





## BEHAVIOUR/ANTI-BULLYING POLICY

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| <b>Date Reviewed</b>                              | 8 <sup>th</sup> December 2020  |
| <b>Signed Headteacher</b>                         |  |
| <b>Signed Chair of Curriculum &amp; Standards</b> |  |
| <b>Date Revised</b>                               | Autumn Term 2021   |

We aim to create a safe, happy, caring and positive ethos where both children and adults show consideration for each other and their environment. This requires children to learn to be responsible for their own behaviour and understand the effect this can have on others and themselves.

As a staff, we aim to work together to create a united, positive front and to be consistent in our approach. We all take responsibility for the behaviour of all the children in our school.

We want children to care for their environment and to become aware that they have a contribution to make towards creating pleasant, safe surroundings. Throughout the school the emphasis is always on praise, encouragement and positive rewards.

#### **High standards of behaviour are expected at all times. Children are expected to:-**

- Show consideration and be kind and polite towards each other and all adults in the school
- Co-operate with each other
- Show good listening
- Try to do their best and make an effort with all their work
- Tell the truth
- Listen to each other, to teachers and to all people in the school
- Take care of the school environment

Throughout the school, the emphasis is always on PRAISE and ENCOURAGEMENT and POSITIVE REWARDS.

#### **Children are encouraged to:-**

- Be polite - always say "please" and "thank you",
- Listen when someone is talking to you
- Be kind and helpful
- Enjoy your time in school and always do your best
- To be kind and caring
- To look after your belongings and school environment
- Always try to make the right choices

#### **Examples of rewards are:-**

- Progress up the rocket towards "gold"
- Name entered in the Golden Book by the Headteacher or Deputy Headteacher
- Achievement stickers
- Reward stamps (various)
- Sent to another teacher for a verbal reward
- Privileges, e.g. leading a line, giving out milk, first choice of activities
- Teacher sees parents to report "good"
- Congratulations Assembly
- Child sent to Headteacher for a verbal reward, pen or writing book or achievement letter home

#### **Monitors**

Year 2 children are given responsibility in school as Class and School Monitors. Monitors are also used to support play during break times and wear badges and high visibility jackets when on duty.



#### **Class Behaviour Rocket**

- This is used in every class to record positive learning behaviour and start again each day so that every child has the opportunity to make a fresh start
- Children's names start in the **YELLOW** zone which represents expected behaviour
- If excellent behaviour is displayed the child's name is moved up the rocket to the **GREEN** zone.
- If behaviour continues to be excellent, in terms of actions or learning behaviours, the child moves their name to silver; children are then rewarded with a silver sticker to acknowledge the achievement.

- Exceptionally good behaviour results in the child's name being moved into the GOLD zone.
- If a child's name features in the GOLD zone their name is entered into the Golden Book which is kept in the office. A "golden ticket" will be sent home to parents to inform them of this excellent achievement and inviting parents to see their child get a Golden Book mention in Congratulations Assembly on Friday of that week.

### **Sanctions**

- If children display negative behaviour they should be given verbal prompts by the teacher
- Expectations will be made clear and positively reinforced
- If the negative behaviour is repeated their name should be moved down to the ORANGE zone on the rocket
- Every opportunity will be given to quickly move back in to the YELLOW zone of expected behaviour.
- If there is a repeat of the negative behaviour their name will be moved down to the RED zone which could result in being sent to the Year Group lead or the Headteacher to explain their actions.
- If negative behaviour persists or a serious incident occurs the child should be sent to the Headteacher or Deputy Headteacher. If appropriate a letter or phone call home is made to inform parents.

### **Behaviour Logs**

- Behaviour logs are used to record both positive and negative behaviour.
- Class teachers make the decision when there is a need for the behaviour to be recorded. Emphasis is given to a recurring negative behaviour where prompts, reminders and positive behaviour management has not been successful.
- Logs will include situations such as, where there has been a continuation of low level disruption, physical incident or where a child has been parked in another classroom for reflection time.

If a teacher has a concern about a child's behaviour this will be discussed with the appropriate staff, the child and parents or guardians and a plan put in place. Attention will be focused on the root cause of the poor behaviour. The Inclusion Manager may be involved in this process and an Individual Plan (BAP) will be considered. This will be reviewed half termly and a referral to outside agencies will be made when appropriate.

### **Serious Incidents**

Behaviour of a violent, physical, severely disruptive nature, verbally abusive, sexually abusive or of a racial nature will be dealt with immediately by the Headteacher or Deputy Headteacher.

The child's parents will be contacted by telephone, by letter or in person on the day of the incident and asked to see the Headteacher or Deputy Headteacher as soon as possible.

### **Positive Physical handling**

#### **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

#### **Team Teach**

It is the policy of Rednal Hill that staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy. Further details of the Team Teach approach can be found on the Team Teach website ([www.team-teach.co.uk](http://www.team-teach.co.uk)).

### **Please see the Positive handling policy for further details**

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. In exceptional circumstances; and when there is a very real risk of injury to members of our school community,

disruptive pupils will be placed in an area away from other pupils for a limited period. The school will ensure that pupils' health and safety requirements, safeguarding and welfare is upheld. In cases where it is believed children are likely to require positive handling, we will endeavour to get parents to sign a positive handling plan. However, we reserve the right to positively handle any child, with or without permission from parents, if we believe they pose a risk to themselves or others or they are compromising the good order and discipline of the school.

## **Anti-Bullying Policy**

**This policy sits within our behaviour policy and alongside our school values, both of which play an integral part in developing our school ethos.**

All pupils should come to school feeling happy, safe and ready to learn. Bullying is not tolerated at Rednal Hill Infant School and is a serious matter and it must be dealt with and reported as soon as it is observed.

Although the victim of bullying is our main concern, we are aware that the cause of bullying often lies in difficulties been experienced by the child demonstrating the bullying actions. Therefore, our policy focuses on support for both parties.

We share the Anti-Bullying Alliance definition of bullying. The ABA defines bullying as the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power.

Types of possible bullying behaviour:-

- Teasing
- Making threats
- Name calling
- Cyberbullying
- Taunting
- Mocking
- Making offensive comments
- Stealing
- Physical violence
- Coercion
- Isolation from group activities

If bullying is suspected it should be immediately reported to the child's Classteacher and Headteacher (in the absence of the Headteacher the Deputy Headteacher). This will result in dialogues between school (led by SLT), the children involved and their families. Together we aim to investigate any incidences and agree an action plan, which will include restorative conversations to resolve and reassure parties involved. Part of the action plan will include educating the child demonstrating bullying behaviour about the impact of their actions.

Where it is deemed necessary a period of monitoring may be decided where the relationship between the children will be monitored by staff through all parts of the day (including lunch time supervisors). During this time, the alleged bully may be told that we are monitoring their behaviours. Evidence will be gathered for between 1 and 4 weeks before reporting back to the alleged victim and/or parents of the alleged victim. If the monitoring does not provide sufficient evidence to suggest that bullying is taking place, the concern will be left open for between 1 and 3 months to see if any additional evidence is received.

All incidences and allegations of bullying are recorded on our safeguarding platform.

### **Possible actions for relational conflict and friendship issues**

If the monitoring provides evidence that relational conflict or friendship issues are the root of the problem, staff will liaise with the pupil, parents or carers and the pastoral team to offer the necessary support. This may include, but is not limited to:

- restorative justice
- circle of friends
- 1:1 check ins
- support to develop other friendships
- Inclusion in nurture groups

All incidents and allegations will be recorded on our safeguarding platform.

