



Bernards Heath Infant School

Behaviour and Assertive Discipline Policy

September 2016

1. INTRODUCTION

"Good behaviour is a necessary condition for effective teaching to take place." (Education Observed 5 - DES 1987)

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Statutory Duty of School

The Headteacher and Governing Body are responsible for promoting good behaviour and discipline in the school. Headteachers must publicise this policy by making it known within the school and to parents. This policy should be brought to the attention of pupils, parents and staff at least once a year.

Implementation

The School

The school draws on the following principles of good practice:

- Setting good habits early: to help children establish regular, punctual attendance and good behaviour from the start, involving parents in the process.
- Early intervention: prompt intervention is needed where there is poor behaviour, so it is clear that this will not be tolerated.
- Rewarding achievements: positive recognition of individual children, classes or year group achievement
- Supporting behaviour management: behaviour management techniques, such as the whole school quality circle time model and assertive discipline (see Appendix 3) can help improve and maintain high standards of behaviour and discipline.
- Identifying underlying causes: poor behaviour may be linked to a child's problems in understanding lessons and therefore he / she may need additional support to address this effectively.
- Working in collaboration with external agencies: restrictive physical intervention policies and positive handling plans are used in accordance with advice and training from Hertfordshire STEPs.

The Children

Talking to children regularly about our expectations for behaviour helps reinforce our school policy and teach them about our positive ethos. Through discussion they are actively involved in setting expectations and making suggestions around behaviour and anti-bullying.

2. AIMS

- Create an environment which encourages and reinforces good behaviour.
- Define acceptable expectations of behaviour.
- Respond consistently to both positive and negative behaviour.
- Promote self-esteem, self-discipline and positive relationships.
- Ensure that the school's expectations and strategies are widely known and understood.
- Encourage the involvement of both home and school in the implementation of this policy.

3. STANDARDS OF BEHAVIOUR

In seeking to define acceptable expectations of behaviour, we acknowledge that these are goals to be worked towards rather than standards which are either fulfilled or not. The school has a central role in the children's social and moral development just as it does in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, so we measure behaviour in terms of the children's developing ability to conform to our behavioural goals. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting. At school we must work towards acceptable expectations of behaviour based on the principles of honesty, respect, consideration and responsibility. Acceptable standards of behaviour are those which reflect these principles.

4. ADULT RESPONSIBILITIES

Adults at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. As adults, we:

- Agree to comply with a Staff Code of Conduct
- Create a positive climate with realistic expectations in our classes and throughout the school
- Emphasise the importance of being valued as an individual within a group
- Promote, through example, honesty, respect, consideration and responsibility

- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all in accordance with our Equality Policy
- Show appreciation of the efforts and contribution of all.

5. THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning environment contributes to good behaviour. Planning for the needs of individual pupils, active involvement of children in their own learning, and structured feedback help to avoid inappropriate behaviour.

Lessons have clear objectives, understood by the children and differentiated to challenge and support children working at all attainment levels. Tracking progress through formative and summative assessment provides a basis for feedback to children on their achievements. Making an effort and choosing activities that 'grow your brain' is consistently praised and encouraged.

6. CLASSROOM ENVIRONMENT

Classroom organisation and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between the teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom must provide a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which enable children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good learning.

7. RULES AND CONSEQUENCES (See Appendix 1)

Our School Rules and Consequences are written, agreed and designed to make clear to the children how they can contribute positively to school life and what acceptable behaviour looks like. They are reviewed with classes regularly and consistently referred to. Our rules and consequences are displayed on all classroom walls. The Rules and Consequences are:

- Kept to a minimum
- Positively stated, telling the children how to behave rather than what not to do
- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Consistently applied and enforced
- Promote the idea that every member of the school has responsibilities towards the whole.

8. PRAISE

Our emphasis is on the reinforcement of good behaviour.

Children have the opportunity to develop the feeling of responsibility from Foundation Stage to Year 2. For younger children this will involve having a classroom job or being responsible for a certain aspect of tidying the classroom. Children in Key Stage 1 take great pride in being a Lunchtime Helper; handing out cups of water or stacking chairs. When children are in Year 2 they have the opportunity to be a Play Leader, this involves leading games for younger children and ensuring no one is feeling left out or on their own at lunchtimes. Developing a sense of responsibility develops a sense of worth and good self-esteem. Children act as role models for each other and make good choices as a result.

9. CONSEQUENCES

Although praise is central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence.

The use of consequences are characterised by these features:-

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- There is a clear distinction between minor and major offences.

- It is the behaviour rather than the person that is referred to.

Consequences range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Appendices from the Restrictive Physical Intervention Policy may be used in order to show the range and level of difficulties that the child may exhibit. These can be shared with parents and outside agencies, if appropriate. Additional specialist help and advice may be sought from the Educational Psychologist (EP), the School Nurse or School Family Worker as necessary.

Where there are ongoing difficulties the school will seek support in the first instance from the local Education Support Centre (The Links) - further support and advice can be obtained from Herts Behaviour Support Team (STEPS).

10. COMMUNICATION AND PARTNERSHIP WITH PARENTS

The school requires parents to support good attendance and behaviour as outlined in the Home-School Agreements and at 'New to' meetings.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the Class Teacher who has the initial responsibility for the child's welfare. Records can be used as a diagnostic tool (Appendix 2). Early warning of concerns should be communicated to the SENCO and Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to build trust and develop a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

11. **MONITORING, EVALUATION AND REVIEW**

This policy is written by staff and discussed with governors and the school parent representatives before it is published.

The School Improvement Committee should review this policy every year. It should be promoted and implemented throughout the school.

APPENDIX 1

Our School Rules

1. Always do your best
2. Listen when others are speaking
3. Keep your hands, feet and objects to yourself
4. Remember to walk in the school building
5. Always use an 'indoor' voice in the school building
6. Look after each other, the school and our school grounds

Consequences

When you do not follow our school rules then this is the order of things that will happen, or the Consequences.

1. The teacher will praise children who are behaving well. This should remind you to behave.
2. You will be moved to another place in the classroom.
3. You will sit next to the class teacher to do your work.
4. You will be sent to another class and or miss five minutes of play time.
5. Your teacher will talk to your parents after school.
6. You will be sent to the Headteacher.
7. The Headteacher will meet with your parents.

Exclusion is very rare at any Infant School, however in extreme cases, exclusion for a fixed/permanent timescale could be considered by the Head teacher and Governors.

APPENDIX 2

RECORD OF OBSERVED BEHAVIOUR

NAME:

DATE:

TIME:

Behaviour/Activity Observed	Tally	Total
Disturbing children on own table.		
Disturbing children on another table.		
Interrupting teacher when he/she is instructing whole class.		
Interrupting teacher when he/she is helping individual children.		
Off-task behaviour such as: Singing or making inappropriate noises; Wandering around the room; Playing with pencils, etc.		
Seeking reassurance repeatedly about a task.		
Refusing to attempt task set.		
Leaving the room without permission.		
Other (please specify)		

APPENDIX 3

ASSERTIVE DISCIPLINE POLICY

This document has been written in order to set out the way in which our Assertive Discipline Policy is implemented and as such, it forms part of our Behaviour and Discipline Policy.

Much research shows that it takes approximately 7 positive comments to cancel the effect of 1 negative comment. It is preferable to encourage appropriate behaviours and raise children's self-esteem rather than to punish children and therefore lower their self-esteem. We also believe that whilst most children do not need extra rewards all children benefit from positive reinforcement of appropriate behaviour.

School Rules and Consequences

School rules and consequences are displayed in every classroom and are referred to regularly. By regularly discussing the rules the children and adults are clear about expectations and are more likely to adhere to them.

Children helped to devise our rules and this has ensured they are relevant, meaningful and written in child friendly language. Each rule is phrased positively and highlights the behaviour that is expected. The rules apply to adults and children alike. When children see and hear adults admitting to and making amends for breaking a rule they recognise that there are rules for everyone.

It is important therefore that adults are seen to be using an indoor voice and walking in the school building.

Use of the rules and consequences

When applying the school rules and consequences it is important to recognise that they echo our whole school ethos of teaching children appropriate ways to communicate and behave and not as a way to punish children for every mistake that they make. All adults in school must use praise to reinforce appropriate behaviour, effort and for working hard.

Our consequences are intended as opportunities for 'time out' and to give the children the chance to alter their behaviour.

When a child is sent to another class they should not receive any attention from the adults or children in the receiving class, except for being given a place to sit. It is not the intention to humiliate or embarrass the child by discussing the reason for their visit. For most children the act of being sent to another class is in itself punishment enough. For those children who

'don't care' about being sent to another class it might be seen as an opportunity to gain notoriety or kudos by playing to an audience!

Creating the right atmosphere

We believe that it is very important to create a quiet, calm atmosphere throughout school. All members of staff are expected to promote such an atmosphere by reminding children to use indoor voices and by using a quiet tone of voice themselves.

In a whole class situation, a range of strategies such as those listed below are employed:

- ◆ Adults wait for quiet before speaking to the whole class
- ◆ Use of non verbal signals (such as raising one hand in the air and waiting until the children are quiet, or clapping a rhythm for the children to copy) are particularly useful when children are involved in discussions or when playing games during choosing time or wet play times
- ◆ Use of signs or photos of children showing appropriate behaviour
- ◆ Adults move around the edges of the room ensuring that they are able to see the whole class, allowing them to spot children who are off task or need help and in order to vary their delivery
- ◆ Adults move around the room at different times ensuring that all children are able to see and hear them
- ◆ Using a quiet voice in order to focus children's attention (loud whispering is a great way to encourage children to listen)
- ◆ Use of a variety of sounds to attract attention (whilst giving vocal chords a rest) - musical instruments, hand clapping, etc
- ◆ Reminding the children that you will be listening carefully to see who can use an indoor voice - and verbally praising children, class or group.

How the system works in practice

The main features of the assertive discipline policy are that the adults in school:

- ◆ look for and name out loud the specific behaviour that they want to encourage
- ◆ praise at least two children when they see them doing as they are asked, making sure that this is done publicly therefore ensuring that other children are reminded and given the chance to comply
- ◆ praise the target child or group of children when they also comply
- ◆ tell the child or children when they are happy with their behaviour

- ◆ regularly and publicly use praise or non-verbal cues to highlight the importance of appropriate behaviour

Positive Phrasing/Rephrasing

It is extremely important to phrase instructions positively even when dealing with inappropriate behaviours. Rather than 'telling them off' we ask the children to tell us which school rule they have broken and what they need to do about it. We believe that this encourages the children to think about what they have done, to take responsibility for their own actions as well as giving them the opportunity to put things right themselves without the need for punishment. The consequences are not intended as a punishment but to help the children to learn that when they choose to break a rule that there is a consequence. Over time the children learn that the rules and consequences apply to everyone and are therefore less likely to feel that they are being treated unfairly. Adults may need to remind some children of this more frequently than others.

Examples of Positive Phrasing

- ◆ When a child is breaking a school rule always try to take a few seconds to think of a positive way to phrase your comment.

For instance, when a child has called out without putting his/her hand up there are various things that you could say:

I can tell that you want to answer questions but remember to put your hand up without calling out, or

*Remember, I can only ask people who put their hand up without calling out, or
I'm going to ask xxxxx because s/he put his/her hand up and waited without calling out*

In this instance the adult could choose another child to answer the question or wait while the target child raises his/her hand and then says

That's better, I can ask you now that you've put your hand up without calling out, or

Well done, I can ask you now that you've remembered to put your hand up

And so on. These phrases don't criticise or punish the child for making the mistake of calling out - we don't want to curb their enthusiasm!

- ◆ In a whole class situation remember to refer to the school rules regularly and give praise whenever you see them being followed.

For instance, before asking children to line up for assembly/play time, etc. use a positive phrase to encourage them to do so quietly and sensibly.

In a minute I am going to ask you to line up by the door. I will be looking to see how many children can walk quietly to the door and stand without talking. Now, let's see how well xxxxxxxx group can do that.

Do this with each group and remember to praise the children who are able to do so. It is not necessary, or helpful to point out those children who have not managed to do as you asked. If this happens, wait until all of the children are in assembly/have gone out to play and talk to the child/children about how they could improve - still talking in a positive way. Give them the opportunity to practise and achieve what you have asked them to do, perhaps saying that next time you ask them to line up you know they will be able to do so.

Remember: Positive, positive, positive!

- ◆ If at lunch time a child has run through the dining room to get to the front of the queue, firstly go over to where the child is so you can talk to them quietly and then, either:

Ask the child what the school rule is, when they tell you, ask them to go back and walk, returning them to an appropriate place in the line

Or

Ask them which rule they have broken and what they think they need to do next (they may even say that they should go to the back of the line themselves, or they might apologise and say they won't do it again!) If what they say is reasonable and polite then tell them that they'll get another chance. If they argue, remind them of the rules and that they apply to everyone, etc.

How to avoid:

Lecturing	the use of positive phrases repeated quietly and calmly as necessary, coupled with public praise for children who comply should avoid the need to lecture about things that are not acceptable
Pleading	children can see the word 'please' as being a request, using a simple 'thanks' at the end of a positive phrase indicates that compliance is not being requested but is expected
Reacting	ignoring unwanted behaviour and praising children who are complying means the child does not get the negative reaction that s/he is expecting

Shouting

adults and children always use an indoor voice at school - shouting is not acceptable

'Children have more need of models than of critics.'

Joseph Joubert

IF.....

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn the world is a nice place in which to live.

Dorothy Law Nolte