

# TOWNVILLE INFANT SCHOOL

## POLICY AND GUIDANCE ON THE BEHAVIOUR, CARE AND CONTROL OF PUPILS



## **POLICY AND GUIDANCE ON THE BEHAVIOUR, CARE AND**

### **CONTROL OF PUPILS AT TOWNVILLE INFANTS' SCHOOL**

It is the aim of the staff at this school to maintain good order among the pupils. This will help to create a caring and positive ethos, a pleasant and safe environment in which the children work and play. This document provides a framework for staff to use and refer to as they try to promote good conduct both in and around the school.

#### **1. General Behaviour around school**

The children are expected to act sensibly and thoughtfully as they move around school.

At the beginning of the academic year the **School Rules** are brought to their attention. These rules relate to their general conduct and are taught through a song which is practised regularly throughout the school week.

**We always try our best.  
We're always kind and honest.  
We always speak politely to everybody in our school.  
We're fair and friendly.  
We walk smartly too.  
We keep our hands and feet to ourselves.**

These rules are clearly displayed in general areas and in each classroom

#### **2. General Routines**

These are common for all classes and are established by the teachers to provide a simple procedure for the children to become familiar with.

These rules are confirmed by teachers and leading support staff at the beginning of each academic year.

Teachers use their own pro-active strategies to promote the routines in order to minimise disruption and encourage good behaviour.

#### **Assembly Time**

The bell is rung to indicate assembly

The teacher asks the children to line up in good order.

The children are escorted to the assembly hall by a member of staff.

The children sit quietly and listen to the music with their teacher, until assembly begins.

Children wishing to respond or partake in discussions during the assembly put up their hands and wait until asked by the teacher.

Sometimes the teacher taking assembly will choose at random to avoid choosing the same children every time.

Pupils sing the school rules twice through and are then expected to leave the hall without talking. They are expected to walk quietly back to the classrooms with their teachers.

### **Playtime Procedure**

- The morning break begins at 10:30am (10:45 on Monday)
- The dinnertime break is at 12 noon for older children and 12.30 p.m. for younger ones
- During these playtimes' teachers, teaching assistants or dinnertime supervisors supervise the children
- Children know where they are expected to play
- Coats should be collected on the way out in cold weather
- Children must ask the adult on duty if they want to go to the toilet or if they need to go into school for a special reason. At the end of playtime the bell is rung.
- The children stand still
- The bell is rung again
- The children walk to their lines
- Children wait in the lines for their own teacher to collect them and they are escorted to their classrooms

### **Playground Rules**

- When I play I try to be fair and friendly
- I always keep my hands and feet to myself
- I never stand on the wall

### **Encouragement of good behaviour at playtimes**

- Good social behaviour is promoted to help the children to mix well with each other
- Staff may ask other children to play with a lonely child
- Staff praise: kindness, politeness and thoughtfulness
- The sports boxes may be used with permission
- Static equipment - benches, logs, etc. are provided
- Adults are always present at playtimes to ensure fair play
- High kicking, linked arms, chain or fighting games are strongly discouraged
- Members of staff try to divert inappropriate behaviour to appropriate behaviour through discussion before or after playtime

## **Unacceptable behaviour**

Unacceptable behaviour is defined as action which interrupts the child's own learning or the learning of others, harms another person, or property. Within a context of positive preventative strategies unwanted behaviour can be dealt with through methods of light control, in other words control that is appropriate to the situation and requires minimum intervention.

## **Action Plan for incidents of misbehaviour on the playground**

(Dependent on the gravity of the incident)

Minor occurrences are given a verbal warning of discouragement.

Serious misconduct may incur sanctions.

- Child told to stand near wall for 2/3 minutes or told to walk with staff
- Child may be sent into school to sit in corridor and face the wall for a short time or for the rest of the playtime - dependent on the nature of the incident
- Kicking: children may have to remove their shoes and sit in the corridor. Further kicking offenders have to take their shoes to the headteacher's office and miss one or more playtimes

## **Procedure for children who are persistently in trouble at playtimes**

- Be taken to the Headteacher or Deputy Headteacher
- Have privileges taken away
- Discussion with parents re the problems
- Severe dinnertime problems may lead to short-term exclusion from dinners. Packed lunches can be obtained for scheme of aid children
- All incidents of bad behaviour on the playground must be reported to the class teacher, with names of culprits and victims

## **In the Classroom**

There should be encouragement of good behaviour and orderly conduct at all times. Teachers take into account the needs of their pupils. They recognise there are different types of learners.

Visual

Auditory

Kinaesthetic

Teachers use a number of behaviour management techniques.

Children become familiar with classroom rules and routines.

- Routines in classroom to be set by individual teachers.
- Rules in classroom to be set by teachers. Older children may also be included in setting the rules with the teacher.
- There must be good basic classroom organisation.

Children are be praised whenever possible for:  
Being respectful to others. Working hard, concentrating, etc  
Being friendly to each other.  
Showing kindness.  
Being helpful.  
Being thoughtful.  
For special achievements around school.

Low level disruption does occur in classrooms  
Teachers deal with this as it happens in a quiet manner individually.

When noise levels become excessive, the following system for gaining attention must be used consistently throughout school. This consistency of approach will enable attention to be gained at any time of the school day by any member of staff (including lunchtimes by lunchtime supervisors).

Place 1 hand straight in the air. Do not speak or make a sound until all children are looking at you in silence with their hand in the air. If any other adults are present, they must participate. In this way, the behaviour required of the children will be modelled effectively.

Children are fully aware of the procedure and know to silently prompt their peers to participate.

### Action plan for misbehaviour in the classroom

#### Behaviour Ladder

The behaviour ladder shows the order of procedure to take when a child is showing **consistent bad behaviours**, e.g. shouting out, being unkind, not tidying up etc.



## 6. Visit to the Office

THIS IS SERIOUS!!!!

Head teacher to talk to the child, behaviour to go in the behaviour book.



## 5. Thinking chair

(in another classroom)

Other adult to discuss and remind of the were/should/are questions.

## 4. Thinking chair

(within the classroom)

Discuss the were/should/are questions on display.



## 3. Choice warning

e.g. "If you tidy up you will be able to go outside, if you don't tidy up you will have to sit on the Thinking Chair. Make the right choice."

## 2. Polite reminder

(with name)

e.g. "Joe, make sure you are sitting nicely."



### Procedure for repeated unacceptable behaviour

- Headteacher or Deputy Headteacher informed and a plan of action discussed
- Parents invited to discuss child's problems with teacher and Headteacher and plan of action discussed
- In severe cases refer to School Psychological Service

### Procedure for 'serious incidents'

- Incidents considered by the Headteacher to be 'serious incidents' are recorded in the 'serious incidents' book that is kept in the school office
- Incidents involving racism / bullying or homophobic behaviour are recorded in the same way in the back of the 'serious incidents' book

### In the event of a situation where physical restraint is a possible outcome.

This is only permissible in circumstances where staff are attempting to prevent a child from harming him/herself or others, or to prevent serious damage to property. All staff involved in physical restraint have been trained in Team Teach.

- The Headteacher should be informed of the incident and a record made
- Every effort should be made to have a witness present
- Teacher uses the minimum of force

- As soon as it is safe to do so, restraint is relaxed and child left to gain self control
- Parents will need to be notified of the incident

**(See Physical Restraint Policy)**

### **Suggestions for reward systems for good behaviour and good work**

Individual star charts for child to keep in own drawer.

- Stars awarded for good manners, behaviour and work
- For being friendly and helpful, etc
- When a child has 10 stars the child receives a reward.
- When a child reaches 50 stars the child takes it to the Headteacher for an extra big star or 'smiley face,' and a certificate to take home.
- When the child reaches 100 stars a further certificate is sent home to the parents/guardians

Table points can be given or taken away for good or bad behaviour.

- First table to -. e.g. 'have table cleared and arms folded', etc.
- An individual can gain or lose a point for the table for a particular purpose.
- Add up points at the end of the week.
- Winning table - a reward for each child, e.g. sticker or sweet.
- Circle time- to promote good social behaviour.

### **Friday Assembly**

**1. Birthdays:** Children are asked to bring one card and one present to the assembly. They are also encouraged to talk a little about what happened on their birthday. This is their own special time.

**2. Good Work:** One child per class is chosen by the class teacher to bring a piece of work and show it to the whole school. This boosts their self-esteem and also encourages them to try to produce another such piece of work which can be written, creative, mathematical/curricular or for effort. A certificate will be given to the child so that parents are informed of their child's achievements.

**3. The Gold Book:** The teacher asks for a child's name to go into the gold book if she has noticed a child being especially helpful, kind, considerate, etc. A certificate will be given to the child so that parents are informed of their child's achievements

**4. Out of School Rewards:** Children can bring in badges, certificates trophies, etc. which have been awarded from interests which they pursue at home, e.g. Boys' Brigade, Brownies, swimming, etc.

**5. Class attendance award:** The class who have achieved the highest percentage attendance the previous week are awarded with the school attendance trophy and Sam (the school attendance soft toy mascot) to display in their classroom until the following Friday when the new winning class will be announced.

**All the above sections should help to improve the child's self- image and confidence which we hope may also help with behavioural/emotional problems.**

### **Teaching Assistants and Support Staff**

Teaching Assistants need to be familiar with the policy on behaviour, care and control of pupils at our school. Each member of the school community has an individual responsibility to ensure that our school environment is safe secure and happy for the children to work in. Teaching Assistants/Support Staff play an important role in supporting children at our school. They need to encourage good behaviour and a positive attitude to learning. Teaching Assistants need to be flexible and work under the teacher's direction. Individual teachers have their own sets of rules and routines in classrooms. It is expected that Teaching Assistants/Support Staff will require basic skills in managing behaviour when working with groups of children.

#### **Responsibilities of Staff**

- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To recognise that each child is an individual
- To be aware of their special needs
- To follow the agreed behaviour management techniques of the teaching staff

#### **Suggestions for Rewards Systems**

- Contributing to star chart
- Recommending child for gold book
- Stickers for good work/good behaviour

#### **Wet playtimes**

There will be playtimes when the children have to remain in their classrooms due to bad weather.

It is the teacher's responsibility to leave various indoor play activities available to the lunchtime supervisors to use with the children.

Classroom apparatus can be used at the discretion of the teacher

Books can be used for story telling

The classroom should be tidied up ready for the afternoon session to start.

Unacceptable behaviour should be dealt with in the same way mentioned as in the paragraph unacceptable behaviour at lunchtime.

## **SUPERVISION OF CHILDREN EATING THEIR MEAL, LEAVING THE HALL, AND PLAYING OUT AT LUNCHTIME**

It is the aim of school to promote good behaviour and good manners at lunchtime.

Lunchtime Supervisors start their duty at 12.00pm and finish at 1.00pm.

Children on first sitting go into the hall as soon after 12.00pm as possible.

Children on second sitting go into the hall at around 12.30pm.

### **Supervision of children while eating meals in the school hall**

It is the role of the lunchtime supervisors to assist the children in eating their packed lunches/school dinners in a way that promotes schools expectations of good behaviour and good manners at lunchtime.

The supervisors assist the children with a number of things.

- Making sure the children go to their seats straight away if they are having a packed lunch
- Making sure that the children who have a school dinner are waiting their turn in an orderly manner
- Cutting up food where required
- Assisting with packed lunches e.g. opening difficult wrappings packed lunch boxes etc
- Mopping up spills on tables
- Keeping mess to a minimum
- Scraping plates and clearing rubbish from lunch boxes
- Making sure the lunch time behaviour code is followed (see code displayed in hall)
- Reporting any concerns to the teaching staff
- Escorting the children to the play areas safely

Lunchtime supervisors should aim to get the children out of the hall and onto the playground as soon as possible after they have finished eating,

- to avoid congestion
- unnecessary waiting
- to avoid children becoming fidgety and unruly

### **Method by which children leave the hall**

- When a number of children have finished their packed lunches/dinners a lunchtime supervisor sends them to the hall door, another lunchtime supervisor stands at the front of this line to keep order. When sufficient children have formed a queue the supervisor leads them out to play
- Meanwhile the other children are watched by another supervisor who oversees these children, until they are ready to join the others at play
- The lunchtime supervisors take it in turns to be the first person out on the playground

### **Supervision of children on the play areas**

- When the children are playing out at lunchtime it is the role of the lunchtime supervisors to ensure the safety and well being of the children
- Good behaviour and co-operation is to be encouraged at all times
- Supervisors need to make sure they are watching the children and making sure they are playing in the designated areas. This can only be achieved by observing while walking about.
- In the winter or on wet days the grass is out of bounds

### **Rewards for good behaviour at lunchtime**

Lunchtime supervisors can operate reward systems for their classes. Some suggested rewards may be:

- Verbally reporting good behaviour back to the class teacher at the end of lunchtimes
- Allocating special jobs for the children to do during lunchtime
- Praising children regularly at lunchtime
- Letting children be first in the queue
- Letting children have small apparatus outside at lunchtime
- Play a special game with a group of children
- Choose children from each class to receive 'Mrs T's Golden Tickets' (worth 2 standard golden tickets)

### **Unacceptable behaviour at lunchtime**

At lunchtimes, consequences of inappropriate behaviour will be:

- Verbal warning
- "Time out" which may involve walking with a member of staff on duty or standing in a separate place instead of playing

For behaviour which is considered as reportable;

- The child or children concerned should be taken to either the class teacher at the end of lunchtime or taken to the school office

- The teaching staff decide whether a more serious matter means the child/children miss some or all of their next playtime
- The lunchtime supervisors can report any incident to the Headteacher or Deputy Headteacher if they feel that dealing with the issue is beyond their own roles and responsibilities

### **At the end of the lunchtime session**

The lunchtime supervisors ring the bell and take their own classes back into school.

They should remain with their children until the class teacher returns from their lunch break.

### **Wet lunchtimes**

There will be playtimes when the children have to remain in their classrooms due to bad weather.

- It is the teacher's responsibility to leave various indoor play activities available to the lunchtime supervisors to use with the children.
- Classroom apparatus can be used at the discretion of the teacher
- Books can be used for story telling
- The classroom should be tidied up ready for the afternoon session to start
- Unacceptable behaviour should be dealt with in the same way mentioned as in the paragraph unacceptable behaviour at lunchtime

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