
St. Giles' C of E (Aided) Infant School

Dene Road, Ashtead, KT21 1EA



Behaviour and Discipline Policy

“Loving God and Loving our Neighbour”

Responsible Governor	FGB
Approved by the Governing Body	Autumn term 2023
Date of Next Review	Autumn term 2024
Signature Chair of Governors	

Statement of principles

- This policy is rooted in our values of Love, Compassion, Respect, Forgiveness, Thankfulness, Courage and Friendship
- We demonstrate Love with the care with which we plan exciting and engaging learning experiences for the children and the respect with which we involve them as partners in developing the curriculum

Aim

It is our aim to create an environment in which everyone lives harmoniously, caring for and respecting one another and our surroundings and reflects the school's Christian ethos.

Objectives

In order to achieve this aim, we will:

- provide clear boundaries within which the children should work and play
- be consistent in our response to behaviour
- be fair in dealing with misdemeanours
- develop an agreed policy of sanctions
- give clear teaching on Christian values
- give a good example of Christian living
- encourage and praise good behaviour
- encourage children to be proud of their school
- expect children to be courteous and polite
- insist on acceptable standards of work and behaviour
- help children to develop self-discipline and take responsibility for their actions
- encourage children to "give and take" so that they can live together harmoniously
- teach the importance of saying sorry and of forgiving one another
- celebrate the children's good behaviour and positive attitudes at the weekly 'Celebration' assembly
- encourage children to be aware of and respect each others differences
- ensure that all staff adopt the Thrive approach with the children, as we are a 'Thrive school'

Christian Values

Our Christian values of respect, forgiveness, friendship, courage, compassion and thankfulness underpin everything we do at St. Giles'. Staff will model these values so that children have a good understanding of their meaning. By following these values, children will be respectful, kind and polite learners.

Rights and Responsibilities

Our PSHE curriculum teaches children about rights and responsibilities. At the beginning of each academic year, children will discuss their class rules and what a good learning environment should look like in their PSHE lessons. They will learn about their right to learn and to be safe in school, as well as their responsibility to allow others to learn and be safe.

Growth Mindset

We teach children how to have a growth mindset and place more value on effort than achievement. This encourages children to try hard and appreciate the value of making mistakes.

School Rules

At the beginning of each school year each class will explore together the rules they feel are necessary for a safe and happy environment. It is anticipated that this conversation / circle time / discussion will culminate in the awareness that whatever rules the children feel necessary are covered by our school rules.

Children are reminded of these rules regularly by the Headteacher.

Our Christian values will underpin our rules in school.

Positive Behaviour Management

It is the school's belief that, whenever possible, a positive approach should be taken to behaviour management. The following strategies for positive reinforcement of good behaviours are to be encouraged:

- specific praise
- positive body language - a smile or thumbs up
- positive reinforcement of good behaviour so that children can become role models for their peers
- reward with star of the week, house points, moving the child's name up the behaviour ladder
- send to the Headteacher for commendation and praise

Discipline

When children make choices that are not acceptable in school, they should be dealt with as soon as possible. They should:

1. be asked to explain their behaviour truthfully
2. be reminded of the school rules and how their action has deviated from them
3. be disciplined as appropriate
4. be encouraged to apologise or put right the wrong they have done

5. be praised for some appropriate behaviour as soon as possible thereafter
6. encourage classes to adopt creative ways of rewarding positive behaviour

Actions

These should be relevant to the inappropriate behaviour and should be dealt with on a one-to-one basis so that no child is humiliated. Actions might include:

- a verbal warning
- time out
- repeat of task
- withdrawal of privilege e.g. playtime
- report to class teacher / other teacher / Headteacher
- involvement of parents as necessary
- Involvement of outside agencies if necessary
- Thrive intervention as needed for individual children in consultation with parents
- Where necessary, a behaviour support plan for individual children will be put in place. (see appendix 1)
- A Risk Assessment may be necessary for pupils with complex SEMH needs

Parental Involvement

We believe that most incidents are best dealt with within the school. Where there are consistent problems, or a major incident, however, parents will be informed and invited to discuss with the school how the problem can best be dealt with.

Bullying

Where there is any indication of a problem, all staff will be alerted and asked to observe the specific children involved, endeavouring, where possible, to pre-empt incidents which might develop. In general, problems will be dealt with as above, with parental involvement and, if appropriate, we shall use support from external agencies. All allegations regarding bullying including cyber bullying, prejudice related and discriminatory bullying, will be treated seriously and investigated fully. (See Anti-Bullying Policy).

All staff have received 'Restorative Approaches' training. Children will be given the opportunity to work together to resolve an issue to prevent it from reoccurring. This may also include the use of age appropriate literature, our Jigsaw PSHE programme, or Thrive intervention.

School closure periods

In the rare case of a prolonged school closure period, class teachers will keep in regular contact with families and provide support for managing behaviour at home. The importance of taking breaks and looking after children's mental health will be highlighted with parents to prevent challenging behaviour and where necessary, teachers will speak directly to pupils via telephone or virtual call, to reinforce good behaviour for learning.

For pupils who continue to attend school during this period, the behaviour and discipline policy will remain in place.

Risk Assessments are in place for specific individuals who may be attending school during the closure period.

Link to other policies

Anti Bullying

Safeguarding and Child Protection

Special Educational Needs and Disability

Equal Opportunities

Teaching and Learning

Personal, Social, Health and Emotional education

Curriculum

Relational Policy