



| POLICY | <u>BEHAVIOUR POLICY</u> |
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| STATUS/DATE OF THIS VERSION | January 23 |
| APPROVED | Board of Trustees |
| RATIFIED BY | Board of Trustees January 2023 |
| REVIEW | January 24 |

- At Highgate Infant School we aim for our pupils to have high aspirations and succeed in life. We believe that by setting high expectations of their behaviour **all** can learn in an environment where there are positive attitudes to learning.
- Children learn best when their emotions are happy and stable. The school has developed its own PSHE scheme of work that fulfils the national RSE requirements and supports the children's social and emotional development. This is used in classrooms, in assemblies and across the school day. As much as possible we try and involve parents in understanding and sharing our expectations for behaviours.
- We recognise that some children find it hard to express and regulate their emotions. They may for example struggle to join in or play with others and need additional intervention to develop those social and emotional skills. Where in class support benefits all our children some children need more focused and personalised support. Trained staff work with these individuals using elements of both Nurture and Thrive approaches to provide positive and safe situations to explore and develop. Indoor and outdoor play and group nurture sessions are also used to support specific children's self-esteem and positive attitudes to learning.
- Our behaviour Policy is based on the knowledge that acquiring good behaviours for learning is key for children's ongoing success at school. We know that children's behaviour is the way that they communicate how they feel. We understand that children's negative behaviour, whether disruptive, withdrawn, anxious, depressed or angry, are all responses to their feelings, experiences and surroundings. We believe that a therapeutic approach, working with children to explore and understand their experiences and feelings creates an internal discipline leading to long term change. The Norfolk STEPS approach is used to help staff to deal with negative behaviours.

School rules

Our School rules are the behaviours that we believe the children need to exhibit, in order for themselves and their peers to learn effectively. All children and members of the school community are expected to behave according to them.

In each classroom there is a 'behaviour and wellbeing' display that includes the learning behaviours that we see as positive.

Positive behaviour is recognised and rewarded as follows:

- A child may be allowed to put a pebble or coin in the gold pot. Once the gold pot is filled the whole class share a prize e.g. popcorn and a mini movie.
- Green tickets are awarded for green behaviours in the classroom, lunch hall and playground. All members of staff can award green tickets.
- Silver cards and stickers can be awarded to recognise where a pupil has exceeded expectations. This could be in response to a great piece of work or particularly kind behaviour.
- Gold cards and stickers are awarded where a child has gone far beyond that that is expected - for example a child going out of their way to help a peer or putting an exceptional amount of effort into a piece of work.
- Kindness is recognised with a kindness award given to a child from each class in the assembly at the end of the week.



Negative behaviours

It is normal for a child to occasionally exhibit this kind of behaviour. On these occasions staff will remind the children of the behaviour expectation.

All behaviour is communication. It is our job as staff to try to understand when negative behaviour is being communicated and support the child to find other strategies to deal their feelings and communicate them in other ways.

Extreme behaviours

- Some behaviours are completely unacceptable and require an immediate measured response.
- Intentionally hurting another child or member of staff.
- Deliberately damaging property.
- Using swear words or other unkind words that the child understands are wrong.
- Refusing to listen to adults' instructions.

They impact negatively on other children or staff. If a child exhibits these behaviours details of this will be logged on cpoms and shared with staff and parents. It important to explore the 'root' of any negative behaviours in order to then plan strategies to prevent repeated negative behaviour, class teams will work together with support from the SLT where needed to analyse behaviours and put in place actions to prevent repetition. To support children whose behaviour is an ongoing concern an individual behaviour plan will be created and shared with parents. Where the school and parents deem it necessary a referral to an outside agency such as behaviour support may be made.

APPENDIX 1.

We have a therapeutic approach to behaviour management but there must be clear and consistent responses to the different levels of negative behaviours. The following table illustrates the school's actions and support.

| Levels of Behaviour Management | | |
|---|---|---|
| LEVEL 1 | TEACHER ACTION | EXTRA SUPPORT |
| Respects rights of self and others, co-operative and self-controlled. | Positively reinforce behaviour with appropriate comments. Specific feedback and rewards. | Involve others in celebration of achievement <ul style="list-style-type: none"> • Golden Assembly • Head's stickers • Certificates |
| LEVEL 2 | TEACHERS ACTION | EXTRA SUPPORT |
| Basically, respect rights of others but has difficulties which affect self-esteem. Minor disruptions: E.g. Rudeness, annoying others, loud. Some inappropriate physical contact | Supportive teachers try to solve problem with pupil. Consult other staff. Praise, reinforce success Behavioural contact with pupil/possibly home. Time out of playtime Use of Circle Time and Class Councils. PATHs, THRIVE | Discussion in class team meetings to identify support and positive strategies. These are minuted in class books Support from other school staff may be sought |
| LEVEL 3 | TEACHERS ACTION | EXTRA SUPPORT |
| As level 2 behaviour. Poor attitude to learning and work. Unresponsive and can be aggressive in class | Consult with Headteacher Colleagues and parents. Action may include loss of playtime, free time. Behaviour contract. Record major incidents. | Support from SENCO and HT. Involve whole school approach and parents . May refer to Behaviour Support Team IEP/SENCO |
| LEVEL 4 | TEACHERS ACTION | EXTRA SUPPORT |
| Continually breaches rights of others. Regular, persistent serious infringement of school behaviour Policy. E.g. serious verbal or physical assault, intimidation, disruption, defiance, damage to property Continued deterioration in behaviour, ignoring attempts to help and support | Parents contacted Documentation recorded and filed No privileges Time out Daily Behaviour Report Possible fixed term exclusion | Involve - Behaviour Support Team Chair of Governors Consider Application for a place in the SRB for Behaviour. |
| Level 5 | TEACHERS ACTION | EXTRA SUPPORT |
| Seriously violating rights of others and shows no sign of wanting to change. Poor effect on peers Dangerous Uncontrollable and uncooperative | Refer directly to Head Teacher Fixed Term Exclusion Possible permanent Exclusion | Involvement of Governors, School Psychological Service |

Highgate Infant School

Anti - Bullying Policy

We believe that every child has the right to a safe and secure environment in which to learn and achieve success. We recognise that bullying may take place and therefore this policy outlines our strategies to deal with it.

Aim

To create and maintain a happy and safe learning environment for the whole school community, where bullying is not tolerated.

What is bullying?

Definition

Bullying is the intentional abuse of power by an individual or group with the intent of causing distress to another individual or group.

- It is deliberately hurtful behaviour.
- It may be repeated often over time.
- It is difficult for those being bullied to stop the process.

Whatever the type of bullying, victims feel hurt, threatened or frightened.

Bullying can take many forms including:

Physical

e.g. hitting, kicking, pushing, pinching and any other forms of violence, threats or damage to property or theft.

Verbal

e.g. name- calling, sarcasm, spreading rumours, persistent teasing.

Emotional

e.g. excluding, humiliation, ridicule, tormenting, ignoring.

Picking on points of difference

e.g. racism, sexism, physical features, family circumstances.

Bullying is not the same as quarrelling - All children will fall out with each other from time to time.

Not all aggression is bullying, nor all name-calling. It becomes bullying when it is exercised through the use of power rather than an exchange between equals.

These types of incidents will be dealt with through the procedures in our Behaviour Policy

Strategies for the prevention of bullying

- What can pupils do?

When you are being bullied

1. Stay calm and keep safe.
2. Try not to show the bully that you are upset.
3. Tell the bully to stop.
4. Let an adult know as soon as possible otherwise they will not know there is a problem.

- What can parents do?

If your child is being bullied

1. Stay calm - avoid over -reacting.
2. Take it seriously and make the time to find out the facts
3. Talk calmly with your son/daughter. Let him/her know they are valued and important. Emphasise that you are going to support them
4. Reinforce that it is right to let people know
5. Help your son/daughter practise strategies such as being confident, walking away and keeping safe
6. Check that your child is not inviting the bully by some unacceptable or unpleasant behaviour or attitude
7. Stay in touch with school; let them know if things improve as well as if problems continue

If you learn that your son / daughter is bullying:

1. Try to stay calm
2. Talk calmly with your son/daughter. Let them know they are valued and important. Explain that what he/she is doing is unacceptable and makes other people unhappy.
3. Ask if he/she has any ideas about why they bully and what they think might help him/her stop
4. Find out if there is something in particular which is troubling him or her and try to sort it out
5. Work out a way for him/her to make amends for the bullying
6. Set limits. Stop any show of aggression immediately and help him/her find other, non-aggressive ways of reacting
7. If he/she bullies when faced with certain situations, help him/her work out and practise alternative ways of behaving
8. Explain that getting away from a situation where he/she can feel themselves losing their temper, or things getting out of hand, is not a weakness. It is a sensible way of ensuring that the situation does not get worse
9. Talk with the school. Make sure the Class Teacher knows. Explain that your son/daughter is making an effort to change his/her behaviour. Ask what ideas they have to help. School staff are committed to helping
10. Talk to the staff about setting realistic goals for your son/daughter - don't expect too much too soon - and about rewarding him or her when they achieve one of these goals. Praise him/her when they do things well. Create opportunities for him/her to shine
11. Other children may deliberately provoke or bully, especially if they think the bully is trying to reform. Explain to your son/daughter that they may be taunted and provoked but they should try not to respond aggressively. He/she should walk away quickly if they think someone is trying to pick a fight.

Parents can help by controlling their own aggression and by making it clear that violence is always unacceptable.

Action Points

Initial Response

What School Can Do

Highgate Infant School's Home- School Agreement emphasises the importance of treating everyone with care, respect and courtesy

The School is committed to taking all reported instances of bullying seriously. Reported instances will be investigated sensitively

The School is committed to stopping bullying and will persistently strive to achieve this when incidents are reported

Incidences are reported in accordance with LA guidelines.

School staff are given specific guidance on dealing with incidents of bullying:

Staff should

1. Take all reported instances of bullying seriously and deal with the matter sensitively

2. Remain calm when dealing with an incident
3. Take appropriate action to defuse situations if necessary
4. Make an assessment of the situation ensuring that the personal safety of all parties is the first consideration
5. Offer reassurance to the victim(s)
6. Decide to either deal with the matter themselves or refer it on as appropriate to another member of staff in line with the school's Behaviour Policy

Investigating Incidents

Staff should

Investigate the reported incident sensitively and thoroughly bearing these principles in mind

- * reassurance to the victim is vital
- * confirm and reinforce with all parties the expectation that it is right that incidents must be reported

Dealing with the Victim

1. Interview the victim
2. Offer reassurance that bullying can be stopped and that school will persist with intervention until it does
3. Reinforce that it is right to let people know about bullying
4. Offer concrete help, advice and support in relation to the specific problem
5. Enlist their co-operation - and that of witnesses or friends - if it happens again it must be reported
6. Communicate with others as appropriate (e.g. Class Teacher, Headteacher, Parents)
7. Check on progress directly with the victim at some time in the future

Dealing with the Bully

1. Interview the bully separately
2. Remain calm
3. Listen to his/her version of events
4. Reinforce that bullying is not acceptable
5. Offer advice to the bully to try to see the victim's point of view
6. Reinforce that it is right for victims to let school and others know when they are bullied
7. Be clear that school expects the bullying to stop. Seek a commitment to this end from the bully
8. Advise the bully you will be checking to ensure the bullying stops
9. Punish the bully, explaining carefully what the punishment is and why it is being given
10. Arrange for restoration of items damaged or taken
11. Place an expectation on the bully to acknowledge his/her bullying to the victim and encourage an apology. This is part of the School's policy of Restorative Justice.
12. Communicate with other parties as appropriate (e.g. parents, Class Teacher, Headteacher)
13. Make a written record in the Bullying Log as well as an Incident report.
14. Check at some time in the future that the bullying has stopped. Ensure the bully knows you have done this.

The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. Any incidences of bullying are taken very seriously and dealt with appropriately. The Governing Body monitors incidences of bullying through the Headteacher's Report to Governors. The effectiveness of the policy is reviewed regularly. Staff are required to keep accurate records of all incidences of anti-social behaviour including bullying and the Headteacher reports termly to Governors.

The Governing Body responds within 10 days to any request from a parent to investigate an incident of bullying. In all cases the Governing body informs the Head and asks him/her to carry out an investigation and report back to a representative of the Governing Body. Governors will inform parents that they should discuss the situation with the Headteacher.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school Anti-Bullying policy and to ensure that all staff are aware of school policy and how to deal with incidences of bullying.

The Headteacher reports to the Governing Body on request about the effectiveness of the Anti-bullying Policy.

The school works to create a culture of respect for all those who come into school, teachers, pupils, parents and visitors.

The environment created by and between adults is important in giving a clear message that all should be respected and that bullying is unacceptable.