



## **MANBY LODGE INFANT SCHOOL**

### **Whole School Behaviour and Discipline Policy**

**Date Reviewed: January 2019**

**Next Review Date: January 2020**

#### **1. INTRODUCTION**

Manby Lodge is a happy and caring school where expectations of behaviour are high. We provide a safe and positive environment within which we seek to develop a learning environment where children can understand and express their feelings and respect those of others. We aim to build a community based on partnerships with children, staff, parents, governors and the wider community.

#### **2. VALUES EDUCATION**

At Manby Lodge, our philosophy is based on Values Education. Values are principles that guide our behaviour. The eleven values that children learn about at Manby Lodge have been chosen by people in our community as those they felt to be the most important.

These values enable children to develop positive social and communication skills. These skills are applied to the relationships and friendships they form with their peers and adults in school which in turn creates a positive school ethos where the climate is calm and conducive to learning.

The teaching of values helps children to understand how they should treat other people and how they should be expected to be treated themselves.

Our pupils take on moral responsibilities; they care for each other, demonstrate good manners, show consideration and become trustworthy young people who respect each other.

Our eleven values are;

Belonging	Respect	Friendship	Trust
Co-operation	Thoughtfulness	Fairness	Responsibility
Courage	Confidence	Honesty	

### **3. AIMS AND OBJECTIVES OF THE SCHOOL BEHAVIOUR POLICY**

Manby Lodge School regards the behaviour policy as pivotal to developing each child as an individual and to develop his/her potential to the fullest.

The aim of the policy is to outline for all members of our school community a range of strategies to enable pupils to behave well, and the strategies to use when pupils misbehave. This ensures a consistent approach towards managing behaviour across the school.

1. Promoting, among pupils, self-discipline and proper regard for authority.
2. Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.
3. Securing that the standard of behaviour of pupils is acceptable.
4. Securing that pupils complete any tasks reasonably assigned to them in connection with their education and otherwise regulating the conduct of pupils.

The policy will make clear which members of staff have specific responsibility for key areas of sanctions, and for promoting good behaviour on and off site.

At Manby Lodge School we are committed to ensuring the welfare of all pupils, and to ensure there is no bullying or discrimination. We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.

The school recognises that the encouragement of good behaviour and discipline is the result of a partnership between all staff, teaching and non-teaching, the Governing Body, parents, children and all within the local community.

All the partners have an important part to play and it is recognised that the aim of this partnership is to offer the children the opportunity to develop self-discipline and to have high regard for themselves and all others within the community.

The policy is based on the principle that all children will be encouraged to develop high standards of behaviour and discipline according to their age, maturity and ability and that they should be treated and valued as individuals.

Equal opportunities are an integral part of promoting good behaviour and discipline within the school. All staff are role models for the children and actively encourage high standards of behaviour.

### **4. THE ROLE OF GOVERNORS**

*Statutory Requirements of the Education and Inspections Act 2006*

**The Act States the Governors must:**

- 1 Ensure the behaviour policy, designed to promote good behaviour and discipline, is followed at the school.
- 2 Make and review a written statement of general principles which the head teacher must have regard to in determining any measures taken to promote good behaviour and discipline. The governing body must bring to the head's attention any measures they consider s/he should have regard to, and offer guidance as they consider appropriate. This should reflect current DFE guidance.

3 before they make the statement of principles, consult with:  
the Head teacher

- people who work at the school (whether paid or unpaid) as considered appropriate by the governors
- parents of registered pupils at the school.
- registered pupils at the school.
- other school partners.

### **The Statement of Principles**

The governing body have formulated a statement of principles to ensure all equalities legislation and other legal requirements are met to underpin the behaviour policy.

- Self-Respect
- Self-Discipline
- Concern for Others
- Respect for the Outside Environment
- Honesty and Fairness
- Politeness

These six principles are detailed below under the heading “Principles of Good behaviour”.

### **Principles of Good Behaviour**

At Manby Lodge Infant School, the development of good behaviour is set within the context of the learning environment and is integral to the teaching and learning strategies of the school. All staff are expected to encourage self-esteem amongst the children and to provide appropriate care and support to all.

#### 1. Self-Respect

We aim for the children to:

- experience success
- know that they are valued as individuals, by adults and their peers
- know that their ideas and contributions are welcomed and acted upon
- know that their efforts will be praised
- be proud of their own achievements

#### 2. Self-Discipline

We aim for all the children to:

- take pride in their learning and presentation of school work and homework
- be encouraged to take responsibility for their own actions
- know, understand and follow the school rules within all the different areas of the school environment such as classroom, hall, PE, lunch time and playground
- understand the boundaries that are set and the consequences of not adhering to school rules
- cooperate willingly with adults and peers

#### 3. Concern for Others

We aim for the children to:

- show respect for the needs and feelings of other children and adults
- be kind and considerate to others in the playground and throughout the school
- show respect for other peoples' property
- be encouraged to share games and equipment in and out of the classroom

#### 4. Respect for the Outside Environment

We aim for the children to:

- be involved in caring for the school grounds and buildings
- help tidy up after playtimes
- respect communal play equipment
- have the opportunity to be involved in future development of the school grounds
- show respect for plants and trees

#### 5. Honesty and Fairness

We aim for the children to

- be encouraged to recognise and value the truth
- to develop the ability to reflect on and value the opinions and ideas of others
- be involved in the development of the rules for good behaviour and discipline within the class and school

#### 6. Politeness

We aim for the children to:

- learn to respond to others whether adult or child, in a positive and polite manner
- both be spoken to and learn to speak to others in a polite manner

The principles of good behaviour are supported by the following initiatives

#### **Buddy Scheme**

Under this scheme we aim for year two pupils to provide additional support for other pupils at lunchtimes. There are 6 pupils chosen, two children from each Year Two class, to be the buddies. A 'buddy' bench and bus stops are within a designated area for children who feel the need to have help from the buddies when they feel unhappy or lonely. During the year there will also be opportunities for classes to buddy with another class and work together.

#### **School Council**

The aim of the school council is for two pupils from each class to act as representatives to discuss current school issues or concerns that may be raised by staff or children. These children then ask for the issues to be addressed during the week. Teachers can decide when these discussions take place.

## **Circle Time**

As part of the PSCHE curriculum, each class teacher will hold 'Circle Time' sessions as and when required. This is in response to issues that arise throughout the normal school days. This provides the children with the opportunity to openly discuss issues such as friendships, appropriate behaviour, caring for others and caring for the environment. The Jigsaw scheme is used to support the PSHCE curriculum.

## **Principles for Good Discipline**

Staff at Manby Lodge Infant School maintain a high standard of discipline amongst children and whenever possible this is based on the principle of good behaviour rather than sanctions. However, it is recognised that on occasions, sanctions will be required and when necessary these are used positively and in a targeted manner rather than generally to all children.

All staff at school have a responsibility for encouraging good discipline within the school. All staff support each other and no member of staff is isolated. It is not seen as a weakness to seek the support of colleagues.

### **For all staff**

- All staff are to be good role models
- All staff to use positive values based language to promote good behaviour and discipline
- Positive reinforcement of behaviour for all children including implementation of rewards and sanctions in relation to the Six Golden Rules
- To make children aware of staff expectations on a regular basis
- To communicate and make parents aware of school expectations for good behaviour
- Children are made aware of the consequences of their actions
- Boundaries for discipline are firmly established

## 5. Behaviour and Community Code

As a school we have agreed to adopt the principle of "Six Golden Rules" across the school. These rules are reinforced and implemented by all staff giving children clear guidance of our expectations.

The "Six Golden Rules" are as follows:

We:

- Are gentle, we don't hurt others
- Are kind and helpful
- Listen , we don't interrupt
- Are honest, we don't cover up the truth
- Work hard, we don't waste our own or others' time
- Look after property, we don't waste or damage things

At the start of the academic year, each class teacher sets out their expectations for children in their class to follow the rules and that it is their responsibility to try their best at adhering to the rules throughout the school day, including when participating in school extra-curricular clubs or learning off site on school visits.

We also talk to the children and remind them that they have the right to:

- be safe
- learn
- be happy
- have an opinion

and that it is everyone's responsibility to enable this to happen.

The "Golden Rules" are displayed in each class as well as in main areas of the school for the children to see and for all to make reference to.

Displayed in each classroom is a sunshine, rainbow and cloud system

Each day children start afresh and begin on the sunshine

## 6. Promoting and Rewarding Positive Behaviour

We recognise the excellent behaviour displayed by the majority of our children most of the time and rewards are provided such as:

- By being placed on the rainbow in their classroom. They also receive a rainbow sticker and their names are written in the "Rainbow Book"  
This is celebrated weekly in assembly
- Verbal praise, including showing work to other adults and classes
- Class acknowledgement of achievement e.g. applause
- Class reward systems may vary from class to class as the teachers will negotiate appropriate reward systems for their class e.g. marbles in a jar with golden time rewards are negotiated with the children
- Inform the person picking up at the end of the day
- Sharing assembly for individuals, groups or whole class
- Marvellous Me

## 7. Sanctions

The Manby Lodge behaviour system deals with inappropriate behaviour and choices for all children. If children do not adhere to the school's rules then the following procedure will be used;

**Step 1** A verbal reminder is given to the child and they are reminded of the rules and expectations. The child's name is added to the **light grey cloud**.

**Step 2** A verbal warning and reminder is given again of the rules and expectations. The child's name is added to the **dark grey cloud**.

**Step 3** If the behaviour continues the child's name is then added to the "**thunder cloud**", their name written in the "thunder cloud book" and they will miss 5 minutes of their play. The class teacher will talk to the child about their behaviour and discuss strategies to ensure this does not happen again. Parents are informed at the end of the day by the class teacher or teaching assistant. An instant step 3 can occur.

**Step 4** If the behaviour continues the child will be sent to a member of SLT.

A further sanction will be agreed. This will usually be an increase in the time missed during playtime or being denied the opportunity to choose an activity that they particularly enjoy such as construction, ipad, etc. Parents will be informed by the class teacher

**Step 5** If the child reaches step 4 twice within the same week on the 3<sup>rd</sup> time they will be sent to the Head Teacher. Parents will be informed by either the Deputy Head or Head teacher and a further sanction for the child will be applied.

**Step 6** If the behaviour continues, an internal exclusion will take place. An instant step 6 can take place at the discretion of the Head teacher. Parents will be informed by the Head Teacher

The Head Teacher and Deputy Head will keep a record and will monitor the frequency of steps 4 – 6 of incidents across the school.

## **8. Discipline of Pupil Behaviour outside school**

The above rewards and sanctions still apply when pupils are out of school even when not supervised by school staff. Manby Lodge pupils are representing their school when out in the community and can be easily identified by their uniform in a public place. We therefore ask parents and carers to support the school in developing good citizenship with their children.

When pupils are on visits and school outings we expect their behaviour to be exemplary as the children are representing Manby Lodge out in the Community. With particular identified pupils, we will work with parents to ensure their behaviour on visits and outings is acceptable. We will also take into account whether 1-1 staff ratio is needed to support the child.

## **9. Restrictive Physical Intervention**

Surrey County Council fully endorses the underpinning principles published by the Department for Education and Skills/Department of Health (2002), being that the use of force should, wherever possible, be avoided and that there are occasions when the use of force is appropriate.

The use of physical intervention should only ever be as last resort following the application of other appropriate strategies such as withdrawing from the situation, de-escalation and the instruction to stop (touch and the use of Restrictive physical intervention when working with children and young people 2010).

Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control.

Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to face violence in the course of their work.

Every effort should be made to ensure the presence of another adult in situation, where physical intervention as a possible outcome.

'In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force', for example to prevent a young pupil running off the pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.' (Education Act 1996: The use of force to control or restrain pupils).

As with all state schools any form of physical punishment by staff is not allowed.

## **10. Allegations of abuse against staff**

Allegations made by pupils against staff will be investigated. Where pupils are found to have made an unfounded or malicious allegation against a member of staff, these will be taken very seriously and the Head teacher will consider disciplinary action if appropriate.

## **11. Children with Behavioural difficulties/Special Educational Needs with Behaviour Emotional and Social Difficulties (BESD)**

All children at Manby Lodge will be expected to follow the schools Behaviour and Community Code. Children with specific behaviour difficulties will be given extra support and reasonable adjustments made. These adjustments will be coordinated by the SEND leader and class teacher in partnership with parents and if necessary, the involvement of Behaviour support services may be required

### **The Head teacher**

In cooperation with the teaching and non-teaching staff, the Head teacher monitors situations which have arisen. Should such situations escalate, the Head teacher then becomes responsible for dealing with the problem.

## **12. Parental Involvement**

We aim for a positive relationship with our parents and when families join the school they are asked to sign our Home School Agreement.

Full support is expected from parents in dealing with their child's behaviour, in accordance with the home school agreement. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements which might affect a child's behaviour or performance at school

## **13. Exclusions**

For a serious breach of the school's behaviour code, the Head teacher has the right to exclude children from school for a fixed term. In extreme situations in the absence of the Head teacher this may be exercised by the Deputy Head. Surrey Exclusions guidance which follows DFE guidelines will be followed

The decision to permanently exclude a child is a serious one and should normally be used as a last resort by the Head teacher. The process is complex and is in accordance with the DFE and Surrey Exclusions Guidance.

## **14. Incidents Related to Bullying**

Bullying is not tolerated at Manby Lodge. It can involve verbal or physical abuse where an individual is made to feel discriminated by their peers or by an individual. Every child has the right to be happy in school and feel comfortable in the school environment. The head teacher records incidents of bullying and each incident is dealt with individually. In principle, sanctions may involve

'time out' removing or isolating the child to reflect on their behaviour and how they might improve or resolve the situation.

### **Procedures**

- Parents and/or pupil to report bullying incidents to staff
- Teacher initially investigates the incident(s) and brings this to the attention of the Head teacher.
- Teacher keeps a record of meeting notes.
- Teachers to listen carefully to all parties involved in order to ensure they have an understanding of how the matter arose and how it may be resolved to avoid further occurrence.
- Parents of the pupils concerned will be informed and will be asked to come in to meet the Class Teacher to discuss the next steps.

Our aim is to resolve the matter quickly so that the bullying stops. However, if it continues parents will be asked to meet with the Head teacher and further discussions will be held to resolve the issues.

We aim to support the victim and help the bully (ies) change their behaviour.

A range of responses appropriate to the situation may include:

- Circle time in class or with a group of children; individual work with the victim or perpetrator (e.g. social stories, activities set out in Anti bullying strategies), zoning play areas, referral to outside agencies if appropriate
- Carry out sanctions/consequences as listed in this policy.

### **15. Racist Remarks**

Racism will be not tolerated at Manby Lodge. Any racist incident should be recorded on a Prejudice – Related Incident form which will be reviewed by the Head Teacher. Relevant parents will be informed. All incidents are recorded and monitored by the SLT. The school has a responsibility to report racist comments/incidents to the Local Authority

### **16. Monitoring and Evaluation of the Policy**

The implementation of the policy will be monitored on a regular basis through the Senior Leadership Team and staff meetings to see how successfully the strategies work. Focussed observations will provide further evidence as to whether children are conforming to expected standards of behaviour. The Children and Learning Committee is involved with the monitoring process through discussions and feedback on issues related to this policy.

### **Review of the Policy**

The Governors will review the principles and the Head teacher will update the resulting Behaviour Policy every year.