



Witley C. of E. Infant School

Positive Behaviour and Anti-bullying Policy

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Overview

At Witley we expect every member of our school community to behave in a caring and considerate way towards others which is echoed in our motto *'learn, love and flourish together'*. Our school rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. We treat all children fairly and apply this behaviour policy in a positive and consistent way. We place our emphasis on recognising positive behaviour. In other words, we catch the children being good and we give lots of positive reinforcement.

Aims

- To ensure a safe, happy, caring school where every member of the school community feels valued and respected
- To be considerate of others and develop a sense of responsibility for one's own actions
- To recognise good behaviour through positive reinforcement
- To respect and value our personal and other's property
- To ensure a whole school consistent approach to behaviour and anti-bullying
- To ensure each person is treated fairly
- To allow everyone to work together in an effective and positive way
- To help children become positive, responsible and increasingly independent members of the school and the wider community
- To prevent incidents of bullying by developing a school ethos in which bullying is regarded as unacceptable and challenged

To promote positive behaviour we agree our School rules:

- We keep each other safe
- We are kind, friendly and respectful
- We are ready to learn
- We listen to others and work together

Our Christian School values promote a positive atmosphere where each child and adult has the opportunity to flourish. We have 6 values:

Joy Confidence Trust Respect Friendship Resilience

Rewards

Our school acknowledges the efforts and achievements of all children, both in and out of school. Staff praise and reward children for good behaviour in a variety of ways:

- Congratulating and praising children
- Giving children stickers for effort, personal achievement and for following our school rules
- Positive marking using the 'tickled pink' pen to build on success and encourage children
- Each class promotes children's self-esteem by allocating classroom responsibilities
- Sharing their success with others, e.g. the class, their previous teacher, the Headteacher, parents
- Signing their name in the Gold Book at celebration assemblies to acknowledge a particular task, behaviour or effort which reflects our school ethos
- Token Towers – children are given tokens by any adult in the school to place in their class tower, e.g. for good manners, kindness, being helpful, modelling good behaviour. Each half-term the class with the most tokens will be celebrated at the end of half-term assembly.

Sanctions

To help children come to terms with and understand inappropriate or anti-social behaviour i.e. kicking, racist or derogatory language we use a system akin to restorative approach. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to

acknowledge this impact and take steps to put it right. The school employs a number of sanctions to enforce the school rules, establish clear boundaries and ensure a safe and positive learning environment. Each sanction is given appropriately to the individual situation and we remember at all times to criticise the behaviour and not the child. Adults use positive role models to highlight good behaviours, e.g. praise a child who is doing the right thing, which gives other children the chance to change their behaviour before being spoken to.

- If a child is disruptive in class, they will be reminded of the expectations and rules by a member of staff
- If a child's behaviour endangers the safety of others, the class teacher intervenes and will discuss the behaviour with the child to ensure they understand why it is unacceptable
- If a child repeatedly acts in a way that disrupts or upsets others, the matter is referred first to the class teacher and then to the Headteacher. If necessary, the school will contact the child's parent/carer
- School rules will be displayed around the school and staff will refer to them when promoting positive behaviour

The role of staff

- It is the responsibility of all staff to encourage the children to follow the school rules
- If a child behaves inappropriately and this becomes a cause for concern then the class teacher will keep an ABC log of the incidents and then seek the advice of the SENCo
- Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class. Both the Headteacher and the teachers promote a school climate of mutual support and praise for success to prevent bullying. When children feel important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. Everybody has the right to be treated with respect.
- If adults become aware of any bullying taking place between members of a class, they deal with the issue immediately. They spend time talking to the child who has bullied: they explain why their action was wrong, and they endeavour to help the child change their behaviour in the future. They also inform the Headteacher of any bullying situation, which will then be logged in the Behaviour and Anti-bullying log. If a child is consistently involved in bullying other children, we then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the Positive School Behaviour and Anti-bullying Policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

The Headteacher supports staff by implementing this policy, setting the standards of behaviour, and ensuring necessary training and support. The Headteacher keeps records of all reported serious incidents of misbehaviour and bullying (Behaviour and Anti-bullying Log).

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

Working with parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We believe parents have an important responsibility to support the school's behaviour and anti-bullying policy and to actively encourage their child to be a positive member of the school community.

We display the School Rules in all classes and share these with the parents so they are clear of the rules and can reinforce and support them. We expect parents to support their child's learning and to co-operate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint can be made to the Chair of Governors.

We expect that parents should be a good role model to their own child and the children of others, in terms of their language and behaviour when speaking to others, including staff, on the way to and from school, in the playground and whilst parking.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents should be assured that they will be supported when bullying is reported.

SEN

Children whose Special Education Needs involve challenging behaviour may require individual Smart Targets or behaviour modification programme that may be significantly different from that of the other children. Sanctions will be firm and consistent and appropriate for the individual child's needs.

Physical intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Physical intervention must only be used in exceptional circumstances and should be for the shortest possible time.

Fixed-term and permanent exclusions

Only the 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 for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the Governing Body about any fixed term or permanent exclusions.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. If necessary, the Governing Body will form a discipline committee, of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

ANTI-BULLYING

This school strongly believes that bullying is unacceptable behaviour, whether it is at school, at home or in the work place. We aim to provide a safe and happy place for children to learn and adults to be able to teach.

What is bullying?

Bullying is repeated behaviour taken by one or more individuals with the deliberate intention of hurting another. Bullying comes in many forms such as spoken, physical and emotional. It can be done face to face or use technology such as social network and texts.

Bullying is wrong and damages individual children. The school does not tolerate bullying of any kind. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We encourage children to tell an adult if they feel they are being bullied.

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Any on-going bullying is monitored in a bullying log which is reviewed termly by the Governing Body.

Anti-Bullying Procedures

- A child or parent reports bullying incidents to staff
- The incidents will be recorded by staff
- The Headteacher or teacher talks informally to the children involved
- Unobtrusive observations are then made over the coming days and information is gathered
- The Headteacher or teacher may use assembly or circle time to discuss with children
- In serious cases parents should be informed and will be invited in to discuss the problem

Possible outcomes

- The victim is offered support and opportunity for discussion
- The bully will be offered opportunity to discuss the victim's feeling and possible background causes

- Appropriate sanction or support may be set
- A review date is set
- If bullying continues, external agency support and sanctions may be required
- A behaviour support programme may be adopted and the outcomes monitored
- In extreme cases exclusion will be considered

Monitoring of this policy

The Headteacher monitors the effectiveness of this policy on a regular basis and also reports to the Governing Body on the effectiveness of the policy. If necessary, the Headteacher will make recommendations for further improvements. The school keeps a records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records serious incidents where a child is sent to him/her on account of bad behaviour. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy.

The role of Governors

The Governing Body has the responsibility of monitoring the Positive Behaviour and Anti-bullying Policy and of reviewing its effectiveness. The Governors support the Headteacher in carrying out this policy.

The Governing Body supports the Headteacher in all attempts to eliminate any bullying that may occur in our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

The behaviour and anti-bullying policy is the Governors' responsibility and they review its effectiveness every year. They do this by examining the school's behaviour and anti-bullying log, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. The Governors may review the policy at any time if the government introduces new regulations, or if the Governing Body receives recommendations.

Application

This Behaviour and Anti-bullying Policy is for all of the school community. If it is to be effective everyone in school should have the same expectations of behaviour and use the policy with confidence and consistency.

Reviewed: H Szczepanski and teaching staff

Date: September 2021