Telford Infant School

LOVING LEARNING

Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.

Behaviour Policy
(including Anti-Bullying Statement)

Manager:	Headteacher
Date of latest update:	September 2023
Date of next review:	September 2024

This Policy is available for Staff and Governors on One Drive.
It is also available for parents on the school website and on request from the school office.

At Telford Infant School we create a culture of exceptionally good behaviour as we believe that children learn best when they are clear about what behaviour is expected from them and when they are continually and consistently supported in behaving well.

Our Behaviour Policy provides a clear and consistent approach to managing behaviour supporting the school's vision.

Vision Statement

TELFORD INFANT SCHOOL
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Aims

Our whole school Behaviour Policy aims to:

- promote a high standard of behaviour throughout our school resulting in a happy and safe learning environment
- safeguard pupils and promote their welfare
- promote exceptional standards of positive behaviour
- create a consistent approach that encourages and reinforces positive behaviour
- encourage a consistency of response to all types of behaviour
- teach children how to regulate their own behaviour using the Thrive approach
- develop pride and a positive self image of ourselves and our school
- empower all staff to promote positive behaviour and to deal with any unsafe behaviour
- ensure that the school's expectations and strategies are widely known and understood
- encourage the involvement of both home and school in the implementation of this policy

We believe that our aims are achieved when:

- clear expectations are established, understood and accepted throughout the school by all members of the learning community
- encouragement and reward, both formal and informal, are key elements in managing behaviour
- a school behaviour culture is maintained which is consistent and caring using the Thrive approach
- the choice to behave responsibly is placed on the child, and children are taught how to make positive behaviour choices and regulate their own behaviour
- children are provided with good role models
- children experience a curriculum that is varied and stimulating and where teachers are aware and respond to children's varying interests and skills
- parents and school are in partnership to help children who need support to regulate their own behaviour
- consequences are directed at the action and not the child and a restorative practice approach is used
- all are aware and understand the consequences for unsafe behaviour which are applied consistently and fairly in a calm and considerate manner using the Thrive approach

Telford Infant School - 'Rules Matter'

Our School Council, consisting of representatives from each class in school, have consulted with their classmates to discuss what safe behaviour looks like and from this have written a set of school rules – 'Rules Matter'. These rules are adopted by the whole school and are known as 'Rules Matter' in line with our British Values statement. All members of the school community are expected to follow them.

These rules are explained fully to the children, are referred to regularly and are displayed in all learning spaces.

Our 'Rules Matter' are:

We make safe choices.
We are kind, polite and caring.
We are proud of our school.

During lessons we also have 'Ways to Help us Learn'. These are:

Good Looking
Good Listening
Good Sitting
Good Thinking
Good Turn taking
Using our Learning Powers

Ways to help us learn are complemented by Building Learning Power (BLP) which teaches children how to become effective learners. Discrete BLP lessons are taught each week; displays around school act as a reminder of key learning behaviours; our children and staff use the language of learning and staff indicate which learning powers are appropriate to us during most lessons.

Promotion of Positive Behaviours

At Telford Infant School we promote and reward positive behaviours in a number of ways. These include:

- verbal praise
- non verbal cues, such as smiles and nods
- stickers given by all adults throughout school
- being sent to another member of staff, including the Phase Leaders, Deputy Headteacher and Headteacher, for praise and stickers.
- verbal or written feedback to parents celebrating their child's positive behaviour.
- presenting a Midday Supervisor 'Well Done' certificate in celebration assembly each week to a class who have demonstrated positive behaviour at lunchtime.

Our curriculum is varied and stimulating and actively promotes positive behaviours through the Thrive approach - for example through Protective Behaviours/Taking Care Project; through our British Values statement; through circle time discussions and role play in PSHE.

Our Behaviour Policy also applies at lunchtimes and Midday Supervisors follow its principles and receive training on how to support behaviour during this time. They give daily feedback to class teachers as appropriate and meet at least half termly with the Headteacher and Office Assistant to discuss and resolve any general issues.

Sanctions and Strategies for Managing Difficult Behaviours

When children choose not to follow our 'Rules Matter' or 'Ways to Help us Learn' all staff are expected to use the Thrive approach to manage the unsafe behaviour in a calm and consistent manner and follow the agreed consequences.

These consequences are explained fully to the children, are referred to regularly and are displayed in classrooms.

If you make an unsafe choice about your behaviour you will:

1. **Be told why your choice is unsafe.**
2. **Be reminded that your choice is unsafe.**
3. **Have some time to reflect on your unsafe choice with adult support – at an appropriate time.**
4. **Reflect on your unsafe choice with a phase leader who will work with your teacher to decide the next steps to help you make your behaviour safe.**
5. **Reflect on your unsafe choice with Ms Roberts**
6. **Reflect on your unsafe choice with Mrs Oustayiannis.**

Parents are informed of their child's behaviour as soon as is deemed appropriate by the class teacher but at the 'reflection time' stage 3 at the latest. When a child's behaviour choices reach level 4 and Phase Leaders are involved details of the behaviour and actions taken will be recorded on the child's record via CPoms.

There are times when a child's unsafe behaviour will mean that consequences will bypass stages 1, 2 & 3 and a member of the Senior Leadership Team will become involved immediately at stage 4. These types of unsafe behaviour include:

- Physically and deliberately hurting another child or adult – leaving a mark, bruise or cut; biting; fracturing a bone (which may or may not show a mark)
- Using deliberate, threatening verbal aggression at a child or an adult
- Swearing (including written comments and non-verbal gestures) at a child or adult
- Spitting at another child or adult
- Attempting to leave the school premises unaccompanied
- Wilful damage of school or personal property

This involvement will mean that the Senior Leadership Team member will call the child's parent to discuss the issue immediately. If appropriate Mrs Oustayiannis will follow the school's procedures for suspension.

If any unsafe behaviour includes racist comments or bullying (see below) then this must be reported to the Head Teacher or Deputy Head Teacher immediately. Such incidents are always formally logged and governors are provided with a summary of such incidents on a termly basis. If appropriate Mrs Oustayiannis will follow the school's procedures for suspension.

Children should always be positively acknowledged – it is the child's behaviour choices that are unsafe, not the child. All staff must follow the Thrive approach.

In employing appropriate sanctions the school takes into account pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

In extreme cases a period of suspension from school may be imposed by the Head Teacher, further information is included in 'Suspension and Permanent Exclusion' section of this policy.

Special Educational Needs (SEND)

Many, but not all, children who struggle to meet school behaviour expectations do so because of reasons connected to an identified special educational need. Additional support should be given to these pupils. In particular, where a child has a disability (including attention deficit hyperactivity disorder, autistic spectrum disorders or learning difficulties) the school must make reasonable adjustments. This is morally the right course of action and is required under the Equality Act 2010:
"Rigid application of [a behaviour policy] would be likely to amount to indirect disability discrimination because, where a reasonable adjustment has not been made, a school will find it very difficult to justify the treatment as a proportionate means of achieving a legitimate aim." (Tom Bennet's 'Independent Review of Behaviour in Schools', March 2017).

Therefore, in the case of a child with an identified special educational need, the procedure for dealing with him/her may differ. The alternative strategies outlined in a Personal Intervention Plan (PIP) will be formed in agreement with the child, their parents/carers and the relevant school staff. The PIP will be clearly explained to all those who might have contact with the child in school. Protective Personal Equipment (PPE) will be worn by staff members to support SEND children who spit. If a SEND child requires positive handling, their parents will be notified. For children with SEND staff should follow the behaviour escalation flow chart shown below;

Early Help

There are other 'external' factors which may impact on a child's behaviour, such as challenging home circumstances, attendance, supervision outside school, etc. In some cases, these will mean that the child is on the Child Protection Register or registered by the Local Authority as a Child in Need.

It may be appropriate to offer Early Help support to families where a child's behaviour is consistently not meeting the school's expectations. The Early Help process consists of an initial assessment to help to identify a families strengths, situations including what has happened in the past and who has been affected. The process seeks to understand what keeps any issues going and most importantly it will identify actions that will help families progress so that they are able to help themselves. It helps families in identifying possible services that they could access, in the community at a universal level through to targeted or specialist support.

Year 2 teachers and the SENDCo will ensure that, where appropriate, information about behaviour management and strategies that have been used at Telford Infant School (including those which have worked and those which have been less effective) is shared with children's new schools when they leave our school.

Use of Physical Restraint

The school adheres to advice from the Department for Education on the use of reasonable force in schools: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

A number of staff are trained in 'Positive Handling' and can be called upon to restrain a child in extreme circumstances. Names and photographs of staff who have been trained are displayed in the staffroom and at other key points around the school. However, all staff are expected to take steps if a child's behaviour jeopardises the safety of themselves or of others. Extreme circumstances include when a child is injuring or is likely to injure themselves or others, is causing damage to property or is committing an offence.

The following is taken from the above document:
What is reasonable force?
1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?
• Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
• In a school, force is used for two main purposes – to control pupils or to restrain them.
• The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
Schools cannot use force as a punishment.

Suspension and Permanent Exclusion

In the vast majority of cases, with parental/carer support where appropriate, most of the unsafe behaviour situations which occur in school can be managed effectively. However, in extreme cases the Headteacher may impose a suspension or permanent exclusion. Suspension is where a child is temporarily removed from school for one or more fixed periods up to 45 school days in one school year, even if they have changed school. Permanent exclusion means the child is no longer allowed to attend the school.

When a child is excluded the Headteacher contacts the parent/carer as immediately, usually by phone, informing them how long the child has been suspended for and why. This is followed up in a letter and parents will be told how to challenge the exclusion should they want to. Suspensions start on the same day and the parents will be expected to collect the child from school as soon as possible. It is the parents' responsibility to ensure that their child is not found in a public place during normal school hours during an suspension. At the end of a suspension, on return to school the parents/carer is expected to attend a reintegration interview with the Headteacher and their child. The purpose of the reintegration interview is to discuss how best the child's return to school can be managed

It would be hoped that a period or periods of suspension would be sufficient to address a serious breach or persistent breaches of the school's behaviour policy. However, a permanent exclusion could be applied if the school believes all other options have been exhausted and the school can no longer cope with the extremity of behaviour, meet the pupil's needs, or guarantee the safe learning environment in the school for other pupils or staff.

All forms of exclusion will be dealt with in accordance with Warwickshire County Council Exclusion guidelines and the Department for Education's statutory guidance - "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement." https://www.gov.uk/government/publications/school-exclusion

Managing the behaviour of pupils with special educational needs, including decisions around exclusion, will take account of the school's legal duties under the Equality Act 2010.

Roles

Role of all staff

It is the responsibility of all staff through the Thrive approach to:

- have clear expectations of all children's behaviour throughout the school
- understand and follow the school Behaviour Policy
- create a calm, positive climate which reinforces positive behaviours
- ensure fair treatment and respect for all regardless of age, gender, race, ability and disability
- recognise each child as an individual and take into account the needs of each child
- promote behaviour through role modelling safe behaviours and using positive language
- provide a safe, caring and effective environment for learning
- use the restorative practice approach to promote reflection on behaviours

Role of the Head Teacher

It is the responsibility of the Headteacher through the Thrive approach to:

- ensure the Behaviour Policy is consistently applied throughout the school and support staff in its implementation
- report to governors on the effectiveness of the policy
- keep records of any reported serious incidents, of bullying and of racial comments
- for repeated or very serious acts of anti-social behaviour, the Headteacher may suspend or permanently exclude a child. This action is only taken after the school governors have been notified and follows LA guidelines.

Role of Governors
It is the responsibility of Governors to:

- ensure that the school has a behaviour policy and procedures in place, that they are in accordance with department for Education guidance on behaviour management and that the policy and procedures are reviewed annually.
- monitor the effectiveness of the Behaviour Policy.
- ensure that the Behaviour Policy is shared with parents/carers and is available on the school website.

Role of the children
- Children are expected to follow school rules at all times which are explained to them in depth and are displayed throughout school.

Role of parents and carers
- The school works collaboratively with parents/carers so that children receive consistent messages about how to behave at school.
- We inform parents/carers if we have concerns about their child's welfare or behaviour.
- We expect parents/carers to support and work in partnership with the school in promoting positive behaviour and in dealing with any inappropriate behaviour.
- All parents are expected to sign up to the school's Home – School agreement – an opt out approach is taken.

Statement on Anti-Bullying

Bullying of any kind is unacceptable and will not be tolerated at Telford Infant School.

Every child has the right to feel safe and happy in our school. If bullying does occur, children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

- All governors, staff, children and parents should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Children and parents are assured that they will be supported when bullying is reported.

Definition of Bullying

We recognise that it is essential to agree on a definition of Bullying which is clearly understood by all. As a school we adopt Warwickshire's Anti-bullying Partnership's definition of bullying:

'When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- *Physically and/or mentally hurt or worried*
- *Unsafe and or frightened*
- *Unable to do well and achieve*
- *'Badly different' alone, unimportant and/or unvalued*
- *Unable to see a happy and exciting future for yourself*

*it **could** be bullying. When a person, or group of people, has been made aware of the effects of their behaviour.*

Bullying is any behaviour by an individual or group that:

- *is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it*
- *happens more than once – there will be a pattern of behaviour – not just a "one-off" incident*
- *may involve an imbalance of power with the person being bullied usually finding it hard to defend themselves'*

Forms of Bullying

We recognise that bullying can be:

- physical : kicking, hitting, taking and damaging belongings,
- verbal: name calling, taunting, threats, offensive remarks about appearance or health conditions, learning difficulties and disability
- relational: spreading nasty stories, gossiping, excluding from social groups
- cyber: related to texts, emails, picture/video clip bullying, Instant Messaging
- racial: related to race, religion or culture
- sexual: related to sexual orientation (homophobic bullying), sexist remarks

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened when coming to or from school
- doesn't want to go on the school playground
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention and Response to Bullying

- Our teaching in PSHE and Citizenship (including Protective Behaviours/ Taking Care Project) is concerned with confidence and self-esteem, personal relationships and responsibilities, and with healthy living and the awareness of personal safety. Our statement on Anti-Bullying is set within this context and is developmentally appropriate.

- Staff will always deal with behavioural issues in a timely manner. Therefore any behaviour which is within our agreed definition of bullying will be dealt with at any time it should arise.

- We recognise that bullying flourishes in a climate of secrecy and intimidation not to tell, therefore we recognise the importance of maintaining an atmosphere of trust between adults and children where they are encouraged to voice their opinions and concerns and where there is a 'Listening' environment.

- We recognise the need to be aware of places and opportunities where unacceptable behaviour could arise, and will work to eliminate these, consulting the children where appropriate.

- We will deal with children's concerns in general terms to avoid identifying individuals and to allow children to share common experiences.

- We will not dismiss 'Telling Tales', and will treat each incident on its own merits, acknowledging that the child's concerns are a way of asking for help to solve a problem.

- We will use 'Circle Time' throughout the School, as a medium for discussion relating to behaviour. For some children Puppets and Small world characters will also be appropriate.

Dealing with Incidents of Bullying

Any incident where conflict arises between children will always be dealt with according to our Behaviour Policy, as stated within this document, with an emphasis on helping both parties to find a satisfactory solution.

Should the conflict fall within our agreed definition of 'Bullying' the following procedures will be applied:

- When bullying is reported we will discuss with the children involved what has happened. The adult involved (member of teaching staff) will remain neutral and deliberately avoid using direct, closed questioning which could be interpreted as being accusatory or interrogational in style. Each pupil will be given the opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying recurring.
  The parents of all the children involved will be informed and asked to support any strategies proposed to tackle the problem.

- Should the behaviour persist then the Head Teacher will invite all sets of parents to separately discuss the situation with her and the Class Teacher. Appropriate measures will be agreed, an action plan set and review dates agreed. Confidentiality will be maintained at all times within the Headteacher's discretion.
  Support will be provided for both the victim and the perpetrator and with parental agreement this may include support from the school counsellor. If necessary we will ask for external support and advice.

- Where there is no improvement in behaviour, a period of exclusion from school may be imposed. We take the sanction of exclusion extremely seriously and will make every effort to promote an improvement in the child's behaviour before this stage is reached.

- When dealing with bullying the school takes into account pupils' age and any special educational needs or disability they may have.

Incidents of bullying are logged by the Headteacher (in addition to being recorded on the child's record via (CPoms).