

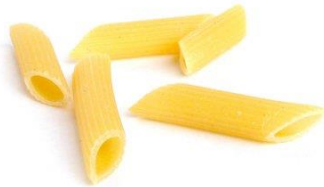
POLICY FOR BEHAVIOUR AT OVERDALE INFANT SCHOOL DISCIPLINE : A CODE OF PRACTICE

Introduction:

This document is a statement of the principles and strategies for dealing with discipline at Overdale Infant School.

Our aim is to promote positive behaviour as often as possible, reduce language and help children learn to manage their own behaviour.

- Good behaviour is rewarded through praise and pieces of pasta. Each class has a pasta pot and the class work together to fill a pasta pot. Children can earn a piece of pasta individually, in a group or as part of the whole class.
- When the pot is filled halfway or to the top, the class get a treat. This treat is decided by the children and all children in the class take part in the treat.



Strategies for Dealing with Behaviour which is not in line with school expectations.

At all times teaching staff will rely on their professional judgement, knowledge of the child's needs and relationships with the child.

Across the school, behaviour which is not in line with school expectations is dealt with consistently by all staff, and adults working here. This is seen by children as fair and just.

- All children are given opportunities to make good decisions and adapt their behaviour on an on-going basis. Classroom staff will use many strategies with individual children before the following procedure begins.
- Each class has created a list of start behaviours and stop behaviours. These are displayed around the classroom for children to refer back to. Start behaviours are behaviours we would like to promote such as good listening, good sitting or working hard. Stop behaviours are behaviours that we want the children to stop such as distracting others, hurting others, running in the corridor and destroying equipment.

- If children are doing something off the stop list we would say “That’s 1” if they continue “That’s 2” and if they still carry on “That’s 3”
- If we count to 3 the child will then have thinking time for no more than 5 minutes.
- We will inform parents if children have three 3s in a week.



Once a child has been counted to three, the teacher will ask them to have some thinking time. This thinking time will be in a specific area in the classroom and will be no more than 5 minutes. If the child has been counted to three during playtime or lunchtime they will have their thinking time on our thinking bench.

At no time will a child ever be left alone in a room without adult supervision.

Once the child has completed their thinking time they will return to the activity they were doing before, they will not be asked to apologise or talk about the events leading up to being counted to three.

For serious incidents children will receive an immediate three and depending on the incident there may need to be a discussion following the thinking time about the incident and what to do next time. An apology may be appropriate here depending on the incident.

It may sometimes be appropriate to send the child to another class for a very short time. This provides for the child to calm down, think, or observe other model behaviours. It also allows their class mates to know that persistent misbehaviour will not be tolerated by them or their teacher.

When a teacher feels it is necessary for the Head Teacher to become involved this will happen:~

Parents will be made aware and involved in behaviour modification as soon as an on-going issue is identified. They will be asked to come into school to discuss ways of helping the child.

Always speak to the parent privately, confidentially away from other people.

If a child’s name is repeatedly brought to the attention of the Headteacher, the parent/carer will be invited into school to discuss the problem.

The Class Teacher will be told of unacceptable behaviour out of the classroom by other teachers, ancillaries, dining supervisors and all staff employed at the school (see dinner time arrangements).

A programme to help the child modify his/her behaviour will then be worked out jointly.

Behaviour Modification Process:

The school staff and the governors will expect the co-operation and support of the parent/carer and the child in planning and carrying out a behaviour programme. The programme will be reviewed within an agreed timespan. A programme may include –

- *An individual start/ stop list*
- *Opportunities to earn the class more pasta for good behaviour in each session*
- *a daily reporting system (successes will also be reported)*
- *Positive behaviour Plan*

If a serious incident occurs, parents/carers will be contacted as soon as possible by telephone, by personal contact at the end of the day or by letter delivered at the end of the day.

Parents will then meet with the Headteacher and Class Teacher to discuss the incident and how it is being dealt with in school. They will be expected to co-operate with and support whatever actions are being taken by the school.

We consider the following to be serious offences –

- *serious physical abuse of another child or adult, e.g. biting, kicking, punching, etc.*
- *verbal abuse of another child or adult, e.g. taunting, swearing, insolence, refusal to answer, etc.*
- *deliberate breaking or stealing of property*
- *racial abuse or use of racist language.*
- *bullying*

With a serious offence a programme of behaviour modification will be tailored to suit the individual child concerned.

Such a programme will involve close supervision and loss of privileges.

If, after following modification programmes, the child's behaviour is not improving, the Headteacher will consider contacting outside agencies for more help and advice. We would expect parents to continue to give their consent and support.

Dinner Times:

The same warning system will apply and misbehaviour will be reported to the Class Teacher or the Headteacher. Persistent dinner time misbehaviour will lead to exclusion

from dinners for a fixed time. Serious Incidents are reported in the incident book kept by the dining supervisors. The Headteacher will monitor the book regularly.

Conclusion:

It is hoped that very few pupils will be involved in disciplinary programmes. During all stages staff will look very carefully at the following points.

- *the attitude of the offending child*
- *the effect of the behaviour on other children*
- *the health and safety of other individuals*
- *the effect of the behaviour on the educational process*

All cases will be looked at individually within the framework laid down by the Code of Practice, and whatever programme is followed **the safety and education of all pupils will be our main consideration.**

If, however, after all these considerations, behaviour shows no improvements, exclusion from school will be the final sanction.

And will be reviewed every 3 years

- Review date.....
- Review date.....
- Review date.....

Head Teacher

To be well informed, provide active leadership and set high expectations for what can be achieved by staff and pupils
To observe lessons and give feedback for improvements

Policy agreed by Governing Body on (date)

Signed.....

Title of Signatory

And will be reviewed every 3 years

Review date.....

Review date.....

Review date.....

Dealing with Racist Incidents

The Stephen Lawrence Inquiry Report defines a racist incident for the purposes of reporting and recording, as;

‘Any incident which is perceived to be racist by the victim or any other person’

The use of this definition ensures that all possible racist incidents are properly investigated and followed through.

This definition is designed to take account of the fact that the under-reporting of racist incidents is a serious problem in dealing with racism.

At Overdale Infant School all forms of racism are unacceptable.

Racist name calling and the use of racist labels should be recorded and followed through.

Racist incidents are not always accompanied by overt expression of racial prejudice or intolerance and that racist behaviour may also take the forms of ignoring, not allowing to join in, not sharing and other more covert exclusionary practices.

Racial harassment and abuse can often only be obvious to the person experiencing it, and while victims should be encouraged to report incidents, staff must not wait for victims to take the initiative.

Young people often suffer this kind of abuse in silence for a variety of reasons.

In dealing with reported incidents once again the Stephen Lawrence Inquiry report offers a useful working definition in stating that racism is:

“conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form.”

At Overdale Infant School:

All staff must play a role in tackling racist incidents by;

- Knowing where the school stands.
- Understanding what constitutes a racist incident.
- Knowing what the procedures are.
- Knowing who they report racist incidents to

The school behaviour policy states the school’s position on racism.

Assemblies and circle time etc. are used to explain and reinforce this message with the children.

It should be clear to all pupils, how they report incidents, confidentially and anonymously if need be.

Alleged racist incident – if anyone feels an incident is racist then:

A. Initial Response

- Treat the issue seriously
- Respond immediately
- Reinforce school's position and rules on racism
- Focus on the perpetrator's behaviour (rather than the person)
- Support and affirm the victim
- Connect with pupils feelings
- Support and affirm the victim, explaining how racism works through the stereotyping of an individual

B. Record

- Fill in Racist Incident Report Form
- Notify the named management team member responsible for dealing with racist incidents

C. Investigate

- Senior Leadership Team to lead
- Listen to all parties
- Address underlying issues, e.g. an incident may not be racial in origin – it might be a dispute over resources in which racist abuse has been used: in which case the original issue should be sorted out as well as the use of the unacceptable words that made it a racist incident
- Make sure race issues are covered – do not just treat incidents as, say, a case of simple bullying – be able to explain why it is a racist incident if you judge it to be such
- Reinforce school's position and rules on racism
- If it's not judged to be a racist incident this would need to be explained to the parties involved, though the incident might still remain as another kind of infringement of the school's behaviour policy which needed a response

D. Further Response

- Inform (a standard note can be useful) and involve class teachers
- Follow through with both victim and perpetrator
- Address the perpetrator's racist behaviour and correct racist misperceptions, e.g. about not belonging in "our" country
- Reinforce the school's position and rules on racism

DEALING WITH RACIST INCIDENTS

This flow diagram provides an overview of actions that need to be taken

