



Petersfield Infant School Behaviour Policy

Rules for Behaviour

Be Kind

Be Respectful

Be Safe

Rational

It is the primary aim of Petersfield Infant School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose core values of **kindness, compassion** and **respect** underpin all that we do.

This document has been updated to reflect guidance from the DFE's 'Behaviour in Schools 2022,' and provides a framework for the creation of a happy, secure and orderly environment, in which children can learn and develop as caring and responsible people. It should be read in conjunction with our SEN information report, Anti-Bullying Policy, PSHE Policy, Safeguarding Policy and Exclusions Policy.

All staff should adopt a consistent approach, common standards and set the example for children to follow.

Three Rules

The school has three rules: Be Kind, Be Respectful, Be Safe, but the primary aim of the behaviour policy is not a system to enforce rules. Rather, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Each class creates their own 'Class Charter' for good behaviour which is displayed in the classroom and acknowledged by all the children who sign it. The classroom charter feeds into our school ethos of 'Be the best that you can be.'

Pupils are supported to achieve these standards through a range of strategies outlined below.

All staff should:

- Refer to 'Be Kind, Be Respectful, Be Safe.'
- Use a consistent, affirmative language based around these three rules when addressing behaviour.

The role of the class teacher/support staff is to:

- Ensure that the three rules are observed in their class, throughout the school, and on the playground.

- Have high expectations of each child in terms of behaviour within the classroom, around the school, during collective worship and assemblies, and strive to ensure all pupils learn to the best of their ability.
- Treat each child fairly and enforce the three rules consistently.
- Ensure that pupils complete assigned work.
- Build a supportive dialogue between the home and the school, and inform parents if we have concerns about their child's welfare, attitudes to learning or conduct.

The role of the Headteacher is to:

- Implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.
- Promote good behaviour, self-discipline and respect.
- Support staff in the implementation of the policy.
- With the Deputy Headteacher, keep records of all serious reported incidents of misbehaviour.
- Be responsible for giving fixed-term exclusions to individual children where appropriate.
- Permanently exclude a child in line with LA guidance for repeated or very serious acts of anti-social behaviour.

The role of parents is to:

- Familiarise themselves with the behaviour policy and support the high expectations set by the school.
- Work collaboratively with school so that children receive consistent messages about required behaviour at school, on their journeys to and from school, when representing the school or wearing the school uniform.
- Support the implementation of the school behaviour policy if consequences have been issued to a child by a member of school staff.
- Contact the class teacher, in the first instance, if there are any concerns.

The role of the Governors

The Governing body has the responsibility of setting down the general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The Governors support the Headteacher in carrying out guidelines.

Rewards and consequences

Excellent behaviour is encouraged through a mixture of high expectations, clear policy, and an ethos which fosters self-discipline and mutual respect between pupils, and between pupils and staff. At Petersfield Infant School, we have a range of rewards to praise and reinforce excellent behaviour and clear consequences for those who do not comply with the school's very high expectations and policy.

Rewards

Praise

We recognise and reward learners who go 'over and above' our standards. A quiet word of personal praise can be as effective as a larger, more public, reward.

As a school we believe in the power of positive praise. Praising positive behaviour in children helps those who are not sure what is expected of them by providing them with a role model.

School staff should be consistent, firm and fair in their expectations of children's behaviour and deal calmly with inappropriate behaviour. Where possible, staff should advise the children what to do rather than saying what not to do.

Extras: Acceptable behaviour can be reinforced in a number of ways; through verbal commendation, the use of congratulatory stickers and stars.

Good learning: Children who have achieved notable success with their learning can be sent to the Headteacher and receive positive praise, a special band and if they are lucky and Freddie is in school and hello from Freddie the dog.

Recognition board: All classrooms display a daily objective that focusses on a specific learning behaviour. The aim is for everyone to be on the board by the end of the day. Pupils are not removed from the recognition board if they display negative social behaviours.

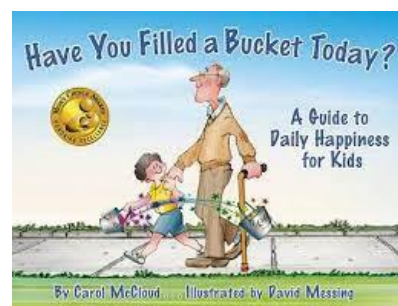
Star of the week



Each teacher nominates a class star for our celebration worship on a Friday. The teachers will be looking for children who live our school values of **kindness, compassion** and **respect** each and every day or a child that has demonstrated a another positive behaviour.

The Buckets

As part of our PSHE and Collective Worship work, we have been reading this charming story. It teaches children that everyone carries an invisible bucket that holds all their good thoughts and feelings about themselves. Having a full bucket makes you feel good, while having an empty bucket can make you feel sad. The children learn the difference between choosing to fill a bucket: by doing kind things for others and choosing to dip a bucket: by acting in a mean or hurtful way. In this way, our children are learning the importance of kind actions in their community, and the good feelings fostered by bucket filling.



Consequences

There are occasions when children need to see that there are consequence for their behaviour. During these times, we deal with children as individuals in a fair and consistent manner.

Strategies used to prevent or reduce poor behaviour:

- Tactical ignoring (where appropriate and safe to do so).
- Simple brief direction from an adult to quietly return the child to a task.
- Use of the phrase 'stop'.

- A countdown: "when I get to five I expect ..."
- Gentle rule reminders
- Proximity praise (Well done Jon, you are sitting beautifully, said with the hope that Peter notices and wants to sit nicely also).
- Distracting
- Reminding of personal capabilities (You listened so carefully yesterday, so I know you can do it again today)
- Healthy competition (Which table can clear up the quickest?).
- Sitting next to or close to an adult.

Consequences if poor behaviour continues:

- Losing a few minutes of playtime by shadowing an adult outside or remaining inside. Longer periods will be missed if needed.
- Sending a child to an adult in another class for a fresh face to talk through the choices being made.
- Time out to reflect on their choices and to think of how they can make amends (an adult will support with this reflection).
- Completion of a task in their own time.
- Being sent to the head teacher or deputy head teacher for a more serious opportunity to reflect. Again they will be expected to talk through the behaviour and helped to see why they are making poor choices and why this is not acceptable in school.
- If behaviour affects another child emotionally or physically, parents will be involved.
- Behaviour charts can be used to track poor choices and reward the positive. Parents will be involved if these are used within school.
- If a child's behaviour places themselves or others at risk they will be removed from the area or in more serious cases the other children will be removed.

Systems for children who find conformity difficult

It is important to acknowledge that we have a legal duty to make reasonable adjustments for disabled children and children with special educational needs. We recognise that behaviour thresholds for some children will be different to those of others. To enable all children to succeed and have a positive school experience, it is our responsibility to ensure that behaviour management strategies are matched to the child's individual needs. From time to time, children in school will have needs more significant than can be addressed through the rewards and sanctions documented within this policy. Where this is the case, support from outside agencies is sought.

For these children the following should be considered, depending on the severity of the case:

- Staff will keep a behaviour diary for those children whose behaviour is consistently inappropriate. This will be analysed to see if there is a pattern to the behaviour.
- Advice from SENCO / SLT.
- Partnership with parents.
- IEP or Behavioural Contract giving clear guidelines / expectations of behaviour.
- The use of a home/school log, charts, stickers, rewards, etc. to promote success.
- Educational Psychologist involvement.
- Advice from Hampshire Local Authority Support Service.

Exclusions and Temporary Suspension

If a child's poor behaviour cannot be modified, despite moving through all the steps identified, then temporary Suspension procedures *may* be considered. This would start with temporary in-school exclusion. If safety (of children or staff) or learning of others is compromised by continued inappropriate behaviour, then action for suspension will be taken in line with the guidelines published by Hampshire County Council. The school, parents, Governors and the Local Authority will be involved at this stage.

Power to use reasonable force

While our policy is based on de-escalation and encouraging pupils to develop self-discipline, members of school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. The decision on whether or not to physically intervene, is down to the professional judgement of the staff member concerned, and should always depend on the individual circumstances. When considering individual circumstance, staff will reflect upon the pupil's behaviour and level of risk presented at the time of the incident, the degree of force used, effect on the pupil or member of staff and the child's age.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom, when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

The DfE document 'Use of reasonable force 2013' sets out clear guidance followed by staff and should be read in conjunction with this policy.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

On the rare occasion where reasonable force is used, this will always be recorded by the adult and any other adult witnesses to the incident. Parents will be contacted and informed of the serious breach to this policy and support strategies to be put in place.

Bullying

Bullying is unacceptable and will not be tolerated in school. Bullying is the use of physical, verbal, or emotional aggression repeatedly over a period of time. It can be inflicted by an individual or group, by a child or adult and can include 'cyber bullying' (the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature).

Legislation supports the school's firm determination to deal with bullying against any individual or group covered by the following 'protected characteristics':

- Age Pregnancy and maternity

- Disability Race
- Gender Religion and belief
- Gender reassignment
- Sexual orientation

The PSHE curriculum will highlight the school's abhorrence of bullying and incorporate work on rights and responsibilities.

The following strategies will also be applied to combat and deal with bullying:

- Children will be encouraged to tell an adult if anything or anyone is distressing them or if they see someone in distress.
- Incidents of bullying will be dealt with speedily and effectively.
- Bullies will be confronted by their actions and the 'victim' should be seen by the bully to be given support by someone in authority.
- Parents will be informed if their child is acting in a bullying way.
- The normal consequences of unacceptable behaviour will apply following bullying behaviour.

School has a separate anti-bullying policy, which is available to parents.

Behaviour on Residential Visits, Offsite Activities and Outside School premises

We have the same high expectations of children's behaviour off the school premises. If we have any concerns about a child's behaviour possibly impacting on their safety while on an off-site activity or if any child misbehaves while on an offsite activity, consequences will be taken that are appropriate to the child and the misdemeanour. As well as the consequences that are normally applied, non-inclusion on the next school outing may be considered, particularly where a child's behaviour compromises his/her own safety or the safety of others. We may also ask parents or family members to accompany their child on the trip to support school staff and their child.

If we are made aware of misbehaviour outside of the school premises we have the power to sanction children to such an extent as is reasonable. Misbehaviours outside the school premises include behaviours that could have repercussions for the orderly running of the school, behaviours that pose a threat to another child or behaviours that could adversely affect the reputation of the school.

Confiscation of Inappropriate Items

The headteacher and staff they authorise have statutory power to search a child and/ or their belongings if they suspect that a child may have a prohibited item in their possession as listed in <https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the document above.

Monitoring and evaluating the success of the policy

The policy will be monitored and evaluated by:

- Headteacher and deputy head teacher
- Governors

The policy and/or procedures will, where necessary, be revised in light of these evaluations.