



# **Behaviour and Anti-Bullying Policy**

Reviewed: June 2023

To Be Reviewed: June 2024

## **St. Michael's CE (Cont) Infant School**

### **BEHAVIOUR POLICY**

*'St. Michael's CE (Cont) Infant School aims to provide a caring Christian Community where everyone is valued and nurtured within a safe environment. All our policies take account of and reflect the distinctive nature of our Church of England School.'*

#### **Purpose**

**This policy links to our school values of love, friendship, forgiveness and perseverance.**

At St Michael's CE (Cont) Infant School we aim, within a Christian framework, to:

- Promote appropriate positive behaviour
- Prevent inappropriate behaviour through the use of positive rewards and systems
- Encourage children in our care to make informed choices about the way they behave
- An important part of our behaviour management strategy is recognition by the children that behaviour will result in rewards or sanctions and they can influence which of these they receive through the choices they make.

This policy will be followed throughout the school, within the framework of Behaviour and Discipline in Schools 2022, the Education Act 2002, the Education and Inspections Act 2006 and the Equality Act 2010.

There are specific elements of good behaviour that we wish to encourage. These are:

- Kindness and care of others and the environment
- Sharing and cooperation
- Consideration and respect for each other
- Quiet reflection during Collective Worship
- Self-motivation
- Respect for adults

#### **Governing Body statement of behaviour principles**

St. Michael's Infant School is inclusive, positive, supportive and welcoming of diversity.

Every child, regardless of race, gender, background or ability has the right to learn. Every person has the right to be listened to, to be valued and to feel safe. All members of the school community (staff, children, parents and volunteers) are expected to be excellent role models, and consistently demonstrate our Christian values. Good behaviour should be rewarded, and

lapses in behaviour should be treated with the principles of forgiveness, reconciliation and restoration, and communicated clearly.

The school's behaviour policy that implements these principles should be reviewed annually and should involve the whole school community.

### **Behaviour Policy guidelines**

As a church school, the fundamental principles behind our approaches to behaviour are those of forgiveness, reconciliation and restoration of relationships. In the spirit of reconciliation and forgiveness, each day will provide children with a fresh start.

Where consequences are necessary, this will include a time to reflect on what has happened through a restorative conversation. We hope that given this chance to reflect, pupils will come to the realisation that a different more 'caring choice' will be made in the future.

### **Staff training and induction**

Our behavior policy will be part of staff training at least annually. We will also use the policy to support and train new staff. Regular training may include:

- Training from PBS (primary behavior service)
- Training as part of the ECT programme
- Training from the Educational Psychologist
- Inset day training
- Visits to other schools
- Regular support sessions offered to staff (twice weekly) when staff may want to discuss supporting the regulation of behaviour

Specifically, staff should:

- ensure that all children are treated according to their needs and that at all times the approach is fair and consistent;
- reinforce and reward good behaviour in a positive way;
- help children understand that they are responsible for their own actions;
- help children understand how their behaviour affects others;
- help children understand how to make good choices;
- ensure that all children are given the opportunity to receive praise and rewards for their good behaviour and achievement;
- give children positive encouragement to tell the truth so that they can learn from their mistakes;
- ensure children have an opportunity to make amends for any misdemeanour;

- discuss children's actions with them, give a warning and ensure children know what the sanctions will be should they continue to misbehave. All sanctions will be carried out.
- ensure that parents are involved and kept informed of strategies used to improve their child's behaviour.

At the beginning of each school year and regularly throughout the year, teachers and pupils will discuss expectations of behaviour, both in the classroom and around the school. Rules for each classroom will be broadly consistent with the following, to ensure fairness and consistency.

### **Our 3 School Rules Are:**

**Choose to be respectful and polite to others; Choose to be kind; Be safe**

### **Incentives and Sanctions**

Ideal incentives are the intrinsic rewards offered by high self-esteem, on relationships based on mutual respect and a stimulating curriculum. All individuals need to receive regular praise and encouragement and this is fundamental to effective behaviour management. However, tangible rewards will recognise, and regularly celebrate, all forms of social and academic achievement. Incentives and sanctions will be adapted to the individual needs of the child.

### **General and class rewards**

Good behaviour and achievement can be rewarded to individuals in any of the following ways:

- Stickers, stars, certificates etc. earned in class.
- Stickers given by key staff outside class e.g Head Teacher, ELSA
- Receipt of a sticker or certificate being awarded for five or ten stamps on the stamp card respectively.
- Being chosen for a school Values award for demonstrating one of our school values and having a phone call home to tell parents/carers about this.
- Being nominated by the class teacher for a Special Mention Headteacher's sticker in weekly and having a phone call home to tell parents/carers about this Celebration Collective Worship.
- Being given a golden ticket in class, which is posted in the box outside the Headteacher's office. The Headteacher will then bring the ticket to the child, look at the work or talk to him/her about his achievements and the child's work will be displayed on our 'golden' board.

## **Class reward systems**

These are determined by the teacher according to the needs of the class.

## **Support**

Some children find it more difficult than others to keep to the school rules. Where this has been recognised a tiered support system is in place

Tier one – this exists for children who choose to be good members of our school community and wider community. The aim is for all children to be at tier one. Children here are recognised with rewards and encouragement and will need little redirection.

Tier two – a plan is agreed with parents to enable the child to return to tier one – this could involve: fidget toys, brain breaks, adapted resources, a home school communication book, regular teaching of correct behaviour, a journey of expected improvements with celebrations for when each milestone is achieved (more details in appendix 1).

Tier three – this is for children on a specific behaviour plan – support will be fully personalised and individual behavior plans shared with parents. Support will be detailed on the plan and may also include regular teaching of the correct behaviour (more details in appendix 1). To support the child's ability to self-regulate in the classroom, the child may need support outside of the classroom to be specifically taught how to self-regulate.

The whole school community will know about the tiered system and accept that some children have different support to enable them to access school. This is not a reward, but a support mechanism to teach and enable all children to become good citizens in the school community and in the wider world.

Where pupils break the school rules, and it is deemed to be deliberate, disrespectful or disobedient behaviour that has a negative impact on the learning of themselves or others then sanctions will be put in place

## **Consequences**

Children who are not following the school rules within the class will generally be spoken to by the class teacher, and given 2 reminders to make the right choice. If the child continues to make the wrong choice, then the child will be asked to sit away from other children for a very short period of time (no more than 5 minutes). This is called 'time in'. The adult should use a timer for the minute so that it is very visual for the child. The class teacher or LSA will talk to the child and explain why the consequence has been put in place and then ask if the child is ready to make the right choice. If the child still continues to make the wrong choice then the class teacher may decide to take the child to the Headteacher or a Senior leader for time out

(no more than 5 minutes). Occasionally, if the child has not been safe in the classroom or around the school building, they may need to miss 5 minutes of playtime. If the behavior continues to be unsafe then the class teacher or LSA will seek further support from a senior leader.

### **In the Playground**

#### **Choose to be kind and respectful:**

All children should know and understand the rules for the playground:

- Listen to adults and follow their instructions immediately
- Show care and consideration for others at all times. Any form of bullying or teasing will be treated very seriously.

#### **Be Safe:**

Children should play games which are not a danger to themselves or others, for example:

- No play-fighting, climbing on walls or playing on steps
- No running while holding on to each other
- Climbing equipment only to be used under supervision
- Treating school property with respect

Verbal warnings should be given when children misbehave (2x). If the issue is considered not safe, immediate “time in” may be given. If there are persistent behaviour issues the child’s class teacher should be informed verbally and this should be recorded on CPOMS. If the child continues to make the wrong choice persistently then the class teacher and member of the SLT will use the tiered system above and contact the child’s parents.

### **The Use of Scripted Language to use when a child is not making a good choice**

A consistent approach with language used with the children when they need to re-direct their behavior is very important. Consistency with all adults is very important and means that the child isn’t confused. The adult should always be calm when delivering the script. If the child ignores the chance to re-direct their behavior, then two further warnings should be given.

Where possible this should be carried out quietly and not in front of the whole class.

30 second script:

*I noticed you are (wandering around the classroom/distracting others...)*

*The rule is (be safe)*

*You have chosen to (wander around the classroom/distract others)*

*Do you remember yesterday when you... (did that brilliant piece of handwriting/ started your work straight away)?*

*That is who I want to see today...*

*Thank you for listening*

	Steps	Actions
1	Instruction	Reminder- See script above (try to deliver this quietly so that the child doesn't feel embarrassed)
2	First Warning	'Think carefully about making a good choice'
3	Second Warning	Speak to the child privately- offer a positive choice again
4	Time In	This may be 1 minute away from the class (with an adult). If behavior is unsafe- this would be 5 minutes away from the class. If on the playground, it will be with the member of staff on duty
5	Repair	<ul style="list-style-type: none"><li>• This is what we see/hear</li><li>• What are you thinking/feeling when we see/hear this [what is the cause/trigger from the child's perspective]</li><li>• This is the effect of the behaviour. How does that make you think/feel?</li><li>• What needs to change?</li><li>• How can we change it?</li><li>• What will help – what can the child do/what can adults do?'</li></ul>

### **Ongoing Concerns about a Child's Behaviour**

If the school becomes concerned that a child's general behaviour is deteriorating (Tier 3), or in the event of exceptionally aggressive or poor behaviour, parents will be contacted by telephone or in writing and, if appropriate, invited to come into the school to discuss concerns. If appropriate, Individual Behaviour Plans will be used to help manage and rectify poor behaviour.

### **Suspension**

In the event of an extremely serious incident for example, one in which the child has lost self-control and has repeatedly not been safe, or in the event of gradual deterioration in behaviour, despite many interventions and appropriate warnings, a suspension may be imposed. The school follows its own Exclusion Policy and the Hampshire County Guidelines in the very rare event of exclusion. Permanent exclusion would be an ultimate sanction and one which would be reluctantly imposed.

### **Transition**

Pupils will be supported with difficult transitions e.g: moving from one school to another or moving classes. Staff will meet with new teaching and support staff and outline strategies that have supported individual children. Extra visits may be arranged for individual pupils

and a social story may be created.

### **Child on Child Abuse**

For information about the school's policy on Child on child abuse, please see the school's Child Protection policy.

### **ANTI-BULLYING POLICY**

This policy should be read in conjunction with the Behaviour Policy.

Bullying in this policy, includes cyber bullying, prejudiced based bullying and discriminatory bullying.

*'A person is bullied when s/he is exposed regularly and over time to negative actions on the part of one or more persons. Bullying can be identified by measuring the effects the acts have on a vulnerable child.'* It can and should be distinguished from occasional, aggressive incidents between children, which, although regrettable, do not constitute bullying.

Bullying will not be tolerated under any circumstances.

At St. Michael's Infant School we aim:

- to ensure children feel safe and secure at school
- to ensure children understand what is meant by bullying and what is not
- to prevent bullying in our school by ensuring all staff understand and consistently apply the guidelines for behaviour management
- to deal with negative actions by any child quickly and effectively within our behaviour management guidelines.

To meet these aims we believe there needs to be trust and openness between children, adults in the school and parents. Using discussion sessions and circle times, each class teacher will help children to develop the confidence to communicate openly and honestly with adults and their peers. Children will be encouraged to speak out about worries and concerns with no fear of recrimination.

Children will be taught to report to an adult, rather than retaliate when there is an incident of aggression. Through adult intervention at the first stage, many cases of unkindness can be dealt with effectively. We will encourage children in this reporting by consistently applying the behaviour management policy so that children know their concerns are responded to appropriately.



Single incidents are dealt with through the behaviour management policy and are reported to class teachers. However, should a child's behaviour towards another individual be repeated over time, the incidents will be investigated and parents of all children concerned will be contacted. Any investigation of bullying will be recorded on CPOMS and careful monitoring of the children involved will be initiated to prevent recurrence. All allegations of bullying will be taken seriously and investigated by the class teacher in the first instance and then Headteacher.

Parental involvement in supporting all children involved in bullying, whether as victim or culprit, is essential to success. Therefore, parents will be informed and updated on situations and asked to support the school in dealing with the issue of bullying involving their child.

The school is committed to investigate all allegations of bullying. If bullying involves any member of staff then the school will refer to the HCC Manual of Personnel Practice for guidance.

## **Guidelines**

### **What is bullying?**

Bullying involves the abuse of power; it is persistent and it is personal to the individual child. Bullying is deliberate and repeated harassment or aggressive acts which cause harm to another. The harm can be either psychological or physical; inflicted by one child or a group. Examples of bullying are repeated:

- name calling
- hitting, kicking, pinching, spitting, teasing or threatening
- teasing or sending nasty notes
- spreading rumours or malicious gossip about someone or their family
- deliberately destroying or hiding another child's work or property
- excluding a child by not talking to them, or letting them join in

### **What bullying is not**

Not all aggression is necessarily bullying. Although unpleasant, when two children of approximately the same age and strength have the occasional fight or disagreement or quarrel it is not bullying. This behaviour will always be stopped and dealt with following our behaviour management policy. We recognise that this type of behaviour is part of growing up. Children need to be given the opportunity to learn to sort out minor problems for themselves. In this way they develop social skills, grow in maturity and confidence. We encourage this through our PSHE and Circle Time programmes.

### **Preventing Bullying**

Through our PSHE programme, children will be taught what is meant by bullying and that bullying is unacceptable behaviour. Children will be encouraged to report incidents of bullying and develop social skills through class discussion, circle times, role play, themes in assembly and frequent reminders of class and school rules. Children will be involved in formulating rules for their class, which encourages them to be responsible for their transgressions against their own rules.

Teachers and playground supervisors will make every effort to supervise children effectively by constantly moving position, watching children and interacting with children as they play. Adults on the playground must not stand talking together, but should be spread out to cover the area.

Expectations of behaviour will be made clear to the children.

The play environment will be developed to lessen the likelihood of misbehaviour taking place by providing specific resources at lunchtimes and play times.

The school will reinforce the keeping of class and school rules and the development of positive attitudes through the school system of rewards and sanctions.

### **Monitoring**

The effectiveness of the policy will be monitored by informally talking to children of all ages throughout their time at this school.

**Date Agreed: June 2023**

**Review Date: June 2024**

## Appendix 1

### Tiered System of Support for Behaviour

Tier	Profile of child	Strategies/approaches used in school	Role of parents	Role of child	Outline of behaviour journey
1	Generally good behaviour in all parts of school life. Occasional deviation in a minor way (talking at the wrong time for example) Understands and is able to follow the school rules	Rewards used. Conversations and warnings are used to redirect (making a good choice) behaviour if necessary. Praise and recognition through the school day for keeping to the school rules and showing self-regulation.	Attend parents meetings Reinforce what good behaviour looks like at home Talk about the school rules at home.	Follow school rules. Talk to an adult about anything that has gone wrong. Be honest about situations. Participate in conversations about behaviour. Talk to a trusted adult about anything that is worrying them.	To remain at this stage and continue to develop as a good citizen of the school.
2	Occasional deviation from the school rules. Sometimes distracts others in lessons. Refuses to complete learning tasks. Difficulty at play times with social interactions leading to conflict	As for tier 1. Meeting with parent/carer to discuss reasons for the behaviour and strategies. Discussion with SENCO or other organisations if necessary. De-escalation strategies used. Teach good choices. Restorative conversations used: 'This is what we see/hear What are you thinking/feeling when we see/hear this [what is the cause/trigger from the child's perspective] This is the effect of the behaviour. What does that make you think/feel? What needs to change? How can we change it? What will help – what can the child do/what can adults do?'	As for tier 1. Understand and support the school with consequences and catching up missed work Share successful home strategies and test out successful school strategies at home Have high expectations at home and don't allow violence from the child.	As for tier 1. Accept the consequences and try to learn from the situation. Make up lost learning time. Respond sensibly to sessions where behaviour is taught and to any ELSA sessions offered.	To work towards being at tier 1 where behaviour is managed well and the child is able to self-regulate and take some responsibility for their behaviour. To have an action plan for achieving this.

		ELSA			
3	Is currently unable to abide by the school rules and finds unstructured time difficult. Limited language skills for social interaction. Requires modifications of curriculum and play times. May dysregulate easily.	As for tier 1 and 2 Referrals made to other organisations (e.g. PBS) Individual behaviour plan Risk assessment where needed May need to be part of the Ready to Learn provision Possibility of part time timetable to help self regulation if needed	As for tier 1 and 2 Consent to additional assessments/agency involvement Give consent to reduced hours where necessary Seek support with dealing with violent behaviour at home	As for tier 1 and 2 Use resources provided – visual timetable, now/next board, non-negotiables. Listen to adults and talk honestly about what happened.	To have an action plan (individual behavior plan).