



Willow Bank Infant School

Behaviour, Positive Handling and Anti Bullying Policy

Approved by	FGB
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Willow Bank Infant School **Behaviour and Pupil Discipline (including Anti-Bullying) Policy**

OUR AIM:

Our aim at Willow Bank Infant School is to establish excellent standards of behaviour to create and foster an atmosphere of care and mutual respect. We aim to promote the school's values: Independence, Kindness, Bravery and Perseverance (linked with the 'Gem Power' system). Our policy is underpinned by these values and strengthened by the attitude of forgiveness.

THE POLICY:

We see it as the responsibility of every member of staff, every parent and every pupil alike to help to uphold these standards thereby maintaining a consistency of approach to behaviour management throughout the school. We need this behaviour policy to ensure these standards are clearly set out and everyone is aware of them.

AWARENESS:

We must ensure that both staff and pupils are aware of the standards expected.

Staff

It is expected that the staff provide a good role model in the areas of:

- relationships between adults
- relationships between children and adults
- manners
- dress

Pupils

- It is expected that all pupils show respect and consideration by being well-mannered:
 - saying "please" and "thank you" when appropriate
 - speaking politely to everyone
 - opening doors
 - waiting to speak and not interrupting adults in conversation
- Caring for their environment
- Respectful use of school property
- Respectful of other's personal space and adhering to physical boundaries
 - by not engaging in rough play
 - by touching other children inappropriately
 - by not hurting others physically
- Respectful of other's personal belongings
- Being sensitive to the needs of others
 - walking not running - moving quietly and calmly around school
 - remaining silent when requested to do so
- taking pride in their school uniform and general appearance

ASSERTIVE DISCIPLINE

A policy of Assertive Discipline is in use throughout the school. Children are encouraged to take responsibility for their own behaviour whenever appropriate. Positive reinforcement of appropriate and exemplary behaviour is a key feature.

REWARDS

It is important to have an agreed system of rewards in which great emphasis is placed on the positive aspects of praise and reward.

It is recognised that good behaviour is based upon consistency, respect and mutual understanding. Praise is used to contribute to an ethos of warm friendly acceptance. It encourages positive esteem. Praise can be used to encourage both academic work and social behaviour. Staff must endeavour to catch the children being good!

The school utilises the Positive Behaviour approach where all children start the day in 'The Sun'. After a child shows a behaviour that is not appropriate, the staff member will remind the child of what is expected and why what they are doing is not appropriate. If they are spoken to three times, the child's name will be moved from 'The Sun' to 'The Cloud'. Children are able to work their way out of 'The Cloud' by exhibiting appropriate behaviour. Children who are regularly in 'The Sun' have the opportunity of recognition for extra effort or for showing good Values, by having their name put on 'The Rainbow'.

In addition:

1. The recognition of good behaviour with a smile or a comment is a reward in itself.
2. Stars and stickers may be given as a recognition of effort, achievement, courtesy and consideration. Children may also receive 'Gems' for showing one of our four Values.
3. The school's marking policy encourages feedback on a child's work, and recognition of effort and achievement is used for a similar purpose.
4. Children are given the opportunity to show work of which they are proud to other children and/or adults.
5. The sharing of achievement either in class or in assemblies is perceived as a reward by many children.
6. A child should be sent to see the Head teacher for an exceptionally good piece of work or exceptional effort or exceptional behaviour.
7. Positive comments may be written on the child's work.
8. Parents may be informed of, and shown, examples of exemplary work and behaviour - many children see this as a very effective reward.

SANCTIONS

Dealing with a behaviour problem

A child should always be given the opportunity to regain his/her control and therefore it is necessary to avoid confrontation wherever possible or appropriate.

Course of Action To Be Taken

In order to avoid confrontation we use an assertive discipline programme.

- The child should firstly be given a warning and the consequences of inappropriate behaviour should be explained. The child should be given a chance to change his/her behaviour. The child may be given up to three warnings, depending on age and what behaviour they are showing.
- If this or other inappropriate behaviour recurs or persists, a child may be told to put his/her name 'in the cloud', to consider his/her behaviour and regain his/her self control and concentration. Instances of hitting, kicking etc should mean immediate name in the cloud with no warning.
- Inform the Head Teacher
On further recurrence of inappropriate behavior, the Head Teacher must be informed. The adult who has put the child's name in the cloud must return to that child after a time and ensure that child is aware of why their name was put in the cloud, encourage that child to take responsibility for his/her actions and apologise to the injured party.

If a pattern of poor behaviour persists, the parents will be informed and invited to discuss with the child's teacher how best to resolve the problem. Parents will be contacted to share

concerns about any behaviour which is of a serious nature. The Head Teacher must be informed if any meeting of this nature is taking place. If an incident of behaviour causes serious harm to the child or others or inappropriate behaviour persists after the teacher has met with the parents and implemented a system of support, the parents will be invited to the school to see the Head Teacher. In very serious cases, exclusion may be considered after consultation with the Governing Body.

INAPPROPRIATE LANGUAGE:

- Bad language is not tolerated at any time in school. Teachers ensure that children realise this fact and actively encourage polite, caring interaction at all times.

ANTI-BULLYING :

- Bullying is regarded as particularly serious misbehaviour. Bullying is not tolerated in school and everyone is expected to do their best to ensure that it does not happen. The children are encouraged to report any incidents of bullying.
- A bully is a person who purposely hurts, persecutes or intimidates other people over a period of time. There is often misconception about the term 'bully' and consequently any inappropriate, hurtful behaviour is often called bullying. Bullying is persistent hurtful behaviour towards other people and can be either physical or verbal. It is important to discuss the meaning of the term with the children and ensure there is a clear understanding.
- Bullying is a serious offence and if it is happening, facts need to be established by talking to the bully, the victim and others who have information. The Head Teacher must be informed, parents will be contacted and appropriate action will be taken.
- Bullying can be Physical, Verbal or Emotional by a single person or a gang. It is usually a series of incidents.
- Incidents of bullying can include:-
 - Name calling
 - Malicious gossip
 - Damaging or stealing property
 - Coercion into acts they do not wish to do
 - Violence and assault
 - Pinching/kicking/biting
 - Jostling
 - Teasing
 - Intimidation
 - Extortion
 - Ostracising
 - Damaging school work and equipment
 - Written note
- Reason for being a victim may be
 - Race/sex/class
 - New child in school
 - Child with family crisis
 - Disability - or difference of any kind
- They are likely to be children who are not assertive (timid), loners with few friends, anxious or fearful children, younger children, and those outside a group.
- Reasons for being a bully may be
 - Victim of violence
 - Enjoyment of power/creating fear

- Copying behaviour at home or on television.
- Jealousy of others
- It occurs in children from all backgrounds, cultures, races, sexes, from Nursery onwards.

EARLY SIGNS OF DISTRESS

- Distress
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrivals
- Bed wetting
- Stomach ache

FRAMEWORK FOR ANTI-BULLYING CAMPAIGN

Prevention is better than cure so:

We aim to:

1. Encourage the caring and nurturing side of children.
2. Work for a caring, co-operative ethos (home corner, paired, group work).
3. Discuss friendships.
4. Ensure adequate supervision in playgrounds and adequate activities to engage the children.
5. Positively encouraging caring and discourage bullying, e.g. we adopt a weekly care theme, and in P.H.S.E. the children have the opportunity to talk about feelings.

BULLYING/BOSSINESS AND BULLYING/BOISTEROUS BEHAVIOUR:

The differences between these types of behaviour must be recognised.

Bullying and Bossiness

- Bullying: Focused on smaller, timid children
- increasingly relying on threat and force.
- Wilful conscious desire to threaten and frighten.
- Bossing: Bossing whoever is around at the time.
- Usually grow out of it as they mature and learn social skills.

Bullying and Boisterous Behaviour

- Bullying: Spoiling other children's activities, showing violence and hostility
- Rough intimidating behaviour.
- Boisterous: More natural uncontrolled high spirits, not vindictive

WORKING WITH PARENTS:

Don't give permission for bullying by saying:

- You must have done something to deserve it.
- Go and hit him/her back.
- Don't be a wimp.
- Boys will be boys.
- It will sort itself out.
- It is part of growing up.

- Got to take it like a man.
- Must learn to look after themselves.
- Don't tell tales (if it proves to be a consistent complaint).

Restorative Justice

In the case that a child has bullied another child, then both the bully and the victim will be spoken with. The child who has been bullied will have an opportunity (either by themselves, through their parents or in writing) to explain how the bullying has made them feel, and the child who has bullied will have a discussion to recognise the impact that their behaviour has had on someone else. Both children will be referred to Social Skills groups- one to help the victimised child build their confidence and the other to learn more socially appropriate ways to interact with others- all behaviour is communication and therefore, the bullying child is in as much need of support and understanding as the victimised child. Both children will be supervised by staff members until both parties feel the issue is completely resolved.

FORMAL PROCEDURE FOR CONCERNS

For all Staff, Full-Time and Part-Time

1. All concerns to go to Class Teacher and Head Teacher.
2. Record all accidents and discuss with all children involved. Lunchtime supervisors use an accident book. Information about such incidents is to be retained in office when complete or in the dining room.
3. Involve parents and explain the action that has been taken, why it has been taken and what they can do to reinforce and support. Send reports to parents.

If further action is required: -

4. Report to Governors.
5. Official complaints procedure - L.E.A. Corporate complaints procedures.

INFORMAL PROCEDURE

1. Observation alone by an adult is supporting.
2. Be aware and tackle any racist or sexist language, i.e. Equal Opportunities Policy.
3. Give support to both victim and bully. Victim needs self-esteem and self value. Bully needs to work with others (co-operation rather than competition). Do not bully the bully - find out why they are bullying.
4. Reward non-aggressive behaviour in school.
5. Follow up, to support victim and prevent re-occurrence.
6. Make clear to parent unacceptability of bullying, i.e. no 'hit him back' attitude.
7. Use peer group pressure and approbation and disapproval (Special Needs Policy and Behaviour Policy).
8. Help children to see other point of view, "how would you feel if?". Make them aware of newcomers/loners or shy children.
9. In service training/discussion/staff conferences.

CIRCLE TIME:

Circle time takes place regularly in all classes with the objective of building and promoting a positive self-image within each child and effectively raising his/her self-esteem.

PLAYGROUND BEHAVIOUR:

Whenever children are on the playground, either at playtime or at lunchtime, the following rules will apply:

- Children should play carefully and sensibly in the playground.

- Any game which encourages aggressive behaviour or puts a child's safety at risk is not allowed, e.g. play-fighting.
- Any child who is hurt by another child must not retaliate but immediately inform the teacher or mid-day supervisor on duty who will investigate the problem as soon as possible. MID-DAY SUPERVISORS must feedback information to the teachers at the end of each lunchtime.
- Children should never throw unsuitable objects, kick or be aggressive.
- Children should welcome others to join in their games and be encouraged and reminded to look out for new comers, younger children and those who are quiet and shy.
- Children may go to the toilet at any time during break times, however, they need to let the adult on duty know that they are going.
- When the bell is rung to indicate that it is tidy up time, children must all help to tidy away the toys and games, and also are reminded to have something to drink or go to the toilet if they need to.
- When the bell rings a second time, the children need to line up in their classes quietly and sensibly.
- Any child feeling lonely at playtime or lunchtime is encouraged to sit on the friendship bench or approach one of the 'Playground Friends' to join in with their games. All children, particularly the older ones in school, are encouraged to keep an eye on the friendship bench and invite occupants to join in their game or to sit with them and talk to them and try to make them feel happier.
- In inclement weather, the teacher on duty makes the decision as to whether it should be wet playtime routine and informs other teachers as soon as possible.
- MID-DAY SUPERVISORS are trained in Positive Play and run regular structured sessions to support children who find the playground a difficult environment for any number of reasons.

Physical Handling and Restraint of Children

Early years providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. A person will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child.

The law and guidance for schools states that adults are allowed to physically intervene in order to prevent a child:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. Where the school or setting judges that a child's behaviour presents a serious risk to themselves or others, they must always put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.

In all cases where physical intervention has taken place, staff involved will record the incident and subsequent actions and report these to a manager and the child's parents. Similarly, where it can be anticipated that physical intervention is likely to be required, a plan should be put in place which the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit settings to use unlawful physical intervention or deprive a pupil of their liberty.

INTERNAL EXCLUSION

Should it be necessary we will internally exclude pupils for a session, morning or day where a child works alongside another class or in isolation with an adult on work set by their class teacher or Head Teacher.

OTHER EXCLUSIONS

This should be read with reference to the school's Exclusions Policy. The school has systems in place for the following types of exclusion:

- Fixed Term
- Permanent

In considering the exclusion of a pupil the school will seek advice from Wokingham Borough Council and the Pupil Referral Unit (PRU).

There is a Pupil Discipline Committee within the Governing Body of the school.

Any exclusion will follow local authority advice.

LUNCHTIME BEHAVIOUR:

Children must be taken to the dining room for 12.10 pm. They should enter the dining room quietly, queue quietly for their lunch and eat their lunches sensibly. There are two seatings, and some children will go to play first whilst others eat their lunch. Children need to listen carefully to MID-DAY SUPERVISORS to know when it is their turn to go into the lunch hall.

CONCLUSION:

Good behaviour is the responsibility of everyone. We believe that our positive, sensitive approach to behaviour at Willow Bank helps to create a happy, caring environment in which the staff and children help and support each other. It is only within an atmosphere of care, trust and mutual respect that effective learning can take place and everyone can perceive themselves as valued members of the school community. At Willow Bank we encourage forgiveness. As a key value we encourage all children to forgive each other and build better relationships with trust.