



BIDBURY INFANT SCHOOL

Board of Governors

The Governors' Policy Statement on Behaviour, Anti-Bullying and Harrassment

This policy sets out the management of pupils' behaviour in the school

POLICY STATEMENT

The School will undertake to ensure compliance with the relevant legislation with regard to pupil behaviour and pupil exclusion for all pupils and to ensure best practice by extending the arrangements as far as is reasonably practicable to others who may also be affected by our activities.

The Law

As legislation is often amended and Regulations introduced, the references made in this Policy may be to legislation that has been superseded. For an up to date list of legislation applying to schools, please refer to the GovernorNet website www.governornet.co.uk and the Health and Safety Executive website www.hse.gov.uk.

- i. Education Act 2011.
- ii. Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2012.
- iii. Children and Families Act 2014

Principles

Our aim is to create a happy, stimulating and caring school environment where there are high standards of courtesy, good manners and consideration for others; where tolerance and mutual respect are promoted and children become socially aware of the diverse world in which they live as citizens of the United Kingdom.

We aim for a well-balanced, self disciplined and secure pupil. We promote an ethos in which British Values are promoted and the rights and dignity of each individual is recognised. We aim to ensure that there is a commitment to respect property, feelings and the views of all. We feel that this is best achieved working in partnership with parents and the community.

The Board of Governors have taken into account their legal duties and responsibilities under the the Education Act 2011, the Education and Inspection Act 2006, Section 149 of the Equality Act 2010 and the Children and Families Act 2014 and in respect of pupils with disability and special educational needs legislation. This policy has also been reviewed taking into account the most recent DFE advice to schools and Governors.

Parents, staff and Governors have agreed that children are expected to:-

- have respect for themselves and others, so conforming to an acceptable level of behaviour conducive to successful learning;
- consider the safety of themselves and others;
- be obedient;
- be polite and courteous towards their peers and adults;
- have a caring and thoughtful attitude to their environment;
- try to resolve problems in an amicable way;
- be honest and face the consequences of misbehaviour;
- Understand that with rights come responsibilities

Guidance

It is the duty and responsibility of all staff to:

Reward and praise, effort and good behaviour and to support children who have behavioural difficulties in a fair and consistent way with a view to encouraging self control and self discipline.

In the Classroom:

It is the duty and responsibility of all staff to:

Create and sustain a positive and secure environment. Well prepared, stimulating lessons generate good behaviour, earn respect and encourage enthusiastic learning.

Expect to:

- arrive before class and begin on time
- be prepared for the lesson
- enable all children to learn
- extend and motivate all pupils
- mark work constructively and in a timely manner
- encourage constructive and purposeful dialogue and feedback
- keep an attractive, clean and tidy classroom
- maintain interesting wall displays to a high standard
- use first names in conversation
- use proximity praise to encourage others to change their behaviour
- consistently use agreed approaches to classroom management of pupils – e.g. chimes, ritual music, not speaking until all of the children have stopped and are looking at you

Out and About the school

If an adult comes across inappropriate behaviour around the school they should control that behaviour by taking the initiative at every opportunity. All informal contact contributes to high standards of behaviour.

Expect to:

- start the dialogue
- greet the pupils
- set high standards of speech, manner and dress (formal English, friendly and approachable, smart dress: men - shirt and tie, women smart but practical clothing and footwear)
- enjoy relating to pupils
- deal with all misbehaviour, even if the child is not in your year group or class (to ignore it is to condone it)

Ensure effective and smooth transitions:-

- supervise children entering the building at the beginning of all sessions and preparing to leave at the end of the day
- ensure your class leave your room/ moves around the building in an orderly and quiet manner
- ensure your children are supervised in your classroom or in the building during breaktimes in accordance with the school's 'wet day' procedures and at other transition times.

Poor Behaviour

All staff have a duty and right to address poor behaviour and discipline a child in line with this policy and government guidelines.

This includes any bad behaviour when the child is:

- taking part in any school organised or school related activity e.g extra curricular clubs visits off site
- travelling to and from school
- wearing school uniform or in some other way identifiable as a pupil at the school
- or bad behaviour at any time that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

General advice when addressing poor behaviour

Do not over-react: address the problem

- avoid confrontation – take a problem solving approach
- listen
- establish facts so that children understand that you are being fair
- be flexible, to take account of individual circumstances
- judge only when certain
- use sanctions appropriately, make clear distinctions between serious and minor offences
- where individuals are at fault, avoid the sanctioning of whole groups

Staff should:

- Be alert to issues in their class/year group. Very often careful observation/thought beforehand can prevent problems developing, (i.e. positioning of children in assembly lines and grouping of children on an outside visit).
- Distinguish between a ‘bad child’ and bad behaviour. Under no circumstances should a child ever be told the he/she is naughty, bad, defiant, a pain etc. A distinction must be drawn between the child and the behaviour. While it is perfectly acceptable to say that is a bad way to behave or you have made the wrong choice no child must be told that they are naughty or bad.
- Similarly when a child has done something well it is a good opportunity to build them up by praising their behaviour. Do not give shallow praise.
- When children overstep boundaries it is important to correct them so that they can know they have done something wrong and so that they can learn from their mistakes

As professionals we need to raise our own awareness and:

- Lead by example,
- Act as role models.
- Ensure all adults helping or working within our school, whether on supply, as students, or as parents, must be clearly informed by the teacher about standards, procedures and the high expectations of pupil behaviour. (This also includes additional adults who accompany children on trips – see Offsite Policy/Guidelines).

Our success is judged not by the absence of problems but by the way we deal with them.

PUPIL BEHAVIOURAL POLICY

Pupils are more likely to accept a code of conduct, if it is clearly understood, consistently and justly applied, and shown to be reasonable, flexible, sensitive and effective.

Pupils are confused by too much variety of attitude and expectation; consistency is the key to a successful whole school policy. If praise and sanction is seen as essential, it should be as immediate as possible and linked in the child’s mind with their behaviour. For inappropriate behaviour the child must be told what he/she has done wrong and why it is wrong and how they could have made other choices. As far as possible this should be linked back through to the School and Class Codes.

The School Code

The School Council has negotiated our school code and will review it annually.

- Listen carefully to others
- Be good learners and join in with others
- Be kind and thoughtful to others
- Be polite
- Work and play safely
- Keep our school tidy
- Walk around the school

Within the classroom. A teacher or year group, will establish a set of golden rules:

- by instruction
- or negotiation
- or permitting the children themselves to say what set of rules they think they need for children who misbehave (maximum 5 rules per class) and what the consequences will be.
- These rules must be linked to Rights and Responsibilities and as the children mature their responsibilities increase in order to emphasise their independence and responsibility
- Children should be reminded **daily** of the class rules and the expectation to follow them.

Outside the Classroom

Children need only to consider the safety of others and the care of their environment and ensure they follow the school rules. Periodically, whole school rules are introduced to control certain circumstances e.g. winter rules are introduced for the use of footballs in playgrounds, trading card games etc.

Rewards and Sanctions

The recognition of good behaviour and raising the child's self esteem and self control is done in the following way:

Rewards

- Praise in front of others – in class, round the school – catch them being good. Pass that praise on verbally to their parents when the child is collected
- Stickers/badges/praise slips to go home acknowledging good behaviour
- Star of the day – praise slips which are taken home – achievement cards
- Praise for whole class achievements – silver ball/celebration book
- Comments on work in line with the school's marking policy
- Showing work or acknowledging appropriate behaviour to another adult – class teacher or the Headteacher
- Supervisory Assistants to have a system of good conduct awards for lunch times
- 'Good to be Green' charts will be used to indicate children who have kept to the rules
- Silver ball in a pot – this leads to a class reward time

Sanctions

The following sanctions are listed in hierarchical order although not all will apply in every situation.

- Proximity praise (a form of ignoring so the child is aware that the adult has noticed the behaviour)
- The look? - also not disturbing others
- Verbal encouragement to change behaviour/expressing disappointment that the behaviour lets down the class/teacher/themselves
- Withdrawal:
Sit away from the class until the child thinks that he/she is ready to go back

- Timeout:
Where a response to a young persons inappropriate behaviour includes a specific period of time with no positive reinforcement as part of an overall intervention plan) Sit away from the group for a specific length of time e.g. 2 mins/5 mins
- Removal of privileges when a child has broken the rules or disrupted a session typical priviledges which may be removed - playtime, reward time, withdrawal from a club if behaviour has occurred at the club
- Work alone for part/rest of the session in the classroom
- Work in another area under adult supervision
- Stay after session ends (playtime, lunchtime or end of the day detention)
- Removal from the class for a maximum of 15 minutes (another classroom)
- Taking work home to complete
- Providing a work bag to be completed in another room or out of the classroom
- Involvement of Head, Deputy, Behaviour Manager/SENCO or Year Team
- Helping to clear up an area which has been spoiled as necessary
- Exclusion from school
 - fixed term
 - permanent

Support Plans

Due regard to a pupil's Behaviour Plan will be taken when dealing with children on the Special Needs register and the SENCO/Behaviour Manager will be consulted where behaviour problems are identified. All staff will be alerted where Behaviour Plans (CIP's and IBP's) exist so that consistency of approach can be ensured.

Childrens' Responsibility and when an allegation is made by a child about another child

Children do need to tell an adult at school straight away if they have been hurt or upset by others whilst at school. Through our PSHE curriculum we encourage children to be assertive and explain why they do not like the way someone else is speaking or behaving towards them, ensuring they are polite and calm at all times.

Where children are unable to resolve their own problems because of difficult behaviour, taunting or aggressive action being directed at them, they should ask the adults in school - teachers, classroom assistants, supervisory assistants etc. to help them with the situation. Parents will be informed of any pattern of difficulties being experienced and, as always, we are willing to listen to any problems and concerns being expressed by a child at home.

Ideally any issues will be dealt with immediately and the situation monitored to try to ensure that such an occurrence does not happen again. If necessary, parents will be informed or invited for a discussion and desired changes in behaviour agreed and supported by the school and parents.

Behavioural Strategies

When behaviour is unacceptable, a warning will be given and there will be praise for those who are modelling the desired behaviour. If the undesirable behaviour persists, the sanction will be followed as necessary. Most behavioural warnings will relate to the negotiated class golden rules. Always refer back to them using positive phrases.

Playtime

Minor incidents at playtime will be dealt with by the member of staff witnessing it.

Persistent or serious incidents will be brought to the attention of the Headteacher, Deputy Headteacher, Behaviour Manager or Year Team who will consider an appropriate course of action.

Fighting or other anti-social behaviour will result in a child taking time out by walking with an adult who will speak to them about what has happened. If appropriate the child may rejoin the playtime having agreed what choices to take next time.

All incidents should be reported to the class teachers. If appropriate an incident record (Antecedence, Behaviour, Consequence, Communicating) will be completed. A playtime behaviour slip will be completed and if necessary a Friday morning playtime session will be spent with the Headteacher, Deputy Headteacher or Behaviour Manager working on developing the social skills of the child if necessary.

Children who persistently come to the attention of the Leadership Team/Behaviour Manager may take part in the 'planned play' programme which is designed to support children at playtime.

As in all areas of concern, parents will be consulted and involved as soon as a pattern of difficulties are identified. We believe that the responsibility for children's discipline and behaviour is shared between home and school. A course of action will be agreed with parents.

Behaviour Modification Programmes

If a child is having difficulties, the teacher will try to focus on the good things that the child is achieving and target the most undesirable aspects of the child's behaviour to modify. This is done by setting achievable targets related to the behaviour and rewarding the child when they have succeeded in attaining the target. This is usually done by sending home a reward card each day. The parent can then monitor the child's progress towards achieving their target and can comment on the day's attainments. Children usually respond well when they know that home and school are working together. Special 'happy time' can be negotiated with parents for the achievement of targets. Colour coded timetables using traffic lights to indicate success may also be used.

The school also has a curriculum programme called 'Promoting Alternative Thinking Strategies' which is used across the school to promote self control and an understanding of different feelings.

The school also has number of staff across the school who are ELSA (Emotional Literacy Support Assistant) trained and can use Circle of Friends sessions regularly. Consistent Intervention Plans will be written and shared with all staff so that our approach to children displaying challenging behaviour is always consistent. Behaviour targets will be logged on IEP or IBMP's as appropriate.

Where the course of action fails to solve/manage the problem the school will involve outside agencies [e.g. Education Psychology, Education Welfare, Health Education, Education other than at school (EOTAS), Child and Family Therapy, Behaviour Support Service (BSS), after consultation with the parents. When working in partnership with parents the school will also consider referral to the Hampshire Early Help Hub. (access to support agencies)

Should serious behaviour problems lead to a child being in danger of hurting him/herself or others it may be necessary to restrain the child. In this circumstance the school will follow its Restraint Policy/Physical Intervention Policy and parents will again be informed that this has been necessary and contacted as soon as possible and asked to come to the school. Only authorised members of staff will restrain a child and this will only be used when other methods of managing the incident have been tried and have failed.

Where behaviour is in serious breach of this policy and a range of alternative strategies have been tried and have failed or where behaviour is so serious that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school - then the school has the right to exclude the child (see Exclusion Policy).

Bullying and Harrassment

Principles

At the heart of this document is a shared commitment to safeguarding children as set out in the Hampshire Safeguarding Children Board (HSCB) policy and procedures and a belief that in working together we can make a significant positive impact.

Bidbury Infant School's overarching vision is that every child including those who are vulnerable or disadvantaged has the best possible start in life and develops into emotionally healthy and confident individuals. Our aim is for all children to achieve the five outcomes of Every Child Matters that is to:

- Be healthy
- Stay safe
- Enjoy life and achieve their full potential
- Be interested and fully involved in the community they live in
- Achieve economic independence

In particular children should be able to expect to:

- Be able to grow and develop in safety and free from prejudice and discrimination
- Be listened to and have their views taken into account
- Be treated with respect
- Belong to and be valued in their community

- See their needs and interests at the heart of everything we all do

Definition Of Bullying

Bullying is a form of harassment in which an individual is in fear of their own emotional or physical wellbeing. It is behaviour that persistently criticises, condemns and humiliates people, and can undermine their ability and self-confidence.

Its key features at school are

- deliberately hurtful behaviour
- willfully repeated and targeted at a specific child over a period of time
- difficult for those being bullied to defend themselves

Definition of Harrassment

Harassment is unwanted conduct of a sexual or racial nature, or conduct based on sexual orientation, religion/belief, disability, age, or other grounds, which is offensive to the recipient. In the school context the key features it refers to are behaviours which:

- Are unsolicited.
- Personally offensive.
- Fail to respect the rights of others.
- Denigrate, ridicule or intimidate a child

Bullying and Harrassment can take many forms.

In school the most common are:

- physical – hitting, taking belongings
- verbal – name-calling, insults
- indirect – spreading gossip, excluding someone from a group

Racial Harrassment

Incidents of racial harassment have to be reported officially in the racial incidents book. Any incident will be followed up immediately and the parents of both parties informed.

Principles for the management of incidents of bullying or harrassment

- use a secure environment (the hall/library/classroom) in which incidents can be reported
- the pupil who has been bullied is made to feel safe
- pupils are shown that bullying is taken seriously
- teachers respond calmly and consistently
- the pupils who have bullied are encouraged to behave in an acceptable way in the future and understand what they have done wrong and why it is wrong
- interventions are monitored and followed up appropriately

Children are encouraged to be assertive and ignore provocation and seek the help of an adult, rather than retaliate. We listen to both/all sides of a problem before judging behaviour and to consider the child's self esteem when dealing with difficult situations. Children can use a classroom system called 'Talk Box' to request a private talk with a classroom adult to explain any worries or concerns.

Staff Actions

- be available – break the code of secrecy. Make it known that we are ready to listen. We provide immediate support
- listen to the child
- record the incident (using incident form)
- respond positively in a non-aggressive manner
- follow up
 - review progress
 - involve parents of both the pupil and the bully
 - use supportive children to ensure that the bullied child is befriended
 - ensure there are serious talks with the bully including teaching of interpersonal and social skills
 - explain the problem and help everyone to understand how the bullied child feels
 - use sanctions within the behavioural policy

Confiscation of inappropriate items

Children are not allowed to bring toys to school. If a child brings a toy or an object to school which is inappropriate then a member of staff may confiscate that item and retain it. This will usually be until the end of the day when it will be returned to the child to take home.

Stolen Items/Searching with consent

Occasionally children take objects from the classroom or from other children. If a member of staff suspects that this has occurred a child may be asked to turn out his/her pockets or show the contents of their book bag.

BEHAVIOURAL PROCEDURES AVAILABLE

Praise

Adults in School

one to one verbal praise

|

Parents

written praise on work
 |
 verbal public praise in front of others
 (e.g. different adult in year group)
 |
 stars, badges or slips given to child
 |
 Reward time given
 |
 class reward given when sufficient examples of
 appropriate behaviour have been acknowledged
 |
 stickers/badges for following the weekly theme,
 introduced at the assembly on Monday

verbal praise to parents when
 child is collected
 |
 stars, badges or slips taken home

Sanctions

Adults in School

one to one verbal warning
 |
 verbal public warning in front
 of others
 |
 as a class or year group decide on no more
 than 5 rules and what the consequences are
 for breaking those rules
 |
 apply consequences (see separate guidelines)
 |
 if child continues to misbehave send child to
 another class. (Use adult to escort child if necessary)
 and contact parents
 |
 use encouragement cards
 |
 use behavioural modification cards
 |
 involve external professionals (Education
 Psychologist, EWO, EOTAS)
 |
 if required offer a meeting with child, parent, teacher,
 Headteacher and governor in order to fully discuss
 history and future
 |
 Exclusion

Parents

phone call/personal invitation for
 parent to discuss the situation
 |
 letter/phone call inviting parent to
 discuss situation; weekly monitoring
 of behaviour for parent (either by
 photocopying behavioural card or
 by appointment); negotiate reward
 with parent for child at school and
 home

Keeping track of Discipline and Incidents.

- Injuries are recorded in an accident book with date and circumstances. These are available in each year group and the medical room.
- Proven incidents of deliberate acts of aggression or undesirable behaviour are reported, noted and followed up with the appropriate sanction given. Either a playtime behaviour slip or an incident sheet is completed.

- Children who disrupt in class or are deliberately hurting other children in class will be dealt with by the class teacher, or in severe cases will be sent to the Deputy Headteacher, Behaviour Manager or Headteacher. A record of the incident noted and action taken (use an incident sheet). Other behaviour records may include a 3 week behaviour chart or a BRE form.
- If there is a pattern of unacceptable behaviour the Deputy Head, Year Team or Behaviour Manager/SENCO will complete a support meeting sheet. Parents are involved and help with behaviour modifications are given or shared
- The general behaviour levels within the school will be monitored termly by the Headteacher/Behaviour Manager in consultation with other relevant staff where necessary.
- The Headteacher will report on the general behaviour levels to the Governing Body on a termly/annual basis.

The use of Withdrawal and Time Out

We recognise the difference between:

- Withdrawal (taking a young person, with their consent, away from a situation that has caused anxiety or distress, to a place where they can be observed continuously and supported until they are ready to resume their usual activities)
- Time-out (where a response to a young persons inappropriate behaviour includes a specific period of time with no positive reinforcement as part of an overall intervention plan)
- Seclusion (where a young person is forced to spend time alone against their will)

Our school uses withdrawal and time out in a planned way; in other words, withdrawal or time out may appear as a planned approach in the ‘responsive strategies’ section of a child’s individual plan. We do not use seclusion in the same planned way. Nevertheless, where all other responsive strategies have been implemented or are judged as likely to be ineffective in maintaining safety and managing risk, the school has a policy on the management of seclusion. (see policy on seclusion)

Reporting incidents and the use of reasonable force

A written record of any occasion where reasonable force is used is to be kept by the Headteacher using the official forms from Hampshire County Council (Violent Incident Form and Physical Intervention Form)

Staff 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 from leaving the classroom where 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

Reasonable force must only be used with extreme caution. It is school practice to seek agreement from parents/carers if it is thought likely to be required.

This will include:

- name of pupil, when and where;
- name of staff and the reason force was used;
- name of witnesses;
- how the incident began and progressed, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- details of any injuries or damage to property.

The pupil's parents will be informed when physical force has been used by an adult. This will occur on the same day as the incident.

(For further information on the use of physical force and restraint - see Policy for Physical Restraint)

When force is used

When force has been used, it can be very distressing for all of those involved. The Board of Governors will ensure that there is appropriate pastoral care for school staff, the child involved and parents.

Complaints will be investigated immediately and any further disciplinary action will be considered, using the Behaviour Policy and Exclusion Policy and guidance from Hampshire County Council.

Linked Policies

Policy for Personal Development

Policy for Restraint

Policy for Seclusion

Policy for Exclusion

Policy for First Aid

All Safeguarding Policies

Equality Policy

Signed: Chair of Governors Date.....

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