



Lymington CE (Aided) Infant School

Anti-bullying and Positive Behaviour Policy

Achieve: Respect: Thrive

Document Adopted By Governing Body	Date: November 2017
Signed (Chair):	Date
Date of Next Review:	November 2020

Introduction

At Lymington CE Infant School we aim to develop self-motivated, self-controlled and responsible children. All staff, children, parents and governors have responsibilities to value, respect, care for, praise and listen to each other to encourage such attitudes in our children.

Our behaviour policy is clearly underpinned by our Christian values.

We have formulated these aims as a whole school:

- To feel safe and protected.
- To value and appreciate one another irrespective of age, gender, creed or race, and to acknowledge that everyone has a part to play within our school community.
- To try our best at everything we do.
- To develop the ability to work independently, co-operatively and with self-discipline.
- To listen with respect to one another and be conscious never to damage another's self-esteem.
- To foster a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal effects.
- To prepare pupils for the responsibilities, opportunities and experiences of adult life.

We flourish and grow in an atmosphere of praise and encouragement and develop pride in ourselves and our school. In order to achieve this, certain standards must be fully understood and maintained. We actively seek to apply the standards consistently and uphold them at all times. The standards are our Golden Rules. The Golden Rules have been adopted by the school community of children, parents, teachers and governors. These rules are displayed in every classroom and in prominent positions around the school to promote positive behaviour.

We are kind to each other in words and actions
We always tell the truth
We listen carefully to others
We do our best and work hard
We look after property

Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently (see page 6).

Pupils are expected to:

- Follow the school and classroom rules
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour.

Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Leader and outside agencies as appropriate

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored. It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

Role of Parents

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the Christian ethos of Lymington Infants as a Church of England school where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

Positive Behaviour Management

Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy.

Guidelines

Children who make consistently good choices in class and around school are rewarded for their efforts (see Appendix D - Positive reward system). In addition, the following may be used:

- verbal praise
- approving signs/acknowledgements
- class rewards – e.g. time on the adventure playground

- sent to another teacher/Head teacher with work

Formulating class rules

At the start of the school year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

It is by frequent reference to the Golden Rules and their behaviour that we will be helping children to achieve a full understanding of what we are trying to achieve. All children need to feel safe, secure and be able to express their thoughts and feelings in an environment where they feel listened to. We all have a duty to listen to our children and take appropriate action.

Whole School Rewards

Specific whole school rewards include:

1. House-points

There are 4 Houses at Lymington Infant School:-

Green – Anchor House

Yellow – Boat House

Red – Lighthouse House

Blue – Wave House

From the beginning of Year R, children are in a House team. House points are given to encourage good behaviour and working together as a team for a shared goal. House points are given to the children for good work (particularly noting effort), good behaviour, endeavour and helpfulness e.g. sitting nicely, holding a door open, manners, and verbal contributions. The points are collected weekly and put into a running total. All staff should be consistent in their awarding of House-points. The team with the most points from across the school for that week will be announced in Wednesday's Collective Worship. A record of totals for each week will be given and shown on a display in the sharing area.

At the end of each half-term, the winning team will be allowed to have a reward time on a Friday afternoon, organised by the Deputy Head and decided by the School Council.

2. Golden Stars

The Golden Stars reward individual achievement and the personal qualities the school wants to foster. Golden Stars are received by a child for outstanding work/effort and for making a contribution to school life. E.g. being on the rainbow for 5 days in a row, certificate of achievement, 100% school attendance, completion of library reading challenge, an extra special piece of work. These stars will be count as 10 points for their house team. A certificate will go home with the child that day and the child will be celebrated in the following celebration worship.

3. Skinner Cup

The Skinner cup is awarded each week during Celebration Worship to a child nominated by a teaching assistant for a polite, kind or hardworking attitude. The child takes the cup home for the week.

4. Fine Diners

Children who display good manners in the dinner hall are identified by lunchtime staff and rewarded by being asked to sit at the 'Fine Diners' Table'. This takes place every Friday.

5. Headteacher Class Awards

Each class can work together to receive headteacher awards. When they have 5 they will have an extra outdoor playtime with the headteacher. To receive these awards they may walk sensibly as a class through the corridor, sit quietly in worship, line up sensibly at the end of lunch or playtime, and behave well on an external visit.

Behaviour Chart

In order to support positive behaviour strategies all school staff use the Behaviour Chart, and link its use to the Rights Respect agenda.

- The chart has five faces. Names are replaced in the centre at the end of every day thus ensuring a fresh start the next day.
- Children's names are moved along the chart to reinforce expected behaviour and for most children this positive reinforcement will be all that is required.
- If behaviour is unacceptable the child is warned and their name can be moved down (see below for stages). Both children and staff can move the names as appropriate for the most impact. Names are replaced at the centre following a sanction ready for a fresh start to the next session.

Stage 1: Minor infringements to be dealt with as follows:

1. Informal gesture: eye contact, frown, a gesture
2. A private reminder (if not communicating/ teaching with the whole class at the time)
3. Verbal rebuke: telling the child off and discussing the situation and involving them in the resolution of it.
4. Repetition of task, if not done satisfactorily
5. A visual warning e.g. red stop cards

Stage 2: Continual contraventions of the rules (to be used alongside moving their name down):

1. Time out- sitting and working apart from the rest of the class.
2. Time out in another classroom. They are ignored by this class teacher and expected to sit in silence or to complete their work. If a child sits in silence they are required to complete their work on their return to their classroom.
3. Referral to Senior Teacher.
4. Referral to the Headteacher/ Deputy Headteacher. The HT/DHT will discuss incident in depth with the child. This is a major form of disapproval.
5. Missing breaks.

6. Continual bad behaviour and where time-out in the classroom is needed, will result in telephone call/ chat with parents by class teacher to inform and discuss matter.
7. Further bad behaviour will result in a letter to parents from the class teacher/ HT/ DHT to request a meeting to discuss the child's behaviour.

Stage 3 - Further contravention of the rules beyond stage 2

For the majority of children and incidents the behaviour ladder will be an effective guide and deterrent. However for some children the loss of Exploration Time, time out and parental involvement may not be enough to affect a change. If disruptive, bad behaviour continues then the class teacher, DHT / HT and SENCO set up a series of short-term personalised behaviour plans. These action plans will have clear targets and will be monitored by the DHT. They will always be shared with parents.

At various stages these may involve:

- Daily sticker charts
- Daily reporting to parents
- Repeated practice of the behaviour they can't get right e.g. lining up quietly
- Loss of certain privileges such as sitting with friends at lunch or attending clubs
- Internal exclusions

Sometimes there are deeper issues to be addressed. A support programme can be set up by the class teacher and SENCO, and shared with parents. Support may include:

- Early identification of underlying special needs issue
- One to One/group sessions with ELSA
- Referral to outside support agencies linked to the school

Stage 4 – For persistent and continual contraventions of the school rules, despite strategies which have been put in place in stages 1, 2 and 3 OR for one off very serious incident.(e.g. someone hurt badly, bitten, kicked violently).

The incident is referred to the HT / DHT. HT/DHT goes to the classroom/ playground to discuss incident in depth.

1. Exclusion- temporary (known as fixed term) or permanent (lunchtime only or all day)

In exceptional circumstances where a child has seriously breached the school's behaviour policy and is involved in a first or one off extremely serious incident the Headteacher will exclude the child. In all cases, exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Racism, Homophobic and disability related incidents

All incidents that might be construed as racist, homophobic or disability related are fully investigated and recorded; in the first instance the HT/DHT must be informed.

Bullying

At Lymington Infants we are committed to providing a caring, supportive and safe environment that allows all of our students and staff to flourish without fear in an environment where individuality is celebrated.

What is bullying?

Bullying can be described as being a deliberate act to cause distress: as a result of this, the bully generally obtains a feeling of power, status or other gratification. It is usually a series of such incidents rather than a 'one off' offence. (Remember: STOP: 'Several Times On Purpose')

The main three types of bullying are:

- Physical (assault- e.g. hitting, kicking; theft)
- Verbal (name calling, teasing, threats, racist remarks)
- Emotional (spreading rumours, excluding someone from social groups- ostracising)

Principles

1. Everyone should be valued, appreciated and treated with respect and fairness, irrespective of their ethnicity and culture, colour, gender, religion, disability, physical appearance or learning needs.
2. The school will make it clear to all students, staff, parents and the wider community what bullying consists of and that any form of bullying is totally unacceptable.
3. A system of support and/or consequences will be provided to the victim and bully and where appropriate outside agencies will be used.
4. Parents of bullies and victims will be kept informed of developments during the investigation of any reports of bullying.
5. In all subjects, and especially PSHE, the value of the individual will be raised, and the awareness of bullying from the viewpoint of both bully and victim will be heightened.

Types of bullying

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour).
- Verbal (name calling, sarcasm, spreading rumours, teasing).
- Physical (pushing, kicking, hitting, punching or any use of violence).
- Extortion (demanding money/goods with threats).
- Cyber (all areas of internet, email and internet chatroom misuse) as outlined in the "Acceptable use Policy".
- Racist (racial taunts, graffiti, gestures).
- Sexual (unwanted physical contact, sexually abusive comments).
- Homophobic (because of, or focussing on the issue of sexuality).

We will make it clear that the responsibility for prevention of bullying belongs to everyone and that any unhappiness should be immediately reported. This information may be obtained from a variety of sources:

- Through the student telling a member of staff, tutor or a member of the Guidance and Achievement team.
- From a student who is aware of another's suffering
- Parental reports.

All allegations or information regarding bullying will be taken seriously.

In the first instance, a 'no-blame' approach will be taken in all but the most serious incidents in order to maintain the confidence of both the student carrying out the suspected bullying and victim. The information on an incident will be recorded together with any action taken. Follow-up support will be offered to the victim and to the bully, if that is considered appropriate. This may be in the form of a mediation meeting.

Details of incidents will be recorded in the anti-bullying log. Support will be offered to all those involved using a restorative approach: it may also be necessary to implement a fair and logical consequence.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the joke is played on someone. It is also not rough or boisterous play that sometimes spirals out of control. It is bullying if it is done several times on purpose (STOP).

If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Procedures

We aim to deal with incidents of bullying in the following manner:

- Any bullying incident will be reported to staff using the appropriate form located in office and on network.(Teacher Resources: Behaviour: Bullying: Bullying Incident Form)
- The bullying behaviour or threats of bullying will be investigated promptly and strategies to prevent bullying implemented quickly.
- The written account of the incident will be given to the Head Teacher. Copies to be kept in pupil files.
- The Head Teacher will interview all concerned. Punitive measures will be used where appropriate e.g. loss of privileges such as Golden Time / Loss of outdoor playtime
- The victim(s) should receive an apology in written or oral form from the perpetrator(s).
- The victim should be informed of any action taken. Parents will be informed of all incidents. They must always be informed **in writing** of extreme physical abuse or racist abuse.
- Children who display bullying behaviour whilst it is appropriate for them to be punished, must also be supported to change their behaviour understanding the effect of their actions on their victim(s). The emphasis is on encouragement and support to turn behaviour around as opposed to a sole reliance on punitive measures to deter. On their own, such strategies are often unsuccessful.
- Strategies will be offered to help victims to deflect and challenge bullying behaviour in the future.

Pupils who have been bullied in our school have the right to:

- Tell a member of staff
- Be heard sympathetically and taken seriously
- Have immediate action taken
- Feel safe (e.g. by removing perpetrator from situation)
- Support as long as it is required
- Action to restore/develop self-esteem, confidence and assertiveness

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing good choices and the need to change
- Support to develop empathy e.g. through the provision of Nurture group support / working alongside suitable role models / adult support
- Enlisting the help of parents to help effect change

The following disciplinary steps can be taken as appropriate: (Generally hierarchical)

- Official warnings to cease offending
- Isolation within the classroom setting
- Isolation from the classroom setting
- Loss of play time
- Loss of 'Exploration Time' or withdrawal from favourite activities
- Exclusion from certain areas of school premises
- Exclusion from school during lunchtimes
- Minor fixed term exclusion
- Major fixed term exclusion
- Permanent exclusion.

Strategies

- When dealing with any problems we will use a variety of strategies as befits the situation and the children involved. These may include the following:
- Increased vigilance by all adults involved with the children.
- Setting aside time to listening to children to identify the problems / issues.
- Talking with parents of children involved and enlisting their support.
- Developing a behaviour plan with the child(ren) concerned and encourage rewards for good behaviour
- Involving other children in supporting the child(ren) who feel threatened

The situation will be closely monitored by observation and having discussions with the victim(s) with the intention of preventing reoccurrence

Any form of racial incidents will be reported to the Local Authority.

Within the curriculum school will raise awareness of the nature of bullying through inclusion in:

- Personal, Social, Health and Citizenship Education (PSHE)
- Spiritual, Moral, Social and Cultural Education work
- 'Circle' time
- Philosophy for Children (P4C)
- Child Exploitation and Online Protection (CEOP) material
- Collective Worship and assemblies as appropriate