



## Pinewood Infant School

# Behaviour Policy

Good behaviour is necessary if effective teaching and learning is to take place. In this school all children are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times. This policy will be followed throughout the school, within the framework of statutory guidelines and the Education Act 2002, the Anti-Social Behaviour Act 2003, the Education and Inspections Act 2006 and the Equality Act 2010.

### Aims

At Pinewood we aim to promote positive behaviour patterns through respect for one another and a consistent approach, which appreciates the rights, views, and property of others. We believe that trusting relationships, alongside supportive and cooperative teamwork, are essential for teaching and learning to take place. We try to keep our school rules to a positive minimum to ensure that they are understood and kept.

#### Our Golden rules are –

- be gentle
- be kind and helpful
- work hard
- look after property
- listen to people
- be honest

#### 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;
- 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 each class will, as part of PSHE, discuss the need for appropriate behaviour. During this session the class will devise classroom rules and discuss the Golden rules for behaviour.

### **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 :

- Receiving stickers in class
- Receiving a stamp on 'Good Work' cards
- Moving their name on to the rainbow
- Stickers given by key staff outside class e.g Headteacher, ELSA
- Receiving a post card from the Headteacher when a Good Work stamp card is complete
- Putting a Golden Leaf on the tree for 5 completed stamp cards
- Receiving a smiley badge for 10 completed stamp cards
- Receiving a special book for 15 completed stamp cards
- Receipt of a sticker or certificate in our weekly Celebration Assemblies being awarded for 'Good Work'
- Being chosen to be the class Good Neighbour for the following week and wearing the badge
- Showing good work to the Headteacher, or being taken to the Headteacher for a particularly kind act
- Children in Year R earn their driving license

### **Sanctions**

The Headteacher or a Senior teacher will be made aware of any child who wilfully hurts another child and details of the incident will be entered into the Behaviour Log which is kept in the Headteacher's office (see Appendix 1). Children misbehaving within the class will generally be spoken to by the class teacher, and given a warning. If the poor behaviour continues then sanctions may include sitting away from other children, being sent to the Headteacher, a Senior teacher or to another class, missing some playtime or missing some golden time. Where work is not completed during lesson time due to behaviour a child may be asked to complete their work during lunch.

### **In the Playground**

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.

Children should play games which are not a danger to themselves or others e.g.

- 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
- Additional toys should not be taken on climbing apparatus
- Treating school property with respect

Verbal warnings should be given when children misbehave. If the issue is considered more serious, immediate “time out” should be given by holding the adult’s hand for a period of time. If there are persistent behaviour issues the child’s class teacher should be informed. The class teacher will liaise with the Headteacher to ensure that appropriate sanctions and rewards are in place for that child. Parents will be informed of persistent issues with a child’s behaviour.

### **Outside School**

In accordance with the DfE ‘Behaviour and Discipline in schools Guidance for Governing Bodies’ (2013), the Governors have issued a statement to the Headteacher to the effect that school staff should have the authority to discipline pupils for misbehaviour outside school if pupils are acting in such a way that could bring the school into disrepute.

Verbal warnings may be given when children are witnessed misbehaving whilst

- taking part in any school-organised or school-related activity or
- travelling to and from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

or, misbehavior at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

If the poor behaviour continues the child’s parents should be contacted. If any criminal behaviour is witnessed, the Police will be informed. In all cases the teacher must inform the headteacher of the incident as soon as practicably possible, and appropriate sanctions and/or consultations with parents will be considered.

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

If the school becomes concerned that a child’s general behaviour is deteriorating, 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. Individual Behaviour Plans will be used to help manage and rectify poor behaviour. Class teachers and senior staff will regularly meet with all parents of children on Behaviour Monitoring Charts or IBP’s to discuss progress with both the parents and, where appropriate, the child present.

In the event of an extremely serious incident for example, one in which the child has lost self-control, or in the event of gradual deterioration in behaviour, despite many interventions and appropriate warnings, a short-term exclusion may be imposed. The school follows the Hampshire County Guidelines when excluding pupils.

Should a child's behaviour be so extreme that physical restraint is necessary the school will adopt the guidelines set down in our Restrictive Physical Intervention Policy. Permanent exclusion would be an ultimate sanction and one which would be reluctantly imposed.

### **Children with Special Needs**

Whilst continuing to follow the Behaviour Policy, we do understand that some children have specific needs in this area, and they will follow an individual support plan. For further details please see our SEN Policy. All children are supported to develop understanding of their own feelings and those of others by teachers during circle times and the PSHE curriculum, however some children may also require support social skills groups.

The school recognises that the development of a school community which is a secure and purposeful environment, in which children have high self-esteem and respect and tolerance for others, is an aim shared with parents, and that the successful implementation of this policy depends upon the support of parents. It is expected that parents share the aims and content of this policy with their children and that the Home School Agreement is signed and adhered to.

### **Physical Intervention**

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force. We have a policy which gives more detailed guidance on the use of restrictive physical intervention. This policy is available to parents on request.

Responsibility:	Children and Learning Committee
Review cycle:	3 years
Date Agreed:	7 <sup>th</sup> June 2016
Next Review Date:	June 2019

## ANTI-BULLYING POLICY

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

*'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 Pinewood 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.

In order to meet these aims we believe there needs to be trust and openness between children, adults in the school and parents. Through the use of 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 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 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 Vol 1 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 and Circle Time programmes, 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 reminder 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 areas and activities 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 carrying out a questionnaire for Y2 children once a year to assess the levels of bullying within the school as well as talking to children of all ages throughout their time at this school.

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Review cycle:	3 years
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BEHAVIOUR LOG

For recording when there are occasions of

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

**Child's name** \_\_\_\_\_ **Class** \_\_\_\_\_ **Date** \_\_\_\_\_

**Description of Incident:-**

**Witnessed by (Signature)** \_\_\_\_\_ **Name** \_\_\_\_\_

**Action:-**

**After completion please give this form to the Headteacher**



