

POSITIVE DISCIPLINE POLICY

Shelton Infant School has adopted a whole school Positive Discipline Policy, in line with the aims of our school – “have fun, aim high, achieve well”.

All staff are committed to supporting children to develop into considerate, thoughtful and courteous young people who behave well towards other children and adults. Our aim is to create an atmosphere of respect where there is a strong and consistent expectation of good behaviour.

The Policy is based on five rules, which cover the behaviour that we expect at all times. These rules will apply not only in the classroom, but also at PE times, playtimes, assembly times, in fact at any time in school. The school ethos is one of praise and rewards where children are treated as individuals and where each child is given every opportunity to develop high self-esteem. This policy goes hand in hand with the PSHE policy. Pupils will be given praise through positive marking of work and for attitudes and behaviour.

Children who break the rules will always receive the same consequences, in the same order. It also states that children who abide by the rules will receive positive rewards.

The five rules that apply throughout the school are as follows:

1. We are always kind, helpful and polite.
2. We listen carefully and always do as we are asked.
3. We look after our things and each other.
4. We walk safely around school.
5. We always aim high in everything we do.

If a child chooses to break these rules, the consequences will be as follows:

1. The child will be reminded of the rules and/or positive praise used, eg. praising a child nearby who is displaying the desired behaviour.
2. A verbal warning will be given, eg. ‘I expect you to....’, ‘I want you to.....’. Negatives such as ‘Don’t do that’, will not be used.
3. The child will be told to move next to/nearer to an adult.
4. The child will be sent to another class for five minutes (not with their work, just to stand on their own).
5. The child will be sent to the Headteacher.
6. The child’s parents will be either notified by letter or will be telephoned and asked to call in and meet with the headteacher.

Each set of consequences takes effect for a day. The child starts afresh each day.

Where repeated and significant behaviour arises, a written record may be established by the headteacher to monitor the frequency and timing of such behaviour.

For the small minority of pupils who display extremely challenging behaviour the progression of consequences outlined above will not be appropriate. Instead, an individual behaviour management plan will be used based upon strategies from the child’s Individual Target Setting Plan.

If the children choose to follow the rules, then the rewards are as follows:

1. Staff will praise children who follow instructions.
2. Staff will praise each child every day.
3. A school merit award system operates. The merit system will enable every child to collect merits in the form of stickers and stamps. After collecting every 6 merits the children receive stickers from the headteacher. After completing each card of eighteen stickers or stamps the children are presented with a certificate from the headteacher. The children will be encouraged to manage this system themselves by accessing the stamps/stickers independently when rewarded by an adult. This gives the children total ownership of their achievement books.
4. Members of teaching staff (including non-teaching staff) will lead a weekly celebration assembly in turn. Staff (including non-teaching staff) will nominate children to be awarded with certificates for both academic and non-academic achievement. Staff also select children to be 'VIPs' to help lead the assembly
5. A whole class reward system may operate whereby a set number of "beads" or "conkers" can be earned towards a class total. This total will be achieved through a combination of rewarding both individual effort, and whole class effort. When the required number of "beads" is reached the children choose a reward that can be appreciated by the whole class, eg five minutes extra playtime. The target amount should be reached within two weeks and should not exceed 10 beads, conkers, etc.

Teachers may agree additional classroom rules and strategies with their pupils that enhance a climate of positive behaviour eg star of the week, extra stickers, monitors, etc.

More serious behaviour incidents

In certain circumstances for a one off incident of a serious nature, the steps of consequences detailed above will not be appropriate. In these instances, the behaviour will be referred to a member of the Senior Leadership Team who will take appropriate action. This will usually involve meeting with parents and agreeing sanctions and/or a programme of support as appropriate. Such serious behaviour incidents may include the following:-

- any physical assault such as pushing/hitting/kicking;
- verbal abuse of a threatening or abusive nature;
- repeated incident (bullying);
- damage to school property;
- verbal or physical assault towards a member of staff or any other adult in the school;
- discriminatory or prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying and the use of derogatory language

A record of the incident and subsequent actions will be kept. This will usually be using CPoms (the school's electronic system for recording safeguarding and behaviour). Forms 2508 (Report of injury or dangerous occurrence form) and Form AAVIRp (Abuse, Aggression & Violence Incident Report Form) will be completed as appropriate with copies sent to the Local Authority.

Links to other school policies

This policy should be read in conjunction with the following policies:-

- Anti-Bullying
- Anti-Racism
- Equality
- Safeguarding and Child Protection
- Online Safety
- Positive Handling
- Special Educational Needs and Disability
- Inclusion
- Health and Safety
- Mobile Phones
- PSHE (Personal, Social, Health and Economic Education).