



Behaviour and Anti-Bullying policy

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Southwood Infant School Behaviour & Anti-Bullying Policy

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

At Southwood Infant School we aim to develop positive behaviour patterns through helping children to recognise and choose appropriate behaviours. In our school, children and staff have the right to be respected, feel safe and be happy.

Teachers have the right to teach and children have the right to learn.

Aims

At Southwood, we believe that it is vital for each pupil to increase their self-esteem, show respect and concern for others, be self-disciplined, and develop moral qualities, such as truthfulness and honesty. All children at Southwood Infant School have the right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or groups. The principles of tolerance, understanding and respect for others are central to what we believe. Adults must not only model good behaviour but should ensure that children feel that their behavioural achievements are recognised so that they can feel positive about themselves.

Our children are expected to work hard, complete all of their assigned tasks and behave well because they know it is the right thing to do.

Everyone at the school is given equal value and all are to be treated equally regardless of ability, gender, ethnicity or cultural background.

Objectives

All members of the school community have a responsibility to uphold these aims by:

- Respecting the rights, values and beliefs of the individual.
- Fostering and promoting good relationships and a sense of belonging to the class/school community.
- Caring for, and taking pride in the physical environment of the school.
- Offering equal opportunities and recognising the importance of different values, traditions and cultures.
- Being a 'telling school' where children are safe and bullying is not tolerated.
- Helping to develop strategies to eliminate unacceptable behaviours and applying these consistently.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.

Positive Management

At Southwood Infant School, we believe that we **all** have a vital role to play in promoting positive behaviour and preventing negative behaviour.

The school presents a safe and secure atmosphere in which highly effective teaching and learning can take place. We aim to promote excellent behaviour and address poor behaviour quickly and efficiently.

The school is maintained to a high standard and the children are encouraged to respect and care for their surroundings as well as other children and adults.

The school expects exemplary behaviour and time will be spent training the children in classroom and school procedures in order to encourage this.

Specifically, this will mean that our children will be taught respect:

- Respect for themselves
- Respect for others
- Respect for property

To promote positive behaviour we will:

- Model the behaviour we want to promote through our relationships with children, parents and all members of staff.
- Endeavour to build positive relationships with all our pupils and never hold grudges
- Ensure classrooms are kept well-organised and tidy.
- Celebrate and reward positive behaviour i.e. 'deliberately catch people being good'
- Ensure that classes are collected from the playground on time
- Treat all children fairly (this does not necessarily mean that all children are treated exactly the same)
- Make adaptations to support children with particular learning, social and behavioural difficulties
- Allow children to make a fresh start each lesson
- Ensure lessons are appropriately differentiated so that all children can access the learning

Implementation

The school has a positive atmosphere and shared values. In all aspects of behaviour our approach is to be pro-active, not reactive. All staff must be calm, consistent and fair in their approach to pupil behaviour management. Active involvement in rewarding and encouraging positive behaviour is the responsibility of all staff.

As a staff we have agreed the following rewards for good behaviour:

1. Praise and encouragement
2. Award stickers
3. Celebrating achievement during our celebration assemblies
4. Show good work to previous teacher and to the Head teacher for further recognition

Our Golden Rules

We are kind and gentle

We are honest

We look after property

We work hard

We listen to people

Class rules

Our classroom rules are based on the Schools Golden Rules above and every class implements a sunshine and cloud behaviour system set up by Jenny Moseley. Any inappropriate behaviour will always be related back to our Golden Rules and the sunshine and cloud system. If a child breaks the rules of the classroom or school the first sanction will be to go onto the cloud and miss 5 minutes of playtime. If they continue to break the rules they will be put onto the black cloud and miss 10 minutes of their play time. Any child on the black cloud will also miss 5 minutes of their golden time for each instance.

Staff and children share Circle Time weekly (See PSHE Policy). Circle Time is an opportunity for sharing and respecting each other's experiences and feelings on a variety of everyday occurrences. The children perceive it as a speaking and listening opportunity and it is a way of building confidence

and self-esteem. It helps children feel comfortable about expressing their feelings as well as listening to others.

Adults in school encourage the children to speak openly about the problems they may have. They draw a clear distinction between telling the truth and 'telling tales'. The child who is prepared to tell the truth, taking responsibility where necessary for their own actions, will always receive support and encouragement from the staff.

Children in Year 2 have the opportunity to become a member of the Playground Squad for half a term. These children (identified by their yellow caps) promote good behaviour, help others to play and have positive playtime experiences.

New pupils, those demonstrating vulnerability or a need to have good behaviour modelled are given a buddy to support them during playtimes.

Head Teacher Awards

Each week, class teachers choose a child from their class to receive a 'Head Teachers Award in front of the rest of the school in the Friday Celebration assembly. The teacher explains why that child has been chosen and the child is presented with a "Head Teacher" certificate in our celebration assembly on Friday.

Good Neighbour certificates

Good Neighbour certificates are awarded across the school in every class for following the Golden Rules. Each week a good friend is chosen from each class. They receive a certificate in our celebration assembly on Friday.

Lunchtime Stars

Each week a child from each class is nominated by the lunchtime supervisory staff to receive a lunchtime award for positive behaviour and super manners. They are awarded a certificate in celebration assembly and invited to eat their Friday lunch on our top table with a member of staff.

Golden Time

Each class has a golden time each week on a Friday afternoon. This is when the children are rewarded for having kept the school/class rules. During this time they choose from favourite activities. Golden time is a privilege for those who have kept to our school rules, but some of the time can be lost if children have seriously broken a rule. Children have a warning if their behaviour is not appropriate and a chance to alter it before time is taken away.

House Points

Every child is a member of a 'House'. During the week, children are awarded House Points for good behaviour and good work. These are recorded on individual certificate record cards. One team point is awarded for completing 10 points and for receiving a Good Neighbour certificate and Head teachers award. These are awarded in our celebration assembly.

Sanctions for Unacceptable Behaviour

In most cases children respond well to a system of positive recognition and reward however there will be occasions when a child's behaviour proves to be a real cause for concern and sanctions are necessary.

If children break the 'Golden Rules' there are clear procedures to be followed. Sanctions are intended to give children time to reflect on and adjust their behaviour. We believe it is the certainty and consistency of the sanction that matters, not the severity. We never use put-downs or sarcasm when applying a sanction.

When required ELSA support will be used to address the emotional and social difficulties underlying and resulting from this behaviour.

Expectations for appropriate behaviour are made clear through verbal explanations. As the child matures and the academic year progresses the sanctions which apply to Key Stage 1 will be applicable to those children in Reception.

Reception teachers will use a range of strategies such as time-out away from the rest of the class to remind children of the golden rules if their behaviour is not appropriate.

Across the School

A Sunshine and Cloud system will be used to remind children of the sanctions:

1. Verbal Warning

Child is aware of breaking rule and is reminded of rule. Praise other children for modelling the correct behaviours.

2. Name moved to white cloud

This means children lose 5 minutes from their breaktime. They are encouraged to choose more positive behaviours. Children are able to move back to the 'sunshine' and praised for making the right choice. Teacher at end of lesson/session speaks to child to remind them of classroom expectations before the next session.

3. Name moved to black cloud

Children will automatically miss 10 minutes of their next breaktime. They will need to complete a prompt to indicate which rule was broken and what happened by drawing a labelled picture. Teachers should ask; What happened? What rule did you break? What is your explanation? What do you think you need to do to put things right?

If behaviour improves, they can move back to the sunshine while still keeping their 10 minute sanction. If they return to the 'black cloud' within the session, this will then mean the child is sent to Purple class (see below)

4. Withdrawn from lesson

If a child has either got to 'black cloud' and then continues to misbehave, or else has been placed on 'black cloud' more than twice during a session, they will be removed from the class and sent to the Assistant/Deputy Head Teacher where they will have to remain for the duration of the lesson, completing the required work. This will automatically mean that they will miss the whole of their next breaktime. A log of children sent will be monitored by the Leadership team at the end of each half term.

5. Sent to Team Leader, Deputy/Assistant Headteacher or Headteacher

For serious misdemeanours or persistently disruptive behaviour, children may be sent directly to any one of the members of the Senior Leadership above who will decide on the sanction, proportionate to the misdemeanour. Formal contact may be sought with parents.

If unacceptable behaviour still continues, a meeting between Headteacher, parent and child's teacher will be arranged to discuss remedies and/or to invite outside intervention (behaviour support team). An IBP (Individual Behaviour Plan) will be put into place with all parties agreeing to the steps, rewards and sanctions set out in the plan.

In the event of a child's behaviour deteriorating to such an extent that he/she is a danger to himself/herself, other children or adults, the County Exclusion Guidelines will be followed.

In the case of damage to people and / or property a letter of apology may be requested. Copies of such letters will be sent to all parties involved, parents will be asked to acknowledge receipt and copies will be kept in the behaviour file. Parents may be asked to make a contribution towards the

cost of any property caused wilfully or negligently by their children, as per the school's Charging Policy.

Exclusion

Exclusion is used only in the rare instances where a child is either not responding at all to a range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the learning of others or if the child has behaved in a way deemed as particularly extreme, such as being violent towards another pupil or member of staff, or has used foul or abusive language towards any member of staff. The school will follow the new county guidelines on this.

Bullying

Southwood Infant School will not tolerate bullying in any form and will take all necessary steps to stop it. Bullying happens when a person is subjected to targeted abuse over a period of time by another person or persons.

Bullying can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim or coercing the victim into acts which they do not wish to do.

Cyber bullying is of growing concern and whilst most of our pupils are not of an age to be involved in text messaging or online chat, we are aware that younger and younger children are becoming victim to electronic forms of bullying. It is unacceptable behaviour and will not be tolerated in any circumstances,

All members of staff will act if bullying is observed or reported. They will respond not just to the bully but to the child/children being bullied. Research suggests that both bully and bullied are victims.

The watchfulness of individual teachers/non-teaching assistants/supervisory assistants, inside and outside the classroom is one kind of preventive activity. Working through Circle Time/PHSE in the classroom is another.

This active school policy and in partnership with parents, allows us to ensure that bullying does not occur at Southwood Infant School.

Playtimes/Lunchtimes

During playtimes, inappropriate behaviour will also be sanctioned using the same system as teachers that match our classroom sunshine and cloud system.

If the child continues to display inappropriate behaviour, they will be sent in to see the Deputy/Assistant Headteacher or Headteacher.

Repeated incidents of inappropriate behaviour, violence or incidents of bullying will be followed up by the class teacher or member of School Leadership Team who will take further action if appropriate. This may include withdrawal from the playground for a period of time.

Lunchtime Supervisors will keep a record of all instances of poor behaviour which will be regularly monitored by the Senior Leadership Team. When the bell is rung at the end of lunchtime, Lunchtime Supervisors have the authority to reduce the length of the next lunchtime if children do not stand still quickly. The bell will be rung at 12.55 pm so the infant children can return their play equipment. Then the final bell will be rung at 1pm so children can go back to their classrooms.

Teachers will ensure there is enough time before the end of break for children to put away the playground equipment in an organised fashion. They will also send a messenger to inform the staffroom that the bell is about to be rung. That gives teachers and LSAs enough time to return to their classrooms ready to start the next lesson.

Children with Specific Behavioural Difficulties and Individual Behaviour Plans

We know that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of different reasons. We work from the philosophy that we achieve fairness by meeting each child's individual needs rather than by treating every child the same. Whilst we don't use this to excuse inappropriate behaviour we do seek to understand the reasons behind the behaviour. This may involve using tools such as the 'iceberg approach' (not just tackling the behaviour but looking at the underlying causes) to help understand what might be causing a child to behave inappropriately.

In some cases, it may help the child if they have an individual behaviour plan. These plans are based on a wide range of evidence gathering including observations of the child in class, why-why analysis or behaviour checklists such as the ABC checklist. Such plans are usually prepared by the class teacher and the child in consultation with the Headteacher/SENCo and the child's parents. The plans set clear targets for the child and are reviewed regularly to monitor the progress being made.

Our overall aim in this process is to produce a happy, safe and secure environment for all children. We want them to be valued as an individual and for the child to take responsibility in managing their own behaviour.

Screening and Searching pupils

On rare occasions, members of staff may need to confiscate and retain a pupil's property if it is deemed reasonable and necessary to do so in order to maintain good discipline. Examples include mobile phones being used within lessons, playing with unnecessary equipment or toys etc. Confiscated items will be returned to the child in most instances at the end of the day or at the next convenient opportunity, with a reminder about its use in school. In some instances, teachers may decide to return items directly to parents.

Pupils' conduct outside the school gates

For non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, teachers may discipline pupils for misbehaviour when a child is:

- taking part in any school-organised or school-related activity or

- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, 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.

Sanctions will be proportionate to the misdemeanour and will follow the school's list of sanctions above.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This should always be used as a last resort and the level of force required is proportionate to the situation – no more force than is needed. Examples include:

Using force to control - this may involve passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. We closely follow DFE guidance that refers to the Education Acts of 1996 and 2002 and to Section 93 of the Education and Inspections Act 2006. We also follow Hampshire County Council Guidelines published in 2007. Section 93 provides the legal power for all school staff to use reasonable force should this be necessary. Please refer to our Restrictive Physical Intervention Policy for further information.

Using force to restrain - this may involve holding a pupil back physically or bringing a pupil under control. It would typically be used in more extreme circumstances, for example when a pupil is trying to hurt another.

Schools 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 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Where the Headteacher believes that physical restraint may be needed in dealing with a particular child, parents are involved closely to ensure they understand and accept the actions to be taken. If a child should attempt to leave the school premises, staff will keep the child in sight and encourage them to return to the school property. Physical restraint will be used where the child's safety is at risk and minimal physical restraint may also be considered in order to walk the child back to school property. Parents will be telephoned immediately and the police informed.

Our policy at Southwood Infant School is to encourage staff to avoid the use of force wherever possible. Where it is not possible to avoid its use, then the response should be directly responsive to the situation. If children need to be removed from a lesson for being disruptive and will not willingly do so, then a member of the Senior Leadership Team should be called to perform this task. The school follows the guidance and approaches stated in our restrictive intervention policy.

As a school, we recognise our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) when using reasonable force.

In any circumstance where reasonable force has been used, parents will always be notified. Where appropriate, further external agency support for the child may be explored. All 'significant incidents' where force has been used will be recorded by the school. All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder, no further action will be taken. In all other cases, the school's disciplinary policy will be followed exactly.

The school recognises its duty of care towards its employees. Appropriate pastoral care and advice will be given to any member of staff who is subject to a formal allegation following a use of force incident.

Responsibilities for Promoting Positive Behaviour

As a whole school, we aim to promote positive behaviour and eliminate instances of poor behaviour by:

Leadership Team

- Taking a lead in establishing and maintaining a positive school ethos.
- Monitoring and reviewing behaviour throughout the school.
- Monitoring attendance and punctuality and responding immediately when either is poor.
- Recording and reporting incidents of serious misconduct (Behaviour file in Headteacher's room).
- Ensuring that the buildings and grounds are well maintained.
- Through referrals to the Primary Behavioural Service.
- The use of Whole School Assemblies to raise awareness of behaviour and bullying issues and provide a whole school focus for anti-bullying.
- Induction for all new staff and annual whole school review of procedures.
- Training staff so they can better identify and help vulnerable children and those who may be more at risk of bullying.
- Organising assertiveness training from ELSA for pupils experiencing recurring problems. This aims to change the behaviour of vulnerable pupils to help them use verbal and body language in a way that discourages bullying, including how to respond to bullying in a calm, controlled manner. This can include how to make assertive statements, deal with name-calling, getting help from bystanders etc.
- Supporting staff in the practical application of this policy and procedures.

Staff

- By providing a stimulating and challenging learning environment, which enables all children to achieve the highest possible standards.
- Being constantly aware of the needs of individual children and their relationships with others.
- Enabling children to take increasing responsibility for their own learning and conduct, intervening where necessary.
- Being a good role model - punctual, well prepared, organised and a cooperative team player.

- Providing opportunities for children to discuss appropriate behaviours, working together, reflecting a shared philosophy and practice together.
- Looking for every opportunity to praise and highlight pupils' achievements both academic and social.
- Enforcing the agreed behaviour code consistently.
- By being vigilant for signs of bullying.
- Always taking reports of bullying seriously and investigating them thoroughly
- Use the curriculum to increase children's awareness of bullying and to help them develop strategies to combat it.
- Use circle time to explore issues and give opportunities to discuss feelings.
- Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and find out why.
- Use SMSC to teach skills and strategies to deal with poor behaviour and bullying.
- Encourage targets and witnesses of any poor behaviour or bullying to report incidents
- Bring cases of bullying out into the open, so that children know what has taken place and how it has been dealt with.
- Demonstrate, through our procedures, that no case of bullying is considered too trivial to warrant attention.
- Take appropriate action, or refer behaviour matters to a Team Leader, Deputy/Assistant Headteacher or Headteacher for further action.
- Record either behaviour or bullying incidents on the appropriate proforma and retain these records for discussion at Leadership Meetings or for school monitoring purposes.
- Inform parents at an early stage of any known incidents of bullying for all children involved.
- Follow up any incidents within two weeks and again after half a term to ensure that there is no reoccurrence.

Pupils

- Attending school regularly and punctually.
- Being organised-bringing necessary kit, taking letters home promptly, returning homework, having home/school book available, ready to begin lessons on time.
- Contributing to the development of the school's behaviour code of conduct.
- Conducting themselves in an orderly manner in line with the code of conduct.
- Take growing responsibility for their environment and their own learning and conduct.
- Being aware that we are a 'telling' school – this means that it is the duty of any bystanders to report any incidents and they will not be accused of telling tales.
- Telling any child with poor behaviour to stop – State quite clearly that the behaviour is unwelcome and offensive and, if possible, walk away from the situation.
- Seeking adult help – if the bad behaviour or bullying continues or if they are afraid to tell the bully to stop.
- Reporting incidents to their class teacher or any member of staff – children must feel confident that any incident can be resolved satisfactorily. They should keep a record of the date and time of any offensive electronic messages and let an adult see them.
- Becoming Play Leaders to organise games and activities.
- Being part of a 'Circle of Friends' to provide emotional support to other vulnerable pupils who feel isolated.

Parents

Parents have a clear role in making sure that their child is well behaved at school. Schools are required to have, and to ask parents to sign and uphold, a Home School Agreement that outlines the responsibilities of the parents or carers, the pupils and the school, including those relating to behaviour.

- Ensure children attend school in good health, punctually and daily (this involves taking holidays outside term time whenever possible).
- Provide prompt explanation of all absences through a note or telephone call to the school office.
- Provide support for discipline within the school.
- Inform us of concerns so that we can work together to make our children's school experience as happy as possible. In matters of discipline, the school will expect to work in close cooperation with parents.
- Contact the class teacher in the first instance if they have any concerns about their child or the behaviour of other children. They may also make an appointment to see a senior member of staff or the Head teacher if they wish.
- Inform us as soon as possible after an incident occurs, particularly given that younger children's memories are very short.

Malicious Accusations Made Against School Staff

This is a very rare occurrence and particularly so from younger children. Any incident would be dealt with individually, following the advice of the designated officer (LADo). Where an allegation has been found to have been made falsely or maliciously we would not hesitate to pursue further disciplinary or legal action.

Record Keeping

- The school has various proforma to record incidents:
- LTSAs – individual booklets to record any poor behaviour
- Class teachers – Behaviour logs for any serious or persistent misbehaviour
- Deputy Head teacher – behaviour log for children sent out of class
- Leadership – half termly summary sheets of any misbehaviour across school
- All staff – Bullying recording forms
- Head teacher – overviews of all reported misbehaviour and bullying
- IEP'S for behaviour

Procedures

To ensure the involvement of all members of the school community in this policy:

- Any ongoing behaviour issues will be discussed regularly in weekly staff meetings.
- Regular meetings will be held between Lunchtime Supervisors and the Deputy Head teacher or Head teacher.
- The school will conduct an annual pupil questionnaire. The results will be analysed and used to inform future amendments to policy and/or practice.
- A 'What do I think' survey will be carried out annually for Year 2 pupils. Results are compared with County responses.
- Teacher's behaviour logs will be monitored each half term by the Leadership Team.
- Deputy Head teacher log will be monitored each half term by the Leadership Team.
- Every fortnight, playground incidents will be monitored by the Leadership Team and any concerns raised with the relevant teachers.
- Once per half term, any alleged bullying incidents will be monitored and discussed by the Leadership Team.

- The Head teacher will regularly report to the Governors about behaviour. Once a year, a report on bullying will also be compiled.
- A copy of this policy will be kept in the staff handbook and on the Curriculum shared drive. Parents will have access to this policy via the school website.
- A parent friendly booklet outlining this Behaviour Policy will also available via our website. It will also be distributed to new parents each year.

Presented to staff and governors: May 2017