



BLOSSOMFIELD
— Infant School —

Behaviour and Anti-Bullying Policy

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Lorna Bosley
Chair of Governors:

Philosophy

- We believe that children can learn good behaviour if it is modelled and explained to them.
- We believe that the best way to reinforce positive behaviour is through highlighting the good behaviour and, where possible and safe, ignoring the inappropriate behaviour.
- We believe that when home and school work together children will learn quickly what is acceptable behaviour.

Aims

To enable children to:

- Recognise good behaviour through positive encouragement.
- Respect and value each other.
- Develop a sense of responsibility for their own actions.

Our philosophy and aims are developed through the following;

Our ethos

We have high expectations for all of our pupils.

ALL adults are involved in modelling and managing good behaviour around school. This is reinforced in the PSD curriculum and SEAL. We believe that parents are vital in establishing good behaviour patterns. As a result parents are invited into school regularly to share and celebrate children's learning. A Home - School - Agreement is signed by the child, parent and school as a promise to support each other and follow the rules.

Our School Rules

At school

- We move around school sensibly.
- We listen to and follow instructions.
- We are kind and polite to everyone.
- We keep our hands and bodies to ourselves.

These are embodied in the Golden Rules.

Rewards

During their first weeks in school we will introduce these rules to the children. We will teach the children what each of the rules means and encourage them to follow the rules by giving out stickers as rewards.

At the start of each academic year we have two weeks of induction when the Golden Rules are revisited and reinforced. The children in Key stage 1 also devise their own rules for accepted behaviour in the classroom and with their peers. During this time the Headteacher takes several assemblies where 'New Beginnings' and the Golden Rules are the theme.

In Foundation Stage children are rewarded with stickers or wrist bands, and star certificates. Behaviour is frequently discussed to ensure the children understand what is expected and why. Good behaviour is always praised to reinforce what we want to see.

In Key Stage 1 behaviour is managed by a system of raffle tickets. Tickets are collected in a class box and the winner is drawn out at the end of each day, with 3 winners on a Friday. Winners may choose a prize from the class box.

Each class is awarded a number of star cards weekly, some of which may be awarded for good behaviour by any member of staff. There is a weekly celebration Assembly on Fridays where these are presented and other achievements are celebrated. We believe that it is important that all types of achievements are recognized. Nursery children can also receive star cards but these are given during class time rather than at Celebration Assembly.

To make lunchtimes a little different, good manners and behaviour will be rewarded with a special sticker or a star card from the Lunch time Supervisors, which is presented in Celebration Assembly. A play leader is employed to keep children fit and active for part of their lunchtime and this impacts positively on the behavior of all children.

Individual children may have their own system of rewards including star charts, home-school books, regular meetings with parents.

All children are rewarded for their good behaviour weekly with Golden Time when children choose activities or toys to play with for a short time.

Sanctions

- A child who finds following rules difficult will be given a warning.
- Should they still continue not to follow the rules they will be given time out immediately in the classroom for a short set period, usually 1 to 3 minutes, often with a sand timer. Children then return to the class group.
- If poor behaviour continues, the child will be sent to time out again before returning to the class group.
- However, should poor behaviour continue the child will be sent out or sent to work in another class.
- Children will miss part of a playtime, Golden Time or an activity they enjoy.
- If a child continues to find rule following difficult we will have a meeting with parents and set up a behaviour diary between the parents, the child and the school.
- The school is able to purchase from the SEMH service (SISS) for help and advice.

Whole Class Visual Behaviour Displays:

Teachers use various visual displays to help with class behaviour

- Star

All children begin the day on the star. If a warning is needed the child's name is moved off the star. If the child then starts to follow the rules his/her name is moved back onto the star. If however, after a warning the child continues not to follow the rules their name is moved onto the time out mat/chair. Once the child has had time out their name is returned to the star.

- Sun, Cloud, Storm

Much the same idea as above - all children begin the day on the sun. If a warning is needed the child's name is moved off the sun and onto the cloud. If the child then starts to follow the rules his/her name is moved back onto the sun. If however, after a warning the child continues not to follow the rules their name is moved onto the storm. This indicates that the child will have time out at the next choosing time or play time. Once the child has had time out their name is returned to the sun.

- Traffic Lights

Again, the same idea as above - all children begin the day on green. If a warning is needed the child's name is moved off green and onto the amber. If the child then starts to follow the rules his/her name is moved back onto green. If however, after a warning the child continues not to follow the rules their name is moved onto red. This indicates that the child will have time out at the next choosing time or play time. Once the child has had time out their name is returned to green.

Individual Behaviour Ideas:

- Traffic lights - a smaller version of the whole class idea for individual children or even a few children.
- Photographs of the child at various stages of anxiety, getting help and feeling happy. To be used as a visual social story.
- Time out cards - e.g. child able to go to library at times of high anxiety, with adult supervision.
- Individual sticker chart
- Social story
- Individual visual timetable
- Book of things that help me
- Home/school books - using smiley/sad faces to assess each session of the day.

Building Learning Power (BLP)

BLP is part of the ethos and culture at Blossomfield. It is an intrinsic part of our curriculum and is threaded through our practice. We believe that BLP influences children's attitudes and dispositions towards learning and towards school life more generally.

- ✓ It is a learning culture that encourages children and teachers to become better learners
- ✓ It allows children to approach difficulties in learning without fear of failure
- ✓ It allows the children to take small steps within learning
- ✓ It develops confidence
- ✓ It is not additional to teaching but should be grounded within everyday teaching and learning
- ✓ It gives clear labels for the children to use to develop understanding of learning processes.

We believe that nurturing good learning behaviours in children at an early age impacts positively on the standard of behaviour in school and with parental support this will extend beyond the school gate.

(More information about BLP can be found on the school website)

Use of reasonable force

Any member of staff may use such force as is reasonable under the circumstances to prevent a pupil:

- Causing injury or personal damage
- Prejudicing good order and discipline at school or among pupils
- Committing an offence.

Reasonable force may include any of the following:

- Physically interposing between pupils
- Blocking a path
- Holding
- Leading by hand or arm
- Shepherding - hand in centre of back
- Restrictive hold

The Use of Reasonable Force document (DFE July 2013) is shared with staff at the beginning of each academic year. Any new staff joining during the year will be given a copy of the guidance which will form part of their induction procedures.

- **Useful Links**
 - Safeguarding policy
 - SEAL
 - PSD policy
 - Use of Reasonable Force (DFE July 2013)
 - Behaviour & Discipline in Schools (DFE Jan 2016)

Policy on Anti-Bullying

We first need to explain what bullying is, as many children say they have been bullied when, for example, they have just fallen out with a friend, or someone has bumped into them.

What is bullying?

Bullying is:

- Deliberately hurtful behaviour
- Repeated over a period of time
- When those being bullied find it difficult to defend themselves

It can take many forms such as:

- Physical - hitting, kicking, taking belongings
- Verbal - name-calling, insulting, racist remarks
- Indirect - spreading nasty stories about someone, exclusion from a group, texting, emailing etc to send hurtful remarks

Aims of the policy

- To prevent bullying in school
- To provide an atmosphere where children feel safe to talk about it
- To be able to deal with bullying when it occurs
- To be part of our Healthy School work
- To help with communication with parents

Coverage in the curriculum

- SEAL - The themes of Say No to Bullying, Getting on and Falling Out, and Relationships
- Circle time - discussing how to make good relationships and how to be more assertive when problems arise
- Assemblies - listening to stories about relationships and what to do if you are bullied

Pupils know that:

- The school cares about bullying
- They have to TELL SOMEONE if they think they are being bullied
- Action **will** be taken
- They may talk to **any** member of staff in school about a bullying incident

We teach the children the difference between rough play, falling out and bullying. The children know that they need to tell someone or put a note about it in the worry box.

The message about bullying and what to do about it is continually reinforced at school, through the curriculum and whenever the need arises.

Guidelines for investigating incidents

If staff believe they know about a bullying incident, they should follow the clearly laid out procedure. All incidents of bullying must be reported to the Head or Deputy.

Staff should:

- Remain calm
- Listen to the children
- Take them seriously
- Act on the information as soon as possible
- Reassure the victim
- Offer advice, help and support to the victim
- Make it clear to the bully that they have made the wrong choice
- Encourage the bully to see the victim's point of view.
- Any sanctions should be clearly explained
- The head teacher and class teacher should be informed
- Inform all colleagues if the incident arose out of a situation which could occur again

- Parents should be informed immediately and a follow up meeting should be arranged to discuss actions taken, or to let the parents know if the bullying has stopped.
- A written record of any bullying incident should be completed and given to the head teacher. The bullying log must be completed by the head, deputy or class teacher.

All staff including governors, teachers, teaching assistants, secretaries, and lunch time supervisors should be involved by being aware of the possibility of bullying in school, and knowing the guidelines.

The Chair of Governors reads and signs the Bullying, Racial Incidents and Incidents records termly.

This policy was discussed at Parent Partnership in September 2016 and was presented to the Governors in November 2016.