

"At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning"



Hilltop Infant School
Behaviour Management and Anti-bullying Policy

Ratified by the Governing Body October 2010

Signature _____

Chair of Governors

Statement of Principles

This policy is underpinned by a set of principles which have been agreed by governors, staff and parents. These principles ensure that pupils respect each other, bullying does not take place, the safety of all is assured and an orderly climate of learning is maintained.

- School staff and pupils should all show respect for one another.
- Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour including bullying and violence.
- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils.
- Pupils whose behaviour may deteriorate through events such as bereavement, abuse, or through divorce or separation of parents should be identified and supported.
- All members of the school community should be listened and responded to.
- All members of the school community are entitled to learn in a safe and secure environment.
- Pupils should act as appropriate ambassadors for the school on, for example, school trips, sports events and journeys to and from the school.
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills.
- Members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.
- All members of the school community should treat others in the way that they would like to be treated themselves.
- All members of the school community should understand and accept these principles on which the behaviour policy is grounded.

Introduction

At Hilltop Infant School we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore promote good behaviour in others. We believe in the concept of mutual respect, and we acknowledge the individual's rights and the responsibilities that go with them. These include the right to be listened to and the responsibility to listen to others; the right to feel safe and secure and the responsibility to look after the safety and security of others; the right to learn and to teach, and the responsibility to help others to do so.

It is the school's responsibility to encourage positive behaviour across the whole school community. By positive behaviour we mean that we show respect for ourselves, for others and for our environment; treat everyone with consideration and courtesy; be fully committed to our learning and teaching; take a pride in our school; contribute positively to the best of our abilities, and be honest, open and fair in dealing with one another. In accordance with the 2010 Equality Act we will ensure that behaviour management strategies are fair and do not unfairly disadvantage either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs.

We consider it is important that praise and rewards should have a considerable emphasis within our school and pupils will achieve recognition for their positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the class rules. The rewards should be for all pupils. It is expected that good standards of behaviour will be encouraged through the consistent application of our policy supported by a balanced combination of rewards and sanctions within a constructive school ethos. Allowances

may be made for children with special circumstances and those with statements of educational need.

This document will be an aid to:

- continuity of approach throughout the school
- new members of staff as they join the school
- school governors and parents/carers

Aims

The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour, the rewards system and sanctions and how they will be fairly and consistently applied. The school aims to encourage positive behaviour in all aspects of its work. For example we make full use of praise and rewards; we provide opportunities for pupils to take responsibilities and be engaged; we aim to ensure that our learning environment is stimulating and that teaching and learning resources are of a high quality. Where sanctions are used they are used sparingly and fairly, and in such a way that children understand the consequences of poor behaviour as staff explain why at the time. We encourage parents and carers to do all they can to support their children's progress and behaviour; we help them to do so by communicating with them regularly and constructively.

As far as possible we aim to;

- ensure consistency of care;
- be fair and to be seen to be fair;
- treat all with respect;
- have clear expectations and strategies to ensure they are met;
- provide planned activities which motivate all to learn, both academically and socially.

We believe that certain practices will support good behaviour and discipline:

- *Setting good habits early:* to help children establish regular attendance and good behaviour from the start, involving parents in the process
- *early intervention:* prompt intervention is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- *rewarding achievements:* positive recognition of individual children or class achievements in good attendance and behaviour, through mentions in assembly, certificates, stickers etc,
- *supporting behaviour management:* behaviour management techniques, assertive discipline, individual behaviour programmes and circle of friends can help improve and maintain high standards of behaviour and discipline
- *identifying underlying causes:* e.g. attention, anxiety, diet, habit, health, developmental level, uncertainty about what is expected from them, epilepsy, medication (allowances may be made for certain underlying conditions that impact on behaviour)
- *working with others:* this may include working with parents and colleagues, including speech therapist, school nurse, consultant, dietician, educational psychologist on addressing any underlying causes
- *family support agencies:* Family support services and/or parenting courses may help parents support their own children.

Rules

It is important that children know what is expected from them so rules are displayed prominently in all classes.

Foundation Stage staff work with children at the beginning of the year and establish ground rules. These are translated into class promises which are to:

- do as asked,
- listen carefully
- keep hands and feet to selves
- look after things
- be kind
- be honest

Year 1 and 2 have class rules which are discussed/reviewed at the beginning of each year. The rules are to:

- follow instructions
- sit and work quietly, listen carefully and watch attentively,
- keep hands and feet to selves,
- look after all equipment,
- respect one another
- be honest and tell the truth
- work hard and use time well.

Incentives to Positive Behaviour

The reward system in place recognises all forms of social and academic achievement and effort. Children are always made aware of the reason for awards. To ensure every child has the opportunity to experience success staff use a range of strategies:

These include;

- non-verbal praise
E.g. Thumbs up
- verbal praise
- display
*Children's work will be presented in such a way that it will be obvious to any visitor that we are proud of success of **all** children.*
- Marking Policy- *Within class marking will be used to build on success and encourage by its comments.
(See Marking Policy)*
- stickers
May be used to reward the children for good behaviour, helping, trying and good work, good manners and listening.
- success criteria and targets where appropriate
These are shared explicitly with children and displayed prominently.
- house points
Children collect house points for team/group effort e.g. all the children at one table behaving well and completing their task within agreed timescales. These are counted up at the end of the week. Helpers from Year 2 classes go to each class to collect the scores each week. The totals are displayed on the House board in the hall. All children in the winning house get an extra playtime supervised by the headteacher each half term.
- sharing
In recognition of a particular task or behaviour pupils may share their success with others, for example with:

- *the class;*
- *the neighbouring class or teacher;*
- *the head teacher (Children may be sent to the headteacher after assembly each day to show reward cards, good work etc).*
- *a chosen adult.*

Strategies for Reinforcing Good Behaviour

In the Classroom

- Class rules are displayed prominently in each class and referred to often,
- Rewards for desired behaviour and sanctions for infringements are made clear to pupils,
- Verbal praise is given when children respond appropriately or display desired behaviour,
- Stickers and/or comments are placed on reward cards when children follow the rules or do something special. When the card is full the child takes it to show the headteacher,
- Achievable targets/stimulating work/extension activities,
- Consistent and thoughtful marking in line with school policy,
- Carpet discussion time/Circle Time (e.g. resolving incidents),
- Effective staff/pupil/parent relationships,
- Teachers and teaching assistants supporting each other and working as an effective team,
- Children come into class between 8.50 and 9.00 a.m. They have time to put things away, go to the toilet etc before school starts,
- Parents/carers of Reception children are welcome to bring them into class. This is an opportunity to look at parents' boards, see children's work and chat informally with staff.

House point system

All pupils are allocated to one of four houses at the beginning of each year. Children may be awarded house points for positive behaviour and following class rules. Points are collected each week, the scores are read out in assembly and displayed in the hall. Each half term members of the winning house have an additional break time supervised by the headteacher.

In the playground

- Children are expected to wait with their parents/carers in the playground before school and come into class when the bell goes at 8.50 a.m. Staff see children out at the end of the day and parents meet children at the classroom door.
- No running is allowed in the boat area of the playground.
- The path at the side of the school by class 8 is used as a running track for children to have races (supervised by an adult),
- There is always at least one mid-day assistant in each area of the playground (running area, quiet area),
- The same policy is applied at all times i.e. before school, morning break, lunchtime to ensure consistency.
- Mid-day assistants have stickers to give out to reward positive behaviour.

Strategies for Coping With Unacceptable Behaviour

Children need to know that there are boundaries to their behaviour and what will happen if they go beyond those boundaries. The children feel secure and valued in a school environment that

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clearly lays out expected standards of behaviour, encourages them to have respect for themselves, for their peers and for all adults.

If a child breaks any of the agreed rules there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important to remember at all times it is the behaviour that is criticised and targeted and not the child.

In the case of extreme, unusual or persistent unacceptable behaviour, staff will investigate whether there are reasons why the child may be finding it difficult to behave appropriately. Additional support will be given to these children where necessary.

In some cases, where a child has a disability or special educational needs it may be necessary to make reasonable adjustments to this behaviour management and anti-bullying policy. This will be negotiated on an individual basis and reviewed regularly.

In some circumstances staff will agree to ignore some minor inappropriate behaviour, especially where this is done for attention-seeking by the pupil.

Lunch times in the Playground

Mid day staff encourage children to play together appropriately and help the children to play a range of outdoor activities which encourage turn-taking and sharing e.g. dominoes, hopscotch, noughts and crosses. Children receive stickers for good playground behaviour. Mid-day staff encourage pupils to line up quietly and to go back to class in an orderly way.

If a child is playing roughly or exhibiting other unacceptable behaviour:

- mid-day staff talk to the child and explain why the behaviour is not acceptable,
- if child does not respond to the reminder, an adult will give them time out by making them stand by the wall for a short period (up to 5 minutes),
- if the child continues to misbehave they will walk round holding a mid-day's hand for a short period and the child's class teacher will be told,
- if the same child continues to display unacceptable behaviour on several occasions during the same week the concern will be discussed with the headteacher and parents will be invited to come in to discuss the situation.

Home-School Agreement

When children are admitted to the school, parents and carers are asked to sign our home-school agreement. Support for the school's policies, including behaviour, is an integral part of this agreement.

Anti- Bullying

At Hilltop Infant School we have agreed that bullying in any form is unacceptable. We aim to empower all individuals to challenge, remedy and prevent bullying and to create a culture where the rights of the individual are valued and upheld.

Definition

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Bullying is any behaviour which is perceived by the targeted individual, or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless.

Bullying can take different forms such as:

- Non-verbal: kicking, hitting, damaging or taking belongings
- Verbal: name calling, taunting
- Indirect: spreading rumours, excluding
- Cyber: sending nasty or threatening texts, e-mails by phone, picture/video clip, internet chat rooms or websites. Cyber bullying differs from other forms of bullying in that it can take place at any time and can invade previously safe places such as the home. The perpetrator of cyber bullying may never be in the same physical space as their target and may attempt to remain anonymous. Some incidents of cyber bullying are quite unintentional as pictures or texts can be sent as a joke without the sender truly understanding the impact of their actions or the speed at which the information can be shared outside the friendship group.

At Hilltop Infant School, we work to minimise the likelihood of bullying behaviour occurring and deal with any incidents that do occur in a way that is most likely to stop the bullying and support both the perpetrators and the targets of bullying. All classes focus on bullying in November each year as part of our PSHCE programme. Children discuss what bullying is and what to do when it arises. The lead person for anti-bullying is Mrs Mackenzie. She is responsible for ensuring that policies and procedures promote a positive and safe environment which nurtures emotional health, good behaviour and well-being. All incidents of bullying are logged and monitored. We aim to ensure that all incidents of bullying are perceived by the children, young people and parents to be resolved positively for all the school and community.

We will support children to take advantage of opportunities to:

- value themselves, their achievements and develop strong self-esteem.
- practice and develop emotional resilience and social skills to manage their feelings and work with others to resolve conflicts calmly.
- learn the skills required to tell someone in a way that ensures the adult takes action.
- be actively involved in anti-bullying initiatives such as peer support and mediation.
- learn the skills required to stay safe and confident whilst using technology such as the internet.

We will ensure that children:

- know that we take bullying seriously and want to work in partnership to reduce it.
- understand what bullying is and what it is not
- understand its effects and strategies to prevent and respond to it.
- feel safe in our school and confident that they will be listened to and incidents will be dealt with.
- are informed so that they know what to do, where to get help and how to support others who are bullied or bully.
- celebrate differences and choose not to bully or discriminate against others.
- recognise other people's feelings and treat others with respect.

Exclusion

Exclusion, whether temporary or permanent, is an extreme step and will only be taken in cases where:

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- long term misbehaviour is not responding to the strategies in place and the safety and learning of others is being seriously hindered;
- an incident of extreme seriousness has occurred;
- in such other circumstances where the head teacher or the governing body see fit.

Fast Track Procedure For Serious Misconduct

Where a child is involved in:

- serious fighting or violent behaviour resulting in injury to another person, inappropriate behaviour of a sexual nature towards another person,
- uncontrolled threatening behaviour, which affects the safety of others,
- bullying behaviour, including racism,
- bad language (directed at another person), (medical conditions and special needs will be taken into account),
- defiance,
- deliberate damaging of school or others' property.

The above conduct is considered so serious that the child's parent(s) will be contacted immediately and involved in the sanction decision.

Governors Monitoring



Governors will monitor the effectiveness of this policy during visits to the school and via headteacher reports and SEN governor reports.

Reward System

The following is discussed with children and displayed in each class:

What happens if you keep the classroom rules and try hard when you are working?

You will get a smiley face or a sticker on your chart.

<i>You listened  carefully to the story. 3.2.04 AB</i>	<i>Well done, you were  very polite to our visitor. 10.03.04 AB</i>			

When your chart is complete, you can take it to Mrs. Mackenzie and she will give you a special stamp on your card.

We shall all be pleased and you will be proud of yourself.

The Tracking System

The following information is displayed in each class.

What happens if you break one of the classroom rules?

Your name will go on the tracking sheet.

<i>Names</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>Henry</i>	W 1 2 3	W 1 2 3	W 1 2 3	W 1 2 3	W 1 2 3
<i>Annabelle</i>	W 1 2 3	W 1 2 3	W 1 2 3	W 1 2 3	W 1 2 3
<i>Carl</i>	W 1 2 3	W 1 2 3	W 1 2 3	W 1 2 3	W 1 2 3
	W 1 2 3	W 1 2 3	W 1 2 3	W 1 2 3	W 1 2 3

This is what the tracking sheet means.

W = You will have a warning and a reminder about the rule you have broken.

1 = You will have a *2 minute time-out* away from your group or activity.

2 = You will have a *2 minute time -out* in your own time (playtime or lunch time)

3 = You will visit Mrs. Mackenzie.

Please try to keep the class rules.

Time out

It is important that the child understands what they have done and is clear about the behaviour that will be expected when they return to their place.