

# Purbrook



**Infant School**

**Behaviour Policy: 2023-2024**

## **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 behavior and motivate them to behave well because they simply want to.

Positive behaviour management is the responsibility of all staff and overseen by Senior Leaders and the Chair of Governors. 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**

- *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*

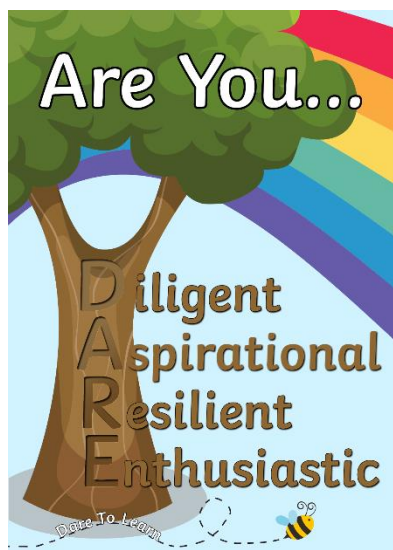
## **When managing behaviour related situations we will:**

- deal with issues reasonably and calmly as it shows respect for others.
- Recognise and challenge 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
- Ensure negative behaviour is treated and restored privately and respectfully
- Use the approach of high empathy and high guidance where possible

## **PURBROOK CODE OF BEHAVIOUR**

At Purbrook our behaviour code is shared and understood using 6 key phrases linked to child friendly story books. The schools Golden Rules are shared regularly and consistently in assemblies, in class, playtime and lunch times. They are embedded across the school including our wrap around club.





Sitting alongside the school's Golden Rules are our learning behaviours linked to our curriculum. The children are encouraged to use these 4 values, which are linked to familiar characters when approaching their learning and are praised and rewarded for their efforts.



Stickers linked to the values are used to encourage hard work, the phrase 'do you DARE to learn?' is used regularly and the children's understanding and the language of this curriculum are beginning to embed.

Together, the Golden Rules and DARE curriculum ensures children behave well because they want to be the best they can and know they will be recognised by their peers and the adults as a positive role model.

Children in Key Stage 1 will all be involved in deciding their own classroom rules at the beginning of the year as part of PSHCE, but the main school's Golden Rules will be adhered to by all. In this way children will have ownership of the class rules and will develop an early sense of belonging to a community.

### **ENFORCING THE BEHAVIOUR CODE**

All members of staff share a responsibility for ensuring the Golden Rules and DARE learning behaviours are followed.

Adults also have a duty to follow these codes 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.

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

- Class stickers, Head Teacher stickers
- Busy Bee Certificates linked to high quality learning, Postcards Home
- Private/ Public Praise
- Special rewards that encourage responsibility - job/prefect
- Marbles in the jar or similar chosen as a class incentive
- Fantastic tea party linked to the DARE learning behaviours

### **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...', 'I can see that you are...'
- 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.' We believe in restorative justice at Purbrook Infant School.

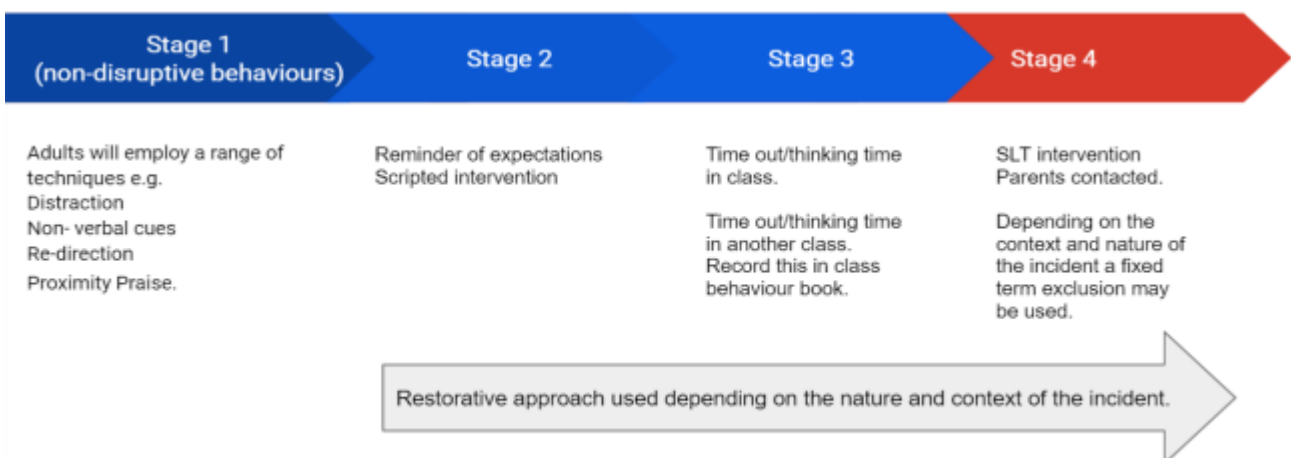
### Where a child is persistently not conforming to the Golden Rules we will

- 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, this is done privately and without public humiliation.

(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:

- Break out room with the ELSA, time to calm with no judgement time to chat if needed. This is optional for the child and not a removal from the class, it is a chance for them to regulate their own selves in a safe space with a member of staff who will not judge or question the incident.
- If the child does not take up this option and the behaviour continues:



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. GUIDANCE ON HOW TO CHANGE THE BEHAVIOUR MUST BE GIVEN.

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

*The child must be sent or brought to the Head teacher 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.*

Some incidents that may require fast tracking:

- Hurting another child on purpose.
- Hurting an adult.
- Swearing
- Destroying or damaging property.
- Repeatedly refusing to do as an adult has asked.
- Bullying
- Peer on peer abuse as outlined in KCSiE
- Threatening another child
- Racist incidents

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 challenging, 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 address unwanted behaviour. We must be polite and positive at all times, and where necessary use the attachment strategy of emotion coaching to calm and resolve any problems.

### **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 or challenging 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 SENDCo 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.

Where inappropriate or challenging 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

### **RESTORATIVE PRACTICE**

A restorative approach helps children to take responsibility over their own behaviour. Restorative practices are focused on building positive relationships and can support the development of emotional literacy, empathy and raise children's awareness of the impact of their behaviour on others. Using a restorative approach seeks to address what has happened and reflects on the needs of all involved, with the aim of avoiding repeated incidents. Restorative conversations are helpful when addressing, for example: Friendship issues, conflict, bullying, disruptive behaviour in class. We have a full time ELSA and part time Parent Liaison officer to support this practice, supporting teachers, support staff the child, parents and the other children impacted.

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

### **BEHAVIOUR AND PUPILS WITH SEND**

As an inclusive school we wish all our child will succeed and we will work with families and outside agencies to provide an inclusive environment where all our pupils' needs are met in order for them to flourish.

Social Emotional and Mental Health (SEMH) is a special need and recognised by our school as a special need. Where normal classroom management strategies are not effective and not meeting the needs of the pupil support will be sought from outside agencies to support this need and therefore we will categorise this as a special need. This area of special need is complex and diverse.

All children are individual and have individual needs that must be met in school. This area of special needs provision is explored within school, and with Local Authority (LA) support. Training and expert advice is sort often and reflective practice and shared good practice is used to enhance our provision. Examples of special needs that may be a factor in pupil behaviour provision and additional support planning needed, include but not exclusive: Autism, Asperger's Syndrome, Social communication difficulties, Attachment difficulties or disorder, ADHD.

### **BULLYING**

All children are encouraged to speak to their teachers or any other adult if they feel they are being bullied or see bullying happening. Bullying is best dealt with immediately and teachers should do so. Bullying occurs where a person is subjected to physical and/or verbal attacks by another child or group of children over time.

Any bullying from adult to child is a child protection issue and should be referred immediately to the Designated Safeguarding Lead (DSL). (See also our whistle blowing policy). All allegations of bullying are to be reported to the Head teacher and action to investigate and inform the parents of the outcome completed within 24 hours of the original complaint. (For full guidance refer to our Anti-Bullying Policy).

## **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.
- Sustained 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 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)

**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.*



### ***In class behaviour Log***

Name of child:	Date and time	Location			
Behaviours seen that lead to the incident of unacceptable behaviour:					
Incident:					
Other children involved:					
Action taken:					
Reminder	Expectations shared and sanctions advised	Distraction / redirection / proximity praise	ELSA Break out room offered? Was this taken?	Time out in class	Time out in another class / phase leader
Restorative conversation / activity	SLT intervention	Parents informed			