



Kingsway Infant School
Behaviour and Anti-Bullying Policy
“A Positive Approach”

Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour.

It was revised during Autumn 2017, through a process of consultation with the Senior Management team, Staff, Governors, Parents and Children.

It will be reviewed annually by staff and governors.

At the beginning of each school year reminders are sent to parents of the existing practices outlined in this policy and any current developments under review.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Kingsway Infant School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the policy through their involvement in the development of the school's general rules, and are involved in the annual review as part of the school council and during whole school assemblies.

Aims

The aim of Kingsway Infant School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school Behaviour and Anti-Bullying policy is therefore designed to uphold the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Kingsway Infant School has a number of 'Golden Rules' which is the primary aim of the policy, however, it is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Anti-Bullying and other forms of harassment

Kingsway Infant School does not tolerate bullying of any kind.

Definition of bullying: Behaviour by an individual, or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

If we discover that an act of bullying or intimidation has taken place, the incident is recorded via CPOMS (Child Protection Online Monitoring System) and we act immediately to try to stop any further occurrences of such behaviour.

All reported incidents of bullying are investigated and recorded. These are reported to Governors on a termly basis.

The school takes all reported incidents very seriously and each case is dealt with according to the needs of the child/children involved. Support is always offered to the ‘victim’ and perpetrator.

The Inclusion & Special Educational Needs & Disability Inclusion policy at Kingsway Infant School details how we provide equal opportunities for all learners, whatever their age, gender, ethnicity, physical ability, attainment, social/economic background, gifts or talents.

The Role of Staff

All school staff have a responsibility to uphold the Behaviour and Anti-Bullying policy.

Staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors (MSA’s) are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

Expectations

At Kingsway Infant School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.

- Ensure that children are aware of the school rules and that each class has its own classroom code.
- Teach values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us through: circle times, PSHE, P4C, Assemblies and across the school curriculum. Fundamental British Values are discussed and displayed in each class.

A Positive Approach

An effective policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Kingsway Infant School are that:

- Celebrating success helps children to achieve more.
- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's' self-esteem and thus help them to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.
- Some behaviours are as a result of a pupil having specific emotional / behavioural difficulties which may be part of the pupils' responses to their special educational needs, language issues or different cultures.

While guidelines and rules are needed, each case must be judged on its own merit.

School Rules

The school's 'Golden Rules' are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property
- We respect others

As well as the 'Golden Rules' every member of the school community should apply the following principles:

- If you don't stop the inappropriate behaviour you are condoning it;
- You own your own behaviour.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances and needs. The emphasis of the school policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'Sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps

- Certificates – awarded half termly and announced on the school newsletter
- Sending good work to other staff members for reward or praise
- Headteacher / Deputy Headteacher awards in the school newsletter
- Special responsibility jobs
- Special privileges (e.g. free time)
- Positive phone call home
- Class wide rewards
- Reading challenge
- Lining up trophy
- Pupil of the Week awards e.g. Star of the Week, Handwriting of the Week
- Praise postcard to be sent home on special occasions
- Whole class awards e.g. extra minutes play time, extra Golden time

Golden Time

‘Golden Time’ has been included in each KS1 class’s weekly curriculum as part of our school positive behaviour policy.

With ‘Golden Time’ children are rewarded for behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school. ‘Golden Time’ ensures that the children who behave well, which are the majority, are rewarded.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.

Children who break one or more of the rules in class or elsewhere in school or playground risk losing golden time minutes. Teachers should only take off one golden minute for each incident.

Pupils who lose 5 or more Golden minutes in a week will attend the Headteacher’s office at the end of the week in order to explain their behaviour and talk about how they can improve it in the future. Repeated visits to the headteacher will be reported to parents for their support in improving behaviours.

Sanctions

Despite positive responses as a means to encouraging good behaviour in Kingsway Infant School, it may be necessary to employ a number of sanctions to enforce the ‘Golden Rules’, and to ensure a safe and positive learning environment (Appendix A). As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, staff should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should ‘fit’ the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits and teaches alternative behaviours

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules are broken the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the children)

- Children will be given a verbal warning by a member of staff
- Loss of a ‘Golden minute’ (max one minute)
- ‘Time out in class’ will be used
- Teachers may send their pupils to another class
- After a cooling down period, the pupil should be spoken to by the receiving class teacher, to establish the nature of the misdemeanor – What, Why, and How they will avoid getting into the same situation again - ‘Thinking Sheets’ may be used.
- After a combination of the above sanctions the headteacher or a Senior Leader may be involved.

More serious behaviour will involve meeting with parents.

Extremely poor behaviour must be reported to the headteacher immediately. A letter will be sent home or a phone call made to the parents. For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see ‘fixed-term and permanent exclusions’ below).

Lunchtime

If a child’s behaviour is not acceptable during lunch break then the school Behaviour and Anti-Bullying policy should apply in the same way with the same criteria e.g. Time out, Loss of 1 minute Golden Time. This is then reported to the class teacher.

Exclusion from the playground

Occasionally a child may be excluded from the playground to the Rainbow room to 'cool down' or to separate from their behaviours. Class teachers will be informed and will deal appropriately with the matter.

Referral

Some pupils may benefit from referral to outside agencies such as the BST (Behaviour Support Team), Chessbrook or the Educational Psychology service these decisions will be taken by the Head/Inco and parents.

Fixed-term and permanent exclusions – See also: HCC Exclusion Guidance

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the Local Education Authority (LEA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

Restraint

De-escalation of a situation is always the first strategy –

- Remain calm and use the de-escalation script
- Send two children with the **Help Needed** card to the office so that additional adults can attend the room/playground and the Headteacher or InCo is informed.
- Remove the rest of the class from the situation e.g. send them out to the hall with the class TA - making sure you have an additional adult to be with you as a witness.
- Talk calmly to the child – listen to their responses
- Allow time to calm the situation – do not get into an argument – get another adult to ask questions if appropriate
- **Restraint of children is only used when a child is at risk of:**
 - **hurting themselves or others**
 - **is seriously damaging property**

Records of the incident will be made immediately after the incident and parents will be informed.

Recording, Monitoring and Evaluating Behaviour

CPOMS is used to record relevant behaviour incidents

Roles

The Role of School Council

The School Council meets approximately once a month. The School Council consists of children from Reception, Year 1 and Year 2. Each class has two elected members on the School Council, one male and one female representative. School Councilors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's 'Golden Rules' in the school prospectus, we expect parents to read these with their child to show they will support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff and each other. Incidents of verbal, physical or cyber abuse and/or aggression by parents/guardians/carers of children in the school will be reported immediately to the headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher/Deputy may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of the Class Teacher

Kingsway Infant School is aware that good classroom organisation is a key to good behaviour. The provision of a high quality curriculum delivered through interesting and challenging activities promotes good behaviour.

Teachers are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the 'open door' policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

We respectfully ask that parents speak to teachers after school or make an appointment rather than catching staff at the start of the day.

It is the responsibility of the class teacher to ensure that the 'Golden Rules' are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Support and training for all staff

In collaborative settings teachers share information about particular pupils or situations to find ways to help pupils find solutions and establish proactive practices. At Kingsway Infant school we provide training and support in promoting positive behaviour, including methods of dealing with unacceptable behaviour that is relevant to staff responsibilities. In this way, consistent understanding and implementation can be maintained. Particular attention should be paid to the needs of staff who supervise pupils out of lesson time or on a withdrawal basis during lessons. Training is available both within school and at external venues on all aspects of developing and reviewing behaviour policies, procedures and practices. The School Improvement and Advisory Service run courses for all school staff. Advice is also available from the school Educational Psychologist during consultation visits.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour and Anti-Bullying policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

Complaints

The General Complaints policy is intended to set out how the school will deal with general complaints. Parents should feel able to express their views in the full knowledge that they will be dealt with fairly.

Reviewed and updated: December 2017

Next Review: December 2018

C T-Walmsley

Headteacher

M. Smith

Chairman of Governors



If you interrupt the learning at Kingsway Infant School...

The teacher will:

1. **Look** at you to remind you to put your hand up or wait for a suitable time.
2. **Point** to a picture that reminds you not to interrupt.
3. Ask you to **stand up - away** from the class and listen quietly.
4. Send you to stand by the **classroom door** and ask you to not interrupt again. -1 minute of Golden Time
5. Send you to **another class**. You may be given a **thinking sheet** to fill in neatly while you are there. -1 minute of Golden Time
6. Send you to **Mrs Walmsley**. -1 minute of Golden Time
7. **Your parents will be called**. -1 minute of Golden Time

We always expect you to behave well. That means that at each stage you will be invited to join back in properly - as long as you choose to follow our rules.