

# ☆Garden Suburb Infant School☆

## Behaviour and Anti-Bullying Policy

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Child on Child Abuse Procedure.
- PSHE Policy
- SEND Policy
- Complaints Procedure Policy

## **1 Statement of Intent**

- 1.1 At Garden Suburb Infant School we believe in an entitlement to a safe and secure environment where learning, teaching and playing can flourish in a positive atmosphere characterised by mutual respect and trust.
- 1.2 We believe that fundamental to this is a whole school approach to behaviour which is both clear, consistent and supported by positive behaviour management strategies.
- 1.3 We recognise that parents/carers are key partners in establishing and maintaining positive behaviour and we will seek to ensure their involvement in and support for our whole school approach.
- 1.4 We aim to:
- Recognise and value the unique qualities of each child, positively reinforcing their self esteem and self confidence
  - Enable children to learn in a safe, secure and happy environment
  - Encourage, recognise and celebrate good behaviour throughout the school
  - Help children to develop their social, intellectual, physical and emotional skills to enable positive and beneficial interactions.
  - Support children to develop the language and vocabulary to communicate their feelings and needs clearly.
  - Develop effective learning behaviours which will enable children to access their learning effectively and develop positive and constructive interactions with others.
  - Establish clear expectations of behaviour within school and ensure that these are understood clearly by children and parents/carers.
  - Ensure that behavioural expectations are consistently applied.
  - Establish, apply and review guidelines for staff to support them when dealing with instances of inappropriate behaviour, including those which could fall under the category of "Child on Child Abuse".
  - Apply agreed procedures in instances of severe and/or repeated inappropriate behaviour.
  - Ensure parental involvement in behaviour management issues

## **2 Our expectations**

- 2.1 To ensure and maintain high standards of behaviour it is important that our expectations are clear and understood by children, staff and parents. We have a School Code of Conduct and associated short simple rules for behaviour within the school building and the playground. (*Appendix A*).
- 2.2 These are introduced in class and regularly reinforced at Head Teacher Assemblies and other teacher led assemblies. Parents are informed of the school code of conduct and our school rules via the Parents Handbook
- 2.3 To support consistency of approach we have set out in much more detail our expectations of behaviour at different points of the school day and places in the building. (*Appendix B*)

## **3 Roles and Responsibilities**

- 3.1 The governing board will have overall responsibility for:
- Making a statement of behaviour principles, and providing support for the headteacher on promoting good behaviour where appropriate.
  - Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
  - Promoting a culture where the ethos of the school code and purposeful learning encompasses every space and activity.
  - Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
  - Ensuring this policy is published on the school website.

### **3.2 The headteacher will be responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

### **3.3 The Deputy Headteacher and Senior Leadership Team will be responsible for:**

- Overseeing the whole-school approach to behaviour, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with this policy.

### **3.4 The SENCO will be responsible for:**

- Collaborating with the governing board, headteacher and other members of SLT, to determine the strategic development of behaviour policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

### **3.5 Teaching staff will be responsible for:**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

### **3.6 All members of staff, including teaching and support staff, and volunteers will be responsible for:**

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Reporting incidences of poor behaviour through the agreed reporting system.

### **3.7 Parents will be responsible for:**

- Supporting their child in adhering to the school rules and reinforcing this at home.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

3.8 Weekly meetings of teaching staff and support staff allow issues relating to general behaviour or the specific behaviour of individual children to be discussed and resolved.

#### **4.0 Effective classroom management**

4.1 Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

We have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative.

We also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they need to do.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will revisit rules and routines on a daily basis. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

#### **4.2 The classroom environment**

We understand that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

- Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:
- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively

#### **5.0 Developing and maintaining positive behaviour within school**

5.1 We are proud of our children and recognise that their behaviour is good. We work hard to emphasize positive behaviour and recognise that positive reinforcement is the most useful strategy in encouraging and maintaining good behaviour. We aim to focus on appropriate behaviour and to 'catch them being good'.

- 5.2 Therefore when giving praise, teachers will ensure:
- They define the behaviour that is being rewarded.
  - The praise is given immediately following the desired behaviour.
  - Praise is related to effort, rather than only to work produced.
  - School learning behaviours are promoted and encouraged.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded.

Class discussion time and assemblies are used to publicly acknowledge good behaviour, kindness, consideration and effort.

Opportunities are given for children to show work to other children, classes, teachers and the head teacher.

Feedback is given to parents/carers about their child's positive behaviour.

Our 'Guidelines for Developing Improved Behaviour with Individual children' are followed by all staff (*Appendix C*)

### 5.3 What is meant by inappropriate behaviour?

Inappropriate behaviour is defined as breaking the school's Code of Behaviour and expectations for behaviour in the school or playground. Children, staff and parents should have a shared understanding of what is inappropriate behaviour.

### 5.4 We recognise that there are differing levels of inappropriate behaviour ranging from minor transgressions to very serious incidents. We have categorised them as:

- Minor transgressions i.e. snatching,
- Repeated minor transgressions
- Serious incidents i.e. incidents involving deliberate unwelcome physical contact/offensive verbal abuse
- Repeated serious incidents
- Very serious incidents i.e. rudeness to adults, racial, sexual abuse
- Repeated very serious incidents i.e. bullying

## 6 Action taken in response to inappropriate behaviour

- 6.1 We aim to deal with inappropriate behaviour immediately, by the adult present at the time and in the setting where the behaviour occurred. However, there will be occasions when the behaviour is considered serious enough for referral to a senior member of staff or the Head Teacher.

*(Appendix D sets out the range of responses to inappropriate behaviour.)*

- 6.2 Where the behaviour of individual children is giving particular cause for concern, strategies for behaviour management will be developed by the class teacher/SENCo and the Inclusion Team and recorded in a Emotional Regulation Plan (**Appendix I**). We believe that for such a behaviour plan to be fully effective it should also have the active involvement of the parents or carers and be shared with all adults who have contact with the child in school.

- 6.3 We work to the framework of the national government guidance "Use of Reasonable Force: Advice for head teachers, staff and governing bodies (DfE 2013)". This states that school staff members have a legal power to use reasonable force (control or restraint) to prevent pupils from committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. (See Appendix E)

## **7.0 Parental involvement**

7.1 We value the support and involvement of parents/carers in establishing and maintaining appropriate behaviour and encourage parents to communicate with us any concerns they might have. We also expect that parents will listen to and support our actions within school to improve both individual and collective behaviour.

7.2 We will usually deal with individual minor behavioural issues immediately without involving parents. However, where a child's behaviour is giving cause for concern on a regular basis or deemed a serious incident, the class teacher will discuss with parent/carer and agree a course of action. (see paragraph 5.2 above).

## **8.0 Involvement of children**

8.1 Children are actively involved in the development of school and class codes of behaviour and are usually the most effective monitors of each others behaviour. We encourage children to try to resolve minor disputes by themselves in the first instance, but to involve an adult if this is not possible.

8.2 We seek to develop children's ability to speak out and assert themselves in a non - aggressive, confident manner. Class teachers, through discussion with the children, create a forum where individual or class related issues can be voiced. Children can collectively express views on behavioural matters and develop possible solutions.

## **9 Bullying**

9.1 Bullying is a term which covers a variety of repeated serious inappropriate behaviours but which will have 3 things in common

- hurtful behaviour which is deliberate
- hurtful behaviour which is repeated
- hurtful behaviour from which it is difficult to defend oneself

9.2 In Garden Suburb Infant School we believe the description and term 'bully' and 'bullying' to be highly emotive, leading to heightened levels of parental anxiety. In view of the age and level of maturity of the children in our school we prefer to use the description of **repeated serious inappropriate behaviour** and refrain from using the expressions bully or bullying. This does not in anyway, reflect a lack of commitment to taking action to deal with such behaviour.

## **10 Bullying behaviour**

10.1 We operate a 'no blame' approach to bullying as we believe that it is the behaviour NOT the child which is the problem.

### **11.0 Responses to repeated serious inappropriate behaviour**

11.1 We aim to create an atmosphere where children feel able to approach adults within school with their experiences, fears and concerns. We aim to empower children, developing their confidence and self esteem in order to tackle any inappropriate behaviour they may experience

11.2 We see it as our responsibility to help children to **unlearn** such behaviour and to teach all children to cope with their feelings in a socially acceptable way, through the development of emotional literacy and self-control.

11.3 Specific instances will be discussed with parents at the earliest opportunity and referred to the Inclusion Team. A programme of action/Emotional Regulation Plan will be devised involving children, parents and class teachers, aimed at changing the behaviour, empowering the individuals and working towards reconciliation.

11.4 We have a procedure for managing incidences of "Child-on-Child Abuse", and this should be read in conjunction with this policy and the Safeguarding and Child Protection policy.

*(Appendix F sets out our detailed approach)*

## **12. Development of Learning Behaviours.**

12.1 Children will not learn effectively and deeply if they have not developed a set of key attitudes and dispositions. We aim to develop them in all aspects of the taught curriculum and they are transferrable across the curriculum. We will focus on the following core learning behaviours:

**Independence \* Co-operation \* Inventiveness \* Resilience \* Reflection**

12.2 In order to develop these behaviours, we will:

- Use assembly opportunities to develop the behaviours.
- Use class discussions to focus on the learning behaviours.
- Build the learning behaviour focus into planning.
- Discuss with individual children, during regular teacher pupil dialogues, which learning behaviours they need to develop.

12.3 The development of effective learning behaviours and the appropriate acknowledgement by adults and peers in school promotes self-esteem which then in turn feeds into improved general behaviour (Appendix G).

### **13. Monitoring**

The behaviour of children is constantly monitored throughout the school day and dealt with in accordance with this policy. Staff record incidences of bad behaviour (for example, where a child hurts another child, defies adult instructions or deliberately damages property) on a "Behaviour Concern Sheet" (**Appendix H**) or, if appropriate and deemed a safeguarding concern, on "My Concern". The headteacher logs these incidents, and uses them to build a picture of particular individuals, locations or times of concern, so that further action can be planned.

### **14. Policy Review**

This Policy is reviewed every year. It is discussed at the beginning of each school year to ensure that there is still a shared vision and that all staff are aware of expectations.

## **APPENDIX A**

### **CODE OF BEHAVIOUR**

**Our School Code is:**

#### **Be Kind**

- ◆ Always treat other people with respect
- ◆ Only speak to each other in a friendly way
- ◆ Only call each other by our real names
- ◆ Only touch each other in a friendly way

#### **Be Fair**

- ◆ Be a good listener when others are speaking
- ◆ Look after our playground and garden
- ◆ Keep our school tidy

#### **Be Honest**

- ◆ Always tell the truth
- ◆ Respect each others personal space and belongings

#### **Be Safe**

- ◆ Always walk quietly and sensibly within school
- ◆ Always tell an adult if you are hurt or feel frightened or sad.
- ◆ Tell staff members if you see a stranger



## **APPENDIX B**

### **OUR EXPECTATIONS FOR PARTICULAR TIMES AND PLACES**

#### **START OF THE SCHOOL DAY**

The doors open at 8.45am ready for the start of the school day at 8.55am. Children are much more settled when they arrive on time.

We expect children to:

- ◆ Go through to their classrooms on their own.
- ◆ Hang up coats quickly and quietly
- ◆ Put away lunch boxes and water bottles and walk to class
- ◆ Children who arrive after registration report to the office.

#### **THE CLASSROOM**

The classroom is a place of learning. We expect children to:

- ◆ Sit still with legs crossed when on the carpet
- ◆ Put hand up to share ideas and ask questions
- ◆ Respect classroom equipment
- ◆ Put things away in the correct place as soon as required
- ◆ Stop and listen immediately when asked by an adult
- ◆ Walk sensibly around the classroom
- ◆ Sit squarely on their chair (4 chair legs on the ground)
- ◆ Respect each other
- ◆ Work and play co-operatively with each other
- ◆ Speak quietly in the classroom
- ◆ Ask the teacher if they need the toilet
- ◆ Not to bring in toys from home
- ◆ Bring their book bags in daily

#### **WET PLAY**

Children stay in their classrooms during wet play. They are expected to:

- ◆ Only use activities allocated for wet play (Wet play list to be displayed in all classrooms)
- ◆ Ask permission from a mealtime supervisor or member of staff to leave the classroom
- ◆ Leave the classroom tidy at the end of playtime

#### **ASSEMBLY**

Assembly is a time for thought and reflection. Children are expected to:

- ◆ Be silent while entering and leaving the hall
- ◆ Put their hands up to answer questions
- ◆ Walk to and from assembly in single file and sensibly

#### **THE CORRIDORS**

The way children move around school is part of their training in awareness of others. Teachers should ensure that children get to their destination by escorting them down the corridors in their lines or watching from their doors. The children are expected to:

- ◆ Walk sensibly and quietly at all times.
- ◆ Walk past people who are working in the corridor without disturbing them.
- ◆ Replace any coats that have fallen on the nearest peg

#### **THE TOILETS**

We expect children to use the toilets sensibly and efficiently. We expect them to:

- ◆ Be quick
- ◆ Wash their hands
- ◆ Flush the toilet
- ◆ Go at playtime not during lesson time
- ◆ Go one at a time from each class if necessary during lesson time (apart from reception children, or medical need requires them to go on a more regular basis)

- ◆ Speak quietly
- ◆ Keep the toilets clean and tidy

## **THE PLAYGROUND**

Break time is an opportunity for children to play outside. Our playground rules encourage respect, cooperation and consideration. Children are expected to:

- ◆ Only touch each other in a friendly way, and respect their peers' feelings when they say they do not want to be touched.
- ◆ Only speak to others in a friendly way
- ◆ Only call others by their real name
- ◆ Look after our playground and garden
- ◆ Try and solve small problems themselves
- ◆ Always tell an adult if they feel frightened or sad
- ◆ Use agreed school based equipment at lunchtime play
- ◆ Ask to go to the toilet or medical room, only leaving the playground with permission.
- ◆ Stay in the permitted area in sight of staff (not going behind the sheds, etc)
- ◆ Stand still immediately on hearing the first bell and walk to their class line quietly and sensibly on hearing the second bell.

## **LUNCHTIME IN THE DINING ROOM**

Lunchtimes are busy times and the children are expected to help things run smoothly:

- ◆ Children walk in line across the playground to the dining room
- ◆ Children hang their coats on a peg
- ◆ Children stand still and quiet in the line leading up to get their food
- ◆ Children are polite to the kitchen staff i.e. saying please and thank you
- ◆ Children with packed lunches take everything out of their box and put the box on the floor. Parents are encouraged to send things that the children can open themselves and anything not eaten goes home again. Exceptions are half eaten yogurt/carton drinks.
- ◆ Children talk quietly amongst themselves while eating
- ◆ Children use appropriate table manners (use a knife and fork properly, cut up food before eating it, chew with their mouth closed)
- ◆ No throwing food on the floor or around the room
- ◆ Children follow the Mealtime Supervisor (MTS) instructions
- ◆ Children do not leave the table unless they have asked an MTS if they can. If the MTS feels they have not eaten enough they will encourage the child to eat more
- ◆ Children put their coats on and return sensibly to the playground
- ◆ Packed lunch children put their own rubbish in the bin and take their packed lunch box/bag with them when they leave.
- ◆ Positive behaviour reported from the dining hall will be acknowledged by class teachers

## **SCHOOL OUTINGS**

When children are out on school visits they are ambassadors for the school. They are expected to:

- ◆ Be well mannered and courteous to each other and members of the public
- ◆ Stay with their designated adult at all times
- ◆ Be sensible and aware of the need for safety

## **END OF THE SCHOOL DAY**

The school day is not finished until the class teacher gives permission for a child to go to their parent/carer. Both for safety and efficiency it is essential that school procedure is followed:

- ◆ They line up in single file and walk down the corridor sensibly and quietly when told to by their teacher
- ◆ They remain in line until they reach the colour marker in the playground
- ◆ They say goodbye to their teacher
- ◆ Parents only collect children from the colour marker at all times
- ◆ When the weather is inclement children will still be taken to the playground for collection.

Children who are late in being collected will;

- ◆ Wait with the class teacher until brought back into the building.
- ◆ Sit in the lobby area quietly awaiting collection. Their name is entered into the late book and the time of collection recorded.

## **APPENDIX C**

### **GENERAL GUIDELINES FOR DEVELOPING IMPROVED BEHAVIOUR**

- ◆ Remember that it is the behaviour, NOT the child which is the problem. Let them know that you like them but not the behaviour.
- ◆ Where possible do an 'action replay' requiring the child to do the correct thing. In this way they are much more likely to remember what they should do, rather than feeling bad and focussing on what they did wrong.
- ◆ Use a calm voice and be clear and consistent when applying a rule or sanction.
- ◆ Use role play to encourage children to solve problems for themselves rather than rely on adult intervention.
- ◆ Identify which children are likely to behave inappropriately and praise them when they are doing something right *before* they have the chance to do something wrong. **Catch them being good.**
- ◆ Use 'the mistakes process' (4 W's) to encourage children to take responsibility.
  - **What** did I do?
  - **Which** rule did I break/forget?
  - **What** can I do to make it better?
  - **What** can I do to prevent it from happening in the future?
- ◆ Develop emotional literacy and empathy. If a child's anger or frustration is acknowledged they will have less need to act upon it. It is acceptable to feel an emotion but it is not acceptable to act it out.
- ◆ Adjust expectations to the child's 'social age' but still have expectations.

**APPENDIX D**  
**DEALING WITH INAPPROPRIATE BEHAVIOUR**

**THE FOLLOWING SYSTEMS SHOULD BE APPLIED:**

- ◆ Praising good behaviour
- ◆ Polite reminders
- ◆ Caution given, asking the child what rule they have broken/forgotten
- ◆ Reparation or Apology (although this is not always appropriate because if children do not feel sorry it teaches them to lie):
  - Action Replay in the playground.
  - In the corridor, go back and walk/wait until everyone else has gone.
  - Children causing damage or making a mess are required to tidy up (i.e. in the toilets)
- ◆ “Time out” i.e. move to a calmer place:
  - A separate table or the mat
  - In assembly stand up or sit away from class
  - In the playground walk with the teacher on duty; sit on the bench; sit on the chair outside Rainbow Room by the door (if member of staff on duty at the door).
- ◆ Brief ‘time out’ outside classroom or with another teacher – it remains the class teacher’s responsibility to discipline the child (not the supporting teacher). In assembly the child could be sent back to their own teacher.
- ◆ A portion/whole of playtime missed during which time the child will reflect upon inappropriate behaviour or be required to undertake an activity designated by teacher ( i.e. picking up litter)
- ◆ With-holding privileges / removal from lunch hall for a set period if bad behaviour takes place there.
- ◆ Sent to a senior member of staff
- ◆ Parents informed where appropriate.
- ◆ Incidents of bad behaviour should be recorded on a Behaviour Incident Report by the person dealing with the incident. Reports should be given to the Headteacher who will record them in the Behaviour Log.
- ◆ An emotional Regulation Plan may need to be written, with the involvement of the parents, child and appropriate members of staff.
- ◆ Children with documented identified behavioural needs will be mentored during lunchtime play, when possible, by SEN support staff
- ◆ All children with social, behavioural, communication and gross motor difficulties will be identified to the mealtime supervisors who will apply the same procedure for the lunch/dining hall

## APPENDIX E

### Use of Reasonable Force - Advice for Staff

At Garden Suburb Infant School, we work to the framework of national government guidance *Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2013*.

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools, force is generally used for two different purposes – to **control** pupils and to **restrain** them.

**Control** can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use **restraint** they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- ◆ to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- ◆ to prevent a pupil causing deliberate damage to property;
- ◆ to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- ◆ to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- ◆ to prevent a pupil behaving in a way that seriously disrupts a lesson;
- ◆ to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

The power may be used where pupils (including those from another school) are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

However, because the use of force should only be a last resort, at Garden Suburb Infant School, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff.

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and – crucially in the case of pupils with SEN or disabilities – information about the individual concerned. Individual risk assessments are set up where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil whose SEN and/or disability is associated with extreme behaviour.

A procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident. This is to ensure that parents are kept informed of serious events at school concerning their child. (If reporting the incident to a parent would be likely to result in significant harm to the pupil, then the incident will be reported to the local authority where the pupil normally lives.)

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.

It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Force **WILL NEVER** be used as a punishment, because it would fall within the definition of corporal punishment, which is illegal.

At Garden Suburb Infant School, key members of staff may be trained using the TEAM TEACH methods of physical restraint, if this was felt appropriate. Where practically possible, two members of staff should be present if restraint is necessary, one of whom should be TEAM TEACH trained.

## APPENDIX F

### ANTI-BULLYING POLICY

#### OUR APPROACH TO SERIOUS INAPPROPRIATE BEHAVIOUR

##### Rationale

The school has a 'duty of care' towards all its pupils in that the Headteacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm. This statement takes full account of the school's legal obligations to:

- ◆ Have a policy to prevent all forms of bullying amongst pupils
- ◆ Make a written copy of the statement available on request
- ◆ Set out the strategies to be followed, how they will be implemented and a mechanism for monitoring and reviewing effectiveness.

**In Garden Suburb Infant School, we are working with and caring for very young children aged 4 years old to 7 years old. We believe that attaching blame or labelling a child whose behaviour is unacceptable is not a constructive way to change that behaviour.**

**The terms bully and bullying are highly emotive, raising parental anxiety and potentially hindering constructive interventions and mediation. For this reason, we rely on the full co-operation of the parents/carers in working with us in finding a positive resolution to any issue of this type.**

##### **At Garden Suburb Infant School, we believe that**

- ◆ Bullying is repeated serious inappropriate behaviour which is undesirable, unacceptable and detrimental to the wellbeing of the individual.
- ◆ Everyone has the right to work/ learn in an atmosphere that is free from fear.
- ◆ No child is born a bully and that such behaviour is acquired in response to experience. **It is the behaviour not the child which is the problem.**
- ◆ It is the responsibility of the school and the parents or carers to help children unlearn such behaviour and to deal with feelings in a socially acceptable way.
- ◆ It is possible to find solutions to serious behavioural issues and that the most effective solutions will involve all parties.
- ◆ A culture of 'no blame' enables all children to learn how to deal with situations and to modify their behaviour.
- ◆ We all need to be alert to the possibility of such behaviour and ensure that we are good role models.
- ◆ We all have a duty to work together to protect vulnerable individuals.
- ◆ All members of the school community have a right to expect that their concerns will be listened to and treated seriously.

##### Definitions

We follow DfE guidance which defines bullying as:

"behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." (*DfE, Preventing and Tackling Bullying, 2017*).

This hurtful behaviour can manifest itself in the following ways and can be conveyed either personally or via text messaging or use of the internet:

- ◆ Physical: pushing, kicking, hitting, pinching...
- ◆ Verbal: name-calling, persistent teasing, lying about somebody else,...
- ◆ Emotional: tormenting, making fun of,...
- ◆ Racist: racial comments, name calling...
- ◆ Sexual; unwanted physical contact, homophobic comments...

We aim to:-

- ◆ Make explicit that serious inappropriate behaviour is unacceptable in our school.
- ◆ Enable everyone to feel safe while at school.
- ◆ Ensure that children are aware that they can talk to adults within school if they are worried or frightened and to create the environment where that happens.

- ◆ Support and protect vulnerable children and ensure they are listened to.
- ◆ Have effective interventions in place to tackle repeated serious inappropriate behaviour.
- ◆ Help and support those children whose behaviour is giving rise to concern in order to change their attitudes as well as their behaviour.
- ◆ Ensure that all parents are aware that the school has a behaviour policy which is available either on the website or by request.
- ◆ Effectively communicate with parents and other members of the school community.
- ◆ Support the key roles of the class teachers and SENCo in dealing with all behavioural incidents.
- ◆ Ensure all members of the school community have a shared understanding of and accept shared responsibility for implementing the behaviour policy.
- ◆ Ensure that staff have adequate training to support and implement school policy.
- ◆ Ensure that serious incidents of inappropriate behaviour are recorded and shared with relevant organisations for use as necessary.

### **The role of the adults in school**

We recognise that all adults in the school are role models. We undertake to:

- ◆ Show respect for every child and adult within the school community.
- ◆ Only ever comment on the behaviour and not the child.
- ◆ Treat children equally and with respect.
- ◆ Never use labels to describe a child and discourage others from doing so.
- ◆ Have high expectations of all children and their capacity to change their behaviour with parental support.
- ◆ Actively seek to develop a praise culture within the school.

### **The role of the pupils in school**

Children also have a responsibility to model appropriate behaviour for their peers. We therefore expect all children to:

- ◆ Show respect for their peers and adults working within the school community
- ◆ Be kind and sensitive to others.
- ◆ Be able to make positive comments about their peers.
- ◆ Take responsibility for their own behaviour
- ◆ Understand that there will be consequences for inappropriate behaviour.

We support children who have experienced any hurtful/inappropriate behaviour by teaching children to-

- ◆ Tell an adult or somebody they trust what has happened straight away.
- ◆ Take a friend to tell a teacher or adult if they are frightened to do so on their own.
- ◆ Not to blame themselves for what has happened
- ◆ Make eye contact and say '**stop it**' loudly, clearly and assertively.
- ◆ Move away from the situation.
- ◆ Draw, speak or show what has happened when asked

We expect staff to-

- ◆ Listen attentively and take seriously a child's report of serious hurtful/inappropriate behaviour.
- ◆ Support and protect vulnerable children.
- ◆ Help and support changes in behaviour using the strategies agreed.
- ◆ Liaise with parents as appropriate.
- ◆ Apply agreed sanctions
- ◆ Maintain confidentiality
- ◆ Be familiar with the schools Behaviour Policy and no blame approach but to seek advice if unsure of what to do.

### **Action to be taken by school when serious inappropriate behaviour is identified or reported.**

We realise that, although the behaviour in our school is very good, there will be instances of serious inappropriate behaviour. This might be identified through staff observation; by children themselves or by parents. In these circumstances we will



- ◆ Listen to the detail of the complaint seeking clarification of when, where and frequency and ensure that the class teacher is informed.
- ◆ Refer to the Headteacher who will, in liaison with the Inclusion team and class teacher determine action and strategies.
- ◆ Meet with parents of the children involved to discuss the action proposed to address the situation i.e. mediation for children, assertiveness and confidence building activities, behaviour log and home school books and any other strategy deemed necessary as long as they are in line with this policy.
- ◆ Keep a written record of all further meetings.
- ◆ Put in place the strategies and sanctions agreed, observe and monitor closely their effectiveness
- ◆ Ensure that adults in school who deal with the children are aware of the actions to be taken.
- ◆ Where considered appropriate we may involve external professionals to support our interventions.

### **Advice for parents**

We recognise that this is an issue which worries many parents. It is important for parents to raise their concerns with their child's class teacher as early as possible giving as much information as possible. The school will investigate the concerns and talk to parents about what will happen next.

**We encourage parents to allow the issue to be dealt with in school and at no time should parents approach or remonstrate another child.**

### **Recognising signs of potential Bullying or distress**

A child who may be victim of repeated hurtful/inappropriate behaviour may show:

- ◆ Unwillingness to come to school;
- ◆ Sullen or tearful attitude;
- ◆ Withdrawn and isolated behaviour;
- ◆ Refusing to talk about a problem or his/her day when doing so willingly in normal circumstances;
- ◆ Being more easily distressed;
- ◆ Educational attainment slowing down;
- ◆ Change in social behaviour;
- ◆ Missing possession or damaged work.

### **Strategies and interventions**






We have a range of strategies to raise awareness, to support individuals, to maintain good behaviour and to change inappropriate behaviour. These include:

- ◆ Co-operative group work.
- ◆ Circle Time.
- ◆ No Blame Approach.
- ◆ Midday supervisor training.
- ◆ Buddy systems.
- ◆ PSHE programmes.
- ◆ Self esteem workshops.
- ◆ Nurture/Social club
- ◆ Home/School liaison.
- ◆ Parental support/parenting workshops
- ◆ Behaviour Management Plan

### **Equal Opportunities**

Every member of the school community can expect to work or learn without experiencing hurtful or inappropriate behaviour. All members of the school community can expect support from school policies and procedures to ensure that the school remains a safe environment in which to teach and learn. This policy should be read in conjunction with all other equalities policies.

## Appendix G Learning behaviours – what does it mean for a child?

Independent Iris	Co –operative Colin
<ul style="list-style-type: none"> <li>• I listen to instructions</li> <li>• I know what I need to do.</li> <li>• I take care of my environment and myself.</li> <li>• I try for myself before I ask for help.</li> <li>• I notice things around me.</li> <li>• I think for myself.</li> <li>• I enjoy doing things for myself.</li> <li>• I can find ways to solve problems for myself.</li> </ul> 	<ul style="list-style-type: none"> <li>• I like to work with others.</li> <li>• I listen to the ideas of others.</li> <li>• I can manage my feelings.</li> <li>• I help others to learn.</li> <li>• I take turns and share.</li> <li>• I learn from others.</li> <li>• I treat others fairly.</li> </ul> 
Inventive Ivy.	Resilient Rupert.
<ul style="list-style-type: none"> <li>• I use my imagination</li> <li>• I wonder what if....?</li> <li>• I use what I have learned in many different ways.</li> <li>• I can solve problems.</li> <li>• I ask many questions.</li> <li>• I use my initiative.</li> <li>• I can use a range of equipment.</li> </ul> 	<ul style="list-style-type: none"> <li>• I have confidence in myself.</li> <li>• I am brave and will try new things.</li> <li>• I find ways to help myself.</li> <li>• I concentrate and ignore distractions.</li> <li>• I accept a challenge.</li> <li>• I keep on trying and don't give up.</li> <li>• I know that making mistakes is part of learning.</li> </ul> 
Reflective Rowan.	
<ul style="list-style-type: none"> <li>• I listen to advice and feedback.</li> <li>• I think about what I am doing and learning.</li> <li>• I know that I can learn from my mistakes.</li> <li>• I can talk to other people about my learning.</li> <li>• I know how to make my work even better.</li> <li>• I am proud of what I can do.</li> </ul> 	

## Appendix H – Behaviour Incident Report Sheet

### GARDEN SUBURB INFANT SCHOOL Behaviour Incident Report Sheet

Child's name:		
Child's class:		Report completed by:
Date	Time	Where:
People/person involved:		
What happened just before (possible trigger)		
What happened?		
Action taken and child's response		
Why do you think they behaved that way: eg attention seeking, avoidance, sensory		

## EMOTIONAL REGULATION PLAN

<b>NAME:</b>	<b>DoB:</b>
<b>YEAR:</b>	<b>SEN CoP:</b>
<b>Brief Summary and Relevant Details:</b>	
<b>Triggers for Behaviour:</b>	
<b>Reactions:</b>	
<b>Strategies to Manage Behaviour:</b>	
<b>Effective Systems for Positive Change:</b>	
<b>Date completed:</b>  <b>Review date:</b>	<b>Those involved:</b>

Cc: pupil, parents/carers, relevant staff, school file

Agreed and signed by:

Pupil:

Teacher:

Parent/carer: