



Behaviour and Anti-Bullying Policy

Reviewed May 2022
To Be Reviewed by May 2023

St. Michael's CE (Cont) Infant School

BEHAVIOUR POLICY

'St. Michael's CE (Cont) Infant School aims to provide a caring Christian Community where everyone is valued and nurtured within a safe environment. All our policies take account of and reflect the distinctive nature of our Church of England School.'

This policy links to our school values of love, friendship, forgiveness and perseverance

At St Michael's CE (Cont) Infant School we aim, within a Christian framework, to:

- Promote appropriate positive behaviour
- Prevent inappropriate behaviour through the use of positive rewards and systems
- Encourage children in our care to make informed choices about the way they behave
- An important part of our behaviour management strategy is recognition by the children that behaviour will result in rewards or sanctions and they can influence which of these they receive through the choices they make.

This policy will be followed throughout the school, within the framework of Behaviour and Discipline in Schools 2016, the Education Act 2002, the Education and Inspections Act 2006 and the Equality Act 2010.

There are specific elements of good behaviour that we wish to encourage. These are:

- Kindness and care of others and the environment
- Sharing and cooperation
- Consideration and respect for each other
- Quiet reflection during Collective Worship
- Self-motivation
- Respect for adults

Behaviour Policy GUIDELINES

As a church school, the fundamental principles behind our approaches to behaviour are those of forgiveness, reconciliation and restoration of relationships. In the spirit of reconciliation and forgiveness, each day will provide children with a fresh start.

Where consequences are necessary, this will include a time to reflect on what has happened through a restorative conversation. We hope that given this chance to reflect,

pupils will come to the realisation that a different more 'caring choice' will be made in the future.

Specifically staff should:

- ensure that all children are treated according to their needs and that at all times the approach is fair and consistent;
- reinforce and reward good behaviour in a positive way;
- help children understand that they are responsible for their own actions;
- help children understand how their behaviour affects others;
- help children understand how to make good choices;
- ensure that all children are given the opportunity to receive praise and rewards for their good behaviour and achievement;
- give children positive encouragement to tell the truth so that they can learn from their mistakes;
- ensure children have an opportunity to make amends for any misdemeanour;
- discuss children's actions with them, give a warning and ensure children know what the sanctions will be should they continue to misbehave. All sanctions will be carried out.
- ensure that parents are involved and kept informed of strategies used to improve their child's behaviour.

At the beginning of each school year and regularly throughout the year, teachers and pupils will discuss expectations of behaviour, both in the classroom and around the school. Rules for each classroom will be broadly consistent with the following, to ensure fairness and consistency.

Our 3 School Rules Are:

Choose to be respectful and polite to others; Choose to be kind; Be safe

Incentives and Sanctions

Ideal incentives are the intrinsic rewards offered by high self-esteem, on relationships based on mutual respect and a stimulating curriculum. All individuals need to receive regular praise and encouragement and this is fundamental to effective behaviour management. However, tangible rewards will recognise, and regularly celebrate, all forms of social and academic achievement. Incentives and sanctions will be adapted to the individual needs of the child.

General and class rewards

Good behaviour and achievement can be rewarded to individuals in any of the following ways :

- Stickers, stars, certificates etc. earned in class.
- Stickers given by key staff outside class e.g Head Teacher, ELSA

- Receipt of a sticker or certificate being awarded for five or ten stamps on the stamp card respectively.
- Being chosen for a school Values award for demonstrating one of our school values and having a phone call home to tell parents/carers about this.
- Going to the 'golden tea party' this is a special reward for children who are always making good choices. This idea was suggested by our children.
- Being nominated by the class teacher for a Special Mention Headteacher's sticker in weekly and having a phone call home to tell parents/carers about this Celebration Collective Worship.
- Being given a golden ticket in class, which is posted in the box outside the Headteacher's office. The Headteacher will then bring the ticket to the child, look at the work or talk to him/her about his achievements and the child's work will be displayed on our 'golden' board.

Class reward systems:

These are determined by the teacher according to the needs of the class

Support

Some children find it more difficult than others to keep to the school rules. Where this has been recognised a tiered support system is in place

Tier one – this exists for children who choose to be good members of our school community and wider community. The aim is for all children to be at tier one. Children here are recognised with rewards and encouragement and will need little redirection.

Tier two – a plan is agreed with parents to enable the child to return to tier one – this could involve: fidget toys, brain breaks, adapted resources, a home school communication book, regular teaching of correct behaviour, a journey of expected improvements with celebrations for when each milestone is achieved (more details in appendix 1)

Tier three – this is for children on a specific behaviour plan – support will be fully personalised and parents will meet half termly (at least) with school staff to review progress towards tier two support. Support will be detailed on the plan and may also include regular teaching of the correct behaviour, a journey of expected improvements with celebrations for when each milestone is achieved. (more details in appendix 1)

The whole school community will know about the tiered system and accept that some children have different support to enable them to access school. This is not a reward, but a support mechanism to teach and enable all children to become good citizens in the school community and in the wider world.

Where pupils break the school rules and it is deemed to be deliberate, disrespectful or disobedient behaviour that has a negative impact on the learning of themselves or others then

sanctions will be put in place

Consequences

Children who are not following the school rules within the class will generally be spoken to by the class teacher, and given 2 reminders to make the right choice. If the child continues to make the wrong choice then the child will be asked to sit away from other children for a very short period of time (no more than 5 minutes). This is called 'time in'. The adult should use a timer for the minute so that it is very visual for the child. The class teacher or LSA will talk to the child and explain why the consequence has been put in place and then ask if the child is ready to make the right choice. If the child still continues to make the wrong choice then the class teacher may decide to take the child to the Headteacher or a Senior leader for time out (no more than 5 minutes). Occasionally, if the child has not been safe in the classroom or around the school building, they may need to miss 5 minutes of playtime. If the behavior continues to be unsafe then the class teacher or LSA will seek further support from a senior leader.

In the Playground

Choose to be kind and respectful:

All children should know and understand the rules for the playground:

- Listen to adults and follow their instructions immediately
- Show care and consideration for others at all times. Any form of bullying or teasing will be treated very seriously.

Be Safe:

Children should play games which are not a danger to themselves or others e.g.

- No play-fighting, climbing on walls or playing on steps
- No running while holding on to each other
- Climbing equipment only to be used under supervision
- Treating school property with respect

Verbal warnings should be given when children misbehave (2x). If the issue is considered not safe, immediate "time out" may be given. If there are persistent behaviour issues the child's class teacher should be informed verbally and this should be recorded on CPOMS. If the child continues to make the wrong choice persistently then the class teacher and member of the SLT will use the tiered system above and contact the child's parents.

The Use of Scripted Language to use when a child is not making a good choice

A consistent approach with language used with the children when they need to re-direct their behavior is very important. Consistency with all adults is very important and means that the child isn't confused. The adult should always be calm when delivering the script. If the child ignores the chance to re-direct their behavior, then two further warnings should be given.

Where possible- this should not be carried out quietly and not in front of the whole class.

30 second script:

'I noticed you are (wandering around the classroom/distract others...)

The rule is (be safe)

You have chosen to (wonder around the classroom/distract others)

Do you remember yesterday when you... (did that brilliant piece of handwriting/ started your work straight away)?

That is who I want to see today...

Thank you for listening

	Steps	Actions
1	Instruction	Reminder- See script above (try to deliver this quietly so that the child doesn't feel embarrassed).
2	First Warning	'Think carefully about making a good choice'
3	Second Warning	Speak to the child privately- offer a positive choice again
4	Time In	This may be 1 minute away from the class (with an adult). If behavior is unsafe- this would be 5 minutes away from the class. If on the playground, it will be with the member of staff on duty.
5	Repair	'-This is what we see/hear -What are you thinking/feeling when we see/hear this [what is the cause/trigger from the child's perspective] -This is the affect of the behaviour. How does that make you think/feel? -What needs to change? -How can we change it? -What will help – what can the child do/what can adults do?'

Ongoing Concerns about a Child's Behaviour

If the school becomes concerned that a child's general behaviour is deteriorating (Tier 3), or in the event of exceptionally aggressive or poor behaviour, parents will be contacted by telephone or in writing and, if appropriate, invited to come into the school to discuss concerns. If appropriate, Individual Behaviour Plans will be used to help manage and rectify poor behaviour.

Suspension

In the event of an extremely serious incident for example, one in which the child has lost self-

control and has repeatedly not been safe, or in the event of gradual deterioration in behaviour, despite many interventions and appropriate warnings, a suspension may be imposed. The school follows its own Exclusion Policy and the Hampshire County Guidelines in the very rare event of exclusion. Permanent exclusion would be an ultimate sanction and one which would be reluctantly imposed.

ANTI-BULLYING POLICY

This policy should be read in conjunction with the Behaviour Policy.

'A person is bullied when s/he is exposed regularly and over time to negative actions on the part of one or more persons. Bullying can be identified by measuring the effects the acts have on a vulnerable child.' It can and should be distinguished from occasional, aggressive incidents between children, which, although regrettable, do not constitute bullying.

Bullying will not be tolerated under any circumstances.

At St. Michael's Infant School we aim:-

- to ensure children feel safe and secure at school
- to ensure children understand what is meant by bullying and what is not
- to prevent bullying in our school by ensuring all staff understand and consistently apply the guidelines for behaviour management
- to deal with negative actions by any child quickly and effectively within our behaviour management guidelines.

In order to meet these aims we believe there needs to be trust and openness between children, adults in the school and parents. Through the use of discussion sessions and circle times, each class teacher will help children to develop the confidence to communicate openly and honestly with adults and their peers. Children will be encouraged to speak out about worries and concerns with no fear of recrimination.

Children will be taught to report to an adult, rather than retaliate when there is an incident of aggression. Through adult intervention at the first stage, many cases of unkindness can be dealt with effectively. We will encourage children in this reporting by consistently applying the behaviour management policy so that children know their concerns are responded to appropriately.

Single incidents are dealt with through the behaviour management policy and are reported to class teachers. However, should a child's behaviour towards another individual be repeated over time, the incidents will be investigated and parents of all children concerned will be contacted. Any investigation of bullying will be recorded on CPOMS and careful monitoring of the children involved will be initiated to prevent recurrence. All allegations of bullying will be taken seriously and investigated by the class teacher in the first instance and then Headteacher.

Parental involvement in supporting all children involved in bullying, whether as victim or culprit, is essential to success. Therefore, parents will be informed and updated on situations and asked to support the school in dealing with the issue of bullying involving their child.

The school is committed to investigate all allegations of bullying. If bullying involves any member of staff then the school will refer to the HCC Manual of Personnel Practice for guidance.

Guidelines

What is bullying?

Bullying involves the abuse of power, it is persistent and it is personal to the individual child. Bullying is deliberate and repeated harassment or aggressive acts which cause harm to another. The harm can be either psychological or physical; inflicted by one child or a group. Examples of bullying are repeated:

- * name calling
- * hitting, kicking, pinching, spitting, teasing or threatening
- * teasing or sending nasty notes
- * spreading rumours or malicious gossip about someone or their family
- * deliberately destroying or hiding another child's work or property
- * excluding a child by not talking to them, or letting them join in.

What bullying is not

Not all aggression is necessarily bullying. Although unpleasant, when two children of approximately the same age and strength have the occasional fight or disagreement or quarrel it is not bullying. This behaviour will always be stopped and dealt with following our behaviour management policy. We recognise that this type of behaviour is part of growing up. Children need to be given the opportunity to learn to sort out minor problems for themselves. In this way they develop social skills, grow in maturity and confidence. We encourage this through our PSHE and Circle Time programmes.

Preventing Bullying

Through our PSHE programme, children will be taught what is meant by bullying and that bullying is unacceptable behaviour. Children will be encouraged to report incidents of bullying and develop social skills through class discussion, circle times, role play, themes in assembly and frequent reminders of class and school rules. Children will be involved in formulating rules for their class, which encourages them to be responsible for their transgressions against their own rules.

Teachers and playground supervisors will make every effort to supervise children effectively by constantly moving position, watching children and interacting with children as they play. Adults on the playground must not stand talking together, but should be spread out to cover

the area.

Expectations of behaviour will be made clear to the children.

The play environment will be developed to lessen the likelihood of misbehaviour taking place by providing specific resources at lunchtimes and play times.

The school will reinforce the keeping of class and school rules and the development of positive attitudes through the school system of rewards and sanctions.

Monitoring

The effectiveness of the policy will be monitored by informally talking to children of all ages throughout their time at this school.

Date Agreed: May 2022

Review Date: May 2023

Appendix 1

Tiered System of Support for Behaviour

Tier	Profile of child	Strategies/approaches used in school	Role of parents	Role of child	Outline of behaviour journey
1	Generally good behaviour in all parts of school life. Occasional deviation in a minor way (talking at the wrong time for example) Understands and is able to follow the school rules	Rewards used. Conversations and warnings are used to redirect (making a good choice) behavior if necessary. Praise and recognition through the school day for keeping to the school rules and showing self-regulation.	Attend parents meetings Reinforce what good behaviour looks like at home Talk about the school rules at home.	Follow school rules. Talk to an adult about anything that has gone wrong. Be honest about situations. Participate in conversations about behavior. Talk to a trusted adult about anything that is worrying them.	To remain at this stage and continue to develop as a good citizen of the school.
2	Occasional deviation from the school rules. Sometimes distracts others in lessons. Refuses to complete learning tasks. Difficulty at play times with social interactions leading to conflict	As for tier 1. Meeting with parent/carer to discuss reasons for the behaviour and strategies. Discussion with SENCO or other organisations if necessary. De-escalation strategies used. Teach good choices. Restorative conversations used: 'This is what we see/hear What are you thinking/feeling when we see/hear this [what is the cause/trigger from the child's perspective] This is the affect of the behaviour. What does that make you think/feel? What needs to change? How can we change it? What will help – what can the child do/what can adults do?'	As for tier 1. Understand and support the school with consequences and catching up missed work Share successful home strategies and test out successful school strategies at home Have high expectations at home and don't allow violence from the child.	As for tier 1. Accept the consequences and try to learn from the situation. Make up lost learning time. Respond sensibly to sessions where behaviour is taught and to any ELSA sessions offered.	To work towards being at tier 1 where behaviour is managed well and the child is able to self-regulate and take some responsibility for their behaviour. To have an action plan for achieving this.

		ELSA			
3	<p>Is currently unable to abide by the school rules and finds unstructured time difficult.</p> <p>Limited language skills for social interaction.</p> <p>Requires modifications of curriculum and play times.</p> <p>May dysregulate easily.</p>	<p>As for tier 1 and 2</p> <p>Referrals made to other organisations (e.g: PBS)</p> <p>Individual behaviour plan</p> <p>Risk assessment where needed</p> <p>May need to be part of the Ready to Learn provision</p> <p>Possibility of part time timetable to help self-regulation if needed</p>	<p>As for tier 1 and 2</p> <p>Consent to additional assessments/agency involvement</p> <p>Give consent to reduced hours where necessary</p> <p>Seek support with dealing with violent behaviour at home</p>	<p>As for tier 1 and 2</p> <p>Use resources provided – visual timetable, now/next board, non-negotiables.</p> <p>Listen to adults and talk honestly about what happened.</p>	<p>To have an action plan (individual behavior plan) for getting to tier 2, with recognition when each stage is reached.</p>