

# Drayton Community Infant School



## Behaviour and Anti-Bullying Policy

Signed by

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

Updated: September 2018

Next review date: July 2019

## **AIMS**

At Drayton Community Infant School we set high expectations for all members of our community. We aim to allow every child to flourish, the first priority of the school is that every member within the school community feels valued, respected and included. This policy aims to create a supportive learning environment, based on positive values and mutual respect, to allow all members of the community to work together to maximise learning opportunities for everyone. Appropriate choices are modelled and children are supported to make these correct choices, rather than sanctions applied to enforce rules.

## **To achieve this we believe in:**

- Providing a safe listening environment so that children feel able to talk about behavioural issues that concern them
- an environment that promotes children's wellbeing, moral, social and emotional development so that all children feel safe, secure and respected
- an agreed set of clear rules for all pupils and adults to follow, with appropriate rewards and sanctions, that is applied consistently throughout the school
- an ethos of children being supported to make appropriate choices, so that they learn to take responsibility for their behaviour
- all adults within school promoting and modelling the expected high standards of behaviour and our school values
- effective communication to enable the school to work in close partnership with parents/carers
- supporting children to work together across the age range.
- supporting children to develop the skills to become effective learners for life.
- Supporting staff so that they feel able to ask for help with dealing with behavioural issues without embarrassment or fear of negative responses.

## **Positive Behaviour Management**

We use a range of positive behaviour management strategies to maintain high standards of behaviour. Each class displays their 'Class Rules', which are phrased positively to promote the expected appropriate behaviour during the school day.

## **Rewards and consequences**

Positive behaviour management strategies used include:

- ✓ Verbal praise - to individual children and through 'proximity praise' (highlighting/praising compliant children in group situations to model positive behaviour)
- ✓ Reward stickers
- ✓ Weekly 'Acorn Activity' – 30mins of a creative, fun, learning challenge
- ✓ Weekly Celebration assembly (with 'Acorn Awards' for exceptional behaviour for learning)
- ✓ Children sharing work with the headteacher
- ✓ Sharing successes with parents/carers
- ✓ Animal of the week going home e.g. Hedgehog of the Day
- ✓ Whole class rewards and incentives

### “How can I get a sticker?”

Stickers are an excellent and immediate way of rewarding children. They can be awarded for actions such as kind acts and excellent manners, as well as positive behaviours for learning

Examples of a child demonstrating our school values of Believe, Persevere, Be brave and Aim for the stars could be:

- A child takes a risk by trying a harder task than they would normally do
- A child puts a great deal of effort into a task
- A child perseveres with a task if they find it difficult, e.g. they try a different method
- A child responds positively to feedback about their effort or methods
- A child still challenges themselves after a setback in their learning

### Behaviour for Learning – the ‘Behaviour Tree’

To positively support children in making appropriate choices, particularly regarding their behaviour for learning, we use the ‘Behaviour Tree’. Very often, small, positive reminders about expected behaviour is sufficient to modify inappropriate behaviour choices. We realise that, occasionally, children make choices regarding their behaviour that is less appropriate and they need clear steps and support to make better choices in the future. We define this behaviour as any which affects either the safety and wellbeing, or learning, of themselves and other people at school. All incidents of negative behaviour are recorded and monitored to support the child and the staff. See appendix 1 and 2.



### USE OF THE BEHAVIOUR TREE

This tree is no longer displayed in the classrooms but is used as a guide for teachers and support staff for the sanctions and rewards for the children.

### Procedure for using the Behaviour Tree

Minor inappropriate behaviour choice	<b>Warning 1</b> given reminding the child - of the behaviour that is expected - of the consequences if the negative behaviour continues	
Further inappropriate behaviour choice	<b>Adult:</b> - tells the child the behaviour that is unacceptable -reminds the child of the good behaviour that is expected	Adults look for the child making positive choices regarding their behaviour and rewards them with positive praise.
Further inappropriate behaviour	<b>Warning 2</b> given reminding the child -of the behaviour that is expected - the consequences if the negative behaviour continues	
Further inappropriate behaviour	<b>Adult:</b> -moves the child away from the group to another area of the classroom for an agreed, short amount of time, with a visual sand timer and adult supervising	If the child behaves appropriately while the supervising adult discusses the expected behaviour, the child returns to the group/class after the agreed time. If further appropriate

	<p><u>Supervising adult:</u> tells the child the behaviour that is unacceptable -reminds the child of the good behaviour that is expected</p>	behaviour is witnessed, the child is given positive praise.
<p>Further inappropriate behaviour</p> <p>➔</p>	<p><b>Move to another classroom within the year group</b> <u>Adult:</u> -takes the child to another class in the year group for an agreed, short amount of time, with a visual sand timer and adult supervising <u>Supervising adult:</u> -tells the child the behaviour is unacceptable -reminds the child of the good behaviour that is expected</p>	<p>If the child behaves appropriately while the supervising adult discusses the expected behaviour, the child returns to the group/class after the agreed time and the child's name is moved back up to the trunk. If further appropriate behaviour is witnessed, positive praise is given. The incident will be recorded by the child's classroom adults in a behaviour book to be kept in the child's classroom. Following three separate recordings of a child's name, the Year Group leader will bring the child to the attention of the Senior Leadership Team (SLT). Following a review by the SLT, parents/carers may be contacted.</p>
<p>Further inappropriate behaviour</p> <p>➔</p>	<p><b>Head or deputy head teacher called and a red card issued</b></p>	

We recognise that some children will experience difficulty in managing their emotions which may result in more extreme behaviour. During these times we are committed to working with the child, parents / carers and external agencies to help them improve their behaviour. At all stages, we seek to listen to the child's point of view, and will inform parents as and when necessary to do so (see Appendix 1).

When children need focussed medium-term support for modifying their behaviour, the SENCO is informed and a plan is created in partnership with the school and family following guidelines set out in the SEN policy. Appropriate support strategies, including external help are identified and implemented at the earliest opportunity using the Family Support Process (FSP) as a starting point. This will help to ensure that the pivotal role of families in determining the behaviour of children can be harnessed.

We accept children experience different expectations of what is acceptable behaviour outside of school and the school acknowledges it has a responsibility to make these explicit in an appropriate way e.g. through circle time or when specific incidents occur.

### **Fixed-term and permanent exclusions**

It is school practice to only ever permanently exclude a child after all other methods of supporting a child in school have been exhausted. This will include gaining support from fellow professionals, producing individual risk assessments and, if staffing permits, providing some individualised sessions to pupils who find it difficult (for whatever reason) to behave safely. However, we will never put the safety of children or staff at risk. Only the Headteacher has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he will inform the parents immediately, giving reasons for the exclusion. The Headteacher informs the LA and the Trustees about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Trustees. The school informs the parents how to make any such appeal.

All exclusions are recorded in children's records. Local Authority and government (DFE) guidelines are used and a reintegration meeting will be set up after an exclusion (with the child, their parents / carers and school staff) to ensure the child's return is as successful as possible.

### **Playtimes and lunchtimes**

During playtimes and lunchtimes, a number of systems will be used to reinforce the expected positive behaviour (including the system of warnings/reminders as used with the Behaviour Tree):

- Verbal positive praise
- Playtime stickers will be carried by supervising adults and given for helpful, kind, fair play

For low level inappropriate behaviour, the adult will:

- give the child a warning and remind them of the consequences (standing with an adult)
- give a reminder of the expected behaviour and the choices the child has

If the behaviour persists, the adult will:

- have the child stand with them for a short time while the expected behaviour is explained
- give a reminder of the expected behaviour and the choices the child has  
(this procedure can be repeated once more)

If the behaviour persists, the adult supervising the child will inform the Head/Deputy headteacher who will be running a lunchtime club.

### **Anti-bullying**

We recognise that bullying can be one of the most damaging and traumatic incidents young children can experience. We are committed to eliminating any bullying, and the school values and curriculum are designed to minimise the possibility of it occurring.

We define bullying as '*repeated behaviour (within a short time scale) against the same children or the same child frequently using unacceptable behaviour to intimidate or hurt different children*'. Procedures are in place for quickly dealing with any incidents of bullying.

#### **Bullying is not:**

When a child/children unintentionally hurt someone's feelings by mistake. For example: having a laugh; knocking into people by mistake; getting angry because they are annoyed with someone or something; or when they decide they don't want to play with someone one day. It is also not when a child is involved in a 'one off' incident of physical or emotional harm. Such examples are dealt with in accordance to the behaviour scale and will be monitored closely in the future.

Bullying is:

- 'The wilful, conscious desire to hurt, threaten or frighten someone' (Tattum, D & Herbert, G Bullying – a Positive Response).
- 'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully'.
- A premeditated, unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents. It could be aimed an individual or a group.

#### **Bullying can include repeated incidents of:**

- teasing and/or abusive remarks and name calling
- threats and physical violence
- damage to property
- deliberately leaving pupils out of social activities
- spreading rumours with the intention of causing harm
- upsetting mobile phone or email messages (cyber bullying)
- behaviours which can be described as racist. 'A racist incident is any incident which is perceived to be racist by the victim or any other person' (Association of Chief Police Officers, Stephen Lawrence Inquiry). In the context of school: 'If a child feels the incident is racist, it is.' (Ofsted, November 2005).

### **Drayton Community Infant School's approach to bullying Incidents**

Although we endeavour to provide a happy, safe environment for pupils, staff and parents (promoting an 'anti-bullying' culture) we know that we may not be immune to incidents of bullying.

However, our approach to any bullying incident is very clear. Bullying of any kind is unacceptable at our school and are immediately investigated. Strategies have been introduced at our school to reduce the possibility of bullying. These cover raising awareness about bullying and our Policies relating to bullying, discipline and positive behaviour. They increase understanding for those involved in bullying; and teach pupils how to manage relationships in a constructive way. We work with positive behaviour and anti-bullying within our school community in many ways.

#### **With Children:**

- We place our expectations for positive behaviour and anti-bullying within the curriculum (PHSE, PATHS, Drama, and Circle Time) so that children can regularly reflect on themselves and others in a citizenship context.
- Pupil questionnaires are carried out annually.
- Anti-Bullying week With Parents/Carers:
- ‘Meet the Head’ meetings at different times throughout the year.
- Parent/carer questionnaires annually.
- ‘Open door’ policy for parents/carers to come in and talk with staff and members of the leadership team.
- All parents/carers are invited to parent consultation meetings.

#### **With Teaching and Support Staff:**

- Clear guidelines on positive behaviour management (See Appendix 4)
- INSET training days
- Training days for support staff
- By maintaining and regularly reviewing a Bullying Incidents log.
- Reviewing supervision practices.
- Ensuring Care Plans include actions to be taken for children that might be vulnerable to bullying and making all staff aware of these plans
- Staff member with special responsibility for anti-bullying.
- Regular meetings with all members of sub teams (MSA, TAs etc) to discuss, identify and address any issues as soon as possible.

#### **Whole School:**

- Anti-bullying Week in November – link to the national anti-bullying week initiative. Includes different kinds of bullying: physical, emotional and cyberbullying.

#### **With the Community:**

- Working with External Agencies who provide best practice, support and encouragement.
- Working with Extended Services to ensure Positive Behaviour, Discipline and Antbullying Policies are in place; and ensuring that reporting methods are clear to all users.

#### **What happens when the School becomes aware of an incident?**

The Head Teacher should be informed of any complaint about bullying on the same day as the incident took place – or as soon after as is possible. The following procedures will be followed by the Head Teacher or Senior Leader, with an investigation and a written record of the outcome.

- Thank the person (child/children/parent/guardian) for telling you, and if appropriate, reassure them that they have done the right thing by telling you.
- Discuss the nature of the bullying, recording outcomes if deemed necessary.
- Identify the bully/bullies, the person being bullied and any witnesses.
- Interview witness/es.
- Discuss the incident with the alleged bully/ies. Explain the allegations and ask them to tell the truth about the situation. Make it clear that this is only an investigation at this stage.
- If the bully admits, make it understood that bullying is not acceptable. Tell them what effect it has on the self-esteem and education of the person being bullied and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.

- If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
- Consider whether it is necessary to have discussions with the parents/guardians of the bully/bullies and the person who has been bullied.
- Provide support for the child/children who have been bullied. A mentor/named person will monitor and observe at break times and lunchtimes, and through discussion, make sure there is no repetition.
- Provide support for the bully. This may include a programme to support behaviour. A mentor/named person will support the child during this programme.
- Provide opportunities in Circle Time or groups, for the children to discuss relationships, feelings and the effect bullying can have on individuals. This will include re-iterating that it is OK for children to 'tell' a teacher when they witness, or are subject to, bullying in the School.

### **Positive Handling – Step On Approaches.**

It is very rare that the use of physical restraint will be required. However, in order to prevent harm to pupils, staff, property or learning all staff, involved in regular contact with those children at risk of needing this kind of intervention, will receive 'Norfolk Steps' training.

### **Racially motivated behaviour**

Drayton Community Infant School is committed to the equality of all children and adults; behaviour that is believed to be racially motivated is not tolerated. Any incidents thought to be racially motivated must be dealt with by the headteacher. All racially motivated incidents are recorded and monitored separately and they are reported to the LA under current guidance. Please see the **Single equality Scheme** for further details.

### **Working with parents whilst resolving behaviour issues**

We are committed to working in partnership with parents to improve behaviour at school and deal with any issues. This starts through the home-school agreement which parents are encouraged to sign when their child enters the school.

### **Curriculum**

We plan opportunities within the curriculum to promote positive behaviour; these include assemblies, 'Circle time', PSHE (Personal, Social and Health Education) lessons, positive play therapy, anti-bullying week and the use of SEAL (Social and Emotional Aspects of Learning) resources.

### **Monitoring of Behaviour**

Behaviour is monitored systematically by the Senior Leadership Team using Appendices 1,2,3 and 4. An annual review of the school's behaviour policy is undertaken and an annual behaviour report is prepared for the Trustees. This must draw on a number of sources to give an informed picture of children's behaviour across the school, both within the classroom and during whole school day, e.g. in Collective Worship and at playtimes / lunchtimes. All stakeholders hold responsibility for monitoring of behaviour at all times.

### **Equal Opportunities**

We fully acknowledge our legal duty with regard to community cohesion. We are committed to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

### **Curriculum**

Our school values are designed to this end and our school curriculum aims to prepare young people for participation in a culturally and ethnically diverse society. We use the curriculum including PATHS to teach children to understand and resolve conflicts positively, build emotional resilience, empathy and self-esteem. It is the professional responsibility of all staff to foster

respect, question stereotypes and to challenge different forms of discrimination relating to race, gender and ability. Due regard will be given to children for whom English is an additional language.

### **Role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Where a parent is having difficulties with their child's behaviour at home, the school will offer guidance and support, and may involve external agencies.

We expect parents to read this Behaviour Policy and support it. A copy is updated and made available in the school entrance hall and on the school website every September.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement (Appendix 6). We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to address inappropriate behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Monitoring**

The Head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Trustees on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

### **Policy Review**

The Trustees reviews this policy every year. The Trustees may, however, review the policy earlier than this, if the government introduces new regulations, or if the Trustees receive recommendations on how the policy might be improved.

