

# BLACK HORSE HILL INFANT SCHOOL



## BEHAVIOUR/ASSERTIVE DISCIPLINE POLICY

18<sup>th</sup> October 2018

Approved by Committee \_\_\_\_\_

29<sup>th</sup> November 2018

Approved by Full Governing Body \_\_\_\_\_

J Horner

Signed \_\_\_\_\_ (Chair)

J Morris

Signed \_\_\_\_\_ (Headteacher)

# *Learning for Life*



## *School Vision*

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

## *School Aims*

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, yet challenging curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

## *School Values*

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Perseverance
- Friendship
- Motivation and hard work
- Politeness and good manners

# Contents

## Assertive Discipline/Behaviour Policy

Principles of Assertive Discipline

Classroom Procedures

Playground Procedures

Lunchtime Procedures

## Appendices

Golden Rules

Ladder of consequences

Letter home to parent

Behaviour Booklet

Gold Star Award x 2

Playground Behaviour

Playtime Certificate

Letter to accompany end of term playtime gift

Monday Luncheon Club

Dinner time helpers' certificate

Certificates of achievement for Attendance

Parent/Carer Information Booklet

# **ASSERTIVE DISCIPLINE / BEHAVIOUR MANAGEMENT POLICY**

## **AIMS**

The staff at Black Horse Hill Infant School are committed to a policy which encourages an approach to behaviour management with a strong emphasis on the positive.

We aim to create an environment in which all people, children and adults alike have respect for each other, for their property and for the school environment. We expect all adults to model polite and considerate behaviour to our pupils at all times and any kind of violence or threatening behaviour will not be tolerated at Black Horse Hill pupil to pupil, adult to pupil, pupil to adult or adult to adult.

Children should be familiar with the school rules, aware of their ability to exert self control and understand reasons why certain behaviour is unacceptable so that the safety and well being of all is ensured.

The school follows the premise that teachers have a right to teach and children have a right to learn.

As a staff, we are fully aware that discipline is a key feature of school life about which there must be a clear, shared and consistent understanding between all teaching and support staff, parents/carers, children and governors.

The school has a responsibility to manage behaviour so that all children have access to the Early Years Foundation Stage Curriculum (EYFS Pupils) or National Curriculum (KS1 Pupils). Children will be healthy, feel safe, enjoy their education, make a positive contribution and will be prepared for their future well being.

## **EQUAL OPPORTUNITIES**

Respect for people of all ages as individuals and for their property, and equal opportunities in the use of resources will be the basis for the policy on behavioural expectations. All children should be treated fairly and consistently.

All problems should be thoroughly investigated before appropriate action is taken.

Any incidents where children are the victims of unkindness linked to their race, gender, orientation or disability will be recorded separately and parents informed.

## **SPECIAL EDUCATIONAL NEEDS/INCLUSION**

At School we value the contribution of every child in the life of our school. We recognise that sometimes all of us need additional support to be able to give of our best. We will ensure that the learning styles of all children will be catered for and children with emotional and behaviour difficulties will be managed and supported by the teacher within class, and also by the Learning Mentor on an individual basis both within class and out of class. In the case of a child having behavioural special needs, the school, acting in partnership with the parents/carers of the child concerned, will draw up an individual behavioural plan. This plan will include smart targets and be designed to ensure improvements in the child's behaviour over a specified period of time. When required, rewards and sanctions will be broken down into smaller steps in order to help children to make the right choice. Where a pupil's behaviour is ongoing and presents issues of safety, then other plans such as a physical restraint plan or a risk assessment may be required. Where necessary outside agencies will be asked for support and a referral will be made to an external agency or to a multi-agency forum as appropriate.

## **STAFF DEVELOPMENT**

Regular staff meetings will be held to review the policy – teachers, support staff and supervisory assistants. The L.A. behaviour management team and Educational Psychologists will be invited to deliver training when necessary. Advice will be sought from the L.A. if dealing with specific children with behavioural and emotional difficulties. Courses, if appropriate will be organised for parents/carers specifically related to parenting skills. Staff have been trained on Positive Handling Techniques.

## **RELATED POLICIES**

Anti- Bullying Policy, Safeguarding Policy, Personal, Social and Emotional Policy, Citizenship Policy, Equality Policy

## **MONITORING AND EVALUATION**

The Headteacher will update the policy as necessary and ensure that all staff put the policy into practice. The Governors' Safeguarding Committee will review the policy on an annual basis.

## **PRINCIPLES OF ASSERTIVE DISCIPLINE**

The following principles are appropriate for all staff to use, either inside or outside of the classroom situation.

- Identify “good behaviour” and praise child/children. Always ensure children are clear what they are being praised for.
- Aim for positive reinforcement of appropriate behaviour (this allows us to show examples of required behaviour to others) i.e. not merely well done but “Thank you, Fred for sitting quietly”.
- Spread your praise around the room in a genuine manner.
- If a child is off task refer to them by name to re-focus them.
- Move in on disruptive pupils (one to one) and avoid public confrontation. Communicate calmly.
- Aim to include the ‘look’ technique – a good way of letting the child know you are aware of their actions.
- Circulate around the classroom, acknowledging children who are on task.
- If you have given a child a warning try to praise them afterwards (as soon as possible).
- Always make your instructions to the children specific and clear. Start with the phrase I am now going to give you the following instructions....
- If a child has behaved inappropriately respond with an assertive repetition of the required behaviour. Remind children they have made the choice to misbehave.
- Try the Physical Proximity Praise :-  
e.g. Pick two children either side of an inappropriately behaving child and thank them for their appropriate behaviour.
- Use of non-verbal behaviour management strategies for low level disruption e.g. red, amber and green faces
- Remember each day is a new day.

## **CLASSROOM PROCEDURES**

In the classroom the teachers and teaching assistants will work to establish a quiet controlled atmosphere with children aware of the standards expected of them.

The organisation of the classroom should be such that it is conducive to controlled, self-disciplined behaviour e.g. resources should be sufficient and well placed to prevent arguments and unnecessary waste of time.

Children should be taught to be as independent as possible and should stop, stay still and listen when asked to do so by any member of staff. Staff have developed a variety of strategies for gaining the children's attention – raising a hand, ringing a bell, clapping hands, shaking a tambourine etc. The children should walk quietly around the school. Staff should ensure that children are supervised when they are outside the classroom in large groups, e.g. Going out into the playground, coming in from the playground, going to the hall, in the cloakrooms.

## **GOLDEN RULES**

The assertive discipline / behaviour management system is based on the following Golden Rules. All classes will have a copy of these rules displayed in the classroom. They will also be displayed around the school. The GOLDEN RULES- will fit into all individualised class rules which are negotiated with the children at the beginning of the school year. The teachers and teaching assistants will be consistent when using the 'rules' of the classroom and the Golden Rules so that the children know exactly what is expected of them

### **Golden Rules**

**Always keep hands, feet and objects to yourself**

**Always be kind and helpful**

**Always work hard**

**Always look after property**

**Always listen to people**

**Always tell the truth**

**Super Golden Rule: Always do what a grownup in school asks first time**

## **SANCTIONS**

### **REMOVAL OF GOLDEN COINS**

All teachers have a 'treasure chest' display in the classrooms and in the chest are detachable gold-paper coins representing every child in the class. If a child's coin remains in the "treasure chest" all week they have the chance to win a prize in Celebration Assembly. If a child does not follow the rules, then his/her coin is removed from the chest. A child who has a coin removed will miss part or in some cases all of Golden Time. (see Ladder of consequences below)

### **Ladder of consequences**

First time a child breaks a rule:	Verbal warning
Second time:	Removal of Golden Coin, loss of golden time and note home to parents/carers. A record of the children who have lost golden time is kept by the class teacher.
Third time:	Time away from class / group ( 1min, 3 mins or 5 minutes)
Fourth time	Child to be sent to another class or to the Headteacher/Deputy

At any point in the above ladder the child can be sent to the Headteacher or Deputy for SEVERE DISRUPTION OR BEHAVIOUR

### **TRACKING BEHAVIOUR**

Teachers will record the names of children who persistently lose some or all of their Golden time. Letters will also be sent home to parents/carers informing them that their child has moved their Golden coin and

the reason why will be made clear. This may result in those children missing part of the end of term treats, or spending their Golden time in the Headteacher's office.

### **Individual Behaviour Booklets for children who break the rules on a daily / regular basis**

Children who persistently break the rules will be sent to the Headteacher. The teacher will inform parents/carers of any problems and work with them to improve their child's behaviour. In some cases an individual behaviour booklet will be provided.

Children with Emotional and Behavioural difficulties will be supported by the school's SENCo, Learning Mentor and outside agencies ( Gilbrook Behaviour support, Educational Psychologists). Additional behaviour strategies may be used to support individual pupils.

Any child who puts his/her own safety at risk or that of other children will be sent immediately to the Headteacher, where he / she will stay until calmness returns. In exceptional cases, the head will decide whether to exclude the child for the remainder of the day.

Disruptive, anti-social conduct is more serious and rarely arises in the classrooms when the children are presented with interesting, challenging work suitable to their age and aptitude. Disruptive anti social behaviour includes bullying and intimidation, fighting, stealing, truancy, vandalism, insolence, swearing, refusal to follow rules and conduct which causes a danger to the child or other children or staff in school and conduct which disrupts the education of other children.

### **FIXED TERM AND PERMANENT EXCLUSIONS**

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion.

### **FIXED TERM EXCLUSIONS**

Should incidents occur to warrant fixed term exclusion the Headteacher must inform the parents in writing of the length and type of exclusion and of their right to make representation to the governors Pupil Discipline committee. A fixed term exclusion is a serious issue and will be made if a child is repeatedly defiant, verbally abusive, harms another person or is involved in activities that can be identified as bullying.

### **PERMANENT EXCLUSIONS:**

A child will only be excluded from school as a last resort but severe offences can result in an automatic exclusion. A pupil may be permanently excluded if:

- They have been seriously or persistently badly behaved
- They would seriously harm the education and welfare of themselves or other pupils if they stayed in school. A pupil may be automatically excluded after incidents such as serious actual or threatened violence or assault.

## USE OF CONTROL AND POSITIVE HANDLING

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and schools must have regard to legislation (the use of reasonable force to control or restrain pupils: non statutory guidance for schools in England DfE July 2013). Black Horse Hill Infant School School staff has a legal power to use force to protect children and lawful use of the power will provide defence to any criminal prosecution or other legal action. Teachers and other school staff authorised by the head teacher who are responsible for children are allowed to use “Reasonable Force in the Circumstances”. Reasonable Force covers a broad range of actions used by most teachers at some time in their career that involve a degree of physical contact with pupils.

### Reasonable Force can encompass:

- Leading/guiding a pupil by the hand/arm
- Coming between pupils
- Blocking a pupil’s path
- Holding
- Breaking up a fight
- Restraint to prevent violence or injury
- NB. A member of staff should never hold a pupil in a way that could restrict breathing.

### Reasonable force must:

- Be in proportion to the circumstances of the incident
- Always be the minimum needed to achieve the desired result
- Consider the circumstances of the individual involved

Only be used as a last resort ‘Reasonable in the circumstances’ means using no more force than is needed.

### We may use reasonable force:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts
- To prevent a pupil from damaging property
- To prevent the pupil committing a criminal offence (or what would be if they were old enough)



- To prevent a pupil from acting in any way that is counter to maintaining good order and discipline at the school
- NB. Force should never be used as a punishment and to do so would be unlawful. It would actually constitute an assault.

## RECORDING AND REPORTING

Although this is not a legal requirement, incidents where positive handling has been used must be recorded on the report form found in the Positive Handling Policy and forwarded to Headteacher, Deputy Headteacher or other member of the senior leadership team. The forms will be stored in the main school office. The Headteacher/ Deputy Headteacher should be informed of all incidents involving the positive handling of pupils.

## REWARDS

### DAILY

Stickers from class teacher and Headteacher, class monitors, star of the day ( and in some cases Star of the Week)

### WEEKLY

In the class - GOLDEN TIME (Children are given 30 minutes golden time, in which they can choose any classroom activity). During Celebration Assembly children will have the chance to win a prize if their coin remains in the class “treasure chest.”

In the playground – Certificates for individual children, shield for class with most certificates and 5 minutes extra playtime for the winning class. The certificates are presented to the children in the weekly celebration assembly.

Lunchtime helpers – the Senior supervisory assistant chooses two children to help her at lunchtimes. These children are presented with a certificate.

Monday Luncheon Club – The Senior supervisory assistant chooses 4 children who follow the lunchtime ‘hall’ rules to join the Headteacher for lunch on a Monday. The children are presented with a certificate in the celebration assembly.

Golden Star award and prize (There will be a display board outside the H/T’s office entitled “Golden Star awards”. The teachers give a gold star to a child / children who have achieved very well during the week or have shown kindness to others. The child then places the star on the board outside the h/t room. This can happen any time during the day. All the children who receive the award will be asked to stand up in the celebration assembly, tell the school the reason for achieving the award. The children are then given a prize. The H/T will choose a ‘Worker of the Week’ from the children who have received a gold star award and they will take home the ‘Worker of the Week’ trophy. Each classroom will have their own Gold Star Chart which keeps a record of the number of Gold Stars that the children have received throughout the year. The children with the most Gold Stars will receive a certificate and prize at the end of the school year.

Children are also nominated for “Kindness Awards” by staff and their peers. These are displayed in the Entrance Hall. A trophy is awarded to the kindest act of the week.

## TERMLY

At the end of the term, children will be rewarded with a treat e.g. DVD, class party or a choosing afternoon. Children who have persistently misbehaved during the term will not have the reward but will be sent to the Headteacher's office.

A small prize will be presented to the children who have gained most certificates for playtime behaviour.

## PLAYGROUND PROCEDURES

### **PROCEDURES FOR STAFF ON PLAYGROUND DUTY**

Three members of staff will be on duty during the morning and afternoon breaks. (a teacher and two teaching assistants). One of the TAs will be inside on First Aid duty, attending to any minor bumps and slips during break time. Duty staff must be in the playground before the children are allowed out. As all the children have the opportunity to go to the toilet before playtime, there should be no need for children to enter the school during playtime. The children are encouraged to play with the playground games and choose an area of the playground to play in. The children may play on the grass if given permission to do so by the duty teacher. Handstands are not allowed.

At the end of playtime the bell will be rung three times – first bell is the signal to tidy up, second bell is the signal to stop, stand still, listen to the teacher and the final bell is for the children to walk to their lines quietly.

### **Playtime sanctions**

During playtime, any child who is not following the playground rules or behaving inappropriately will be given a verbal warning. Their name will be recorded on the Amber traffic light in the playground. The member of staff will record the reason why the child has been given a warning on the clipboard.

If the child continues to demonstrate inappropriate playground behaviour they will be given a second warning and a tick will be placed next to their name indicating a second warning has been given. This will also be recorded on the staff clipboard.

If a child behaves inappropriately for a third time their name will be placed on the red traffic light and they will have to miss the remainder of their playtimes and sit in the time out zone which is located near the Year 1 door.

If the behaviour is of an aggressive nature the child may go straight to red and have time out from the playground by sitting on a chair in the playground.

Sometimes a member of staff may feel it is more beneficial for the child to hold the hand of a grown up to provide an opportunity for reflection.

**Severe behaviour – children to be sent in immediately and a senior member of staff will deal with the incident.**

### **Playtime rewards**

When the second bell has been rung, the teacher on duty awards green cards to children who have been playing well during playtime. The child's name is written on the card and he/she places the card in the box outside the Headteacher's room. Children who have received a green card will be presented with a certificate in celebration assembly. The names of the children receiving a certificate are recorded and at the end of each term, the children with 3 or more certificates are presented with a small gift and note. (see appendices)

**Inappropriate playground behaviour/rules:**

- ❖ Not playing with the playground toys appropriately.
- ❖ Not sharing equipment.
- ❖ Climbing trees
- ❖ Causing damage to the trees.
- ❖ Playing in the mud.
- ❖ Not putting milk cartons in the bin.
- ❖ Pushing other children
- ❖ Hitting/Violence towards other children
- ❖ Saying unkind words to others.
- ❖ Not responding to the teacher's instructions.
- ❖ Violence towards school staff
- ❖ Answering back
- ❖ Swearing ( if persistent, parents/carers must be informed)
- ❖ Using language in an aggressive manner
- ❖ Spitting

The above is not an exhaustive list.

**LUNCHTIME PROCEDURES**

**PROCEDURES FOR SUPERVISORY ASSISTANTS –(Refer to the staff handbook)**

Duty staff must be in the playground before the children are allowed out. As all the children have the opportunity to go to the toilet before lunchtime, there should be no need for children to enter the school during lunchtime. The children are encouraged to play with the playground games and choose an area of the playground to play in. The children may play on the grass if given permission to do so by the senior supervisory assistant. Active Playgrounds sessions are led by a sports coach and playground leaders (Year 2 children). At the end of playtime, the duty teacher will ring the bell, following the end of play procedures as stated above.

**Lunchtime sanctions**

The Midday Assistants will follow the playtime procedure as outlined above. Middays will record any warnings given on the clipboard.

**Severe behaviour – children to be sent in immediately and the Headteacher or Deputy informed.**

**Lunchtime rewards**

Green cards will be given to the children who play well outside at lunchtime. The Senior Supervisor will also choose 4 children each week to join the Headteacher for lunch on a Monday. Two children also will be chosen to be lunchtime helpers.

# Appendices

## **LADDER OF CONSEQUENCES**

This is a daily ladder of consequences. Each day is a new day and the first step on the ladder begins again.

First time a child breaks a rule: Verbal warning

Second time:	Removal of Golden Coin and loss of some of Golden Time Letter home to Parents/Carers
--------------	--

Third time:	Time away from class / group( 1min, 3 mins or 5 minutes)
-------------	--

Fourth time:	Sent to Headteacher/ Deputy Headteacher
--------------	--

At any point in the above ladder the child can be sent to the Headteacher or deputy for SEVERE DISRUPTION.

## LUNCHTIME BEHAVIOUR

### Golden Rules

Always keep hands, feet and objects to yourself  
Always be kind, gentle and helpful  
Always work hard  
Always look after property  
Always listen to people  
Always tell the truth

Always do what a grownup asks first time

#### **Inappropriate playground behaviour/rules:**

- ❖ Not playing with the playground toys appropriately.
- ❖ Not sharing equipment.
- ❖ Climbing trees
- ❖ Causing damage to the trees.
- ❖ Playing in the mud.
- ❖ Not putting milk cartons in the bin.
- ❖ Pushing other children
- ❖ Hitting/Violence towards other children
- ❖ Saying unkind words to others.
- ❖ Not responding to the teacher's instructions.
- ❖ Violence towards school staff
- ❖ Answering back
- ❖ Swearing ( if persistent, parents/carers must be informed)
- ❖ Using language in an aggressive manner
- ❖ Spitting

## PLAYGROUND BEHAVIOUR

Week beginning:.....

### Procedure

1. Give child a warning and record name on amber traffic light. Discuss with child why their behaviour is unacceptable.
2. If child receives a second warning a tick is placed by their name. Discuss with child why their behaviour is unacceptable.
3. If a child is spoken to for a third time their name will be placed on the red traffic light and they will miss the remainder of the playtimes that day.

	Brief description of incident	Name / Class
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

## REWARDS FOR THE CHILDREN AT LUNCHTIME

We will have a different theme each week and the children will be told in Wednesday assembly that they will receive stickers if they follow the 'theme' for that week.

The senior supervisor will choose the theme and write a note when the luncheon club certificates are written.

Behaviours to be rewarded – The senior supervisor can add more to the list if she feels there is a particular issue at certain times of the year.

The senior supervisor will also award certificates to children making healthy lunchtime choices which will be presented during Celebration Assembly.

**Walking** – in and out of the hall, and in the corridors.

**Quiet voices** – in the hall and in the corridor.

**Sitting still** on the chairs in the hall.

**Playing sensibly** in the playground.

**Being helpful** / kind to a friend – inside or outside.

**Being an 'always child'** – ie always doing what is requested straight away.

**Being courteous** – always saying please, thank you, not pushing etc.



# **GOLDEN RULES**

**Always keep hands, feet and objects to  
yourself**

**Always be kind, gentle and helpful**

**Always work hard**

**Always look after property**

**Always listen to people**

**Always tell the truth**

**Always do what a grownup asks first  
time**

The following will be wrapped up inside the gift for good playground behaviour (termly)

**Black Horse Hill Infant School**

This prize was awarded for receiving several certificates  
for excellent playground behaviour during the term.

Well done.

J.Morris

**Black Horse Hill Infant School**

This prize was awarded for receiving several certificates  
for excellent playground behaviour during the term.

Well done.

J.Morris

**Black Horse Hill Infant School**

This prize was awarded for receiving several certificates  
for excellent playground behaviour during the term.

Well done.

J.Morris

**Black Horse Hill Infant School**

This prize was awarded for receiving several certificates  
for excellent playground behaviour during the term.

Well done.

J.Morris

**Black Horse Hill Infant School**

This prize was awarded for receiving several certificates  
for excellent playground behaviour during the term.

Well done.


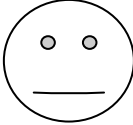


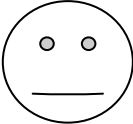

J.Morris

**Black Horse Hill Infant School**

This prize was awarded for receiving several certificates  
for excellent playground behaviour during the term.

Well done.

J.Morris

Date: _____ Day: _____			
8.50-10.30			
10.30-10.45 Play Time			
10.45-12.00			
12.00-1.00 Lunch			
1.00-2.15			
2.15-2.30 Play Time			
2.30-3.05			
<b>Comments</b>			
Date: _____ Day: _____			
8.50-10.30			
10.30-10.45 Play Time			
10.45-12.00			
12.00-1.00 Lunch			
1.00-2.15			
2.15-2.30 Play Time			
2.30-3.05			
<b>Comments</b>			

--