

Field Place



INFANT SCHOOL

Behaviour & Anti-Bullying Policy

Compliant with legislation in Section 89 of the Education and Expectations Act 2006

Be Ready

Be Kind

Be Safe

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| Written by: | Teresa Bourne - SENDCO | Date: September 2017 |
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Our Behaviour Policy is compliant with legislation in the Section 89 of the Education and Expectations Act 2006 by:

- promoting, among pupils, self-discipline and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education

Aims for behaviour in our school link to our three rules: Be Ready, Be Kind, Be Safe.

This ensures that:

- We enable all children to work together in a safe, calm environment.
- We nurture good relationships based on mutual respect and trust.
- We encourage individuals to develop a positive self-image and high self-esteem.
- We encourage awareness of and sympathy towards the feelings of others; and support development of empathy as children grow.
- We provide consistent expectations and use a shared language.
- We strive for all adults and children to work within our agreed code of behaviour.
- For children to become competent and confident learners, with the overall aim for them to be lifelong learners and to reach their full potential.

Introduction

The expectation of children's behaviour at Field Place Infant School is very high, and is achieved through positive reinforcement. In order to maintain these high standards all staff work together, have corporate responsibility for all children and have a shared understanding of how this is achieved and what is expected of the children.

The most effective way of achieving good behaviour is by recognising, naming and praising the good behaviour and the children who are displaying it. Children who are ready to learn, being kind and safe will be noticed and negative behaviour will be given as little attention as possible.

Weekly assemblies are linked to the school ethos and values. The assembly gives the discussion topic for the week and these are integrated in class PSHE through the week.

At Field Place there is strong evidence of praise in talk between adults and children. There is a shared vocabulary across the school (see One Page Behaviour Policy – see Appendix 1).

All classrooms have a 'WOW' board where children's names are displayed for positive behaviours.

Each classrooms also has a whole class reward system, where a shared effort leads to a reward for the whole class.

Daily texts share children's good behaviours with parents on a regular basis.

The Head Teacher holds a half termly 'Celebration Tea' where children who are exceptionally well behaved are invited. A letter about this is written home and to the whole class to ensure that this exemplary behaviour can be celebrated and provide a model to other children.

Teaching and Learning

At Field Place Infant School we believe children learn best when their learning is personalised and in a context that is meaningful to them (based on first-hand experience). This applies to behaviour too.

Our learning beliefs:

- Learning should use children's first-hand experience and make clear links to previous learning and, where relevant, make explicit links to other areas of the curriculum.
- Learning should be based on scaffolded, progressive steps.
- We believe that the effort and achievements of all children should be celebrated.

A consistent whole school approach and a shared responsibility towards positive behaviour management will reinforce these beliefs. The value of real and appropriate praise engenders warm and supportive relationships within which each child feels valued. There needs to be a consistency in the expectations of adults and children need to have very clear boundaries. When children challenge these boundaries by using inappropriate behaviour there is a clear and consistent structure of response from adults (see Appendix 2 and 3)

Foundation Stage

We recognise that young children joining us in both the Nursery and Reception classes may be working as part of a larger group and having to respond to a variety of adults for the first time. In response to this we set very clear boundaries for behaviour. We ensure that all adults are consistent with behavioural expectations of children and that children are given lots of praise for making good choices with their behaviour. The three rules will be introduced and modelled through daily experiences. There will be occasions when children in the Foundation Stage will find adjusting to a new set of expectations and adults difficult. We are sensitive to these needs and individualise expectations for these children, gradually moving the expectations closer to that of everyone else. We have close relationships with parents and keep them well informed of their children's behaviour and progress they are making.

Playground Behaviour

Playtimes are supervised by LSAs. Weather permitting children have access to equipment such as the trim trail, the tyres, hoops and stilts. Children are also encouraged to play traditional playground games or those which make use of playground markings as well as games of their own making.

Children who find appropriate behaviour difficult on the playground may have to hold an adult's hand for 'thinking time' or if more appropriate spend time with a teacher away from the playground. Teachers adopt restorative strategies to enable the child, when ready, to return to class calmly.

Other children may choose to stay in at playtime to access activities in the Calm Room. Where necessary, a log of children is kept, including the reason for their attendance, in order to monitor patterns of behaviour.

At the end of playtime all teachers go onto the playground and the whistle is blown by the duty teacher. Children are expected to stop and stand in silence at this signal, reminded and encouraged by all staff. Each class is then called in turn and children are asked to walk to a designated place to line up in silence. Teachers are expected to ensure that this is done in silence and to lead the children into school when they are settled and ready to learn.

Children are expected to walk calmly around the school at all times, either when accompanied by an adult, or when unaccompanied, such as when taking messages to the office.

Equal opportunities and Inclusion

We recognise, at times, some children find it difficult to adhere to the boundaries that are put into place at the school and we accommodate these children as we would any child who has special needs in any area of learning.

Some children require a Behaviour Support Plan, Risk Assessment and / or an individual reward system. These are tailored to the needs of the child and support them to make the right choices in school.

Children who experience difficulties are the responsibility of all staff. It is the responsibility of the class teacher, year leader, senior leadership team and teaching colleagues to ensure that all staff are aware of children who may need extra support.

There are different levels of poor behaviour, which need to be dealt with in different ways (See Appendix 2). Low level disruption should be dealt with following the school rules. Continued disruption should lead to an appropriate consequence, such as spending time in the year leaders class, with the child being expected to return to the class appropriately. Further escalation could lead to a senior leader becoming involved. Throughout the process all strategies adopted by staff are restorative and aim for children to return to class when they are ready. If a child has spent some time out of the class with either a year leader or senior leader the parent will be informed. In most cases this would be by the class teacher. For the most extreme behaviours the Head Teacher would become involved.

In the case of children who are at risk of being excluded because of their challenging behaviour, a Behaviour Support Plan / Risk Assessment will be set up by the SENDCo and Class Teacher and parents. This may be in collaboration with other outside agencies including LBAT (Learning and Behaviour Advisory Team) or the School Nurse.

Regular meetings may be set up to discuss targets and support in place to help the child and to monitor their progress both at school and at home.

Depending on the severity of the needs of the child and / or the family an Early Help Plan may be initiated to ensure that the family receive a multi-agency approach, enabling school and home to work together.

Partnership with parents

We expect all parents to take responsibility for the behaviour of their children and involve them in regular discussions about them. We ask all parents to:

- Work in partnership with the school to help form good relationships
- Ensure that their child attends school regularly and arrives and is collected on time.
- Talk through with the teacher problems that have occurred at school and any concerns they may have.
- Inform staff of any change in behaviour at home or circumstances which may affect the child in school.

Teachers keep a termly log for every child in the class concerns diary. For children whose behaviours are causing concern teachers must use SIMs to log behaviours and complete an individual child log as a means of monitoring their behaviour. Parents are informed of any difficulties the child is having.

We feel that it is important to give parents positive feedback about their child's behaviour whenever possible, such as through text messages or letters, but if a conversation concerning inappropriate behaviour is needed, this is handled sensitively. This aims to form a trusting dialogue between home and school to work together to plan ways forward for the child.

Anti-bullying Policy

Aims for anti-bullying behaviour in our school:

At Field Place Infant School we:

- Enable all children to work together in a safe, calm environment
- Nurture good relationships based on mutual respect and trust
- Encourage individuals to develop a positive self-image and high self-esteem
- Encourage awareness of and sympathy towards the feelings of others; develop empathy
- Provide a consistent framework based on shared values
- Strive for all adults and children to work within an agreed code of behaviour
- To become competent and confident learners, enabling them to develop lifelong skills and, ultimately, financial and social well-being.

Bullying is either targeted and repeated physical or verbal behaviour that directly affects the emotional and / or physical well-being of another. It is characterised as:

- deliberate
- systematic (usually)
- intimidating

Children will be involved in developing our 'Say No to Bullying' ethos through Word of the Week assemblies and PSHE sessions in class. In previous years pupils have considered what constitutes bullying behaviour and how to deal with this. (See appendix 4)

We aim to have a school where bullying is not tolerated by children or adults and where all children, whatever their race, colour, gender, sexual preference, special needs or socio-economic background:

- feel valued and cared for
- feel safe
- develop good social and emotional relationships with others
- have the skills to address issues that arise
- are confident to approach others about problems

If individual children have been identified as having a temperament liable to lead to bullying, the SENDCo and class teacher will devise support for them, with a programme to develop their understanding of this area.

Appendix 1 – One Page Behaviour Policy

Visible Adult Consistencies

1. Welcoming

culture



2. Use children's names




3. Greet children after every transition – remember a personal statement

Rules

1. Be ready
2. Be kind
3. Be safe

Behaviour Rewards

1. Send at least one text home to a parent each day
 2. Use Wow wall daily
 3. Whole class reward
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4. Gold Star Assembly
 5. Head Teacher Tea
 6. Positive feedback to parents

Building Bright Futures Together

Remember, 'DON'T MAKE IT WORSE'

When the adults change, everything changes.

Stepped Sanctions



1. Reminder
2. Caution
3. Last chance
4. Time Out
5. Parked Reparation

Microscript

30 Second Intervention

1. State the behaviour observed: "I've noticed that...".
2. Refer to previous good behaviour,
3. Make a good choice (label this). I need you to....
4. Thank the child for listening.



6 Restorative Questions

1. What happened?
2. What were you thinking/feeling?
3. How did this make people feel?
4. Who else has been affected?
5. What should we do to put things right?
6. How can we do things differently in the future?

Appendix 2

Systems to promote positive behaviours and reduce unwanted behaviours

All initial behaviours should be addressed by the class teacher with the support of the LSA. Use of the three school rules and the shared language is important. Use restorative strategies.

Always consider '**is the behaviour stopping you teach?**' and '**will strategies used make the behaviour worse?**'



Despite the use of behaviour strategies and if the child's behaviour *is* stopping the teacher teach the child should go to the Year Leader (or another teacher) for '**Time-out**'. Again this should aim to be restorative by setting expectations of the length of time for 'Time-out' and what will happen when the child returns to class. If the child returns to class this should be praised giving them every opportunity to rejoin classroom activities.



If the child's behaviour is stopping the Year Leader (or other teacher) teach a member of the **Senior Leadership Team** will become involved:

Sandra Worsfold, Teresa Bourne (not able to use positive handling), Hannah Driscoll and Lucy Crouch (depending on teaching commitments).

From here the Senior Leader will decide how to move things forward with the focus being on restorative practice and the child returning to class when they are ready.

If a Senior Leader has been involved it is the teacher's role to inform the parents unless you are advised otherwise by the Senior Leader.



If the child's behaviour is severe or becomes more severe at any stage, such as:

- ✚ a staff member is deliberately hurt;
- ✚ significant and deliberate violence towards another child;
- ✚ extreme and persistent behaviours;

Mrs Alford will then become involved. This is a **last** 'port of call' and on most occasions a member of the SLT will have made this final decision.

Parents will be informed – Mrs Alford or SLT will decide how this should happen.

Appendix 3 - Stages of behaviour and strategies

| Stage of Behaviour | Adult strategies |
|--|---|
| <p>Stage 1</p> <ul style="list-style-type: none"> • Calling out • Talking to other children on carpet • Deliberate irritating or negative attention seeking behaviours. • Flicking pencils, etc. • General low level disturbance • Antagonising others • Flitting between activities • Frustration towards a task or activity | <p>Stepped Sanction: Reminder / Caution</p> <p>Check child understands the task / activity – offer adult or peer support or a different way of working.</p> <p>Use the 30 second Microscript Intervention.</p> <p>Reward positive behaviours of others and remind children or Wow Wall or texts home.</p> <p>Withdraw adult attention from low level behaviour</p> <p>Distract child with positive outcome, ‘can you find the book about...’</p> <p>Label the child’s feelings ‘I can see your feeling cross etc.’ and talk about ways to help the child feel better.</p> <p>Use of ‘Now/Next’ language to give clear instructions with ‘next’ being possible incentive.</p> <p>Provide a safe place such as the book corner as a place to calm down and reflect.</p> |
| <p>Stage 2</p> <ul style="list-style-type: none"> • Defiance to adults • Continued disruption to teaching and learning after use of stage 1 strategies. • Refusing to follow teacher model of how to improve their behaviour. • Increased behaviours preventing teaching and learning. • Being rude to adults and children. | <p>Stepped Sanction: Last Chance / Time Out / Year Leader</p> <ul style="list-style-type: none"> • Give choices for behaviour clearly stating the positive outcomes if behaviour changes • Continue to label the child’s feelings and talk about ways to help the child feel better. • Continued use of Now/Next instruction • Adult / LSA to take child for a walk for thinking time. • Final option: Time Out in Year Leader / Phase Leader Classroom. Teacher to state how long this will be for and what will happen on the child’s return. <p>Go to Stage 4 to support the child repair the situation. The teacher will speak to the child’s parent or carer about what has happened in a sensitive way. Teacher to write SIMS Log</p> |
| <p>Stage 3</p> <ul style="list-style-type: none"> • Throwing objects • Tipping chairs • Leaving the classroom • Deliberately hurting another person (child or adult). • Making the classroom or playground unsafe • Being a risk to themselves or others | <p>Stepped Sanction: Time Out / SLT</p> <ul style="list-style-type: none"> • Clear or move other children away rather than moving the child. • Move hard or large objects away • Call for member of the SLT <p>Teacher or SLT will speak to parents depending of nature of behaviour. Teacher and / or SLT to write SIMS Log</p> |
| <p>Stage 4 The child will be calm and able to think, talk or draw about what has happened.</p> | <p>Stepped Sanction: Parked Reparation It is important that the member of staff who was directly involved when the child’s behaviour started helps the child to repair what went wrong. Use the 6 Restorative Questions on the One Page Behaviour Policy.</p> |
| <p>Staff Support</p> | |

Appendix 4

The voice of the children at Field Place Infant School:

What is bullying?

- Punching and kicking
- Snatching
- Hurting touch
- Pushing
- Pulling hair
- Kicking
- Making people feel scared
- Bad whispering
- Hurting feelings
- Shouting at people
- Saying 'I hate you' or horrible things
- Taking people's things away
- Making people feel sad

What does bullying do?

- Makes people feel sad
- Makes you upset
- Makes you miserable and makes you go away
- Makes you feel like you can't go outside
- Makes you feel angry
- Makes you feel cross

How can we end bullying?

- Tell the person 'Please don't do that, I don't like it'
- Walk away
- Don't keep it secret
- Tell an adult at school
- Tell a friend
- Tell your family
- Keep on telling people

What if your friend is bullying someone?

- Don't just stand and watch
- Don't laugh
- Don't join in – this means you are bullying too
- Go and tell an adult
- Ask your friend to STOP