

The Coastal Federation

Mundesley Infant



Mundesley Junior



MIJS 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 co-operation 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

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.

Those with Parental Responsibility

Entitlement





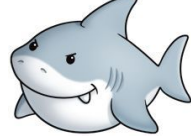

- For their child to receive a quality education during their time at school
- To be treated as an equal partner with the school, and for their views and opinions to be respected and valued

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 that 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 Behaviour Principles

- ★ 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
KIIndness to everyone
TIdy, tidy, tidy
Ears listening

The Coastal Federation Behaviour Rules

Every child has to follow these rules at all times. They are put in place to keep all children safe, happy and accessing the teaching and learning they are entitled to. When children do not follow these rules, they are at risk of harming those around them and seriously disrupting the learning environment.

- ★ We try our hardest at all times.
- ★ We follow adult instructions straight away.
- ★ We will move around school safely and quietly.
- ★ We use kind hands and feet at all times.
- ★ We use kind words at all times.
- ★ We take care of our resources inside and out.

Federation Behaviour rules are actioned by immediate consequences. All consequences will be educational to support the children in learning a better way to follow the rules. These educational consequences can include loss of part of playtime or enrichment/golden time, reflection time with an adult or reflection time in another classroom. If children breaks these rules then a phone call home or conversation at pick up time may be made to inform parents/carers of the behaviour and the resulting educational consequence.

All other behaviour choices are actioned by the behaviour charts in the classrooms. A pupil with difficult/dangerous behaviours will have an individual Positive Behaviour Management Plan (using the Norfolk Steps version).

Break time and Lunchtime Supervision

We expect children to follow all Federation Behaviour rules at all break times and lunchtime. At lunchtime, the children will be supported by our team of Midday Supervisory Assistants (MSA). Our MSA teams include support staff working with the children in class. Any serious behavioural problems will be referred to the Class Teachers at the end of that break or lunchtime, unless the MSA judges that a child needs to be brought into the school building during the break or lunchtime. 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 Behaviour Principles and Rules are 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
- Choosing and attending golden time/enrichment each week
- 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 will 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 Behaviour Principles and Rules, which parents agree to and sign on admission.

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' Behaviour Principles in the classroom
- Display Behaviour Rules in the class and ensure that pupils and staff know what they are
- Display the educational consequences in class
- Have a system in place to follow through with all consequences
- Effectively use the reward chart 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 Behaviour Rules
- Differentiate, for learning and for behaviour
- Ensure your classroom is a calm environment
- Remain calm at all times
- 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 and Federation Behaviour Rules regularly
- Give feedback to parents about their child's behaviour - let them know about the good days as well as the not so good ones.

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. Corporal punishment is illegal. All members of the teaching and support staff team are Norfolk Step On trained.

A pupil with difficult/ dangerous behaviours will have a Positive Behaviour Management Plan (using 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
- 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 class teacher or the Head of School 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 specialist professionals from other settings.

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 antibullying 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