



Telford Infant School

LOVING LEARNING

Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.

Behaviour Policy (including Anti-Bullying Statement)

Manager:	Headteacher
Date of latest update:	September 2018
Date of next review:	September 2019

*This Policy is available for Staff and Governors on the Learning Platform.
It is also available for parents on the school website and on request from the school office.*

Introduction

The purpose of our Behaviour Policy is to state clearly our expectations of children's behaviour and how we respond to and manage their behaviour.

At Telford Infant School we believe that children learn best when they are clear about what behaviour is expected from them and when they are continually and consistently supported in behaving well. We have high expectations of our children's behaviour.

Vision Statement



TELFORD INFANT SCHOOL
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Aims

Our whole school Behaviour Policy aims to:

- promote a high standard of behaviour throughout our school
- define acceptable standards of good behaviour
- create a consistent approach that encourages and reinforces good behaviour
- encourage a consistency of response to both positive and negative behaviour
- develop pride and a positive self image of ourselves and our school
- ensure that the school's expectations and strategies are widely known and understood
- encourage the involvement of both home and school in the implementation of this policy

We believe that our aims are achieved when:

- clear expectations are established, understood and accepted throughout the school by all members of the learning community
- encouragement and reward, both formal and informal, are key elements in managing behaviour
- a school atmosphere is maintained which is consistent and caring
- the choice to behave responsibly is placed on the child, and children are taught how to make positive behaviour choices
- children are provided with good role models
- children experience a curriculum that is varied and stimulating and where teachers are aware and respond to children's varying interests and skills
- parents and school are in partnership to help children who need support to manage their own behaviour
- sanctions are directed at the action and not the child
- all are aware and understand sanctions for poor behaviour which are applied consistently and fairly in a calm and considerate manner

School 'Rules Matter'

Each summer term our School Council, consisting of representatives from each class in school, consult with their classmates to discuss what good behaviour looks like and from this a set of school rules – 'Rules Matter' - are agreed. They lead two assemblies – the first asking for ideas and once xxx they lead a further assembly outlining their rules,. These rules are adopted by the whole school and are known as 'Rules Matter' in line with our British Values statement. All members of the school community are expected to follow them.

These rules are explained fully to the children, are referred to regularly and are displayed in all learning spaces. In classrooms photographs displaying what these rules look like in practice help children understand the expectations.

Our 'Rules Matter' are:

Always try to make good choices.

We help keep our school safe, happy and caring.

We are kind and polite and look after each other and our grown ups.

We take care of and share our things in school.

We move sensibly indoors.

During lessons we also have 'Ways to Help us Learn'. These are:

Good Looking

Good Listening

Good Sitting

Good Thinking

Good Turntaking

Ways to help us learn are also complemented by Building Learning Power (BLP) which teaches children how to become effective learners. Discrete BLP lessons are taught each week and displays around school act as a reminder of key learning behaviours.

Promotion of Positive Behaviours

At Telford Infant School we promote and reward positive behaviours in a number of ways. These include:

- verbal praise
- non verbal cues, such as smiles and nods
- stickers given by all adults throughout school
- being sent to another member of staff, including the Phase Leaders, Deputy Headteacher and Headteacher, for praise and stickers
- verbal or written feedback to parents celebrating their child's positive behaviour
- presenting a Midday Supervisor 'Well Done' certificate in celebration assembly each week to a class who have demonstrated positive behaviour at lunchtime
- implementing whole class reward systems in classrooms – for example marble pots, stars in a jar – as appropriate to each class (Phase Leaders ensure consistency across year groups)

Our curriculum is varied and stimulating and actively promotes positive behaviours - for example through Protective Behaviours/Taking Care Project; through our British Values statement; through circle time discussions and role play in PSHE.

Our Behavior Policy also applies at lunchtimes and Midday Supervisors follow its principles and receive training on how to support behaviour during lunchtime. They give daily feedback to class teachers as appropriate and meet at least half termly with the Headteacher and Office Assistant to discuss and resolve any general issues.

Sanctions and Strategies for Managing Difficult Behaviours

When children choose not to follow our 'Rules Matter' or 'Ways to Help us Learn' all staff are expected to deal with them in a calm and consistent manner and follow the agreed consequences.

These consequences are explained fully to the children, are referred to regularly and are displayed in classrooms.

If you make a poor choice about your behaviour you will:

1. Be told why you haven't made a good choice.
2. Be reminded that your choice of behaviour is not appropriate.
3. Have some time out to think about your choice – at an appropriate time.
4. Discuss your choice with Ms Roberts, Mrs Penton, Mrs Shippam or Mrs Green who will work with your teacher to decide the next steps to help you choose good behaviour.
5. Go to Mrs Oustayiannis.

Parents are informed of their child's behaviour as soon as is deemed appropriate by the class teacher but at the 'Thinking time/time out' stage at the latest.

Children should always be positively acknowledged – it is the child's behaviour choices that are inappropriate not the child.

In employing appropriate sanctions the school takes into account pupils age, any special educational needs or disability they may have, and any religious requirements affecting them.

If any poor behaviour includes racist comments or bullying (see below) then this must be reported to the Head Teacher or Deputy Head Teacher immediately. Such incidents are always formally logged.

A number of staff are trained in 'Positive Handling' and are called upon to restrain a child in extreme circumstances. Names and photographs of staff who have been trained are displayed in the staffroom. However, all staff are expected to take steps if a child's behaviour jeopardises the safety of themselves or of others. Extreme circumstances include when a child is injuring or is likely to injure themselves or others, is causing damage to property or is committing an offence.

Where there is no improvement in behaviour, a period of exclusion from school may be imposed by the Head Teacher.

Roles

Role of all staff

It is the responsibility of all staff to:

- have high expectations of all children's behaviour throughout the school

- understand and follow the school Behaviour Policy
- create a positive climate which reinforces positive behaviours
- promote good behaviour through example
- provide a caring and effective learning environment
- ensure fair treatment for all regardless of age, gender, race, ability and disability

Role of the Head Teacher

It is the responsibility of the Headteacher to:

- ensure the Behaviour Policy is consistently applied throughout the school and support staff in its implementation
- report to governors on the effectiveness of the policy
- keep records of any reported serious incidents, of bullying and of racial comments
- for repeated or very serious acts of anti-social behaviour, the Headteacher may exclude a child. This action is only taken after the school governors have been notified and follows LA guidelines.

Role of the children

Children are expected to follow school rules at all times which are explained to them in depth and are displayed throughout school.

Role of parents and carers

The school works collaboratively with parents/carers so that children receive consistent messages about how to behave at school.

We inform parents/carers if we have concerns about their child's welfare or behaviour.

We expect parents/carers to support and work in partnership with the school in promoting positive behaviour and in dealing with any inappropriate behaviour.

Role of Governors

The governing body has the responsibility of monitoring the effectiveness of the Behaviour Policy. The headteacher is responsible for ensuring the policy is implemented but governors may provide advice to the headteacher when making decisions about behavioural matters.

Statement on Anti-Bullying

Bullying of any kind is unacceptable and will not be tolerated at Telford Infant School.

Every child has the right to feel safe and happy in our school. If bullying does occur, children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

- All governors, staff, children and parents should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Children and parents are assured that they will be supported when bullying is reported.

Definition of Bullying

We recognise that it is essential to agree on a definition of Bullying which is clearly understood by all. As a school we adopt Warwickshire's Anti-bullying Partnership's definition of bullying:

'When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- *Physically and/or mentally hurt or worried*
- *Unsafe and or frightened*
- *Unable to do well and achieve*
- *'Badly different' alone, unimportant and/or unvalued*
- *Unable to see a happy and exciting future for yourself*

*it **could** be bullying. When a person, or group of people, has been made aware of the effects of their behaviour.*

Bullying is any behaviour by an individual or group that:

- *is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it*
- *happens more than once – there will be a pattern of behaviour – not just a "one-off" incident*
- *may involve an imbalance of power with the person being bullied usually finding it hard to defend themselves'*

Forms of Bullying

We recognise that bullying can be:

- physical : kicking, hitting, taking and damaging belongings,
- verbal: name calling, taunting, threats, offensive remarks about appearance or health conditions, learning difficulties and disability
- relational: spreading nasty stories, gossiping, excluding from social groups

- cyber: related to texts, emails, picture/video clip bullying, Instant Messaging
- racial: related to race, religion or culture
- sexual: related to sexual orientation (homophobic bullying), sexist remarks

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened when coming to or from school
- doesn't want to go on the school playground
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention and Response to Bullying

- Our teaching in PSHE and Citizenship (including protective Behaviours/ Taking Care Project) is concerned with confidence and self-esteem, personal relationships and responsibilities, and with healthy living and the awareness of personal safety. Our statement on Anti-Bullying is set within this context and is developmentally appropriate.
- Staff will always deal with behavioural issues in a timely manner. Therefore any behaviour which is within our agreed definition of bullying will be dealt with at any time it should arise.
- We recognise that bullying flourishes in a climate of secrecy and intimidation not to tell, therefore we recognise the importance of maintaining an atmosphere of trust between adults and children where they are encouraged to voice their opinions and concerns and where there is a 'Listening' environment.
- We recognise the need to be aware of places and opportunities where unacceptable behaviour could arise, and will work to eliminate these, consulting the children where appropriate.

- We will deal with children's concerns in general terms to avoid identifying individuals and to allow children to share common experiences.
- We will not dismiss 'Telling Tales', and will treat each incident on its own merits, acknowledging that the child's concerns are a way of asking for help to solve a problem.
- We will use 'Circle Time' throughout the School, as a medium for discussion relating to behaviour. For Reception and Year One Persona Dolls, Puppets and Small world characters will also be appropriate.
- Drama and 'Hot Seating' will also be used as a means of teaching and learning about appropriate behaviours.

Dealing with Incidents of Bullying

Any incident where conflict arises between children will always be dealt with according to our Behaviour Policy, as stated within this document, with an emphasis on helping both parties to find a satisfactory solution.

Should the conflict fall within our agreed definition of 'Bullying' the following procedures will be applied:

- When bullying is reported we will discuss with the children involved what has happened. The adult involved (member of teaching staff) will remain neutral and deliberately avoid using direct, closed questioning which could be interpreted as being accusatory or interrogational in style. Each pupil will be given the opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying recurring. The parents of all the children involved will be informed and asked to support any strategies proposed to tackle the problem.
- Should the behaviour persist then the Head Teacher will invite all sets of parents to separately discuss the situation with her and the Class Teacher. Appropriate measures will be agreed, an action plan set and review dates agreed. Confidentiality will be maintained at all times within the Headteacher's discretion. Support will be provided for both the victim and the perpetrator and with parental agreement this may include support from the school counsellor. If necessary we will ask for external support and advice.
- Where there is no improvement in behaviour, a period of exclusion from school may be imposed. We take the sanction of exclusion extremely seriously and will make every effort to promote an improvement in the child's behaviour before this stage is reached.
- When dealing with bullying the school takes into account pupils' age and any special educational needs or disability they may have.
- Incidents of bullying are logged by the Headteacher.