

# PURSTON INFANT SCHOOL

## Behaviour and Discipline Policy

At Purston Infant School we believe that 'Our children deserve the best we can give'. Our main aim is to provide quality experiences in all aspects of school life, enabling our children to be happy and successful. Good behaviour is encouraged at all times promoting self-discipline and responsibility for themselves as well as others.

### Aims

- To cultivate self-discipline and develop self-esteem leading to a respect for themselves, others and property.
- To provide a happy, caring, safe and secure environment, one in which all children's contributions are valued.
- Develop independence and the responsibility that comes with it.
- To begin to prepare children for adult life.
- To foster positive attitudes to learning and promote good behaviour.
- To promote fundamental British values.
- To equip children to be thoughtful, caring and active citizens in school and in the wider community.

### Positive Behaviour

At Purston we have adopted the SEAL (Social and Emotional Aspects of Learning) principles which focus on recognising good behaviour whenever and wherever possible. These principles also underpin our school ethos and are integral to our PSHE and SMSC policies. We also:-

- Have high standards and expect good behaviour from all stakeholders.
- Encourage children to support one another by working together in pairs or groups.
- Try to be fair and consistent, listening and valuing all points of view.
- Stress the importance of telling the truth.
- Foster a sense of responsibility by having a school council and classroom monitors.
- Regularly talk to children about appropriate behaviour, individually, as a group or class and sometimes in assembly.
- Have clear classroom routines, boundaries and class agreements.
- Ensure that students or visitors are aware of the systems that govern behavior.
- Abide by a series of rules, depending on different situations, such as school rules, playground rules and class or whole school agreements. Collectively these rules underpin the school ethos. Whole school and class agreements are formulated together with the children at the beginning of the year. Rules are displayed around the school, as appropriate. See below.

### **Playtimes**

- We encourage happy, caring, co-operative, friendly playtimes by following the playtime rules.
- The main playground areas have markings and equipment to promote co-operative play and social interaction.
- We operate a friendship stop to ensure that children do not feel lonely.
- For all minor misdemeanors the child/children will be reasoned with and it will be explained to them that this is not acceptable behaviour and why.
- For the children who do not conform and there is minor physical aggression they will be given 'Time-Out' in order to defuse the situation.
- For serious incidents e.g., violent or persistent aggression inside or outside the classroom, the sanctions outlined below will apply.
- During lunchtime play the Lunchtime Supervisors are responsible for dealing with minor behaviour issues, and are recorded in an incident book. Anything more serious will be reported to the class teacher, who will record the incident on the behaviour log and follow up by either speaking to the child's parent, Deputy or Headteacher, as befits the nature of the incident.

### **Rewards**

- All staff encourage positive behaviour through praise, raffle tickets and stickers. These are given out at the discretion of the staff for good behaviour, good work and caring for others or the environment
- Each week children collect raffle tickets against their name, displayed in class. A minimum of five raffle tickets guarantees a certificate awarded in class.
- Achievement Assembly is a time to celebrate any other achievements in or out of school. This happens once a month.
- Each class chooses classroom monitors for specific jobs. This helps the children develop a sense of responsibility and respect for themselves, others and the environment.
- Each class operates a pupil of the week, whereby a child is chosen to take home the class mascot for the night or weekend.

### **Sanctions**

- At Purston we focus on the positive aspects of a child's life in school through praise and reward and this is mainly successful. However, it is sometimes necessary to reprimand children for unacceptable behaviour. We firstly consider whether continuing disruptive behaviour is a result of educational or other needs. If this proves to be the case we may refer a child to outside agencies, such as School Nurse, Education Welfare Officer, Educational Psychologist or SEMH Team.
- If inappropriate behaviour becomes persistent, it may be necessary to record this and seek advice from the appropriate agency. Some children may require further intervention strategies based on a one page profile, additional support, home school books or individual behaviour logs.
- Behaviour logs are completed by the class teacher as and when needed.

- Most issues are dealt with by the adult responsible for supervising the child at that time. This may be the Class teacher, Teaching Assistant, Learning Mentor or Lunchtime Supervisor.
- Sanctions are reasonable and proportionate, taking account of the age, circumstances, any special educational needs or religious requirements. They may include holding an adult's hand at playtimes, a missed playtime, missed choosing (i.e. during continuous provision) or 'time out' in a suitable place for a given period of time.
- In extreme cases the Headteacher, Deputy and /or Learning Mentor may become involved as it might be necessary to issue either a fixed term or permanent exclusion. In such cases correct procedures and protocols are followed in regard to the law 'Exclusion from Maintained Schools – Statutory Guidance (2017). Parents are also informed in accordance with the legislation. (Refer to the Exclusion Policy)
- If a child is in danger of hurting themselves or others, damaging property or causing persistent disruption, positive handling techniques can be used to prevent further escalation.
- In exceptional circumstances, as a last resort, reasonable force can be used to restrain a child. Most staff are Team-Teach trained. Appropriate guidelines are followed.
- All incidents, including the need to restrain, are reported to the SLT and recorded in the Bound and Numbered book.
- Incidents at playtimes and lunchtimes are reported to the class teacher in the first instance and if necessary the Headteacher. More serious behaviour is recorded in the school's behaviour log. Parents are informed and any further actions such as instigating a CAF or involving other agencies may follow.
- If a child absconds, procedures identified in the 'Children Missing in Education' policy will apply.

### **Parents**

Parents can help by:

- Adhering to the home /school agreement in order to reinforce good behaviour.
- Recognising an effective school behaviour policy requires close partnerships between parents, teachers and children.
- Attending parents' evenings, open days, celebrations and other meetings which are specific to behavioural difficulties.
- Recognising that learning cannot take place without sound discipline and that children's behaviour at home may differ from their behaviour at school.
- Supporting school when serious behaviour problems arise by ensuring that any agreed sanctions are followed through at home when necessary.
- Remembering that staff always deal with any behaviour issues fairly.

### **Governors**

Governors can help by:

- Reinforcing good behaviour in school.
- Contributing to the development of the school's policy document.
- Monitoring the standard of behaviour inside and outside school.

- Supporting all staff when issues arise regarding any anti-social behaviour inside or outside school.
- Supporting the exclusion policy.
- Setting expectations and devising a set of behaviour principles for the school to follow.

Agreed by all staff and governors

November 2019

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