

The Coastal Federation

Bacton Primary school

**Starfish
pre-school**



BEHAVIOUR and ANTI BULLYING POLICY 2019

Reviewed - September 2019
Next Review June 2020

Chair of Governors: Kevin Cheetham

Introduction

Successful schools are orderly communities where there is a shared understanding of values, and a strong commitment to work together to achieve common aims. They have clear and developmentally appropriate expectations of behaviour (including for preschool aged children). Good behaviour and discipline is essential if our school is to provide a high quality education for all pupils.

This policy document follows from extensive discussion and consultation with pupils, staff, parents and Governors and acknowledges the school's legal duties under the Equality Act 2010, particularly in respect of safeguarding and of pupils with Special Educational Needs (SEN). We very much value this partnership, and believe that any initiatives relating to behaviour and discipline cannot be fully effective without the cooperation of everyone within the school community.

Principles upon which our policy is based:

- A positive reinforcement of good behaviour (e.g. through stickers, certificates, awards)
- Everyone is entitled to respect
- Everyone should be treated fairly and consistently
- Everyone has a responsibility to themselves and others
- Teachers have a right to teach and pupils a right to learn as effectively as possible
- Effective discipline is a shared undertaking between the school, the pupil, and those with parental responsibility

Our Values:

- Respect for others, their property and the environment
- Honesty, trust and fairness
- Tolerance and compassion towards others
- Self respect and self discipline

There are both *entitlements* and *responsibilities* on the part of those involved in securing good discipline in school.

The Child:

Entitlement

- To be treated fairly and with respect
- To be happy at school without the fear of bullying
- To learn without disruption through activities where they are meaningfully occupied
- To be given reasons wherever possible for decisions which affect them

Responsibilities

- To understand and accept the behaviour expected of them in school
- To treat other children and adults respectfully
- To work to the best of their capabilities and allow others to do so too

Teaching and Support Staff

We recognise that very young children, particularly those of preschool age are sometimes unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort for intense emotions, helping children to identify and manage their feelings and talk to them to help resolve issues and promote understanding. We recognise that behaviour is a means of communication in children whose language skills are only just developing.

Entitlement

- To be able to teach or carry out their job effectively without disruption

Responsibilities

- To set clear goals and expectations, and to apply rules and sanctions consistently and fairly
- Strive for a calm and purposeful atmosphere in which children can learn effectively
- To set work which is appropriate to the abilities of the child
- To encourage good behaviour, positive self esteem and self regulation through the recognition of good conduct, effort and achievement so that they feel welcomed.
- To regularly inform parents about their child's behaviour. (In preschool this communication is via the child's keyworker)

Those with Parental Responsibility

Entitlement





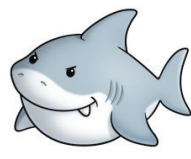

- For their child to receive a quality education during their time at school
- To be treated as an equal partner with the school, and for their views and opinions to be respected and valued

Responsibilities

- To support the school's policy on behaviour and discipline
- To reinforce the school's efforts at home
- To co-operate with the school in resolving any problem

Values and Learning Dispositions - JONK (Joy of Not Knowing)

Our schools values are centered around the 6 learning dispositions:

					
Collaborative	Creative	Curious	Reflective	Resilient	Resourceful

These are clearly understood by all of our staff and pupils. As well as being designed to promote good learning behaviours, we believe when these are followed, the result is good behaviour, self discipline and respect and prevention of bullying.

Our expectations, together with the reasons for them are frequently discussed and reinforced through curricula opportunities, assemblies, weekly rewards, newsletters to parents/carers and themes within the PSHE curriculum.

The Coastal Federation Code of Conduct

- ★ Feeling safe and secure when at school - *kind hands, kind feet, kind words*
- ★ Dedication and working hard - *be the best you can be*
- ★ Tidy, tidy, tidy. Everything, everywhere - *be proud of your school!*
- ★ Good communication - *it's good to talk and listen*
- ★ Remember good manners rule - *think of others*
- ★ Tolerance towards others - *who you are and what you do matters*

Please and thank you's
PrOud of your school

Look to learn
Kindness to everyone
Tidy, tidy, tidy
Ears listening

Break time and Lunchtime Supervision

We expect children to play sensibly, to respect others, and to use appropriate language. At lunchtime, responsibility for ensuring that children come to lunch in an orderly way and for supervising them on the playground or field lies with our team of Midday Supervisory Assistants (MSA). Our MSA teams include support staff working with the children in class. We believe strongly that this is a fundamental aspect of both effective behaviour management and children's social/emotional wellbeing due to the positive relationships built across the day/week.

As at all times during the school day, we expect children to act kindly and respectfully, to have due regard for their own safety and that of others and to comply with reasonable instructions and requests. Any serious behavioural or disciplinary problems will be referred to the Head of School or a senior member of staff.

Children are assisted in resolving some of their disputes and behaviour problems by means of peer mentoring programmes including 'Lighthouse Lookout Crew' at Bacton and 'M.S.S' (Mundesley Support Squad) at Mundesley Infant and Juniors.

Positive reinforcement of good behaviour

We believe that the recognition of good behaviour contributes to a positive ethos and pride in our school. It enhances a child's sense of worth and self esteem, reinforces values, and encourages other children to follow their example.

We aim to do this through:

- Ensuring our agreed Code of Conduct is known by pupils, staff, parents and governors
- Comments made to the child which acknowledges that their behaviour has been noted and valued.
- Rewarding 'doing the right thing' and working hard by moving up the chart in class
- Having a fluid behaviour chart in all classes where children can rectify their behaviour and move up within sessions and across the day
- Public recognition through the use of Certificates of Achievement
- Awarding housepoints/stickers
- Attendance Awards
- Governors Award
- Additional responsibilities / privileges within the school community
- Assemblies are linked to promoting our core values and learning dispositions
- Promote good behaviour through systematic celebration of ALL pupils achievements
- Rewards should focus on reinforcing behaviours we want to see (See rewards system)
- High expectations of good behaviour should apply to all children.
- Recognise some pupils will need more support in meeting these expectations and put appropriate plans in place to help them
- All adults around the school should be good role models for pupils
- The emphasis is on HOW one disciplines rather than on specific strategies. This is discipline with dignity. In any situation, children have a right to their feelings
- **All staff will follow The Coastal Federation Behaviour Checklist**
- Part of the Home/School contract refers to our code of conduct, which parents agree to and sign on admission.

Sanctions

There will be occasions when a child's behaviour is inappropriate. In these situations we will aim to follow a procedure which everyone is aware of.

Minor/low level poor behaviours/disruption will be dealt with in class by Class teacher and support staff in the classroom in the first instance.

There may be occasions when we might use one of the following strategies:

- Class discussion of relevant issues
- Verbal warnings and moving down the behaviour chart in class
- Providing time out and/or timers for children to get behaviour back on track
- Discussing inappropriate behaviour with a child, explaining the consequences of the action and why the behaviour is unacceptable
- Moving position within the class
- Withdrawal of breaktime/lunchtime privileges
- Completing missed work in their own time
- Withdrawal from the class for a short period
- Working individually under the supervision of another member of staff
- Enlisting the help of senior staff
- Giving children time and space to work through a problem together
- Working with the child to enhance their understanding of the negative effects / consequences of their behaviour and what they may need to do to make amends

Consequence systems should focus on POSITIVE techniques that are kind and firm at the same time.

Biting Procedure

Our procedures are as follows:

- Comfort the bitten child and administer appropriate First Aid
- Remove the biting child from the circumstances that provoked the biting for a short period of time.
- Once the biting child is calm, explain to them why biting is unacceptable, that it hurts the other child. Talk through the event as developmentally appropriate for the child and give support to help restore relationship with the bitten child.
- We will always inform the parents of both children and explore with the parents of the biting child their strategy for dealing with such incidents if they occur at home or elsewhere. (If their strategy is a direct contradiction of our strategy, e.g. parent bites the child back, we would explain why we thought this was an inappropriate response.)
- Discuss with other staff members the incidents concerned and evaluate and monitor the situation for the future.
- In a small minority of cases where biting is persistent to the point of serious concern, it may be appropriate to enlist the help of other professionals, e.g. Health Visitor, Early Years Advisor, to look closely at any other contributory factors. This would only be done in consultation with parents/carers.
- Staff members will not disclose the identity of the child that has bitten.

Use of Reasonable Force

- Reasonable force may only be used to prevent a child from injuring itself and/or others in exceptional circumstances. A record of any incident where reasonable force has been used will be made on Myconcern. In Starfish preschool parents sign the behaviour incident slip as a record that this incident has been reported to them and this is uploaded to Myconcern. Corporal punishment is illegal. All members of the teaching and support staff team are Norfolk Steps trained.

A pupil with difficult/ dangerous behaviours will have a Positive Behaviour Management Plan (this is the Norfolk Steps version) and any use of restraint will be on an individual audited need.

Exclusion

We aim to involve parents at an early stage with any concerns we might have about a pupil's behaviour in school, and to work with them in trying to resolve the difficulty. However, it may be appropriate to exclude a child from school, either on a temporary or permanent basis for a serious breach of discipline dependent upon their developmental stage.

A child may be excluded when there has been:

- A physical assault on a pupil or adult including biting
- Persistent or severe verbal abuse of pupils or adults
- A breakdown in discipline which is jeopardising the education of other pupils

The County has set out procedures relating to exclusion which would be followed.

Where a child has been excluded for a fixed term, the pupil and parents will be asked to meet the headteacher before reinstatement to discuss future conduct.

Support from Outside Agencies

If a child's behaviour is giving cause for concern, parents would be contacted by the classteacher or the headteacher at an early stage, with a view to discussing and implementing a strategy which has the support of the pupil, parents and school. We would hope that a co-operative effort from everyone would be sufficient to resolve the difficulty over time. However, if the problem persists, or if it is a particularly serious concern, we would, with the permission of parents / carers, seek the help of the School Support Team or Time For You worker. The child's programme of action and progress would be noted on a Education Healthcare Plan, and parents would be invited to school on a regular basis to discuss progress with the SEND Co-ordinator.

Liaison between schools

A consistent approach to discipline and behaviour by different schools as a child is educated is clearly going to be of value. Pupils will know what is expected of them, routines will be developed, and positive behaviour established at an early stage.

We have agreed the following principles with each school:

- Good discipline and behaviour is based on everyone in the school community showing respect to each other
- We aim to treat everyone fairly and consistently
- We believe that the recognition and praise of good behaviour creates a positive ethos in school
- We encourage children to think for themselves, to be caring in their relationships with other people, and to be self disciplined in their work
- We believe that good behaviour and discipline is best achieved through a partnership with parents. We value their involvement and support.

Behaviour checklist for teachers and support staff

Classroom

- Know the names and roles of any adults in your class
- Be at your door at the start of each session to meet and greet pupils when they come into the classroom and collect from the playground
- Display signed copy of the schools' Code of Conduct in the classroom
- Display rules in the class and ensure that pupils and staff know what they are
- Display the tariff of sanctions in class
- Have a system in place to follow through with all sanctions
- Display the tariff of rewards in class
- Have a system in place to follow through with all rewards
- Have a visual timetable on the wall
- Follow the Coastal Federation Behaviour Policy

Pupils

- Know the names of the children in your class
- Have a plan for children who are likely to experience difficulties following rules
- Ensure other adults in the class know the plan and follow it
- Understand pupils' special needs

Teaching

- Ensure that all resources are prepared in advance
- Always praise the behaviour you want to see more of
- Always praise children doing the right thing loudly but quietly and privately address the behaviour from children who are struggling with the code of conduct
- Differentiate, for learning and for behaviour
- Stay calm
- Always use an appropriate tone of voice when dealing with pupils. A loud voice is different from a shouting voice and is more effective
- Have clear routines for transitions and for stopping the class
- Teach children the class routines regularly

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the not so good ones.

Bullying

Bullying happens from time to time in all schools, but when it occurs we treat all cases very seriously. Bullying behaviour will not be tolerated, and we will do everything we can to identify

and resolve incidents and support those involved.

Aims

Our aims are to:

- Enable children to learn in a safe and secure environment
- Raise awareness by implementing our AntiBullying Policy through work in the curriculum, SEAL and PSHE programmes
- Promote an anti-bullying ethos by involving children, staff, parents and governors
- Reduce the incidence of bullying
- Enable pupils to identify who they can go to for help
- Support victims
- Work with children who display bullying behaviour

What is bullying?

Bullying can be described as deliberately hurtful behaviour which is often repeated over time, where it is difficult for those being bullied to defend themselves.

Not all aggressive behaviour constitutes bullying. There are occasions when children become embroiled in a dispute that escalates into name calling or a fight. These incidents will be dealt with within the procedures of our Behaviour Policy.

Bullying can be:

- Physical: hitting, kicking, punching or any use of violence
- Verbal: name calling, sarcasm, spreading rumours and teasing
- Emotional: being unfriendly, excluding and tormenting
- Racist: racial taunts, graffiti and gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focusing on the issue of sexuality
- Cyber: misuse of email, chat rooms and social networking sites,

mobile threats by text messaging and calling, and inappropriate use of technology such as cameras and video

Bullying affects the safety and happiness of pupils: they may be reluctant to come to school, lose self-confidence and self-esteem, and their ability to learn may suffer.

We are committed to being an effective and caring school, and we wish to demonstrate, both through our policy and practice, we will respond appropriately and rigorously to bullying.

How the school deals with bullying

We recognise that in most cases bullying will not stop without intervention. For this reason, it is essential that all members of the school community (children and adults) should report any signs or suspicion of bullying to the school straight away, so that the incident can be

investigated and appropriate action be taken.

Staff

- Take bullying seriously and investigate the facts of any incident, recording concerns on 'My Concern'
- Support children who are bullied
- Encourage bullies to change their behaviour
- Encourage children to speak out against bullying
- Break up groups of bullies
- Use peer pressure against bullying behaviour
- Meet with parties involved individually

Parents and Carers

- Take bullying seriously and notify the school
- Support children who are bullied
- Encourage bullies to change their behaviour
- Encourage children to speak out against bullying
- Take an active interest in children's social lives and watch for changes in behaviour or signs of distress

The Child

- Tell yourself that you don't deserve to be bullied
- Try to be assertive: tell bullies that you do not like what they are doing
- Talk to an adult
- Talk to one of the school's 'M.S.S' at Mundesley or 'Lighthouse Lookout Crew' at Bacton
- Tell your friends and get them to support you
- Show that you and your friends disapprove of bullying behaviour
- Support other children who may be bullied
- Be careful in what you say to others: teasing and personal remarks are often hurtful
- Don't stand aside: get help

Procedure for dealing with bullying

- Report bullying incidents to staff
- Senior management will investigate and monitor the incident to a satisfactory resolution. A 'cooling off' period may be used. All accounts will be listened to, premature judgements will not be made and a problem solving approach will aim to move children on from self justification.
- In serious cases, the school will liaise with the parents of those involved and the incident will be recorded on 'My Concern'
 - Incidents involving racism are logged on Myschool annually - (Prejudice related incidents)
 - If necessary, the police will be contacted

Outcomes

- When appropriate, sanctions may be imposed on bullies including: Writing a letter of apology
Completing a reflective behaviour sheet, moving position within class or assembly, losing joint breaks or lunchtimes, child being placed on daily report, withdrawal of privileges and exclusion
- If possible, the parties will be reconciled
- Senior management will follow up the incident and monitor relationships between the children involved
- Pupils who have been bullied will be given support to help them restore self esteem
- Bullies will be given help and advice to encourage them to change their behaviour

How we prevent bullying

We strive to develop and maintain an ethos where everyone is valued, and there is a strong respect for each other. We expect children to behave sensibly and we encourage them to resolve disputes in a sensible way. We believe that it is important for children to be reminded of the issues of bullying on a regular basis – to know what it is, who they can turn to for help, and how the school will deal with it. We do this through:

- Whole school assemblies
- SEAL time
- PSHE and RE lessons
- County and national initiatives (e.g. AntiBullying Week)
- Circle time
- ICT lessons and E-safety training

Starfish Pre-School Behaviour Management Policy

Statement of Intent

Our Pre-School believes that children flourish best when they know how they are expected to behave and when their personal, social and emotional needs are met, and where there are

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment and behave in socially acceptable ways.

Methods

- All staff receive Norfolk Steps "Step On" training which provides a foundation knowledge in understanding and responding to behaviour within settings.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents, carers and one another with friendliness, care and courtesy.

- We familiarise new staff and volunteers with the Pre-School's behaviour management policy and its rules for behaviour.
- Pre-School staff establish simple routines and expected behaviour code.
- We expect all members of the Pre-School – children, parents, carers, staff, volunteers and students to respect and consistently follow the routines and behaviour code. Put simply, "We look after the toys and we look after each other."
- Children are welcomed into each session by name.
- A visual timetable is displayed at child height.
- We praise and endorse desirable behaviour e.g. awarding stickers and Starfish Star certificates.
- We avoid creating situations in which the children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the Pre-School.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use or threaten physical punishment.
- We do not use techniques intended to single out and humiliate individual children.
- We will only use physical restraint to prevent serious physical injury to a child or adult and/or serious damage to property. Details of such an event (what happened, what action was taken, by whom and the names of witnesses) are brought to the attention of the Pre-School manager and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation. We help children to find solutions in ways which are appropriate to them including acknowledgement of feelings, and we support children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that the children are meaningfully occupied without the need for unnecessary conflict over sharing and turn-taking.
- We teach turn taking techniques such as the use of a sand timer.
- We support each child in developing self-esteem, feelings of competence and to develop a sense of belonging in our group so that they feel valued and welcome.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We make sure that we feedback the good days as well as the less good ones. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort for intense emotions, helping children to identify and manage their feelings and talk to them to help resolve issues and promote understanding. We recognise that behaviour is a means of communication in children whose language skills are only just developing.

Biting procedure

The Pre-School always follows the same procedures in the event of a child being bitten. Our procedures are as follows:

- Comfort the bitten child and administer appropriate First Aid

- Remove the biting child from the circumstances that provoked the biting for a short period of time.
- Once the biting child is calm, explain to them why biting is unacceptable, that it hurts the other child talk through the event as developmentally appropriate for the child and give support to help restore relationship with the bitten child.
- We will always inform the parents of both children and explore with the parents of the biting child their strategy for dealing with such incidents if they occur at home or elsewhere. (If their strategy is a direct contradiction of our strategy, e.g. parent bites the child back, we would explain why we thought this was an inappropriate response.)
- Discuss with other staff members the incidents concerned and evaluate and monitor the situation for the future.
- In a small minority of cases where biting is persistent to the point of serious concern, it may be appropriate to enlist the help of other professionals, e.g. Health Visitor, Early Years Advisor, to look closely at any other contributory factors. This would only be done in consultation with parents/carers.

It is not Pre-school policy to “expel” a child for this type of behaviour as this only removes the child and does not address the problem.

Staff members will not disclose the identity of the child that has bitten.

Bullying

Bullying can be described as deliberately hurtful behaviour that is often repeated over time, where it is difficult for those being bullied to defend themselves. We take bullying very seriously. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. As such, bullying rarely occurs in pre-school age children, however:

If a child bullies another child or children:

- We intervene to stop the child harming the other children;
- We explain to the child doing the bullying why his/her behaviour is inappropriate;
- We give reassurance to the child or children who have been bullied and show that we are able to listen to their concerns and act upon them;
- We help the child who has done the bullying to recognise the impact of their actions. We recognise that children who bully are often unable to empathise with others, and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- We make sure that children who have bullied receive praise when they display acceptable behaviour and give them supported opportunities to practice and reflect on considerate behaviour;
- We do not label children as “bullies”;
- We recognise that children who bully may be experiencing bullying themselves, or be subject to other circumstances causing them to express their anger in negative ways towards others;
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child’s behaviour;
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving, what action has been taken and what the child or children can expect to happen when they next go to Pre-School.

Staff will always be aware that some kinds of behaviour may result from a child’s special educational needs, and that some children may require additional support in order to get the most from their time at Pre-School.

British Values are embedded in the Early Years Foundation Stage and promoted in our setting and all that we do. These values include tolerance, mutual respect, rule of law, democracy and individual liberty.