
- Please follow the government guidance <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- Children have access to get tested should they choose to do so [https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#:~:text=The%20test%20involves%20taking%20a,else%20\(assisted\).](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#:~:text=The%20test%20involves%20taking%20a,else%20(assisted).)

End of day:

- Carefully follow all the instructions for staggered dropping off of children for everyone's safety.
- All messages still to go through admin@ingatestone.essex.sch.uk, NOT at the classroom door. There will not be the opportunity to talk to the teacher at the door.
- Please ensure your arrive at school at your allocated time.
- Only one person to take their child home from school (preferably-no siblings)
- Children to stay with parent after exiting classroom door adhering to 2m social distancing guidelines on the path, NO playing on the grass.
- As a parent please adhere to the 2m distancing rule and leave straight away via our rotary system, **entering down the driveway** and around to the classroom outside door in a clockwise direction and out along the front the path to the gate (the opposite to drop off to avoid children on the drive).
- Do not gather at the entrance gate

I can confirm that I have read and agree to the follow expectations above. I also understand that any breach of these expectations will be investigated.

My child's name_____

Class/Group_____

Parent/Carer signature_____

Print name_____

