



Behaviour and Anti-Bullying Policy

Market Weighton Infant School is dedicated to ensuring that our school environment supports children and staff through a strong sense of community cohesion. Co-operation, support and respect are the foundations of our community and we work hard to provide a safe school where children feel included in every aspect of school life.

Aims

1. To provide a secure, safe, happy and orderly environment for every child so that they can learn to the best of their ability.
2. To develop children into people who are able to behave in society as responsible adults.
3. To ensure that adults adopt a consistent and positive approach to the management of children's behaviour.

Children's needs

The school recognises the following needs of all children:

1. physiological needs- hunger, thirst, warmth
2. safety- secure, safe
3. belonging- love, affiliation with others, acceptance
4. esteem- to achieve, be competent, gain approval and recognition

(Maslow, 1973)

To ensure that these needs are met, all staff are aware of these needs. They constantly monitor, assess and question the children to ensure that these needs are fulfilled.

What we mean by good behaviour:

1. Taking pride in ourselves, our work, our surroundings and developing self-control;
2. Showing kindness and consideration, taking care of each other;
3. Learning to respect one another's feelings, thoughts and property;
4. Being responsible for the things that we each do and say;
5. Developing a calm and positive attitude to our working activities.

Strategies to encourage good behaviour:

- We have our **School Golden Rules** (listed below) to encourage good behaviour. These are constantly reinforced in assemblies and classrooms and are displayed around the school. We use stories and puppets to help bring the rules alive and into the children's hearts,

- We have regular **class circle times**, and personal and social lessons where the children discuss problems and tackle relationship issues,
- We use **assemblies** to share our school values and to help children to understand themselves well enough to be able to be the best people they can be,
- **Adults model good behaviour** by explaining and demonstrating the behaviour we wish to see and discuss what is acceptable/unacceptable and why. Staff follow a code of conduct below to ensure that there is a positive relationship between adults and children. This ensures that all children are encouraged to behave well:

STAFF CODE OF CONDUCT:

1. You are warm, friendly and kind, but firm.
 2. You act and speak with confidence and sincerity, and express a sense of humour naturally.
 3. You treat all pupils with equal respect by listening to their opinions and considering their feelings. You are as impartial as possible.
 4. By distinguishing between the deed and the doer, you never damage your relationship with the children. You may object to what the child is doing, but not to the child him/herself.
 5. You set boundaries for expected behaviour and maintain these boundaries through praise and encouragement.
- We **notice children getting things right and then praise them**. Staff should give praise using words of the Golden Rules so that everyone in the school community reinforces the same message,
 - We **encourage the children to be responsible for their own behaviour** and to think about the things that they do and say. The older children are given many responsibilities to encourage them to be helpful and kind, such as being “dinner helpers” for the Foundation children.
 - We **recognise and reward good behaviour** as it occurs, with positive praise, stickers, badges and certificates. Each child has a sticker chart and when it is full, they bring it to our Celebration Assembly on a Friday morning. They receive a round of applause and a reward! Two children from each class are chosen every week to receive a “Headteacher’s Award” for good work or conduct. Each class receives points for good conduct and when they have accumulated 10 points, they receive a class treat, such as extra playtime or a disco! (removed cake). The headteacher hands out “happiness cards” to thank children for their kind or helpful behaviour or good work in the classroom. Children can choose to keep their first card or to “spread it” by passing it on to someone who has made them happy. In this way, a lot of happiness cards are circulating at school and also at home.
 - Children all begin their day with their names on the **class sunshine**. If they do something exceptionally well, they move their name up to the rainbow.
 - In Year 2, children have **30 minutes Friends Time** on a Friday afternoon when they can choose their own activity. Children who have kept their “smiley faces” all week get a treat and the full 30 minutes. 5 minutes is deducted from a child’s Friends time for every loss of a “smiley face” that week.
 - If a child is upset or hurt **we encourage them to tell an adult straight away and not ‘hit back,’** so that the problem can be resolved as quickly and calmly as possible. We strongly encourage parents not to tell their child to hit back to defend themselves as this can lead to many problems.
 - We always **try to be fair** in how we deal with children’s arguments and listen to both sides of the story,
 - We **strive to be consistent in our approach** to help each child to get a clear and unambiguous picture of themselves as someone who is helpful, honest, hard working,

gentle and careful and who pays attention. This means that every single member of staff- teaching, learning support, catering, lunchtime, clerical, ancillary, everyone- is doing the same.

Our Golden Rules

We expect children to behave from the moment they enter the school gate in the morning until when they leave the school site. For the sake of the good name of our school we would be grateful if parents encouraged good behaviour on the way to and from school. We would also be appreciative if parents and toddlers abided by our Golden Rules when on the site.

Our Golden Rules are:

1. We are gentle- We don't hurt others
2. We are kind and helpful- We don't hurt anybody's feelings
3. We listen- We don't interrupt
4. We are honest- We don't cover up the truth
5. We work hard- We don't waste our time or others' time
6. We look after property- We don't waste or damage things.

We need our children to understand themselves as people who are kind and helpful, honest, hard working, careful and good listeners. We want our school to be a place where everyone learns to "walk the talk". These rules apply both inside and outside the classroom (eg at playtimes).

Bullying

By bullying we mean the repeated and intentional physical or mental damage to others.

Parents and children sometimes use the word 'bullying' to cover a variety of incidents. Sadly, children do sometimes hurt each other at our school but we find many incidents involve young children who are still learning how to play alongside others in a larger social setting than they have previously been used to. Repeated targeting of one child by another is a rare occurrence within our school. As far as this school is concerned, bullying is breaking our Golden Rules. As such, it will be treated as any other infringement of school rules.

Strategies for dealing with unacceptable behaviour

It is worth mentioning that most children behave very well for most of the time! But strategies for dealing with unacceptable behaviour need to be in place. Measures taken depend on the age or special needs of the child and the nature of the unacceptable behaviour. The following sanctions may be used as appropriate by the adult in charge.

1. The child is reprimanded and is asked to move their name from the class sunshine to the cloud which is displayed in the classroom. This can be earned back through good behaviour. In Foundation, there is one grey cloud; in Key Stage 1, this is extended to a grey and a black cloud;
2. The child misses some or all of playtime or lunchtime or something in the classroom;
3. The child has a "cooling off" period outside the classroom, but in sight of a member of staff;

4. At playtimes, children have a “time out” in a designated area and a record of the incident kept for monitoring purposes; during the longer lunch-time period, children are withdrawn from the playtime and there is a graduated period of re-introduction built up by 5 minutes each day for good behaviour. Children are given simple personalised targets on a blue card and rewarded by smiley faces when their target is achieved. After 10 smiley faces, the child sees the headteacher and a certificate is sent home;
5. The child is taken to the headteacher;
6. Parents are contacted to discuss their child’s behaviour and how their child can be best supported;
7. Individual behaviour books and charts are used when needed to monitor behaviour and to encourage appropriate behaviour;
8. Individual Behaviour Plans are put in place to cater for children with specific behavioural needs;
9. Children unable to co-operate with dinner ladies are sent home for dinner;
10. Where necessary, we seek help from a variety of support services to help children with specific behavioural needs, such as health workers, educational psychologists and specialist behavioural staff. A Behaviour Support Plan may be put in place to support the child. Parents are kept fully informed.
11. Children whose behaviour may cause a safety risk to themselves or others are only allowed on school trips if accompanied by an adult willing to take full responsibility;
12. In extreme cases, the child is excluded from school.

If a teacher needs support, she can send a “yellow butterfly” card (at hand in each room) via a sensible child to another adult to request assistance.

Parental support

It is vital that parents and teachers work together to support the needs of the child and support the actions of the school. Problems can often be resolved quickly if the child realises that both home and school share the same views. We recommend that parents talk frequently to their child about their behaviour at school. If we have concerns about a child’s behaviour we will contact parents, but we are always happy to give parents information about their child’s behaviour if requested.

Our Parent Support Advisor, Mrs Brady is available to help and support families. Parents are encouraged to contact the school at the earliest stage possible if they discover that their child is having relationship difficulties with another child so that the matter can be quickly resolved.

Playtimes

Foundation children do not have set playtimes, but in Year 1 and 2 children have a morning playtime at 10.30am. There are at least two members of staff on playground duty, plus a first aider. There is no set afternoon playtime, but teachers can take their children outside if they so wish.

At lunchtime, children spend the first half of the year in separate Foundation and Key Stage 1 (Y1 & Y2) areas. After this time, there is a phased period of encouraging Foundation children to join the children on the big playground. Equipment such as skipping ropes, sand and imaginative toys are available to play with. There are at least 9 trained lunchtime supervisors on duty.

Behaviour at playtimes needs careful management and to this end there is a separate **Playtime Behaviour Policy** which should be read in conjunction with this policy.