

# Rosegrove Infant School

## Behaviour and Anti Bullying Policy

### 1. Statement of Principles

At Rosegrove Infant School we aim to develop every member of our school community through constructive comments and positive responses. We work hard to create a safe and happy environment in which all pupils are able to achieve their full potential. We are a caring community whose values are built on mutual trust and respect and where we expect our children to develop high personal standards and strong moral values.

The School's Behaviour and Anti Bullying Policy is designed to support the way in which all members of the school community can live and work together.

### 2. Context

This policy should be read in conjunction with those policies listed below:-

- Health and Safety Policy
- Safeguarding Policy
- Attendance Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Home School Agreement
- Special Educational Needs Policy

### 3. Classroom Management

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour in a consistent way

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Well prepared and stimulating lessons generate good behaviour and earn respect. We strive to achieve the following in school:-

- Teacher or teaching assistant to escort pupils into class lessons
- Well prepared lessons
- Learning activities to keep everyone occupied and interested
- Lessons that extend and motivate all pupils
- All areas kept clean and tidy
- Interesting wall display maintained

#### 4. Rules/Expectations

At Rosegrove Infant School we set high standards and apply the following school rules firmly:-

- Be kind to others
- Walk in school
- Talk quietly to each other
- Be polite
- Take care of your school

Each classroom has established, with the involvement of pupils, a set of classroom rules. These are limited in number and observable. The rules should apply at all times throughout the day and apply to behaviour. These rules are displayed in the classroom for all to see and are referred to regularly.

#### 5. Rewards

There is a clear system of rewards which are used to encourage good behaviour. For example:

- Good to be Green stickers/certificates/letters/prizes
- Golden Time
- Learning to Learn Wall achievements
- Jewels in the Jar
- Celebration Assemblies
- Lunchtime Stars

(see below)

## GOOD BEHAVIOUR IS ENCOURAGED BY USING THE FOLLOWING

- A quiet voice and a calm manner
- Positive praise
- Leading by example - being a positive role model
- Offering meaningful rewards
- Recognising small achievements
- Make children feel special
- Recognising everyone needs to be heard
- Effective teaching and learning
- Access to a differentiated curriculum
- Consistent approaches for all children
- Clear boundaries
- Children need to understand what and why good behaviour is needed
- Zero tolerance
- Eye contact and smiling
- Good communication between home and school - Home School Agreement

## GOOD BEHAVIOUR IS REWARDED WITH

- Good to be Green stickers
- Smiles
- Positive praise
- Golden Awards
- Star Learner Awards
- Lunchtime Stars
- Positive comments to parents
- Celebrating good behaviour/success
- Jewels in the Jar
- Golden time - class based
- Sending pupils to another member of staff to reinforce success and praise
- Praise sent home - Good to be Green Certificate and letters from the Head Teacher
- Learning to Learn Wall

### 6. Consequences

If a child has behaved inappropriately or has not met school's expectations, they will have to take responsibility for their actions and undertake a consequence linked to their behaviour. This will be directly related to what they have done and will help them to learn how they can put things right. This links to the restorative approach which teaches children to see the results of their actions and how they need to make amends.

## RESTORATIVE APPROACHES

When an incident has occurred where a child has behaved inappropriately the school has adopted a Restorative Approach to help solve the problem. This will help children to take responsibility for their actions, whilst also making them aware of how their behaviour has affected other people. The school adopts a Restorative Approach to questioning.

- What happened/what's happening?
- What were you thinking/feeling at the time?
- What do you feel/think now?
- How have you and others been affected?
- What do you need?
- What do you need to do to put it right?

Rosegrove Infant School  
Our Graduated Response

Type of inappropriate behaviour	Examples	Response/Consequence
Low Level-isolated	Calling out, out of place, pushing in line, rocking in chair, making inappropriate noises, refusing to co-operate, swearing, lying, refusal to complete work.	Verbal warning from adult.
Low Level-frequent	Calling out, out of place, pushing in line, rocking in chair, making inappropriate noises, refusing to co-operate, swearing, lying, refusal to complete work.	<p>Stop and Think Card issued. Time to reflect and make things right by doing what we expect in school for us all to learn, be safe and happy.</p> <p>If incident repeated, Yellow Warning card issued. Last opportunity to go back on to Green and make things right.</p> <p>If behaviours continue, a Red Consequence card will be issued = 1:1 time with adult, miss some playtime. Class Teacher will talk to parents/carers.</p> <p>If a Second Red consequence card is issued for the same behaviours or within the same week for different behaviours, Head Teacher speaks to parents/carers.</p>
Serious-isolated	Rude gestures, verbal abuse, aggression, racial incidents, arguing, disruptive behaviour.	Verbal warning from adult, move place, cool off/time out. Speak to Head Teacher. Stop and Think/Yellow Warning/Red Consequence cards issued accordingly, miss some of playtime. Speak to parents/carers where necessary.

Serious-frequent	Rude gestures, verbal abuse, aggression, racial incidents, arguing, spitting, disruptive behaviour.	Warning/Consequence cards issued as above. Possible time out, 1:1 time with adult, Head Teacher informed, miss some playtime/restorative approach used. Parents informed sensitively/discreetly. Individual Graduated Responses followed where necessary.
Very serious	Bullying, harming others, assault to staff, kicking, thumping, biting, smacking, slapping, fighting, stealing, vandalism.	Remove from situation, use safe/positive handling if needed. Cool off/time out. Inform parents, action/response agreed with parents according to behaviour displayed.

- ❖ Please note in some circumstances it may be that due to levels of behaviour it may mean that some situations need to go to one of the more high level responses quicker. This will have to be assessed by staff as to the appropriate response in the given circumstance.
- ❖ We use this graduated response to inappropriate negative behaviour needs to be used in conjunction with positive behaviour strategies within the classroom/school, never in isolation, as there needs to be a balance of positive interactions and experiences (praise, recognition, humour, etc) along with these assertive strategies and approach to managing challenging behaviour.
- ❖ In addition to this, children with extreme behaviour may be given an individual Graduated Response and Stages of Crisis.

## RESPONSES - CONDUCT OUTSIDE THE SCHOOL GATES

Where behaviour is inappropriate when a pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing to school uniform or
- In some other way identifiable as a pupil at the school

Or when the above does not apply by the inappropriate behaviour:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

The same principles and responses that are outlined for the management of behaviour in school, will be applied in accordance with the severity of the behaviour.

## DETENTION

Whilst the school does not use a formal system for detention, in following through with logical consequences pupils may well miss all or part of a playtime or lunchtime. Parental consent is not required in these circumstances but staff will act giving reasonable consideration for time to eat, drink and use the toilet. Detentions out of school hours will not be used.

## EXCLUSION

It may be necessary to exclude a child from Rosegrove Infant School, although we firmly believe that this should only be carried out if all other responses/consequences have failed. A child who may be in danger of being excluded will already have been identified by the school and will have their own Individual Behaviour Plan (IBP) and/or Graduated Response.

The decision to exclude is taken by the Head Teacher and this may be for a fixed term or permanent exclusion. The Head Teacher will take into account the circumstances, evidence available and the need to balance the interest of the pupil against those of the whole school community.

The following are examples of behaviour which will not be tolerated and warrant possible exclusion:

- Extreme or violent physical abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

**Parents** have the right to make representations to the governing body (or discipline committee) about an exclusion and the **governing body** must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent panel.

### Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1998, the Communications Act 2003 and the Public Order Act 1986. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Policy should only be undertaken with the agreement of the Head Teacher.

### 7. Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided that they have acted lawfully and reasonably. The legislation does not describe what must be done with confiscated items
2. Power to search without consent for 'prohibited items' including:
  - a) Knives and weapons
  - b) Alcohol
  - c) Illegal drugs
  - d) Stolen items
  - e) Tobacco and cigarette papers
  - f) Pornographic images
  - g) Any article that has been or is likely to be used to commit an offence, cause injury or damage to property
  - h) Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

## 8. Power to use reasonable force

In our school we do **not** have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. School staff have a legal power to use reasonable force (we use safe/positive handling). Force is usually used to control or restrain, but never as a punishment.

DfE: Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot:
- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.

Telling parents when force has been used on their child

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and
  - the child's age.

Use of reasonable force Advice for headteachers, staff and governing bodies - DfE - @July 2013 - Revised 2015

## 9. Roles and Responsibilities

The governing body sets out the rationale for this policy which the Head Teacher operates on a day to day basis.

We expect all staff and pupils to adhere to this policy.

We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the Head Teacher.

## 10. School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special education needs and/or disability. This is in accordance with the SEN code of practice. We recognise that a child with social, emotional and behavioural difficulties may require something additional or different and we would make reasonable adjustments in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN Register. An individual behaviour plan will be established in consultation with the child and his/her parent/carer. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include input from the school SENDCo/referral to our Pastoral Lead and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school to understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy,

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force.

### 11. Consultation, monitoring and evaluation

Our school is a community of Governors, teachers, teaching assistants, welfare staff, parents, pupils and other adults. It is the function of this school community, through a system of relationships, rules, rewards and responses to encourage and develop self-discipline within our children.

This policy will be monitored in accordance with the school's annual cycle of monitoring and evaluations shared with the governing body through the Head Teacher's report and school record of self-evaluation.

The policy will be reviewed annually with all staff at the start of each academic year with mid-year reviews where monitoring indicates that this is required.

Following the annual review of the policy, parents will be advised of updates/changes via a text message sign-posting them to the website. The school newsletter and website will also be utilised to ensure the principles of this policy remain high profile for the whole school community.

### 12. Complaints Procedure

This section should be read in conjunction with the school's complaint procedure.

(A full copy is available from the school office and on the school website).

In respect of this particular policy it should be noted that:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is **not** for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the dealing with 'Allegations of Abuse against Teachers and non-teaching Staff' guidance (DfE 2012/revised 2015) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

### 13. Prevent bullying

Bullying is unacceptable at Rosegrove Infant School and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

#### **What is bullying?**

##### **Bullying is behaviour which:**

- deliberately makes another person feel uncomfortable, distressed or threatened
- is repeated over time
- makes those being bullied feel powerless to defend themselves
- can include racist, sexist or homophobic behaviour
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##### **Bullying may take many forms, such as:**

- physical: hitting, pushing, kicking
- name calling and verbal abuse: face-to-face or in writing
- making racist, sexist or gender based comments or jokes
- making threats
- taunting or mocking
- spreading rumours
- making jokes to make someone look 'small'
- shutting out a person
- ganging up on someone
- refusing to co-operate with someone
- hiding equipment or other possessions
- online bullying
- peer on peer abuse

**Rosegrove Infant School works hard to combat bullying by:  
Involving pupils in:**

- PSHE Curriculum
- SEAL materials
- Assemblies
- Playground Buddy System
- School Council
- Online Safety lessons

**Raising awareness in staff, parents and governors through**

Awareness raising sessions for teaching and non-teaching staff, school prospectus and other publications to parents/carers.

## **GUIDANCE and ADVICE**

### **For Pupils...**

If a pupil is being bullied they should:

- Tell someone they trust
- Remember they are not the one with the problem
- If they can try to ignore the bully
- If they can do not show the bully they are upset
- Be assertive
- Walk away quickly and confidently, even if they do not feel that way inside
- If they are different be proud of that difference

### **Friends...**

- Listen and talk it through
- Try to be sensitive
- Try not to leave them on their own
- Persuade the person being bullied to tell an adult

### **Bystanders....**

- Even if they don't take part in bullying but see it and walk way they are ignoring their responsibilities
- Get help
- Give sympathy to the person being bullied

## **For Parents/Carers and Teachers**

### **Recognising the signs**

Someone who is being bullied may:

- Be unwilling to go to school
- Begin doing badly in school
- Have unexplained bruised, scratches, cuts
- Become withdrawn or start stammering
- Have noticeable and prolonged changes in mood
- Become distressed
- Become bad tempered
- Refuse to say what is wrong
- Lose appetite or start overeating
- Cry himself/herself to sleep or have nightmares
- Attempt or threaten to harm him/herself

### **For Parents/Carers....**

Any of the behaviour above may indicate other problems. But, if you become aware and are concerned by any of this behaviour, and think your child is being bullied

- Encourage him/her to talk about the problem
- Reassure him/her of your support
- Try to listen calmly and don't overreact
- Attempt to find out when and where the bullying takes place. Is there a pattern?
- Contact school to discuss the problem with your child's class teacher
- Work with the class teacher to support your child within or outside school

### **For Staff...**

All members of staff, teaching and non-teaching, should deal with any incident of suspected or observed bullying by:

- Talking to the pupil and give reassurance
- Take action appropriate at the time
- Report the incident to a member of the Senior Leadership Team

The senior member of staff will:

- Arrange for support and reassurance for the pupil
- Interview the person responsible for the bullying
- Contact parents/carers when necessary
- Take appropriate disciplinary action

- Working with pupils, parents/carers and other teachers to support those involved and prevent the bullying
- Record incidents and outcomes of any action taken

<b>Signed</b>	<b>Signed</b>  <b>On behalf of the Governing Body</b>
<b>Head Teachers name:</b>  <b>Mrs L Renshaw</b>	<b>Chair of Governors name:</b>  <b>Mr S Hoyle</b>
<b>Date:</b>	<b>Proposed Review Date.</b>