



## Bramble Infant School and Nursery

### BEHAVIOUR POLICY

#### RATIONALE

We believe that care, play and learning is maximised by a happy, positive and secure environment where the emphasis is upon praise and reward. The home/school partnership with parents is vital in supporting and encouraging good behaviours. We recognise that each individual needs to develop a sense of worth and responsibility to themselves, others and their environment.

#### PURPOSE

- To communicate the agreed ethos of the organisation, demonstrating commitment to improving outcomes for all children
- To encourage and promote a positive learning environment
- To establish positive, caring relationships between staff, children and parents
- To provide feedback to parents and governors and encourage a supportive culture
- To ensure a healthy balance between the rights and responsibilities of all, based on mutual respect
- To ensure consistency of approach for all staff (including students and volunteers)

#### PRINCIPLES

Bramble Infant School and Nursery - STAFF	
RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> <li>○ To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this</li> <li>○ To expect pupils' and parents' cooperation in maintaining an orderly climate for learning</li> </ul>	<ul style="list-style-type: none"> <li>○ To ensure the whole school community is consulted and communicated with about the principles of the school behaviour policy</li> <li>○ To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence</li> <li>○ To ensure the school behaviour policy does not discriminate</li> </ul>

<ul style="list-style-type: none"> <li>○ To expect pupils to respect the rights of other pupils and adults in the school</li> <li>○ Not to tolerate violence, threatening behaviour or abuse by pupils or parents and to take firm action against anyone who harasses or denigrates school staff on or off the premises</li> </ul>	<p>against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities</p> <ul style="list-style-type: none"> <li>○ To ensure teachers' roles in school discipline are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced role of support staff and not all responsibilities are focussed on teachers</li> <li>○ To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies</li> <li>○ To support, praise and, as appropriate, reward pupils' good behaviour</li> <li>○ To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate</li> <li>○ To take all reasonable measures to protect the safety and wellbeing of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying</li> <li>○ To ensure staff model good behaviour and never denigrate pupils or colleagues</li> <li>○ To promote positive behaviour through active development of pupils' social, emotional and behavioural skills</li> <li>○ To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities</li> <li>○ To work with other agencies to promote community cohesion and safety</li> </ul>
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**Bramble Infant School and Nursery CHILDREN**

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>○ To contribute to the development of the behaviour policy</li> <li>○ To be taught in environments that are safe, conducive to play and learning and free from disruption</li> <li>○ To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment</li> </ul>	<ul style="list-style-type: none"> <li>○ To follow reasonable instructions and rules and accept sanctions in an appropriate way</li> <li>○ To act as positive ambassadors</li> <li>○ To show respect to staff, fellow children, school property and the learning environment</li> <li>○ Never to denigrate, harm or bully other children or staff</li> <li>○ To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes, Parenting Contracts, Individual Behaviour Plans</li> </ul>

**Bramble Infant School and Nursery PARENTS**

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>○ To contribute to the development of the</li> </ul>	<ul style="list-style-type: none"> <li>○ To respect the school's behaviour policy and the</li> </ul>

<p>school behaviour policy</p> <ul style="list-style-type: none"> <li>○ To be kept informed about their child's progress, including issues relating to their behaviour</li> <li>○ To expect their children to be safe, secure and respected in school</li> <li>○ To have any complaint they make about their child being bullied taken seriously by the school investigated/ resolved as necessary</li> <li>○ To appeal to the Headteacher/Governors, and beyond, if they believe the school has exercised its disciplinary authority unreasonably</li> <li>○ To appeal against a decision to exclude their child, first to the Governing Body of the school and then, in cases of permanent exclusion, to and independent appeal panel</li> </ul>	<p>disciplinary authority of school</p> <ul style="list-style-type: none"> <li>○ To help ensure that their child follows reasonable instructions by school staff and adheres to school rules</li> <li>○ To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn</li> <li>○ To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside of the norm</li> <li>○ To be prepared to work with the school to support their child's positive behaviour</li> <li>○ To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour</li> <li>○ To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour</li> <li>○ If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a re-integration interview with the school at the end of a fixed period exclusion</li> </ul>
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## **Bramble Infant School and Nursery ~ CODE OF CONDUCT**

The code of conduct represents the baseline standard for behaviour across the school:

### ***In our school we will:***

-  ***Always try our best and work hard***
-  ***Be polite and respectful***
-  ***Listen carefully to EVERYONE***
-  ***Be kind and considerate to everyone***
-  ***Take responsibility for our actions***
-  ***Take care of our environment***

## **MONITORING**

The Code of Conduct will be reviewed annually and reinforced by the Headteacher, the Nursery Manager and all members of staff.

Regular meetings with staff will take place and professional development led by the needs of individuals will be provided.

The Annual Behaviour Strategy will be agreed by staff and governors to ensure focus and development.

Regular contact and liaison with parents, informally and formally.

The Behaviour systems will feature prominently in the induction of all new staff.

Governors will be kept informed through the Headteacher's report.

## **RELEVANT POLICIES / DOCUMENTATION**

The school's policies on Teaching; Learning; SEN; Gifted and Talented; Health, Safety and Security, Attendance, Exclusions; Anti-Bullying

LA Guidelines for Schools on Preventing Bullying

## **APPENDICIES**

Appendix 1. School Mission & Aims (Ethos)

Appendix 2. Behaviour Standard Operational Procedure

Appendix 3. Policy statement on 'The Use of Force to Control or Restrain Pupils'

### **Management Details :**

Agreed by Staff :

Ratified by Governors : July 2017

Review date : July 2018

Signed ..... Date ..... Headteacher

Signed..... Date ..... Chair of Governors

### **The Reward System**

- Each class in the school has the six Learning Values displayed clearly and rewards are given for children demonstrating these Values and making good use of the Learning Tools.
- The nursery children are awarded stickers, certificates and medals for good behavior.
- Stickers can be awarded by any member of staff at their discretion
- All year groups and rooms have an individual reward and group reward system.
- Children in the school are rewarded during the week for demonstrating the learning values.
- The children in the school have a chart in each room which is based on good learning behavior. Children can move up the chart for demonstrating positive attitudes and can move down when poor behavior is demonstrated. All children have the opportunity to move back up the chart. When a child reaches the top of the ladder they receive a certificate to take home.



## Bramble Infant School and Nursery

### Anti-Bullying Policy

#### **RATIONALE**

AT Bramble Infant School and Nursery we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play effectively. We know that the ethos of the school is key in promoting positive behaviours and deterring bullying.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents very seriously. Bullying hurts and no-one deserves to be a victim. Everybody has the right to be treated with respect and the responsibility to learn appropriate ways of behaving.

#### **PURPOSE**

- To define “bullying.”
  - To outline the accountabilities and process for appropriate action should bullying occur.
  - To reinforce and promote the school’s behaviour policy.
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- The organisation will meet the legal requirement for all schools to have an anti-bullying policy in place.
  - The organisation will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989; The SEN and Disability Act 2001; The Every Child Matters Agenda 2003 and The Children Act 2004.
  - All governors, staff and regular volunteers will know what the policy is on bullying and will consistently and swiftly adhere to its principles.
  - All pupils and parents/carers will know the policy on bullying and what they should do if an incident occurs.
  - Pupils and parents/carers will be confident that they will be supported and their concerns addressed.
  - Whole school initiatives (staff training; Assemblies etc.) and proactive teaching strategies (Personal, Social, Health and Economic Education (PSHEE); Social and Emotional Aspects of Learning (SEAL); Circle Times etc. will be systematically used throughout the school.

- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of bullying.

## **Definitions**

There are many definitions of bullying, but most have 3 things in common:

- *it is deliberately hurtful behaviour*
- *it is repeated over a period of time*
- *it is difficult for those being bullied to defend themselves*

**Remember: STOP – it happens Several Times On Purpose**

*“A person is bullied when he or she is exposed regularly and over time to negative actions on the part of one or more persons.”*

**Olweus 1984**

*“Bullying is long-standing violence, physical or psychological, conducted by an individual or a group and directed against an individual who is not able to defend himself in the actual situation.”*

**Roland 1989**

*“Bullying is behaviour which can be defined as the repeated attack, physical, psychological, social or verbal, by those in a position of power, which is formally or situationally defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification.”*

**Besag 1989**

Bullying can take many forms:

- Physical - hitting, kicking, pinching, throwing objects, biting, spitting, taking belongings
- Emotional – being unfriendly, excluding, tormenting, ridiculing, humiliating
- Verbal - name-calling, insulting, sarcasm, spreading rumours, threats, teasing
- Racial – racial taunts, gestures, making fun of culture and religion
- Sexual – unwanted physical contact, or sexually abusive or sexist comments
- Homophobic – focussing on the issue of sexuality
- Online/Cyber – sending offensive messages (text/email)
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

It is important to note that bullying is **not** the single instance of falling out with friends, name-calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out with each other or say things because they are upset. It is an important part of children’s development to learn how to deal with friendship breakdowns and the repairing of relationships.

Bullying can occur at any time or in any place either inside or out of school. The Headteacher and Nursery Manager and other staff are committed to investigating all concerns and acting appropriately to ensure the situation ceases.

The subject of relationships is focussed upon both discretely and in response to circumstance or events. Pupils are directly taught that wherever they are they have the right to feel safe and that nobody has the right to make them feel unhappy. Strategies are discussed to support children in responding to difficult situations either as a perpetrator, victim or bystander.

## **PROCEDURE**

All staff will respond calmly and consistently to all allegations and incidents of bullying at Bramble Infant School and Nursery. They will be taken seriously by all staff and dealt with impartially and promptly with all those involved having the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

### **Stages of action to be taken**

- |          |   |   |
|----------|---|---|
| Children | - | encourage to express their feelings and state them clearly<br>have confidence to talk openly with staff, parents or peers |
| Parents  | - | discuss their concerns with us as soon as possible  |
|          | - | consider the definitions of bullying  |
|          | - | come and observe their child in the school environment  |
|          | - | agree and support strategies for dealing with the situation   |
| Staff    | - | listen to the child and respond calmly to their concerns  |
|          | - | record all communications   |
|          | - | discuss these specific concerns with the Headteacher  |
|          | - | discuss with Supervisory Assistants and highlight with whole staff (if appropriate)                                       |
|          | - | monitor the child closely   |
|          | - | talk with other children (individual/class/whole school as appropriate)   |
|          | - | regularly meet with parents   |
|          | - | review progress and evaluate intervention   |

### **Strategies for the Promotion of Positive Relationships**

- Involving the whole school community in reviewing the policy and associated documentation
- Undertaking regular consultation to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Positive links between the Behaviour Policy and the Anti-Bullying Policy
- Awareness raising through regular linked assemblies
- PSHEE scheme of work used across the school to support effective social and relational development
- Circle Times
- Introducing playground improvements and initiatives
- School Council involvement
- Involvement of Parent Council

## **MONITORING**

- Observation/supervision during playtimes, in classrooms and around the school.
- Identification of “trouble spots” in the physical layout of the school and routines.
- Discussion and consultation with pupils/parents/staff as appropriate.
- Discussion with staff and reporting to Governing Body through the Headteacher’s report (anonymously)
- Annual review of policy and procedures

## **OTHER RELEVANT POLICIES/DOCUMENTATION**

School Mission and Aims

Behaviour policy

Equality and Intercultural policies

LA Guidelines for Schools on Preventing Bullying