

Emmbrook Infant School



Behaviour (Pupil) Policy

Responsibility of: Communication, Behaviour & Safeguarding Committee (CBS)

Date of Review: Spring Term 2018 (annually)

GENERAL STATEMENT

We are aware that we share responsibility with parents for the children in our care, and make every effort to provide the care which any responsible parent would be expected to give. Discrimination, bullying and harassment of all children will be dealt with very seriously. Our vulnerable children will be closely monitored.

Parents will have taught their children to respect other people's feelings and property. Parents play the most important role in teaching about ways of behaving. At school we reinforce the attitudes, courtesies and disciplined behaviour that children begin at home. We aim to ensure that positive behaviour is rewarded; inappropriate behaviour is dealt with firmly and fairly using appropriate strategies for the child/children involved. The School Code of Conduct (see below) is framed in such a way as to encourage positive behaviour, whereby children are personally involved and accept responsibility for their own actions and behaviour.

Children thrive in a happy, pleasant and caring atmosphere where they are able to give of their best, both in the classroom, school, playground and in extra curricular activities. When children are encouraged and stimulated they are more likely to achieve their potential. This can only be achieved if all the members of the school community are aware of and abide by the expectations for good behaviour, not only in school, but in society as a whole.

CODE OF CONDUCT

Emmbrook Infant School's Golden Rules-these will be revisited on a termly basis in class.

Emmbrook Infant School's Core Values- one per month discussed in assemblies and through PSHE lessons.

Home School Agreement

Objectives

The Governing Body, the Headteacher, the staff, parents and children of Emmbrook Infant School will work together to:

- encourage good behaviour
- promote respect for others and the environment
- promote self-discipline
- ensure a proper regard for authority
- prevent bullying

A description of responsibilities for all the members of the School Community

Staff and Governors	Pupils	Parents
<p>To lead by example.</p> <p>To be consistent in dealing with children.</p> <p>To encourage the aims and values of the school among the children.</p> <p>To have high expectations of the children.</p> <p>To meet the educational, social, and behavioural needs of the children.</p> <p>To provide an appropriate curriculum.</p>	<p>To support and care for each other.</p> <p>To respect each other, our property and our work.</p> <p>To listen to others and respect our opinions.</p> <p>To take responsibility for our own actions and behaviour.</p> <p>To do as instructed by all members of staff (teaching and non-teaching).</p> <p>To observe the Code of Conduct at all times.</p>	<p>To be aware of the school's values and expectations.</p> <p>To support the values and expectations of the school.</p> <p>To ensure that children arrive on time each day and are collected at the correct time.</p> <p>To keep children at home when they are ill.</p> <p>To provide the school with an explanation of the reasons for any absence.</p> <p>To provide the school with an emergency contact number.</p>

It is important that good behaviour is fostered both through good teaching practice and by staff promoting the positive ethos of Emmbrook Infant School, sharing responsibility for the welfare of pupils, being consistent in their dealing with the children and by setting good example. We encourage children to report incidents to the person they feel safe to tell.

General guidelines for staff to follow when promoting good behaviour:

- Instil in the children an understanding of why good behaviour is so important **by explaining the consequences of their actions.**
- Create the conditions for an orderly community in which effective learning can take place, where there is mutual respect and a caring attitude between all members, and where there is proper concern for the environment.
- Develop in the children a sense of self-discipline and an acceptance and understanding of responsibility for their own actions.

- Ensure that children are aware of the ethos of the school and annually help to develop an effective team code of conduct.
- Ensure that the behaviour policy is applied in a coherent, fair and consistent manner and is shown to be reasonable, sensitive and effective.
- Ensure that all children are aware of what is acceptable behaviour, both within school and out. If criticism is appropriate it should be constructive in its approach and include advice on how to improve behaviour.
- Encourage good manners, respect and politeness to all others with whom they come into contact.
- Support parents and carers with issues regarding behaviour.
- Encourage and reward good behaviour by:
 - Give stickers or stamps as rewards
 - A private or public word of praise in front of a group, class, team or whole school.
 - Lunchtime staff reporting good, helpful and kind behaviour to the class teacher. Lunchtime reward. Lunchtime behaviour books are kept.
 - A visit to another member of staff.
 - Celebration Assembly – Silver Swans. Head teachers award for politeness and good manners.
 - Placing pupil photos on The Golden Rules Rainbow
 - Awarding Values leave
 - Use of school reports and parents/teacher interviews to comment favourably, not only on good work and academic achievement but on behaviour, on involvement and on general attitude
 - Giving children the opportunity to undertake specific areas of responsibility
 - A letter or word to parents informing them specifically of some action or achievement deserving praise
 - Reviewing and including new incentives for good behaviour
 - Setting achievable targets to increase self esteem
 - Discussing behaviour issues and solutions during group circle time
 - Taking behaviour issues to the school council for discussion and solutions

Our staff will aim to maintain good order and discipline at all times during the day, including midday break, when children are present on the school premises and whenever pupils are engaged in authorised school activities. However, we recognise that there will be occasions when children misbehave, either within school, including playtimes and lunchtimes, or during off site visits. We, therefore, propose that on these occasions a series of sanctions will be put into effect.

It must be stressed that these sanctions are a guide only and not to be treated as “law”. Each individual circumstance will be appropriately assessed and acted upon using these guidelines. It is important to remember that poor behaviour can stem from personal problems or difficulties. To punish the bad behaviour and ignore the reasons for it will have only a short-term effect and will not provide the long-term solution we expect at Emmbrook Infant School.

Low level behaviour management strategies	Positive strategies that are used
<p>The Look!</p> <p>Proximity</p> <p>Refocusing/diversions</p> <p>Simple directions</p> <p>Rule reminders</p> <p>Non-verbal signs</p> <p>Traffic Light system</p> <p>Giving a warning of a consequence</p> <p>Telling the child what they must do and finishing by saying “thank you” showing expectation that the child will do as you have asked.</p> <p>In-class “time out”</p> <p>Out-of-class “time out”</p>	<p>Non-verbal approval</p> <p>Verbal approval / acknowledgement</p> <p>Smiley faces / stickers</p> <p>Use of the Silver Swans in assembly</p> <p>Headteacher’s Award</p> <p>Photos on the Golden Rules Rainbow</p> <p>Values Leaves</p> <p>Class certificates of excellence</p> <p>LTC awards</p> <p>Send to colleagues for praise</p> <p>Send to Headteacher for praise</p> <p>Circle time discussions</p> <p>Assemblies highlighting current</p> <p>Awareness of potential problem areas and preventive interventions, eg rota for use of activity areas</p> <p>Sharing Golden rules at the beginning of the school year/term, Golden Rules available for all to see</p> <p>Catching pupils “getting it right” and highlighting this rather than focusing on negative behaviour, so that positive rather than negative behaviour receives attention. (Visual reminders)</p>

Children are given ‘time out’ if they have been unkind to others. The time out is related to the age of the child, i.e. 4yrs old = 4 minutes, 5yrs old = 5 minutes etc and this is easily understood by all children.

The ways in which Emmbrook Infant School encourages respect for others:

- Circle work – developing “language of feelings”
- Role play – listening skills

- Sharing skills – “news”
- Conflict resolution skills
- Respect for individuals
- Understanding of different cultures
- Seals programme
- Peer mediation
- Core Values
- Golden Rules
- Assemblies
- Modelling

UNACCEPTABLE BEHAVIOUR AT EMMBROOK INFANT SCHOOL

We divide unacceptable behaviour into three broad bands:

- a) **Level One:** misbehaviour that can be effectively managed within a classroom environment by the class teacher.
- b) **Level Two:** more serious misbehaviour that is not so easily managed within a classroom environment. Class teacher may involve parents. Notification of other staff. Informal involvement of Headteacher.
- c) **Level Three:** very serious misbehaviour or persistent Level Two misbehaviour. Formal involvement of the Headteacher and parents. Additionally, the E.W.O. (Education Welfare Officer) and/or other outside agencies such as Foundary College may also become involved.

Level One

Unacceptable behaviours:

- Not on task
- Disrupting other children i.e. chatting
- Distraction and interruption
- Answering back
- Not following the Golden Rules
- Telling lies and getting others into trouble
- Verbal abuse and minor language with peers
- Unsafe movement around the school
- Acts of violence i.e. hitting, kicking, thumping
- Careless, accidental damage

Sanctions:

1. The look!
2. Reminding pupils of school expectations-refer to signed Golden Rules
3. Repositioning of children
4. Catch them doing it right
5. Tell them why their behaviour is wrong
6. Peer reminders (use sensitively)
7. Use of Traffic Lights
8. Private discussion with child
9. Use peer mediators to support pupil conflict
10. Informal talk with parents at the end of the day

Level Two

Unacceptable behaviours:

- Not on task after reminders
- Consistent and deliberate failure to complete tasks
- Refusal to obey instructions or complete work
- Answering back
- Deliberate destruction of property
- Taking and keeping things without asking
- Direct verbal abuse
- Premeditated, threatening behaviour against peers
- Repeated acts of violence i.e. hitting, kicking, thumping
- Persistent, systematic bullying and name calling

Sanctions:

1. Time out in the classroom
2. Time out in another classroom
3. Time out –age related outside the office
4. Loss of complete playtime
5. Informal meeting with parents and class teacher for persistent unacceptable behaviour and HT informed
6. Formal meeting between HT and child
7. Time out with HT
8. Playground Behaviour Book
9. Contribution towards partial cost of replacement if property broken
10. If applicable -Individual supportive strategies (targeted and on-going)

Level Three

Unacceptable behaviours:

- Never on task
- Major disruption of class activity
- Vandalism of school buildings and property
- Persistent stealing
- Repetition of bullying incidents after Level Two intervention
- Persistent bad language and verbal abuse to peers and adults
- Repeated uncontrollable violent hitting, kicking and fighting in anger
- Abusive, threatening behaviour towards staff
- Aggressive violent behaviour with intent to cause deliberate injury to people or property
- Refusal to obey instruction causing danger to them selves or others
- Trying to leave school premises without content
- Persistent abuse against minority

Sanctions:

1. HT informed immediately
2. Time out with HT supervision
3. Parents invited into school for formal discussion with HT
4. Action plan agreed involving school and parents
5. Involvement of EWO, EP, Foundry College
6. Behaviour contract PSP-supervised by HT
7. Fixed Term exclusion
8. Permanent Exclusion

Staff have a Red Card which they can send to the office requesting adult help.

BEHAVIOURAL SPECIAL NEEDS

In the case of children identified as having “behavioural special needs”, the school, acting in partnership with the parents of the child concerned, will draw up an individual behaviour plan. This plan will be designed to deliver improvements in the child’s behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

EXCLUSION

In the case of an extremely serious incident or series of incidents the Headteacher and Governing Body may commence proceedings to exclude the child from school in compliance with DfE (Social Inclusion: Pupil Support, Circular 10/99) and LA guidelines. However, this will always be a last resort and is likely only to be used where children or staff are put in danger. We will aid to support children at risk of exclusion or disaffection through a Pastoral Support Programme.

ANTI-BULLYING POLICY

Children and parents must be confident that any form of bullying in school will not be tolerated and will be dealt with as appropriate and discrimination, bullying and harassment of disabled children will be dealt with very seriously.

However, we recognise that bullying may take place occasionally. As part of our Behaviour Policy we wish to encourage both parents and children to feel able to discuss any problems with staff. It is important that we stress our openness and willingness to listen to any concerns.

There are many definitions of bullying. We define a bully as:-

When a child/children persistently cause distress to another child/children by verbal, non-verbal or physical means.

Bullying will be dealt with immediately it is known, in accordance with our behaviour policy and taken to the Head teacher in line with the behaviour policy and dealt with accordingly and parents informed when necessary.

Key Strategies for Tackling Bullying

We have a commitment on behalf of the Headteacher, Governors and all staff and pupils to tackle any bullying that might take place in school.

A positive approach will be taken to prevent bullying. As part of the Curriculum children will be encouraged to discuss what bullying is. They will discover, through drama and role play, what it feel like to be bullied/to bully. They will work through drama and discussion to foster sharing and kindness and to develop good social skills. The school council lead anti-bullying assemblies termly.

If a child or parent feels that an incidence of bullying has taken place, he/they should:-

- 1) Approach a member of the teaching staff or Governing Body with the information. If a child disclosed information to a member of the non-teaching staff or a Governor that adult should immediately inform the appropriate member of the teaching staff.
- 2) The teacher or Headteacher will listen to the parent/child concerned to ascertain the nature of the problem.

- 3) The appropriate teacher/team leader/Headteacher will then listen to all parties involved. If necessary, witnesses will also be involved, each individual giving their perception of the incident/incidents.
- 4) The investigator will discuss with the child/children concerned and try to resolve the issue. Hopefully, this will be the end of the matter with the incident having been fully discussed and the concern dealt with. However, the “bully” will be warned of the next stage if bullying persists, e.g.
 - a. The child will be sent to the Headteacher. The Headteacher will discuss the issue with the relevant members of staff, parents and children in order to develop an effective action plan.
 - b. The child’s name would be noted in an incident book by the Headteacher.
 - c. If the child continues to bully, the child and parents will meet with the Headteacher and a member of the senior management team to develop a detailed plan to resolve the issue. This may include support from outside agencies eg. Foundary College based at Wokingham Borough Council.
 - d. The child/ren who have been ‘bullied’ need to feel comfortable and be made aware that the incident has been dealt with.

All incidences of bullying which are brought to the attention of the Headteacher are reported to the Governing Body on a termly basis.

Please note that this policy applies only to incidents of bullying which take place on the school premises. The school is not legally responsible for bullying which takes place elsewhere. However, the school has an enduring interest in the welfare and conduct of our pupils and will respond positively to any information we receive about bullying outside school.

Monitoring and Evaluation

Lunchtime and playtime books note any unkind incidents and outcomes of intervention. Any incidents with a racist, sexist, disablist or homophobic element will be identified.

An annual report will be made to the Governing Body indicating the extent of the problem and any trends which may emerge. This information will be shared with parents/carers and pupils.

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents/carers and pupils.

Resources

Advice for parents and families about bullying:
Supporting schools against bullying:

“Bullying In Schools” – Rigby ken – Pub. Jessica Kingsley – International Standard Book

No. (ISBN) 185 302 4554 – Published 1997 – paperback £15.95

“Bullying – Don’t Suffer in Silence” – Stationery Office – ISBN 011270879X – Published 1994 – paperback £9.95

“How Do I Feel About Bullying?” – Julie Johnson – ISBN 0749636289 – Published September 1999 – Children’s Books – paperback £5.99

“What Do You Know About Bullying” – P Saunders and S Myers – ISBN 074937331 – Publisher F Watts – Published May 2000 – Children’s Books – paperback £5.99

“Bullying” – C Donnellan – ISBN 1861680538 – Publisher Independence Educational Pub. – Published April 1998 – paperback £6.45

“Bullying At School: What We Know and What We Can Do” – Dan Olwens – Publisher Blackweels Pub. – Published November 1993 – paperback £14.99

“Bullying In Our Schools, Understanding and Tackling Bullying”. A guide for school – D Fitzgerald – Publisher Blackhall – Published May 1999 – paperback £9.99.

Organisations Who Can Help

Advisory Centre for Education 1B Aberdeen Studios,
22-24 Highbury Grove, London N5 2EA Tel: 0207 354 8321.
Advice line for parents on all matters concerning schools.

Anti Bullying Campaign 185 Tower Bridge Road, London SE1 2UF
Tel: 0207 378 1446 (9:30am – 5:00pm)
Advice line for parents and children

Childline NSPCC Weston House, 42 Curtain Road, London EC2A 3NH
Tel: 0800 1111
Advice Line for Children

Children’s Legal Centre University of Essex, Wivenhoe Park, Colchester, Essex
CO4 3SQ
Tel: 01206 873820 (weekdays, 10:00am – 5:00pm) or 01206 872 466
Email: clc@essex.ac.uk
Publications and free advice on legal issues

Kidscape 2 Grosvenor Gardens, London SW1 WODH
Tel: 0207 730 3300 Fax: 0207 730 7081 Helpline: 0845 205204
www.kidscape.org.uk Publications and advice
Bullying counsellor available Mondays to Fridays 10:00am to 4:00pm

Parentline Southend on Sea. Tel: 0207 284 5500, Helpline: 0808 800 2222
www.parentlineplus.org.uk
Groups provide support for parents under stress. List of local groups available