



Responsibility of	Curriculum Committee
This version dated	September 2016
Reviewed by staff	September 2016
Adopted by governors	October 2016
Next review date	September 2017
Meets Equality of Opportunity	Yes
Safeguarding reference made	Yes

## Statement

Effective behaviour management is essential in order to achieve high quality learning experiences. We work to create a caring, safe and secure learning environment, where all individuals are shown respect and understand and learn to show respect to others. The school recognises the importance of teaching appropriate behaviour and does this explicitly through the PSHE curriculum.

Positive behaviour management is the responsibility of all staff. Consistency and communication are vital in achieving and maintaining good behaviour in the classroom and around the school, both inside and outside.

All members of staff are expected to help in achieving an atmosphere that is conducive to learning. Respect and consideration for others are considered to be basic requirements, allowing teachers to teach and all pupils to learn.

## Aims

Our aims are to:

- enable effective teaching and learning
- support pupils in learning self discipline and self control
- promote good behaviour throughout the whole school by using praise and agreed rewards and ensuring that all children feel valued
- ensure a consistent approach, which is fair and just
- ensure that all children are listened to
- liaise effectively with parents and outside agencies to support children in learning self control and discipline

## Implementation

All staff are expected to adhere to the school's Behaviour Management Policy. Effective implementation of the policy shall include consistent use of the line management system and documented procedures as outlined in the Guidelines for Behaviour Management.

## Related Policies:

Attendance Policy	Exclusion Policy
PSHE Policy	SEN Policy
Teaching and Learning	Equality Policy
Anti Bullying Policy	

## **Purbrook Infant School**

### **Guidelines for Behaviour Management**

#### **Classroom Staff**

Verbal praise and encouragement should be used often and in every lesson.

#### **Staff will:**

- have high expectations of behaviour in line with the school's policy
- use a consistent approach, acting as a good role model and modelling respect for others
- reward and praise effort and good behaviour
- share successes and problems with parents and with other members of staff as appropriate
- refer children for praise/sanctions to other members of staff and to senior members of staff as appropriate
- seek advice when required from experts within the school and outside
- ensure that other staff are made aware of relevant issues e.g. supply teachers/lunchtime staff/LSAs/SNAs

#### **Lunchtime staff should:**

- adhere to the school's policy of rewarding good behaviour and encourage co-operation through the use of praise
- ensure that where behaviour problems occur, these are shared with the Senior Lunchtime Supervisor and class teachers. Sanctions included within the school's policy and guidelines should be applied, where possible in liaison with class teachers
- know that if a more serious incident takes place, appropriate advice and support from members of the senior management team, the AHT, DHT and HT is also available
- document more serious incidents to include what happened and what actions they took
- not use physical restraint but should seek assistance (as above) if required

#### **Others who may be involved in the management of behaviour:**

#### **Children**

All children and adults are fully involved in promoting and developing a whole school understanding and belief in our Rights Respecting School values.

- In Year R children are introduced to the Golden Rules. These are explained to them through pictures and stories and are displayed in every class space. Many rewards relate to children carefully considering how to keep the Golden Rules and support others in this. Children understand that where sanctions are applied these relate directly to the breaking of specific Golden Rules.
- In Year 1 children will generate their own Class Charter. This will be their own version of the Golden Rules and will be created in the second half of the Autumn Term. Class Charters should be displayed in every classroom by the beginning of the Spring Term. Pictures and other visual media may be used to support children's understanding of their charter. All children and adults in the class should sign up to the charter.
- In Year 2 children will generate their own Class Charter. This will be their own version of the Golden Rules with particular regard to their rights and responsibilities as detailed in the United Nations Rights of the Child. Class Charters should be displayed in every classroom by October half term. All children and adults in the class should sign up to the charter.

#### **Parents**

Parents are expected to co-operate with and support the school's behaviour management policy. This co-operation and support is outlined in the Home-School agreement which parents are asked to read and sign annually.

### **Outside Agencies include:**

- Education Welfare Officer
- Parent Support Adviser
- Education Psychologist
- Children's Services – social care
- EOTAS – Education Other Than At School
- Child and Family Therapy
- Primary Mental Health Team
- Outreach Support
- Assessment & Observation Unit

### **Reward Systems**

Good behaviour is recognised and rewarded across the school in the following ways:

#### **Golden Time**

All children select a Golden Time activity. The range of activities is agreed at Year group, Key Stage or Whole School level according to the Golden Time system currently in place. Some specialist activities may also be offered. A fair system is agreed for the selection of activities e.g. lottery. Selection should not be based on behaviour and performance in previous weeks.

At the time in the week designated for Golden Time activities all children who have remained faithful to the Class Charter and Golden Rules take part in the full activity session. This will be visually clarified on a class display.

Children who have been asked to remove their name from a chosen activity where class agreements and rules have been broken, will remain with their class teacher or observe other children taking part in their activity for a timed period. They will re-join an activity once their time-out has been served.

#### **Good behaviour by the whole class is rewarded with:**

- marbles or similar leading to class achievement certificates and a reward usually selected with your class (please note the activity chosen should avoid any expense to the teacher and should be in line with the school's food policy e.g. sweets should not be given). Please notify Mrs Dean by the previous Friday if your class has reached ten marbles, so class certificates can be presented in whole school assembly
- stickers on assembly charts – termly winners
- a lunchtime behaviour cup

#### **Individually with:**

- school stickers "Ms\_ says well done – ask me why"
- name moved to 'well done' and 'fantastic' boards
- individual achievement cards
- invitation to lunch at the Silver Table
- achievement assemblies with parents invited
- attendance awards as acknowledgements of good attendance

### **Sanctions**

Where children have received reminders as to expected behaviour but have not responded appropriately sanctions will be imposed. This will happen as soon after the undesirable behaviour as possible and may take the following forms:

- removal of name from green board to orange 'watch out' or red 'oh dear' boards
- reduction of Golden Time (leading to loss of allotted time according to number of times and severity of reason for moving down to "Oh Dear!")
- remaining with an adult or within a restricted zone at playtime

- loss of playtime
- completion of Golden Rules proforma relating to the specific Golden Rule broken (all staff should use set proforma and ensure completed proformas are submitted to DHT for filing)
- temporary removal from the current class or group to another class / to the year group leader/ Assistant Head Teacher / Deputy Headteacher / Headteacher. In general this progression should be followed but discretion should be used, based on the severity and regularity of the behaviour

**Unacceptable behaviour** is deemed to be:

- ❖ deliberately hurting others
- ❖ bullying
- ❖ insults and harassment
- ❖ racism
- ❖ anti-social /inappropriate behaviour including swearing
- ❖ deliberately destroying or damaging the property and work of others
- ❖ disturbing the work of others
- ❖ poor manners
- ❖ refusal to co-operate
- ❖ aggressive outbursts
- ❖ dishonesty

### **Strategies for Improving Behaviour**

Children are encouraged to tell an adult straightaway if they are hurt or bullied at school. The situation will then be dealt with immediately. Parents will be informed and regular monitoring will then take place as appropriate to ensure that such an incident does not take place again.

If a child is having difficulties with his/her behaviour, then the teacher will focus on a particular aspect of behaviour for improvement and set achievable targets related to this. Where there are any sustained concerns regarding a child's behaviour, parents will be informed and the teacher will work in collaboration with the SENCO to introduce additional strategies focused on achieving the targets set.

Progress may be recorded through a specific individual reward card which is shared each day with parents. The school values partnerships with parents and is aware that children respond well when they know that school and home are working together.

### **Record Keeping**

Racist incidents and serious incidents of any sort will be recorded and further monitoring will also be documented. These incidents are reported to the local authority.

Physical violence will also be reported to the LA using the appropriate form.

### **Exclusions**

In extreme circumstances the child may be required to attend school on a part time basis only or may be excluded either for a fixed term or permanently.

(Exclusions will be reported to the Chair of Governors and the LA).