

# Purbrook



**Infant School**

**Behaviour Policy: 2020-2022**

## **Rationale**

At Purbrook Infant School, we want the behaviour policy to support the core aims, objectives and ethos of the school. At the heart of our policy are the school values of resilience, independence and respect. We have very high standards of behaviour and believe that catching children being good and rewarding good behaviour is a positive and successful way of promoting expectations for behaviour. Our Values programme supports this and is intrinsic to developing the child's ability to manage their own behaviour.

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.

'We consider the best way to encourage good standards of behaviour in schools is a clear code of conduct backed by a balanced combination of rewards and sanctions within a community atmosphere. Establishing a whole school behaviour policy is an important step in that direction'. (Elton Report, Chapter 4, Para 50)

## **AIMS**

- *We aim to create a community where everyone feels valued and where all feel they can make a positive contribution.*
- *To allow all members of the school to enjoy being here.*
- *To encourage everyone to thrive within the school community*
- *To have high expectations of behaviour from all within the school community*
- *For children to have an awareness of their own needs, views and feelings, and show sensitivity to the needs, views and feelings of others.*
- *We encourage children to be aware of the world in which they live and the diversity of different cultures; to show respect and tolerance for the beliefs of others.*
- *The partnership between parents, carers and staff is key to maintaining high standards of behaviour*

## **When managing behaviour related situations we will:**

- deal with issues reasonably and calmly as it shows respect for others.
- criticise the behaviour- not the person. It is possible to change our behaviour, but we cannot change our innate personalities.
- be fair in our dealings with one another, so that we do not give people reason to be resentful.
- look for the best in others; praise and encouragement raises self-esteem and builds relationships.
- celebrate good behaviour frequently

## PURBROOK CODE OF BEHAVIOUR

At Purbrook we will:

- ◆ **Be kind and thoughtful. Bullying and racism are not tolerated in any form.**  
*Incidents of this nature will be dealt with swiftly by the head teacher who will inform the parents of children involved and gain their support in preventing further incidents.  
(Refer to Anti- Bullying policy for more information)*
- ◆ **Be helpful.**  
*To our friends, classmates and especially to new pupils. To all adults in school and especially visitors.*
- ◆ **Be honest.**  
*This means always telling the truth and showing respect for other people's belongings.*
- ◆ **Be polite and friendly.**  
*It's nice to have friends and others will appreciate you for it*
- ◆ **Be generous and let others share.**  
*In the classroom, in school and in the playground.*
- ◆ **Keep ourselves safe and play sensibly.**  
*Choose sensible games, remember our rules and have fun!*
- ◆ **Keep ourselves and others safe.**  
*Always tell an adult immediately if you see someone doing something dangerous or unkind.  
If you see broken equipment or a dangerous area, let an adult know.*
- ◆ **Think about making a good choice**  
*Will what you want to do make others happy or is it something that could hurt or upset?*
- ◆ **Be proud to belong to our school**  
*By dressing smartly and in the correct school uniform. Wear it with pride!*
- ◆ **Remember – Use Kind Words and Kind Hands at all times**

This is tied together using the Purbrook Golden Rules – shared and understood by child friendly books and stories:



Children will all be involved in deciding their own classroom rules at the beginning of the year as part of PSHCE, but the main school rules will be adhered to by all. In this way children will have ownership of the rules and be more likely to follow them. They will be displayed prominently in the classroom and children will be reminded of the rules frequently.

### **ENFORCING THE BEHAVIOUR CODE**

All members of staff share a responsibility for ensuring the Behaviour code and Golden Rules are followed.

Adults also have a duty to follow the code and to be good role models for the children.

Therefore, if an adult is aware of an issue or incident, they must deal with it immediately following the guidelines. No member of staff should let any incident of poor behaviour pass unchallenged. We believe that prevention is better than cure so we will be vigilant and intervene whenever possible to prevent situations from occurring or escalating.

### **REWARDS FOR GOOD BEHAVIOUR INCLUDE:**

- Stickers, Certificates, Postcards Home
- Privat/ Public Praise
- Special rewards – time in another class/job/prefect
- Marbles in the jar or similar chosen as a class
- Lunch Time silver table
- Class cup
- Fantastic tea party

### **MANAGING INAPPROPRIATE BEHAVIOUR**

Everyone at Purbrook has agreed to try to prevent this from happening by:

- Being consistent, fair, and adhering to the policy and procedures at all times.
- Avoiding confrontation wherever possible. Being vigilant and intervening before a situation arises.
- Always giving the children the opportunity to do the right thing and make a good choice
- Addressing issues collectively through Circle Times and the Values Programme
- Being a positive role model for children
- Using the Prefects to support children experiencing difficulties
- Praising good behaviour when it occurs
- Using assertive discipline and positive statements such as ‘I know you can...’
- Speaking informally to parents, recognising the good as well as the poor behaviour
- Encouraging children to apologise meaningfully and ensuring they are aware of the ‘right choice’

### **Where a child is persistently not conforming to the Code of Behaviour or Golden Rules we will**

- Give a quiet reminder by referring to the above (e.g. Are you sure that game is appropriate for the playground?)
- Another reminder including an explanation of what will happen if the child continues to make a bad choice (I’ll have to ask you to move away from ...)
- Time away from the activity and loss of privileges

(If on the playground, this will involve staying with the adult for 2 minutes. This should finish with a reminder to the child of the expected behaviour when they go off to play again.)

**If the behaviour persists, the following sequence should be followed:**

- Child sent to senior member of staff (KS leader /AHT/SENDco) with work to complete
- Child sent to HT with work to complete

AT EACH LEVEL OF THE SANCTION, THE CHILD MUST BE GIVEN AN EXPLANATION OF THE RULE BROKEN AND THE NEXT SANCTION IF THE BEHAVIOUR PERSISTS.

IF THE BEHAVIOURS CONTINUE WHILST WORKING IN ANOTHER CLASS/WITH ANOTHER TEACHER/ A MEMBER OF SENIOR LEADERSHIP MUST BE CALLED TO REMOVE THE CHILD AND PREVENT LEARNING FROM BEING DISRUPTED

**'Fast Tracking' for serious misconduct.**

*The child must be sent or brought to the Headteacher with an explanation of behaviours exhibited. If you feel that a child has been deliberately vindictive or aggressive towards another child (either overtly or covertly), you will need to use your professional judgement to decide whether this constitutes 'fast tracking'- issues of bad language or **deliberate** physical harm to others constitutes a fast tracking incident.*

**(IF UNSURE ABOUT THE CORRECT STEP TO TAKE, PLEASE LIAISE WITH THE CLASS TEACHER IF A TA OR THE HT/AHT IF A TEACHER)**

When the child is sent to the Headteacher, she will investigate and log the event and follow up to be taken. This will be shared with the class teacher and shared with the parent and child and an explanation of the actions that have been taken and why given to them.

### **MANAGING BEHAVIOUR IN AND OUT OF CLASS**

Whenever possible, the class teacher will deal with problems as they arise. If a child is proving to be difficult, ALL staff within the team should be notified either at an informal discussion or formally at a staff meeting. All adults need to be aware of the situation, so they can be supportive and consistent. All adults in the school have a responsibility to reprimand a child who is misbehaving. We must be polite and positive at all times.

### **DISRUPTIVE CLASSROOM BEHAVIOUR**

- This is usually attention seeking. Questions need to be asked by the teacher. Is the work too hard/easy/not stimulating enough? Is the child with appropriate peers?
- Teachers can change the behaviour by praising when the desired behaviour is shown and ignoring the attention seeking behaviour
- Teachers will try changing the level of work or where the child is sitting. Redirect the child before the behaviour becomes too bad
- If the behaviour persists, teachers will speak to the SENDCo AHT or the HT about a behaviour plan.

### **Prevent and Radicalisation**

If concerns arise that a child is behaving out of character or discussing issues that may be deemed radical or extreme, this behaviour will be logged as a safeguarding issue and reported to the Prevent lead (Head

Teacher), who will then follow the appropriate channel guidelines when reporting the incident. It may be appropriate to chat with the individual to discuss that we don't behave in that way when we are at school.

### **Individual Behaviour Plans**

Where a child is starting to display inappropriate behaviours, it may be deemed necessary to draw up an individual behaviour plan to be shared with all staff so a consistent approach is used with the child. This will be done alongside the SEND Co who will initially check that all other strategies have been explored (individual charts, checking match of work etc) Triggers will be identified and an informal chat with parents to identify whether there are any underlying issues causing the change in behaviour.

This will be reviewed after a two-week period to ensure it has had a positive impact. If there has been no improvement, a behaviour meeting will be initiated with parents/carers.

### **Behaviour Meeting**

Where inappropriate behaviours persist, (and all above strategies explored), a behaviour meeting will be initiated by the Inclusion Leader with parents/carers and the class teacher. At this meeting a behaviour agreement will be drawn up with specific targets and timescales. The expectations of both home and school will be discussed.

In extreme cases, additional support will be sought from the Behaviour Support Team

## ***BY WORKING TOGETHER, WE CAN IMPROVE CHILDREN'S BEHAVIOUR***

### **SEVERELY DISRUPTIVE BEHAVIOUR**

It is rare for behaviour to be so disruptive that it cannot be contained by following the guidelines in this policy. However, there may be times when a situation is considered to be potentially dangerous or extreme and more serious measures need to be taken.

#### **Severely disruptive behaviour could be:**

- Physical assault or threatened physical assault, when the teacher has concerns about the safety of other pupils, other adults or themselves.
- Misuse of equipment, furniture or vandalism that makes the classroom unsafe.
- Defiance of the teacher that stops the teacher and class from teaching and learning.

Exclusion of a child is a last resort. However, if there is an incident of severe disruptive behaviour, the head teacher will make the decision to exclude.

#### **Fixed Period Exclusion**

If it is deemed necessary to exclude a child for a fixed period, the child's parents will be notified immediately of the specific reason and length of exclusion. The parents will also be notified that they have the right to make representations to the governing body. It should contain the name and address of the appropriate people to contact. Parents should be invited to inform the governing body in writing of their intention to make representations. The Head teacher will inform the Chair of Governors at this stage

The Head teacher will inform County of all exclusions

## **Permanent Exclusions**

The Head teacher must inform the child's parents of the exclusion and the specific reason for it. The notification should provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification will be immediate and in writing. The notification should also document for reference any relevant previous warnings, fixed period exclusions or other disciplinary measures taken prior to the excluded behaviour being committed. Rather than delaying notification of exclusion, this information will be contained in a prompt follow up letter.

The Head teacher must notify the parents of their right to make representation to the governing body and County. This must be done within 7 days of notification. The parents have right of access to all curricular records of the child and to other educational records through a request to the governing body.

The Head teacher will log all these events in accordance with the Hampshire County Policy.

(The above procedures have been taken from DCSF 2007 Guidance – Exclusions and Alternative Provision. In the event of exclusion reference should be made to this circular for more in-depth detail)

## **Agreed Procedure for Dealing with Inappropriate Behaviour**

- Give a quiet reminder by referring to the Code of Behaviour
- Another reminder including an explanation of what will happen if the child continues to make a bad choice (I'll have to ask you to move away from ...)
- Time away from the activity / loss of privileges

**Remember – Be Proactive and Vigilant. Intervene with a positive alternative if games look like they will escalate into a more serious incident**

**Praise the positive play and interactions you see. This will rub off on the other children**

**Remain calm but firm with the children, always wait until they are able to speak calmly before discussing a situation with you**

## A CHILD LIVES WHAT HE LEARNS

*If a child lives with criticism  
He learns to condemn.*

*If a child lives with hostility  
He learns to fight.*

*If a child lives with ridicule  
He learns to be shy.*

*If a child lives with shame  
He learns to feel guilty.*

*If a child lives with tolerance  
He learns to be patient.*

*If a child lives with encouragement  
He learns confidence.*

*If a child lives with praise  
He learns to appreciate.*

*If a child lives with fairness  
He learns justice.*

*If a child lives with security  
He learns to have faith.*

*If a child lives with approval  
He learns to like himself.*

*If a child lives with acceptance and friendship  
He learns to find love in the world.*