



The Fawbert & Barnard Infants' School

Behaviour and Anit-Bullying Policy

**This policy was adopted by the Full Governing Body
of Fawbert & Barnard Infants School at the FGB
meeting held on:
February 2023**

Review due: February 2024

Signature Date.....
Head Teacher

Signature..... Date.....
Chair of Governors/Health and Safety Governor

Fawbert and Barnard Infants' School

Behaviour/Anti-Bullying Policy

Introduction.

At Fawbert & Barnard Infants' School we believe that every child has a right to be treated with respect and dignity, deserves to have their needs recognised and be given the right support. All school staff need to be able to safely manage behaviour and understand what a child is seeking to communicate through difficult or dangerous behaviours.

The purpose of this policy is to create a happy, pleasant, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best. We believe that high-quality teaching promotes effective learning and prosocial behaviour and experiences. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and to become responsible citizens for the future. We have a zero-tolerance approach to bullying, racism and all other forms of discrimination by adults or pupils, and any such incidents will be dealt with promptly and firmly.

Our policy is based on Hertfordshire 'Steps' model and is the local authority's preferred approach to therapeutic behaviour management.

Our School Aims

To continue to provide an excellent early education for every child in our care in a safe, enjoyable and stimulating environment where each individual is valued, and encourage to develop their love of learning.

Through the 'Steps' approach we aim to promote;

- Shared focus on inclusion of all children and young people within their educational setting
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

Hertfordshire Steps focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Our behaviour policy supports these principles.

All staff have attended training during the 2021 academic year and this was delivered by accredited tutors.

Our Expectations

Staff and other adults in school will:

- be aware of, understand and support the policies and procedures that help our school work effectively
- model the behaviour and actions expected of our children
- Ensure that all parents are informed (within reasons and data protection) of any matters arising. Including if their child was the instigator, partaker or receiver.
- be appropriately organised for what they are here to do
- ensure that they are aware of specific needs and requirements of children in their care
- ensure that everyone is safe and secure within the school environment and on educational visits

- use positive phrasing when speaking with children
- follow the Herts 'Step On' principles when dealing with children's behaviour

How the adults at F&B will promote prosocial behaviour:

- We help children to be enthusiastic and focused about learning by:
- recognising and rewarding positive behaviour and achievements
- providing high quality learning and varied experiences in a stimulating environment
- promoting a 'can do' attitude
- displaying children's work in a variety of ways and celebrating their achievements
- providing reflection time to help the children learn from their behaviour

Implementation

All classes will display and review the following:

Our School's Code of Conduct

We expect all learners will be:

- Ready
- Respectful
- Safe

How we encourage good behaviour.

Everyone at Fawbert & Barnard Infants School has agreed to:

- ☺ recognise and highlight good behaviour
- ☺ ensure that children are praised for behaving well
- ☺ explain and demonstrate the behaviour we wish to see
- ☺ encourage children to be responsible for their own behaviour
- ☺ let parents know about their children's good behaviour
- ☺ recognise and reward individual children and groups of children for behaving well e.g using stickers etc.
- ☺ ensure yellow tickets at lunchtime are given for good behaviour in the playground and canteen
- ☺ 'Good Behaviour' certificates are awarded in assembly when the children have collected 5 yellow tickets

Rewards and achievement.

We believe that the best person to compete against is oneself and that raising one's own standards is vital for future personal and academic success. We feel that we can facilitate this process through a system of rewards that are worked for and valued.

All individuals need to receive regular praise and encouragement, which gives them an incentive for pro social behaviour.

The following incentives are used to recognise all forms of social and academic achievement:

Praise

This is usually a verbal acknowledgement of success with both curricular learning and social behaviour providing an important motivation for pupils. Children should also be encouraged to say "Well done" to each other.

Sharing and celebrating success with the teacher, other teachers, friends and family.

Stickers

Stickers may be given by teachers for any positive action in either work or behaviour.

For individual 'praiseworthy' work, a child may receive a Headteacher's Award.

Sharing Work.

Children are encouraged to share work with their peers and to take work to show other classes (as an example and model to others).

What we mean by anti-social behaviour.

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person
- Behaviour that is contrary to the laws and customs of society.

How we discourage antisocial behaviour.

Where possible, pro social behaviour will always be reinforced, and anti-social behaviour prevented by praise and encouragement.

However, where positive strategies do not succeed, staff will take the necessary action through the use of the 'De-escalation Script'.

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

If appropriate, consequences may be imposed that match the transgression.

They could be:

Consequences

Inappropriate behaviour - Behaviour that is antisocial, but not dangerous.

| | |
|---|--|
| 1. Warning | Support them to make good choices e.g. Why don't you? |
| 2. 5 Minutes time out on the playground nearby a member of staff in within the classroom. | Staff to use this time to discuss what was inappropriate about the behaviour and what choices would have been better. Point out the inappropriate behaviour. |
| 3. Repeat the time out if they repeat the inappropriate behaviour and discuss with a member of SLT. | If needed send for a member of SLT using the 'Red Triangle'. |

Deliberate and dangerous behaviour- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal.

| | |
|---|---|
| <p><u>Playground scenario</u></p> <p>Bring child to a quiet space or Head's room/Deputy Head's room.</p> <p>Record the incident on a behaviour form.</p> | <p>Pupil given a 'Missed Play' for the following Play session where a member of SLT will discuss the school vision and values and how the child</p> <p>a) did not follow them and b) What they could have done instead.</p> <p>The child will then have a graduated build-up of playtimes.</p> <p>Playtime 1 - Standing next to a member of staff to observe prosocial behaviour.</p> <p>Playtime 2 - Standing next to a member of staff for 10 minutes and playing for 5 minutes.</p> <p>Playtime 3 - Standing with a member of staff for 5 minutes and playing for 10.</p> <p>Playtime 4 - Playing with the rest of the year group.</p> |
| <p><u>Classroom scenario</u></p> <p>Move the child to a quiet area or book corner - ask the TA to support the child and follow the de-escalation script if appropriate.</p> <p>If needed send for a member of SLT using the 'Red Triangle'.</p> | <p>Pupil given the opportunity to discuss the situation with the child. TA to encourage the child to make the best choices and ready themselves for returning back to their learning . Pupil given a 'Missed Play' for the following play session where a member of SLT will discuss the school vision and values and how the child</p> <p>a) did not follow them and b) What they could have done instead.</p> |
| <p>A record of the Behaviour form should be filled in as part of the debriefing by the child with the member of SLT.</p> | |

Working in Partnership with Parents.

Parents play a vital role in promoting good behaviour in school and consequently home/school liaison is important.

The school has a right to expect that parents will give their full support in dealing with their child's behaviour.

All new parents will receive a copy of our Behaviour Policy and they will be asked to sign our Home-School Agreement on their child's induction to our school.

Outside Agencies.

The school has close links with external support agencies:

- Attendance Improvement Officer
- Educational Psychologist
- Area Health Authority
- Specialist Advisory Teachers
- Children's Services

These procedures are in place for supporting and debriefing the student after any significant incident, as it is essential to safeguard their emotional well-being and help them reflect and progress.

Prevention of and response to bullying.

Definition of Bullying.

"Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups). We use the term Several Times On Purpose (STOP) to support pupils understanding.

(DfEE Circular 10/95)

Bullying will not be tolerated under any circumstances.

Issues related to bullying will be dealt with in the context of the positive behaviour policy and within the curriculum in order to give pupils an understanding of what bullying is, develop skills to prevent and deal with bullying situations, and develop attitudes which promote responsibility.

The role of the school.

School staff will act as positive role models for pupils and will respond firmly against bullying wherever and whenever it appears.

- Individual members of staff will be alert to signs of bullying and act promptly and firmly against it.
- Children who have been bullied, and their parents, will be supported.
- Steps will be taken to ensure, as far as possible, that such behaviour is not repeated.
- Incidents of bullying will be recorded on a 'Bullying Incident' report form. These forms are kept in the school office.

Pupils

The pupils will:

Be involved in the development of our behaviour and anti-bullying policies and practice

- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to resist bullying and to deal with bullying
- Be taught that it is 'OK to tell' and that they will, receive practical help if they so do.
- Be aware that knowing about bullying by or to others and doing nothing is unacceptable.

Parents

Parents, carers and families have an important role to play in helping us to deal with bullying.

They will:

Discourage their children from using bullying behaviour at home, at school or elsewhere

- Take an active interest in their children's school life, discuss friendships and how playtime is spent
- Watch out for signs that their children are being bullied, or are bullying others
- Contact the school at the first sign if they are worried that their children are being bullied or bullying others

Governors.

The Governing Body will ensure that the behaviour policy is operated by all staff and is effective.

The Governing Body will:

Regularly review the behaviour policy and the related section on preventing and responding to bullying.

- Consult all interested parties in revising the policy as necessary
- Receive information to enable it to monitor the implementation and evaluate the effectiveness of the policy

Single incidences of verbal or physical attack and behaviour, which is hurtful but not intentional, will also be taken seriously with support given to all parties. Bullies will be made aware of the effects of their actions.

Behaviour involving discrimination

Discriminatory behaviour is not tolerated under any circumstances. We have a separate policy detailing the procedures in place for dealing with such remarks and incidents. (See the Policy for Preventing and Dealing with Discriminatory Behaviour and/or Harassment and Victimisation). Incidents are recorded on a report form; copies of these are kept in the school office.

Parents, Guests and Visitors to School

All adults, including staff, parents, guests and other visitors to the School are expected to meet and behave to the standards outlined in this policy, both in relation to their interaction with pupils as well as other adults on site.

Where adults do not behave in line with this policy, the School will manage any complaints in line with the appropriate policy e.g. Discipline, Grievance. Where such policies would not apply to an individual i.e. where they are a parent or guest, an investigation will take place and a decision may be made by the School to sanction an individual if the complaint is upheld. e.g. impose a ban on individual returning to the School site.

High levels of unacceptable behaviour

Where there are high levels of unacceptable behaviour that exhaust the processes outlined above, discussions will take place between the teacher/child/parent agreeing on targets for behaviour. If improvements are not made the following actions could result:

- Referral to INCO for behavioural programme and consistent management plan.
- Referral to outside agencies (Educational Psychologist, Behaviour support etc)
- Child excluded from lunchtimes (If lunchtime related)
- Child reduced to a part time timetable
- Internal exclusion (Headteacher or Deputy only).
- Fixed Term exclusion (Headteacher or Deputy only).
- Permanent exclusion (Headteacher or Deputy only).

Extracts from The Department for Education (DfE) Behaviour in Schools Guidance:

"Headteacher's can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions."

"Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence."

At all times, the School will work with children, parents and outside agencies to support the child to prevent escalation of unacceptable behaviour.

It can only be the decision of the Headteacher or Deputy Headteacher to exclude a child. If the Headteacher excludes a child, they inform the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion. The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. However, the Governing Body can convene an exclusion committee whose role follows HCC Guidance whenever a child is excluded from school.

Monitoring and Review of the Policy.

This policy will be monitored by the Senior Management Team of the school. It will be reviewed every year in consultation with parents, governors and children.

This policy should be read in conjunction with the 'Reducing the need for physical intervention' policy.

Reviewed: Feb 2023

Review due: Feb 2024