Sparrow Farm
Infant & Nursery School

Behaviour and
Anti-Bullying Policy

Introduction

Our behaviour policy aims to provide a clear framework which will facilitate a secure and happy environment in which children can learn and adults are happy to work.

For any policy to be successful it needs to be applied fairly and consistently and this policy has been written collaboratively to reflect current practice. The successful implementation of a behaviour policy ensures good behaviour and discipline throughout the school community. It is clearly understood by staff that there will at times be unacceptable behaviour to deal with and that there are reasons for children behaving inappropriately. Action will need to be taken to ensure that unacceptable behaviour is not copied and become the norm and that this might need to be addressed through Special Educational Needs and Individual Education Plans.

General Principles

Good behaviour is essential to ensure effective teaching and learning. It will also ensure that:

- A safe, welcoming, caring and happy environment exists which enables all children to achieve their full potential.
- Children respect themselves, others and their environment.
- Children are happy and socially integrated.
- There are good relationships throughout the school community (includes parents and visitors).
- Good relationships are modelled within the school community.
- Children recognise the importance of responsibility and self-discipline.
- Children have an understanding of honesty, fairness and politeness.

All this contributes to preparation for citizenship.

The policy needs to:

- Involve pupils, parents, staff and governors.
- Be clear, simple and easily understood.
- Have consistent behaviour expectations.
- Have an emphasis on positive behaviour.
- Have a balance of sanctions and rewards.
- Encourages children to conform to the school's code of behaviour.
- Encourages parents and staff to conform to the school's code of behaviour.

- Be consistently applied.
- Encourage a whole school approach to behaviour management.

The Role of the Governing Body

The governing body has a responsibility for agreeing and establishing the principles of the school's behaviour policy and reviewing it in the light of changes in legislation. They also ensure that the policy is implemented and that the school community is one that promotes high standards of good behaviour and discipline.

The role of the Headteacher

The Headteacher is responsible for ensuring discipline on a day to day basis and for developing the school codes of behaviour. The Headteacher has to inform parents, children and staff of the behaviour policy and bring it to the attention of new staff.
 The Headteacher is also responsible for monitoring behaviour throughout the school and ensuring that children with behaviour problems are helped in ways appropriate for their individual needs.

A child will be referred to the Head should the child be thought to have items which would endanger their safety or the safety of others. The Head will be responsible for searching the child.

The Head has the power to discipline children outside the school grounds should an incident involving them take place e.g. on school trips.

The role of Teaching and Non-Teaching Staff

All staff have a responsibility for implementing the behaviour policy and carrying out agreed procedures. Training and induction must be provided when necessary in order to facilitate consistency.

The School will follow the Boroughs guidelines when dealing with issues concerning pastoral care for staff accused of misconduct.

The role of Parents/Carers

Parental co-operation and support is vital if the school is to be successful in promoting good behaviour. Parent/carers must be aware of the behaviour policy, and have a clear understanding of when they will be consulted, so they can be directly involved when necessary and can take part in and agree any plan of action. This includes incidents of good behaviour as well as the management of challenging behaviours.

The Role of the Child

Children are encouraged to take responsibility for their own well-being in the first instance, and are taught to say,
 "Please don't do that, I don't like it".

Codes of Behaviour

These are to promote good behaviour, encourage and promote a positive attitude to school and to ensure the physical and emotional well-being of all.

Be polite to everyone at all times.
(this includes name calling, swearing, interrupting)

Be kind and caring to everyone.
(this includes verbal and physical abuse)

Move carefully and quietly around the school.
(includes running, pushing, shoving)

Listen carefully and do as we are asked.
(getting to school on time, following instructions, helping others, being sensible)

Respect other people, their property and their point of view.
(listening quietly to others, not teasing, not taking things without asking)

Look after our school environment.
(keeping it clean and tidy, helping others to do so)

Playing sensibly in safe places.
(being in the right place at the right time, not playing in toilets etc)

Special Educational Needs

Although the aim is to have good behaviour throughout school there will at times be children who require additional support. The school already has in place procedures for identifying, assessing and making effective provision for meeting individual needs and this involves parents and sometimes outside agencies. (See SEN policy)

Rewards and Sanctions

The school has an emphasis on positive behaviour and encourages the use of praise and rewards whilst maintaining high expectations. More information about these is in Appendix A and Appendix B.

Monitoring Behaviour

Each class has a book in which incidents are recorded when a child's behaviour is causing concern. Actions taken are also recorded. A record is also kept in this book if a carer/parent shares a worry about their child being bullied or picked on. A playtime incident book is kept and is monitored by the Head and/or Deputy and is available to class teachers so that information about children is recorded and shared. This is particularly useful in monitoring bullying incidents and details the type, frequency and victims of bullying.

A book is kept in the Headteacher's room to record incidents that are dealt with by the Headteacher.
Incidents will also be logged on Pupil Asset our school monitoring system.

Racist incidents will dealt with according to the procedures laid down by the Borough and in the school's Racial Equality policy.

Anti-bullying

We consider bullying to be premeditated aggression, which can be verbal or physical, and which continues over time. Children are encouraged to report incidents and all incidents are acted upon. Explanations are always given to perpetrators as to why they must not behave as they did, and the victims are always cared for. Records are kept.

Appendix A   **Rewards**

We promote being pro-active in rewarding children by "catching them being good" rather than focussing on negative behaviours.

- Rewards encourage children. to repeat behaviours that have positive outcomes
- Rewards contribute to pupil's self-esteem which nurtures emotional, social and academic development
- Rewarding one child can encourage others to copy behaviours with positive outcomes
- Rewards help to nurture positive relationships. These are central to effective behaviour management.

Praise and other examples of rewards

Verbal and non-verbal e.g. thumbs up, winking, smiling.
One to one
Public sharing e.g. assembly, send to other staff
Certificate assembly
Celebration Assembly (out of school achievements)
Show and Tell in class
Telling parents
Stickers
Certificates
Attendance rewards
Playtime chart and rewards
Displaying work, certificates etc…
Acknowledgement by giving responsibility
Group rewards to encourage collaborative responsibility
Homework acknowledgement letters
Class notice-boards – thanking parents as well as children
Class white boards

Appendix B   **Sanctions**

A sanction is a response designed to discourage inappropriate behaviour. Sanctions must always protect the adult's relationship with the child and protect the child's self-esteem.

Sanctions used carefully and sensitively can be a good way to stop inappropriate behaviour, but in the long term the overuse of sanctions is more likely to make the behaviour worse. Sanctions do not teach appropriate behaviour.

A sanction should be implemented immediately and must be appropriate to the misdemeanour.

Before any sanction is implemented the adult dealing with the incident must investigate. Victims must be comforted and perpetrators must have a full explanation of why their misdemeanour is unacceptable or inappropriate.

After a sanction is implemented the child has a "fresh start". Recording should be in line with agreed procedures.

Hierarchy of sanctions

- Verbal warning and/or a "look"
  (Please don't do that because……..)
- Pull out a good example – praise another person first to encourage good behaviour
- Move the child
- Take away item of irritation
- Remove the child from group for a few minutes (but not the room)
- Name on board strategy (see Appendix D)
- Time out strategy (see Appendix E)
- Miss 2, 5 minutes play
- Withdrawal of privileges
- Discussion with parents
- Headteacher involvement
- Discussion with other members of staff/SENCO/parents
- Records being kept
- Daily report sheets
- I.E.P.'s implementation of SEN procedures
(Which may include the referral of child for a multi-agency assessment)

- Temporary exclusion
- Permanent exclusion

In rare cases incidents can be so serious the hierarchy of sanctions are not applied and these incidents will be dealt with individually.

Appendix C

Positive Reward System
Suggestions for classroom management of behaviour based on positive rewards.

Adaptions may need to be made for age of children e.g. younger children will get instant stickers.

Carpet sessions – focus on individual behaviour, fresh start after lunch

- Happy and sad faces on board
- Focus on positives
- Write names under faces
- Give warning first if inappropriate behaviour
- Put up to 2 ticks if good, 2 crosses if not behaving as expected.
- Name + 2 ticks gets a sticker/star
- Name + 1 cross – 2 mins less play
- Name + 2 crosses – 5 mins less play

Table sessions – focus on group behaviour/co-operation, fresh start each session

- Happy and sad faces on board
- Focus on positives but as a table
- Write table names under faces
- Give warning first if table not all responding
- Put up to 2 ticks if doing as asked, 2 crosses if not
- Table name + 2 ticks gets a sticker/star
- Table name + 1 cross – 2 mins less play
- Table name + 2 crosses – 5 mins less play

Appendix D   **"Time Out"**

A strategy to diffuse a situation either where a child needs a few minutes quiet time for reflection.
It stresses to the child that you are very angry and should never be used after only one breaking of codes of behaviour.
This should always be done in teams but the Deputy could be used with the older children if more serious.

Time should be strictly regulated 5 mins or 10 mins should be enough.

The child is not being sent to the class to be taught or to have a good time as they will return to their own class very soon to continue session.

Sending to Head

- For the most serious situations. e.g. racial incidents, physical or verbal abuse of staff etc.
- For persistent incidents where normal sanctions and rewards have not resolved problems.

This Behaviour Policy has been reviewed by staff and governors as part of the programme of reviewing policies regularly in order to ensure that they reflect current practice.

The previous policy was used, extending and amending it in accordance to current borough practise.
A draft was prepared from this discussion which was then looked at again and finalised.

The final document reflects current practise and enabled the staff to discuss strategies and ideas in depth which will help to provide continuity throughout school.

The agreed policy will be shared with classroom support and mid-day staff in their meetings as not all staff are able to attend Inset sessions and will be made available to any parents at their request.