



Kingsway Infant School

Behaviour and Anti-Bullying Policy

“A Positive Approach”

Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour.

It was revised during Autumn 2020 and is reviewed annually by Staff and Governors.

Covid - 19

It was decided that the positive nature of our policy works well and does not need changing with the understanding that after ‘lockdown’ and during the on-going pandemic, children may have returned to school with higher levels of anxiety, in need of positive reminders of our social boundaries, our expectations of good manners and our expectations of behaviour in general. It is understood that mental health and well-being are paramount to good learning and therefore the curriculum has been adapted to reflect this. It is recognised that additional support may be needed for individuals and families. The school will be adaptable and make reasonable adjustments to meet their needs where possible.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Kingsway Infant School. It is a working document designed to enhance the development of positive relationships between pupils, adults working in schools, parents/carers and other members of the wider school community.

The policy is the result of consultation with pupils, parents/carers and Governors, the Senior Leadership Team (SLT) and staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Pupils have contributed to the policy through their involvement in the development of the school’s general rules, and are involved in the annual review as part of the school council and during assemblies.

Aims

The aim of Kingsway Infant School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school Behaviour and Anti-Bullying Policy is therefore designed to uphold the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Kingsway Infant School has a number of 'Golden Rules' which is the primary aim of the policy, however, it is not a system to enforce rules but rather to promote good relationships, so that we can work together with the common purpose of helping everyone to learn.

Anti-Bullying and Other Forms of Harassment

Kingsway Infant School does not tolerate bullying of any kind.

Definition of Bullying: Behaviour by an individual, or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

If we discover that an act of bullying or intimidation has taken place, the incident is recorded via CPOMS (Child Protection Online Monitoring System) and we act immediately to try to stop any further occurrences of such behaviour.

All reported incidents of bullying are investigated and recorded. These are reported to Governors on a termly basis.

The school takes all reported incidents very seriously and each case is dealt with according to the needs of the pupil(s) involved. Support is always offered to the 'victim' and perpetrator.

The Inclusion & Special Educational Needs & Disability Policy at Kingsway Infant School details how we provide equal opportunities for all learners, whatever their age, gender, ethnicity, physical ability, attainment, social/economic background, gifts or talents.

The Role of Staff

All school staff have a responsibility to uphold the Behaviour and Anti-Bullying Policy.

Staff should ensure that pupils move sensibly and quietly through the school at all times, helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors (MSA's) are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

Expectations

At Kingsway Infant School, we will:

- As adults, treat each other with respect at all times, therefore providing a positive role model for the pupils and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all pupils fairly and apply this policy in a consistent way.

- Ensure that pupils are aware of the school rules and that each class has its own classroom code.
- Teach values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us through Circle Time, PSHE, P4C, Assemblies and across the School Curriculum. Fundamental British Values are discussed and displayed in each class.

A Positive Approach

An effective policy is one that seeks to lead pupils towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking, behaviour, and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Kingsway Infant School are that:

- Celebrating success helps pupils to achieve more.
- Behaviour can change and that every pupil can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's' self-esteem and thus help them to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other pupils and minimise disruption while helping pupils acquire self-discipline.
- Reinforcing good behaviour helps our pupils feel good about themselves.
- Some behaviours are as a result of a pupil having specific emotional/behavioural difficulties, which may be part of the pupils' responses to their special educational needs, language issues or different cultures.

While guidelines and rules are needed, each case must be judged on its own merit.

School Rules

The 'Golden Rules' are

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property
- We respect others

As well as the 'Golden Rules', every member of the school community should apply the following principles:

- If you don't stop the inappropriate behaviour you are condoning it;
- You own your own behaviour.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances and needs. The emphasis of the school policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'Sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow pupils to identify the next consequence. Pupils, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, pupil's best efforts will be celebrated through display and performance.

Rewards may involve:

- Verbal praise and smiling at pupils
- Verbal praise to parents/carers about their children
- Smiley faces
- Stickers and stamps
- Certificates – awarded half termly and announced on the school newsletter
- Sending good work to other staff members for reward or praise

- Headteacher / Deputy Headteacher awards in the school newsletter
- Special responsibility jobs
- Special privileges (e.g. free time)
- Positive phone call home
- Class wide rewards
- Reading challenge
- Lining up trophy
- Pupil of the Week awards e.g. Star of the Week, Handwriting of the Week
- Praise postcard to be sent home on special occasions
- Whole class awards e.g. extra minutes play time, extra Golden time

Golden Time

'Golden Time' has been included in each KS1 class's weekly curriculum as part of our school positive behaviour policy.

With 'Golden Time', pupils are rewarded for behaving well. Often in schools, it is the pupils who behave badly that are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both peers and staff in school. 'Golden Time' ensures that the pupils who behave well, which are the majority, are rewarded.

In this way, the message given to pupils is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.

Pupils who break one or more of the rules in class or elsewhere in school or playground risk losing 'Golden Time' minutes. Teachers should only take off one golden minute for each incident.

Pupils will be given the opportunity to 'earn back' their lost minutes.

Pupils who lose 5 or more Golden minutes in a week will attend the Headteacher's office at the end of the week in order to explain their behaviour and talk about how they can improve it in the future. Repeated visits to the Headteacher will be reported to parents/carers for their support in improving behaviours.

Sanctions

Despite positive responses as a means to encouraging good behaviour in Kingsway Infant School, it may be necessary to employ a number of sanctions to enforce the 'Golden Rules', and to ensure a safe and positive learning environment (Appendix A). As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, staff should follow these three over-riding rules:

Be Calm – pupils should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.

Logical Consequences – a logical consequence is a sanction that should ‘fit’ the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls pupils to the rules, reinstates the limits and teaches alternative behaviours.

Fresh Start – although persistent or serious misbehaviour needs recording, every pupil must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules are broken, the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the pupil)

- Pupil(s) will be given a verbal warning by a member of staff
- Loss of a ‘Golden minute’ (max one minute)
- ‘Time out in class’ will be used
- Teachers may send their pupil(s) to another class with their own work and/or a ‘Thinking Sheet’
- After a cooling down period, the pupil(s) should be spoken to by the receiving class teacher, to establish the nature of the misdemeanor – What, Why, and How they will avoid getting into the same situation again - ‘Thinking Sheets’ may be used.
- After a combination of the above sanctions, the Headteacher or a senior leader may be involved.

Behaviour that is more serious will involve meeting with parents/carers.

Extremely poor behaviour must be reported to the Headteacher immediately. A letter will be sent home or a phone call made to the parents/carers. For continual unacceptable behaviour or in case of serious verbal or physical violence, their child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see ‘fixed-term and permanent exclusions’ below).

Lunchtime

If a pupil’s behaviour is not acceptable during lunch break then the school Behaviour and Anti-Bullying Policy should apply in the same way with the same criteria e.g. Time out, Loss of 1 minute Golden Time. This is then reported to the class teacher.

Exclusion from the Playground

Occasionally a pupil may be excluded from the playground to a ‘Safe Space’ (Hertfordshire Steps programme) to ‘cool down’ or to separate from their behaviours. Class teachers will be informed and will deal appropriately with the matter.

Referral

Some pupils may benefit from referral to outside agencies such as the BST (Behaviour Support Team), Chessbrook or the Educational Psychology service. The Head/Inco and parents/carers will take these decisions.

Fixed-term and Permanent Exclusions – See also: HCC Exclusion Guidance

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, the parents/carers are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can appeal against the decision to the Governing Body. The school informs the parents/carers how to make any such appeal.

The Headteacher informs the Local Education Authority (LEA) and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

Restraint

Hertfordshire Steps is the local authorities preferred approach to supporting positive behaviour management in schools and services, see Reducing the need for Restrictive Interventions in School Policy.

De-escalation of a situation is always the first strategy:

- Remain calm and use the **De-escalation Script**.
- Send two pupils with the '**Help Needed**' card to the office so that additional adults can attend the room/playground and the Headteacher or InCo is informed.
- Remove the rest of the class from the situation e.g. send them out to the hall with the class TA - *making sure, you have an additional adult with you as a witness*.
- Talk calmly to the pupil – listen to their responses.
- Allow time to calm the situation – do not get into an argument – get another adult to ask questions if appropriate.
- **Restraint of pupils is only used when a pupil is at risk of:**
 - **hurting themselves or others**
 - **is seriously damaging property**
- Records of the incident will be made immediately after the incident and parents/carers will be informed.

Recording, Monitoring and Evaluating Behaviour

CPOMS is used to record relevant behaviour incidents

Roles

The Role of the School Council

The School Council meets approximately once a month. The School Council consists of pupils from Reception, Year 1 and Year 2. Each class has two elected members on the School Council, one male and one female representative. School Councillors wear special badges that identify them throughout the school.

As part of their duties the School Council, discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents/Carers

Parents/carers have a vital role to play in their children's education. It is very important that parents/carers support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents/carers and good communication between home and school. Thus, the school works collaboratively with parents/carers, so their child/children receive consistent messages about how to behave at home and at school.

We explain the school's 'Golden Rules' in the school prospectus, we expect parents/carers to read these with their child to show they will support them.

We expect parents/carers to behave in a reasonable and civilised manner towards all school staff and each other. Incidents of verbal, physical or cyber abuse and/or aggression by parents/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a pupil, parents/carers are expected to support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher/Deputy may then be involved and, if the concern remains, they may contact the school Governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of the School Staff

Kingsway Infant School is aware that good classroom organisation is a key to good behaviour. The provision of a high quality curriculum delivered through interesting and challenging activities promotes good behaviour.

Teachers are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all pupils, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the 'open door' policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents/carers will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

We respectfully ask that parents/carers speak to teachers after school or make an appointment rather than 'catching' staff at the start of the day.

It is the responsibility of all staff to ensure that the ‘Golden Rules’ are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Support and Training for all Staff

In collaborative settings teachers share information about particular pupils or situations to find ways to help pupils find solutions and establish proactive practices. At Kingsway Infant School, we provide training and support in promoting positive behaviour, including methods of dealing with unacceptable behaviour that is relevant to staff responsibilities. In this way, consistent understanding and implementation can be maintained. Particular attention should be paid to the needs of staff who supervise pupils out of lesson time or on a withdrawal basis during lessons.

Hertfordshire Steps supports positive behaviour and all staff are required to attend ‘Step On’ training, see Reducing the need for Restrictive Interventions in School Policy.

Training is available both within school and at external venues on all aspects of developing and reviewing behaviour policies, procedures and practices. The School Improvement and Advisory Service run courses for all school staff. Advice is also available from the school Educational Psychologist during consultation visits.

Role of the Governors

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour and Anti-Bullying Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil.

Complaints

The Complaints Policy is intended to set out how the school will deal with general complaints. Parents/carers should feel able to express their views in the full knowledge that they will be dealt with fairly.

Reviewed and updated: November 2020 Next Review: November 2020

C T-Walmsley

Headteacher

M. Smith

Chairman of Governors

Appendix A



If you interrupt learning at Kingsway Infant School ...
the teacher will:

1. **Look** at you to remind you to put your hand up or wait for a suitable time.
2. **Point** to a picture that reminds you not to interrupt.
3. Ask you to **stand up – away** from the class and listen quietly.
4. Send you to stand by the **classroom door** and ask you not to interrupt again. -1 minute of Golden Time
5. Send you to **another class**. You may be given a **thinking sheet** to fill in neatly while you are there. -1 minute of Golden Time
6. Send you to **Mrs Walmsley**. -1 minute of Golden Time
7. **Your parents/carers will be called.** -1 minute of Golden Time

We always expect you to behave well.

At each stage you will be invited to join back in - as long as you choose to follow our rules.