Improving Outcomes
Increasing Life-Chances

Behaviour and Anti-bullying Policy

Signed: Helen Sawyer **on behalf of Inclusive Schools Trust**

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ALL DIFFERENT, ALL EQUAL, ALL LEARNING

Introduction

At IST we ensure that we have a Trust vision that is upheld by all of our schools and their communities. We work collaboratively to improve outcomes in order to increase life chances for children but the mechanism by which we make sure this happens for ALL children is the work that we do around inclusion, equality and diversity.

IST prides itself on a continuous reduction in the number of suspensions across all of its schools and the fact that it has never permanently excluded a child.

At IST we are clear what suspension means, and we never suspend a child as a punitive measure. A suspension will always be if a child has displayed behaviour that puts themselves or others in danger. The suspension allows the school to work with families, the child and external agencies to put a plan in place to reduce the risk of further suspension incidences.

A suspension will always be followed with a reintegration meeting with the child and family to set out the steps that the school will put in place to reduce the risk of reoccurring behaviours. Often at this stage a contract between home and school will be put in place. All schools within the Trust use a restorative approach to behaviour management and the Trust has a large number of staff trained in Trauma Informed practice.

We understand that all behaviour is communication

Successful and purposeful schools are where communities have a shared understanding of values and a strong commitment to work together. They have clear and developmentally appropriate expectations of behaviour. Positive behaviour is essential to ensure we can provide a high quality and safe education for all our pupils.

This policy document follows from extensive discussion and consultation with pupils, staff, parents and trustees and acknowledges the school's legal duties under the Equality Act 2010, particularly in respect to safeguarding and of pupils with Special Educational Needs and Disabilities (SEND). We very much value this partnership and believe that any initiatives relating to behaviour and discipline cannot be fully effective without the co-operation of everyone within the school community.

Aims

The primary aim of our Behaviour Policy is to promote good relationships, so that people can work together with the common purpose of helping each other to learn. The school is committed to providing an environment where all people can feel safe, happy, accepted and integrated. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. It is important that an orderly framework should exist within which effective teaching and learning can take place.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future. Children should be encouraged to develop:

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times
- respect for the environment: their own, the schools and other people's property and the community in which we live

- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

Overall, the policy will:

- emphasise providing opportunities for children to take responsibility and be involved in decision-making
- establish and promote consistent expectations of both staff and children
- promote self-discipline and proper regard for authority among children
- encourage positive behaviour and respect for others and prevent all forms of bullying among children
- foster a culture in which children's achievements are recognised and celebrated
- Outline how we support children and their families where challenging behaviour incidents are more frequent
- ensure that staff are seen to be fair and consistent
- ensure that all staff are able to take prompt and effective action when children behave inappropriately.
- promote working in partnership with home and external agencies.

Every member of the school staff must accept responsibility for ensuring positive behaviour amongst all the children in and around school.

We aim to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school.

We believe that children learn best and fulfil their full potential when there are clear and high expectations concerning behaviour. We pride ourselves on knowing the children in our setting well and that one strategy may not be appropriate for all. All staff and children understand that fair doesn't mean everyone having the same thing – 'everyone needs shoes that fit.'

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 class rules for all pupils and adults to follow, with appropriate rewards and educational consequences.
- 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.

Our School Values

- Open and honest
- Ask, listen and learn
- Kind and caring

The core values (known as our OAK values) should be displayed in every classroom as well as the Library, Hall and Main Entrance. They are referred to throughout lessons and are part of the language of children in our school.

Children have the opportunity to earn rewards for following the Core Values. These will be celebrated in the moment using OAK tokens, celebrated weekly in Celebration Assembly and with families at the end of each half term.

Entitlements & Responsibilities

The child:

Entitlements

To be treated fairly and with respect
To be happy at school without the fear of bullying
To learn without disruption through meaningful activities.

Responsibilities

To understand and accept the behaviour expected of them in school.
To treat other adults and children with respect.
To work to the best of their capabilities and allow others to do the same.

The Staff:

Entitlements

To be able to teach/carry out their job safely and effectively.
To be treated fairly and with respect.

Responsibilities

To set clear goals and expectations, and to apply rules and sanctions fairly and consistently, in line with school policies.
Strive for a calm and purposeful atmosphere where children can learn effectively.
To set work and plan provisions which are appropriate for the children.
To be an emotionally available adult to any child who needs one.
Reinforce positive behaviour through rewards and praise.
To encourage positive behaviour, good self-esteem and self-regulation through the recognition of good conduct, effort and achievement so all feel welcomed.
Positive language will be modelled and encouraged at all times adult to adult, adult to child, child to adult and child to child.
To regularly inform parents of their child's behaviour.
To talk about behaviour only has behaviour that challenges or behaviour that harms.

Those with parental responsibility:

Entitlements

For their child to receive a high quality of education during their time in school.
To be treated as an equal partner of the school and for their views and opinions to be respected and valued.

Responsibilities

To support the school's policy of behaviour and discipline.
To reinforce the school's efforts at home.
To speak with the school and work together to resolve any problems.

Expected Behaviour:

In General

Play and learn safely
Show respect to all people and things
Be a team member
Speak politely and kindly to everyone
Listen to others and expect to be listened to
Be proud of your school: keep it clean and tidy
Move around sensibly and safely: be aware of others
Use hands, feet and mouths in kind ways
Use words to solve problems
Move around the school quietly
The dining hall will be calm, with indoor voice used

In Class – Conduct

Noise must be appropriate to the activity and allow others to learn
Respect the views and contributions of others
Know that your voice/actions are important, but you may need to be patient to share them
Respect the resources we have and keep your classroom tidy

Positive Behaviour Management

We use a range of positive behaviour management strategies to maintain high standards of behaviour. Rules are written using positive phrases such as 'always walking feet' rather than 'don't run'

Positive behaviour management strategies used include:

OAK tokens – paper slips that link to each of the OAK values which can be given out by any staff member. Children can take these home to celebrate their successes with family.
OAKstar of the week – a certificate awarded in weekly celebration assemblies. This will be in conjunction with the OAK tokens. 2 children from each class, per week.
OAKstar of the half term certificates – 2 children from each class who have demonstrated the OAK values for the full half term are celebrated in a special assembly with 2 of their adults there. Their teacher writes them a special certificate and reads this to the whole school.
Verbal praise - to individual children and through 'proximity praise' (highlighting/praising compliant children in group situations to model positive behaviour)
Reward stickers
Children sharing work with another adult in the school

We work on a proactive basis – all staff aim to de-escalate behaviour from the earliest possible signs that things are not going well for a child. However, where behaviour continues to challenge, the following consequences are used for MOST children. Where these are not suitable, an alternative plan will be laid out through their personal behaviour plan. We pride ourselves on knowing our children well and understand that not all children like to be praised and celebrated in the same way. We always do our best to tailor our praise to the needs of the child. We also recognise that not all consequences will hold the same weight for each child and therefore we tailor these too. All children and staff understand that fair doesn't mean everyone getting the same thing – but that everyone gets what they need.

Challenging or harmful behaviour:	Consequence At each stage of this ladder children should be given an opportunity to reflect on their behaviour and suggest what should have happened or what we expect to see in the future using a restorative approach and questioning.
I have forgotten my classroom rules.	The adults will remind me of them.
I have continued to forget the classroom rules and have been reminded of them on three or more occasions.	I will have some thinking time in my classroom with timer at a time of the adults choosing
I have continued to forget the classroom rules despite being reminded of them three or more occasions and having thinking time in my classroom.	I will have time out of the classroom with an adult at a time and in a space of the adult choice
I have forgotten to use my kind hands, feet or words.	I may be asked to spend some time in a parallel classroom if I am calm enough If this is unusual behaviour for me, I might have to come out of the classroom and work with an adult so that I can calm down and everybody, including myself, can be kept safe. If this is usual behaviour for me, I might have to come out of the classroom and work with an adult so that I can calm down and everybody, including myself, can be kept safe. My classroom staff will speak to the adult that I live with (this may be at the end of the day but must happen). I will have a special plan written for me to keep myself and others safe. This will be shared with the adult I live with.
Despite having a plan, I have forgotten to use my kind hands, feet or words on lots of occasions.	SLT can be called in at this point. I might have to come out of classrooms and work with an adult so that I can calm down and everybody, including myself, can be kept safe. I might have to have an internal suspension where I spend a morning or afternoon learning in a different room. I might even have to spend an entire day working with just an adult and none of my peers in a different room. A member of the SLT and/or my teacher will talk to both me and the adult that I live with. School staff may get support from the Inclusion Team and/or other professionals.
My hands, feet and words are completely unsafe.	I will have to speak to the Head Teacher. I might have a suspension where I have to stay at home for a certain number of days.

	If this happens then the school staff will be writing a plan and sharing it with other staff so that when I come back to school the right support is in place for me. School staff may get support from the Inclusion Team and/or other professionals.
Despite all of the help that I have had from the school and the adults around me I am unable to keep myself and others at school safe because I am behaving in a dangerous way.	I might have to be Permanently Excluded to keep myself and everyone else safe. This may help me to get the help and support I need. This will only be done if the school staff and the external agencies that they have sought help from feel that they can no longer keep me safe.

A child will never be forced to spend time alone against their will (i.e.: alone in a room with a locked door)

Play Time & Lunch Time

Whilst there will not be behaviour prompts on display in the playground the staff will still be using the same language that children are used to.

Please see the Play and Lunchtime Policy for more details

Guidance for Staff when de-escalating behaviour

Staffing	Script Suggestions
One person is in charge of the situation (One voice for the child/children) Maintain a de-escalation stance - At the child's level - Soft voice - Listening to the child	*I can see that's something's happened/I'm wondering if...* *I'm here to help* *Talk and I'll listen, when you're ready.* *Come with me and...*
Give the child clear positive choices (ideally no more than 2)	*I would like you to sit here or sit here* *I would like you to come into the school building and go to room A or Room B.*
Staff joining support must align with the member of staff who is leading the de-escalation.	*I am here to help* *What are the choices?*
Leader may feel they need a break from the situation.	*The choices are…* *Discuss a positive point.* *Step away from the situation*

Physical Restraint & Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfES Circular 10/98, relating to Section 550A of the Education Act 1996. *The Use of Force to Control or Restrain Pupils.*

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Only used in response to foreseeable or actual harm
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be reasonable, proportionate and necessary
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

For more information on this, please see our 'Positive Handling Policy'.

Positive Individual Behaviour Plans

Where a child needs a personalised Individual Behaviour Plan to help meet their needs more effectively this will be created with input from the class teacher, TA and where appropriate child. This will be shared with the parent with their contributions added. The teacher may also seek support from our Behaviour Lead and where appropriate, the Special Educational Needs co-ordinator (SENCO) and/or external support such as the Inclusion Team.

The staff team will always consider the whole child – where are they successful as well as when they challenge. They will seek to unpick the function of the behaviours they see – why is the child presenting in this way? Is is a sensory need, a tangible want, an escape need or are they seeking attention and connection. Once this is understood, strategies will be put in place to try and meet this need to lower the incidents of challenging behaviour.

The plan will also outline how the staff should respond when challenging behaviour does occur, how this escalates and whether any scripts or routines should be followed. All staff understand that children thrive with predictability and clear boundaries.

Children will be asked to reflect on how they feel about school and which parts they find most rewarding and challenging – this will be documented on the plan. Parents are also given the opportunity to feedback once they have read the plan.

Suspension and Exclusion of Pupils

We aim to involve parents at an early stage with any concerns we may have about their child's behaviour in school and aim to work with them in trying to resolve the difficultly.

A child may be suspended when there has been;

- A physical assault on a pupil or adult
- Persistent or severe verbal abuse of pupils or adults
- Persistent disruptive/challenging behaviour which is unsafe and/or is jeopardising the education of other pupils

If a pupil needs to be suspended or excluded from the school at any time, the school will follow the guidelines and regulations set out by the Norfolk Local Authority.

Where a child has been suspended for a fixed term, the pupil and parents will be asked to meet a member of the Senior Leadership Team before reinstatement to discuss future conduct.

Internal suspension

A serious breach of the behaviour policy can lead to an internal suspension as we would aim to keep children on-site whenever it is safe to do so. This internal exclusion will take place in a room with an adult overseeing the child and ensuring work is provided. Parents will always be informed prior to an internal suspension taking place.

External suspensions

When behaviour is deemed to be very violent or aggressive towards either pupils or adults or the risk of harm to others is extremely high and it is not safe for the child to stay on site, an off-site suspension may be given. Work will be provided where appropriate by the school to do at home and the child is required by law to be in the home during school hours. It is expected that a parent will attend a meeting prior to the pupil returning to school and a plan being agreed by the school, parents and pupil. Any such suspension must follow the statutory guidance on exclusions from the Department for Education, including a letter to parents outlining duration of the exclusion and reason for it being given.

Permanent Exclusion

In very extreme cases the school may need to permanently exclude a pupil. This is the very last resort, and the parents and child will almost always have had many meetings and plans in place prior to this. Any such exclusion must follow the statutory guidance on exclusions from the Department for Education.

Bullying

Introduction

We recognise that bullying exists in all schools and our aims and approach is to prevent and reduce. We believe that offering a broad and balanced curriculum and ensuring our policies are implemented effectively, incidences of bullying are reduced. We aim to prevent where possible through;

- Our positive approach to behaviour and discipline, based on mutual respect and the rights to learn, teach and feel safe at school
- Ensure staff, parents and children are aware of the signs of bullying, what they can do and who can help
- Having clear procedures for dealing with bullying if and when it does arise.

Aims

Our aims are to;

- Make clear to everything within the school community that no form of bullying is acceptable.
- Raise awareness by implementing our policy through work in the curriculum, PSHE programmes such as PATHS, assemblies and provide information for parents via newsletter and the school website.
- Make everyone in the school community alert to the signs and evidence of bullying, and to have a responsibility to report it as an observer or victim.
- Ensure all reported incidents of bullying are followed up.
- Establish facts clearly, taking separate accounts from victims, bullies and witnesses.
- Offer comfort, support and time to talk for victims.
- Support those bullying to support them in modifying their behaviour and address the route of the behaviour.
- Seek parental and peer group support and co-operation at all times.
- Keep logs on CPOMS to ensure all incidents are logged and monitored.

What is bullying?

Bullying can be described as deliberately hurtful behaviour which is often repeated over time and where it is difficult for those being bullied to defend themselves.
Not all aggressive behaviour constitutes bullying. There are occasions when children become embroiled in a dispute that can lead to name calling or physical aggression. These incidents will be dealt with within the procedures of our Behaviour Policy.

Bullying can be:

- Physical: hitting, kicking, punching or any use of physical violence
- Verbal: name calling, sarcasm, spreading rumours and teasing
- Emotional: being unfriendly, excluding and tormenting
- Racist: racial taunts, graffiti and gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focusing on the issue of sexuality
- Cyber: misuse of email, chat rooms and social networking sites, mobile threats by text messages and calling, and inappropriate use of technology such as cameras and video.

Signs of Bullying



Bullying affects the safety and happiness of pupils: they may be reluctant to come to school, lose self-confidence and self-esteem, and their ability to learn may be impacted.
We are committed to being an effective and caring school, and we may wish to demonstrate, both through our policy and practice, we will respond appropriately and rigorously to bullying.

Raising awareness and prevention of bullying

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 twice annually.

With Teaching and Support Staff:

- Clear guidelines on positive behaviour management.
- 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:

- The Behaviour and Anti-Bullying policy is reviewed annually with all staff and is a key part of the induction process for new staff.
- Everyone will be alert to signs of bullying and report it to staff.
- Staff will work together to actively promote and model positive behaviour, attitudes and values.
- Anti-bullying Week in November – link to the national anti-bullying week initiative. Includes different kinds of bullying: physical, emotional and cyberbullying.
- Whole school and class/year group assemblies will focus on positive behaviour and heightening awareness of rights and responsibilities, review and reinforce school values and highlight bullying and its consequences.

With the Community:

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

Procedures for dealing with Allegations of Bullying

- If an incident of bullying is reported, both the victim and bully/ies, as well as any witnesses will be talked with individually by the teacher and/or a senior leader. This will be recorded on CPOMS. Facts will be established as clearly as possible, and the bully made aware of the seriousness of their behaviour
- The victim and bully will be offered support, guidance and comfort
- The Partnership Head/staff member will log any bullying incidents on CPOMS using the appropriate tag
- In the event of an allegation of bullying, the parents of the alleged victim will be spoken to. Monitoring will be put into place of both the alleged victim and the alleged perpetrator. This will take the form an identified member of staff closely monitoring the children at all times through the day over a period of time. The member of staff will make notes on CPOMS. A member of the Senior Leadership Team will meet with the parent during and at the end of the period to discuss the observations to ascertain whether bullying is occurring or not. If so, an action plan will be put into place to address the issues concerned. This will be monitored, and further meetings time arranged. A member of the Senior Leadership Team will also meet with the alleged bully and parents to discuss the matter and to talk about support and sanctions.
- If the bullying continues, the Partnership Head and Board of Trustees will be involved and consider appropriate consequences and complete an action plan which could include:
    - Exclusion from the class
    - Exclusion from class break times
    - Exclusion from the school or premises

Racially motivated behaviour

Nightingale Infant and Nursery 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 Partnership Head. All racially motivated incidents are recorded and monitored separately, and they are reported to the LA under current guidance.

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.

Monitoring

The Partnership Head 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 Partnership Head reviews this policy every year. It is agreed by the CEO of Inclusive Schools Trust and approved on behalf of the Trust. They may, however, review the policy earlier than this, if the government introduces new regulations, or if recommendations are received on how the policy might be improved. This policy should also be read in conjunction with the Trust's Anti-bullying Policy available on the Trust website www.inclusiveschoolstrust.co.uk