

Roe Green Infant School Behaviour & Bullying Policy



We welcome value and share the cultures, religions, traditions and languages of all. As a school we teach and expect everyone to be responsible, independent and show respect and pride in themselves, the school and the community.

Our behaviour policy focuses on positive behaviour management strategies.

PARENTAL INVOLVEMENT

When a child starts school parents are given:

- The home-school agreement to agree and sign. (Appendix 1)
- A behaviour management outline for parents in the nursery and reception booklets.

To encourage parents to praise their children, they will be informed about their child's good behaviour on an informal basis at the end of the school day and at parent interviews. Continuous good behaviour is celebrated through stickers, certificates, recorded in the green behaviour book and by sending a letter home.

Most poor behaviour is dealt with in the course of the school day, and when necessary staff will inform parents verbally about their child's inappropriate behaviour. Following persistent bad behaviour or dangerous behaviour parents will be asked to meet the Headteacher or Deputy Head.

These meetings will give staff and parents an opportunity to exchange ideas and information so that all concerned can help the child's behaviour improve.

Parents have the right to request a meeting to help manage their child's behaviour.

Possible outcomes of meetings may be:

- Observations in class or the playground.
- Agreeing strategies to improve behaviour and to help the child find ways to resolve their own problems; e.g. behaviour charts/books, use of time out or other sanctions at home.
- Targets for the child, family and school to work towards.
- An agreed behaviour contract between home and school.
- Arrangement of a progress review date.

BEHAVIOUR

All children are expected to follow the school rules, a copy of which is displayed in each classroom and in all general areas of the school. There are 5 school rules designed to be memorable and easily understood by all children. They are all positive statements designed to ensure that if followed, provides a happy school environment. The 5 rules are as follows;

1. We listen and follow instructions.
2. We care and share.
3. We are honest.
4. We keep our hands and feet to ourselves.
5. We help each other learn and enjoy.

Revised & Adopted by Governors 13th March 2013. 2 Yearly Review.

Feb. 2015 no changes but addition of Ethos & Values page.

March 2017 reviewed and Page 14 Bullying 'Playing Together' sheet revised;

We follow a traffic light system for rewards and sanctions across the school. All children start the day at the bottom of the traffic light and move according to their behaviour. Every day is a fresh start.

Traffic light system

- Certificates and stickers
- Praise
- Sticker chart
- 2 times in the green book = a letter home



- Verbal warning
- Time out in classroom



- Time out in another classroom
- Miss playtime and write school rules
- Time out with the Deputy head/ Headteacher
- Name in the red book and contact parents



REWARDS and SANCTIONS

The traffic light has been designed to enable children to manage their behaviour in a positive way.

GOOD BEHAVIOUR CHARTS are kept in classes and spots, stickers and certificates are awarded as appropriate.

TIME OUT is used after two warnings (unless behaviour is extreme and/or violent).

AN INCIDENT BOOK (red book) is kept by the Headteacher to record persistently poor behaviour or extreme/dangerous behaviour. Parents will usually be spoken to when a child's behaviour has been recorded in the book.

EXTREME OR DANGEROUS BEHAVIOUR includes behaviour that puts children themselves or any member of the school community at risk or deliberate damage to school property, e.g:

- physical aggression to other children or staff
- throwing inappropriate objects e.g. stones, furniture.
- bullying
- swearing and verbal abuse, including racist language and signs
- leaving the premises.

All such behaviour is to be reported to the Headteacher, who will record the behaviour in the Incident Book and make a decision on further action.

However extreme sanctions e.g. internal and temporary/fixed term exclusion may be used to a very serious breach of school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary (as set out in the Exclusion policy).

AN AWARD BOOK (green book) is also kept by the Headteacher, for exceptionally good work or behaviour.

N.B. These rewards and sanctions are to be used to manage behaviour effectively, not to improve academic work.

These rewards and sanctions are for individual children. There are ideas for collective reward systems in the classroom management strategies section.

RED TAG

Each class has a red tag that is easily accessible to children and staff.

In a dangerous situation e.g. a child throws furniture, a teacher fainting, the red tag should be sent to the Office **IMMEDIATELY**.

Two adults will then provide assistance.

N.B. Children need to be taught how to use the red tag.

CLASSROOM MANAGEMENT STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

All staff must have high expectations of children

Some Ideas:

Teaching the Rules

- Discuss what each rule means
e.g.: What will I look like when I am listening?
- Role plays the rules.
- Display rules in a child centred way.
- Continually re-learn the rules
e.g.: Remember to look at the speaker when you are listening.
- Refer directly to the rules when moving through the rewards and sanctions process
e.g.: Well done, for walking quietly around our school.
- Give the children personal ownership of the rules
e.g.: It's up to you to make the right choice.

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Teaching the Rewards and Sanctions

- Discuss the traffic light system in detail.
- Refer directly to the traffic lights as children move colours
e.g.: Time out in the classroom for not letting others do their work.
- Be consistent.
- Ensure each child and adult in the room knows the system.

Conflict Resolution

This teaches children to solve minor problems independently by:

- Ignoring and walking away.
- Telling the other child how they feel.
e.g.: “You shouted at me and I don’t like it”. (This confrontation method is also effective in dealing with bullying).
- Getting a friend to help discuss the problem.
- Telling the other child what they can do to solve the problem,
e.g.: say sorry, time out etc.

Children need to get an adult to help if it is a serious incident or if they feel they are unable to deal with the situation themselves.

CIRCLE TIME/PSHE/SEAL

These parts of the curriculum enable children to build up strategies to express themselves, articulate their feelings and opinions and promote self esteem.

Circle time also enables children to make positive contacts with others and solve grievances. Circle Time does not necessarily need to be carried out with a whole class and in some cases can be effective with a specific target group. Regular circle time activities are to be used across the curriculum, not just for times when difficult incidents occur.

Collective Rewards

- Class Jigsaw
- Marbles in the jar
- Class certificates
- Early minute (extra play)
- Monitors of the Day

Children could choose their reward for gaining a certain number of collective rewards

E.g. when the jar is full of marbles allow the children to choose from a list which they formulated.

STRATEGIES FOR SMSAs TO PROMOTE GOOD BEHAVIOUR

As SMSA you are responsible for supervising children and maintaining discipline during the lunchtime break. Although each one of you is designated to a particular class you are collectively responsible for all children. You must deal with any children you come across if there are problems.

Hints on keeping good discipline

The dining hall and playgrounds are large areas. Do not stand around in one place. Spread out.

Do not wait until children are misbehaving and then try to stop it. Deal with problems **as or before they start** with **individual** children as well as **groups and classes**.

- Praise children who are being sensible. This encourages others.
- As soon as you see a child misbehaving stop her/him.
- As you walk around the tables tell individual children who are shouting to stop.
- Stop silly behaviour on an individual basis as soon as you see it.
- Do not try to control children by shouting at them all or blowing whistles. Instead use a clapping rhythm or other signals the children know.
- If you need to reprimand children, do it on an individual basis or to a small number. You can take a child aside to talk to her/him.
- Praise individuals, groups and classes for good behaviour.

To get good behaviour you need to be **active in supervising children**, not just to expect it to happen on its own.

In the playground

- Spread out so that all areas of the playground are patrolled. Do not stand around in groups.
- Stop children who are playing rough game, which may cause accidents.
- Do not tolerate swearing, racist language or behaviour. To ignore it is to condone it.
- Make sure children stay in the designated areas.

The secret of maintaining discipline is to stop major problems occurring by being firm about minor misbehaviour. Be fair, firm, consistent and sensitive to children at all times. Do not stand back watching silly behaviour until it becomes uncontrollable.

At the end of lunchtime a positive remark should be made to the classteacher.

Above all make sure that you:

- Treat each pupil fairly and equally.
- Treat each pupil with respect.
- Never strike, push or pull a pupil.

Behaviour which should always be reported to the Headteacher:

- If you think a child is being bullied.
- Rudeness to a SMSA or canteen staff.
- Persistent swearing.
- Racist language or behaviour.
- Fighting.
- Anything that is potentially dangerous, e.g. going outside the school.

APPENDICES

- Home School Agreement
- Bullying Policy
- School Rules
- Playing Together - What to do if something goes wrong
- Good behaviour letter

HOME SCHOOL AGREEMENT

The School Agrees to:

- provide a full and balanced curriculum within a caring and positive ethos.
- let you know immediately if your child is having any difficulties in school.
- contact parents if there are any difficulties with punctuality or attendance.
- make sure all children follow the school behaviour policy and allow others to learn.
- arrange termly meetings with your child’s teacher and be available at other times if you have questions or concerns.
- provide regular information on your child’s progress in all areas of your child’s development.
- provide an annual written report detailing your child’s progress and attainment
- provide homework activities and a variety of reading books for your child to read and share with you at home.
- inform you of school events, developments and appointments.

For..... (The child)

Signed:.....(for Roe Green Infant School)

Date:.....

HOME SCHOOL AGREEMENT

The Parent Agrees to:

- support and work with the school and encourage a positive attitude to education.
- let the school know of any concerns I have about my child's education.
- ensure my child attends school on time every day unless ill, or there is another valid reason.
- take responsibility for the behaviour of my child and work with the school in ensuring my child is well behaved.
- attend meetings to discuss my child's progress and to learn about the work of the school.
- ensure my child has a reasonable night's sleep and has the necessary clothing/ equipment needed for school.
- read my child's report and ask about anything I do not understand.
- take an interest in my child's learning by sharing books with my child, listening to my child read his/her guided reader and ensuring homework is completed.
- sign and return letters/forms on time.

For..... (The child)

Signed:.....(for Roe Green Infant School)

Date:.....

Roe Green Infant & Strathcona School

Bullying Policy

Guiding Principles

Bullying is completely unacceptable. Bullying is when someone uses persistent and unacceptable language, behaviour or actions towards others which are intentionally harmful or damaging, physically or emotionally.

All children have the right:

- to feel safe inside and outside the classroom
- to be treated fairly as individuals
- to be heard
- to be free from bullying, racism and harassment

Children's Responsibilities

Children should:

- Obey rules
- Treat others with respect and consideration
- Tell an adult if they are being bullied or see someone being bullied.
- Listen and express opinions politely.

The School's Responsibilities

The school will:

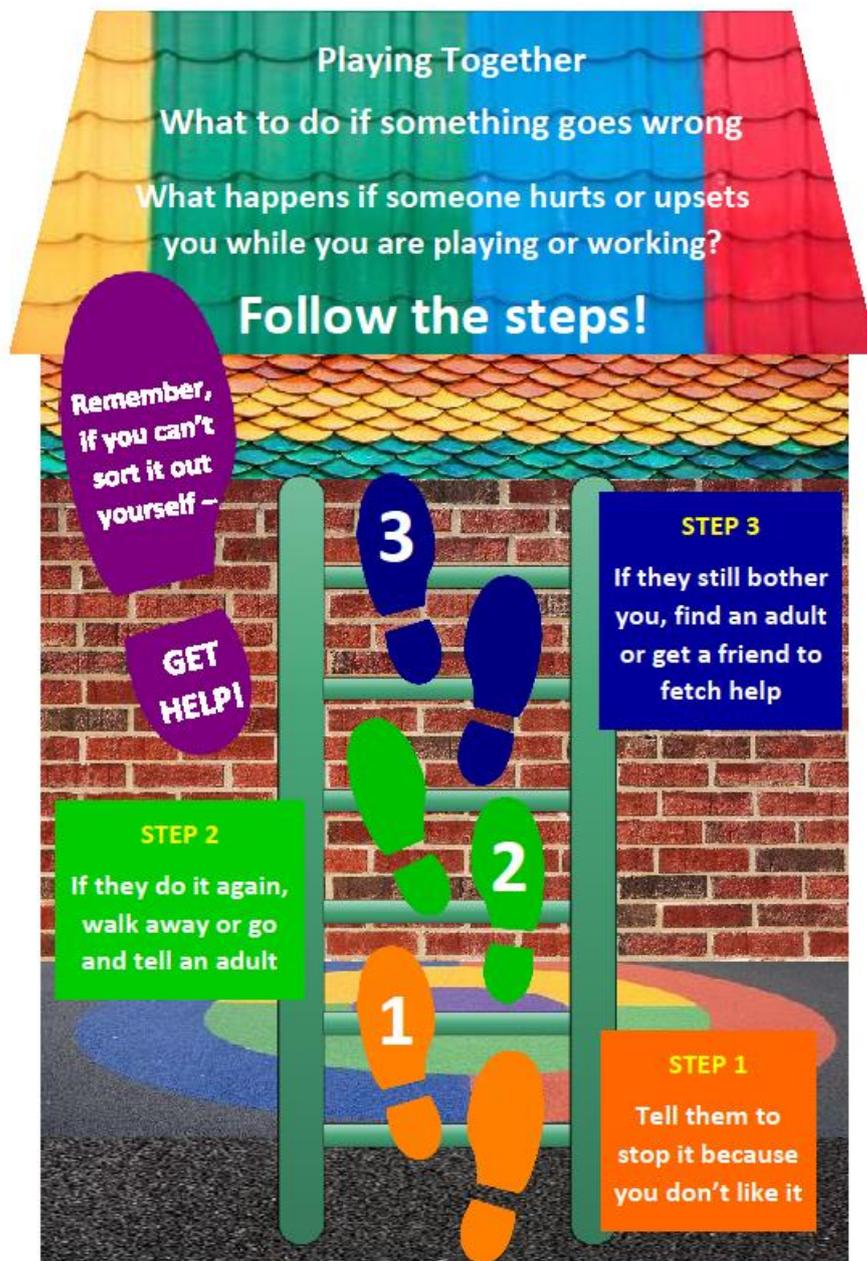
- Make sure all staff know what bullying is
- Investigate every reported incident.
- Listen to victims, and give them full support.
- Inform the parents of both bullies and victims.
- Help bullies change their behaviour

- Closely monitor all reported incidents and give guidance about acceptable behaviour to individuals, groups, classes and in assemblies.

School Rules

We are a happy school because...

- 1. We listen and follow instructions.**
- 2. We care and share.**
- 3. We are honest.**
- 4. We keep our hands and feet to ourselves.**
- 5. We help each other learn and enjoy.**



Good Behaviour Letter

Date

Dear Parents/Carers,

I am very pleased to inform you that _____ was sent to me today for good behaviour. This is the third time that he has been in the good behaviour book this year, which is especially pleasing.

Roe Green Infant School prides itself on the high standards in our school, and we hope you will share our pride in your child's achievement.

Yours sincerely,

Headteacher

Class Teacher