

Broomhill Infant School

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Behaviour, Bullying and Discipline Policy

Last reviewed September 2019

To be read in conjunction with the Safeguarding and Children Protection Policy
and the Mental Health and Behaviour in Schools Guidance 2018

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Nature, Nurture, Knowledge

Behaviour

Rationale

At Broomhill Infant School we believe that positive behaviour will be promoted when children are provided with:

- Appropriate and clear boundaries, consistently applied.
- Positive role models of good behaviour and courtesy that demonstrate relationships built on trust, support and respect amongst all adults in our school community.
- A clear and informative Home/School Agreement agreed and valued by all members of our school community.
- A set of Classroom and Playground Charters formulated and agreed by all of the children to build understanding, ownership and awareness of the rules.
- Consistent use of the whole school behaviour system in order to provide the children with clear and consistent boundaries.
- Opportunities to learn the skills needed for appropriate behaviour in order to access the Foundation Stage and National Curriculum.
- Opportunities to be actively involved with their teachers, LSAs and parents in planning their own progress.
- Opportunities for personal growth through the experience of respect, empathy and acceptance.
- Opportunities to succeed in meeting appropriately challenging targets in both work and behaviour (recognition of success and times for celebration).

Purposes

- To foster an ethos which supports the Aims and Values of Broomhill Infant School.
- To promote equal opportunities and inclusion for all members of the whole school community.
- To provide a safe, secure learning environment.
- To support children in the development of self-discipline helping them to become responsible for their actions and aware of possible consequences of unacceptable or inappropriate behaviour.
- To provide children with the tools to de-escalate situations themselves and even to mediate each other's problems.
- To encourage parents and Governors to support the school in a manner consistent with this policy and the Aims and Values of this school by providing positive role models.
- This policy was written and reviewed by staff to ensure everyone has a secure understanding of whole school approaches implemented. We value our happy, caring environment, where everyone is treated with respect, equality, courtesy and consideration.

Guidelines

- Ensure that classroom organisation promotes good behaviour and safety for all.
- Ensure all adults in school are sensitive to individual children's needs and circumstances, where appropriate.
- Ensure each child has an equal opportunity to learn without being interrupted.
- Work with Parents/Carers and all colleagues as equal partners.

Aims

- Create a safe and secure environment so that all children are settled, confident and happy.
- All staff to model exemplary behaviour and manners at all times.
- Ensure effective teaching/learning at every opportunity.
- Foster respect, trust and support at all times for each other.
- Minimise stress for staff and children—work together at all times.

Plan

- Classroom and Playground Charters are in place and visible in all areas of the school.
- Shared golden times will be used as a reward for continued effort and positive attitude.
- The language of behaviour will be used by all staff ie "Good choices..."
- Rotas, duties and activities that involve procedures for safety and behaviour management.
- Procedures for crucial times (playtime; movement around school; entry and leaving): insist on careful management of these times and keep children involved in all planning.
- Adequate playground supervision and use of playground equipment.
- Promotion of positive attitudes through assembly and circle times.
- Opportunities for pupil input e.g. School Council.
- A thorough staff handbook that ensures procedures are known by all.
- Training opportunities for all staff.

Taking Action

- Ensure safe movement around school
- Take immediate action on unacceptable behaviour—always re-enforce good behaviour with praise.
- Give children the choice of where their continued poor behaviour will lead.
- Structure groups/activities with care and thought at planning stage
- Remind children of expectations in and out of class
- Review Home/School Agreement annually with parents and children

Ongoing Effectiveness Assessment

- Adult and child stress: are the procedures working for everybody?
- Are there fewer injuries and accidents?
- Are children able to work and play in a safe, secure environment where the teaching and learning is NOT interrupted by unacceptable behaviour?

Classroom Observations

Guidelines for Effective Praise

- Praise should be simple and directly-delivered in a measured voice and should result in children obtaining class and personal 'Dojo' points.
- In exceptional circumstances and continued positive effort a sticker or extra minutes of golden time maybe awarded.
- Praise personally, making eye contact. Praise given using the child's name is more meaningful for that child.
- Praise using straightforward sentences, e.g. "That's interesting. I never thought of that before..."
- Praise precisely, so that you can specify the particular accomplishment being praised.
- Try to recognise any noteworthy effort, care or perseverance..."You worked that out all on your own and I really liked the way you kept going without giving up..." instead of "Yes that is right."
- Draw attention to new skills or evidence of progress. "You have learned to use different kinds of sentences in your stories. They are now more interesting to read. Keep up the very good work."
- Use a variety of phrases for praising children. Overused stock phrases soon begin to sound insincere and give the impression that the adult has not really paid attention to the children.
- Back up verbal praise with non-verbal communication of approval. "That's really good..." is not very rewarding when said with a deadpan expression, a flat tone of voice and an air of distraction. The same phrase is much more effective when delivered with a smile and a tone communicating warmth.
- Avoid ambiguous statements like "You were really good today". Children take these as praise for compliance rather than for learning. Try to praise in a way that specifically rewards learning and behaviour efforts, e.g. "I am so pleased with your reading this morning especially the way that you built up and read those new words."

Suggested Rewards

- Dojo points
- Extra minutes of golden time and Top Table for Friday lunchtime
- Celebration Assembly Certificates and Assembly Stars
- Stickers from HT/ adult leading an intervention group
- Class marble/ pompom jars
- House tokens

Self-Esteem

Aim

To become aware that having confidence, self-respect and self-acceptance is necessary for a happy, healthy attitude towards life. It breeds hope and optimism and leads to a positive outlook on life.

[Education in Human Values.]

What is Self-esteem?

The level of self-esteem is the perceived gap between one's perceptions of oneself: self-image vs. one's ideal image. The more self-esteem a person has the more she/he is prepared to take risks showing confidence in his/her own ability.

Positive Attitudes

- Be genuine and fair.
- Recognise that some children may have problems they feel that they cannot talk about.
- Use non-verbal messages-eg a smile, nod, thumbs up.
- Label the act not the person.
- Identify small steps to success-IEPS-(Targets must be smart)
- Make children feel worthwhile and valued.
- Keep voice levels controlled.
- Be quiet and always polite and respectful.
- Use circle times to allow children to talk in a comfortable and non-threatening ethos.

Praise and Rewards

Everyone is motivated by positive reinforcement and the acknowledgement of good behaviour. Our aim should be to discipline pupils when necessary but to balance and complement this with frequent and positive support for acceptable and appropriate behaviour by pupils. When pupils realise that positive consequences result from appropriate behaviour, deviant behaviour will change. This will hopefully, have a knock-on effect in the classroom situation leading to a more stimulating and challenging learning environment. The following points need to be remembered when planning for praising and rewarding children:

- All pupils need to be aware of positive reinforcements.
- They should be something that they will value and enjoy.
- Notification should be immediate and frequent.
- Positive reinforcements should never be withdrawn as a punishment.

It may be useful to note that verbal/written praise should be specific and should mention acceptable behaviour.

Sanctions and Punishments

For all members of the school community to work harmoniously, there will be occasions when sanctions or punishments must be implemented in order to support the school, class or playground rules. These should be seen as a means of preventing recurrence of a misdemeanour or reducing its frequency. This can generally be achieved by clear indication to a child that the adult is upset, disapproves or that the behaviour will have adverse consequences.

NB: Label the action, not the child.

It is most important for a child to understand that it is the misdemeanour that is wrong, not the child him/herself. Alongside punishment, it should also be emphasized that appropriate behaviour and standards of work must be encouraged and rewarded. In this way children can begin to modify their own behaviour by example from both adults and peers.

The following is a list of actions and relevant sanctions in ascending order of gravity.

Being Consistently Disruptive

Examples: talking at inappropriate times, not stopping when the chimes are rung or continually disturbing others in assembly time.

1. Refer to Charters and explain why behaviour is not acceptable.
2. Give warning miss a minute of Golden time/ Time out to another part of the room
3. Time out in another part of school e.g. another class or with Head-teacher (Internal Exclusion as described in the DCSF Internal Exclusion Guidance 2010, stating "Internal exclusion offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of internal exclusion should be for the shortest time possible".
4. After internal exclusions parents will be asked to meet with the class teacher to discuss their child's behaviour.
5. Children can be sent to another classroom or to the Head Teacher's office with work to complete. Always make clear to the child the reason why they are being sent to another room to work. All internal exclusions need to be reported to the Head Teacher to be monitored and recorded. School may wish to inform parents of repeated internal exclusions.
6. Miss playtime
7. Involvement of Head Teacher if appropriate and parents to agree next steps.

Rough Play

Examples: ignoring Charter rules, unkind/not sharing, mistreating books or equipment/drawing on walls.

1. Discussing rights and wrongs of behaviour. Discuss at PSHE/Circle time
2. Referring to the Charter rules
3. Verbal warning
4. Time out, on bench, for 5 minutes
5. Apology in form of picture, verbal or written note
6. Inform parents verbally
7. Missing play/lunch time

Not Getting on with Work/Wasting Time

1. Reminders during sessions reinforcing reasons why they should concentrate.
2. Discussion with children about helpful/unhelpful talk.
3. Make children aware of choices and consequences for their choices.
4. Missed Golden Time
5. Time out with work.
6. Miss part of play/lunch break to make up.

Aggression to Peers or Adults

1. HT/ DH contacts parents to discuss behaviour.
2. SENCO: behaviour IEP.

Bullying

See section "Bullying" on page 9.

Discriminatory Behaviour

Actions, languages or behaviours indicating discrimination based on race, beliefs, gender or sexuality: see separate policies.

Further Actions

1. Teacher to discuss behaviour with parents
2. Refer to Head-teacher
3. Behaviour IEP with teacher, SENCO, parents and child.

Continual Disruptive Behaviour

1. Withdrawal of special privileges, e.g. Golden time, choosing, helping in school or special times
2. HT/DH and SENCO and Parents fully involved and supported by EWO if necessary and appropriate. Set up behaviour IEP.

3. SEN Governor involved.
4. Request input from outside agency ie Educational Psychologist, CAHMS
5. Fixed term exclusion - work set for child.
6. Pastoral Support Plan written with all adults involved.
7. LA procedures followed,
8. SIO involvement if needed
9. Permanent Exclusion.

Exclusions

DfE Guidance for those with legal responsibilities in relation to exclusion is now available at:

www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

The process for challenging a school's decision to permanently exclude a pupil involves the use of independent review panels. Where requested by a parent, an SEN expert will need to be appointed by the local authority or academy trust to advise the independent review panel. The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the Governing Body reconsider its decision; or direct the Governing Body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner. Where a Governing Body decides not to reinstate a pupil following a direction from a panel to reconsider its decision, the panel will be expected to require an adjustment to a school's budget/payment of £4,000 towards the cost of alternative provision. Where a parent alleges discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, they will also be able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

Key Responsibilities

Head-teachers' powers to exclude remain unchanged but there is new statutory guidance on the use of these powers.

Governing Bodies will perform the key role of determining whether an excluded pupil should be reinstated. This will involve reviewing the decision of the head-teacher and considering the outcome of any independent review panel hearing.

Where requested by a parent, local authorities or academy trusts will need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion. Panel members will need to be trained in how to perform their role. Local authorities or academy trusts will also need to appoint a special educational needs expert to advise the panel, where requested by a parent.

Anti-Bullying

Best Practice, as defined by Bristol City Council's Governor Development Service [No. 81 Term 2 2012-13], is that the school "has an anti-bullying policy that has been reviewed in the last 2 years and is consistent with current (Department of Education or Bristol City Council) anti-bullying guidance; it is known to all staff; and the school also has a pupil-friendly version that has been developed in consultation with pupils at the school. The policy is easily available to parents and carers."

Further, the school "keeps a log of all bullying and harassment incidents, including cyberbullying. The data is collated, analysed and acted on. This data is reviewed on a regular basis. Outcomes are recorded. This practice informs the Anti-bullying policy."

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and will not be tolerated at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a SHARING school. This means that anyone who knows that bullying is happening is expected to tell an adult.

What Is Bullying?

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened. Bullying is about power. Victims feel powerless to stop it. Bullying can be:

- Emotional: being unfriendly, excluding and tormenting (e.g. hiding books, threatening gestures).
- Racist: racial taunts, graffiti, gestures.
- Belief-based: criticising others because of their beliefs, whether religious or secular.
- Sexual: unwanted physical contact or sexually abusive comments.
- Homophobic: because of, or focussing on the issue of sexuality.

Bullying can be verbal (name-calling, sarcasm, spreading rumours, teasing), physical (not sharing, pushing, kicking, hitting, biting, punching or any use of violence) and it can also be "virtual", including "cyber-bullying" where the medium can be any areas of the Internet such as email & internet chat room misuse, via text messaging & calls, and including the misuse of associated technology, e.g. camera & video accessories.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- doesn't want to go on the school /public bus;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school ("school phobic");
- begins to play truant;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money (to pay a bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous & jumpy when a "cyber" message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. A child need not display all these signs or behaviours.

Procedures

1. Report bullying incidents to an adult;
2. In cases of serious bullying, the incidents will be recorded by staff;
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem;
4. If necessary and appropriate, the Police will be consulted;
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly;
6. An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place e.g. circle times, meeting with families concerned.
2. In serious cases, temporary or even permanent exclusion will be considered.
3. If possible, the pupils will be reconciled.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

Broomhill Infant School uses methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school Charters
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using Jigsaw resources)
- having discussions about bullying and why it matters.

Help Organisations

1. Advisory Centre for Education (ACE)0808 800 5793
2. Children's Legal Centre0845 345 4345
3. Parentline Plus.....0808 800 2222
4. Youth Access.....020 8772 9900
5. Bullying Online.....www.bullying.co.uk

Unacceptable Adult Behaviour

Rationale

At Broomhill Infant School we recognise the problem of unacceptable behaviour from adults. This may take the form of inappropriate use of language, violence, aggression, harassment or nuisance to adults and children, or trespassing on the school site.

Purposes

The aim is to provide a healthy and safe environment for all children, employees, parents, contractors and visitors.

Definitions

Violence/aggression—any incident in which a site user is verbally, physically or non-physically abused, threatened or assaulted (including in writing or via email or other electronic media), e.g.

- unwanted physical contact
- verbal aggression
- shouting and swearing
- displaying threatening weapons
- threats of violence
- interference with a person's belongings, e.g. pulling items of clothing, damaging staff car in car park
- bullying and intimidation

Harassment—threatening, abusive, insulting, disorderly behaviour or writing (hard- or softcopy) which causes a victim alarm or distress, e.g.

- bullying and intimidation
- sexual harassment, e.g. smutty talk or jokes, exposure, touching, groping
- Racial harassment, e.g. racist language, taunts, etc.
- nuisance telephone calls
- persistent complaint when all reasonable remedies have been pursued

Nuisance—an illegal act which causes obstruction, inconvenience or damage to other users in the exercise of their common rights.

Trespass—the intentional invasion of the school site without permission (the school is not a public place).

Unacceptable language and verbal abuse—e.g. swearing directed at an individual that can be threatening or abusive (including in writing or via email or other electronic media).

Guidelines

- Staff have a duty of care to maintain good order and to safeguard staff, pupils and others' health and safety.
- In an emergency or in self-defence everyone has a right to defend themselves against attack, provided they do not use a disproportionate degree of force.
- Employees must avoid putting themselves, colleagues or school in danger.
- Physical force is not to be used by staff to remove a person from the site.
- School lock-down may be required to protect the children.

Procedures to Follow in the Event of Unacceptable Behaviour by Adult

1. **In an emergency call 999** (e.g. life-threatened, people injured, offenders nearby, immediate action needed to secure evidence of crime).
2. In a situation which causes concern, but not an emergency as listed above, phone: Bristol City Council Security Services (9031550 / 9031552) or police non-emergency (101 /01275 818181)

Given appropriate notice of the probability of a breach of the peace, the police are prepared to assist and if necessary intervene. Assistance can also be provided by council officers.

Warning Letter

A letter based on the following exemplar should be sent on school headed paper in the first instance.

Date.....

Dear,

Re: Incident at Broomhill Infant School on (date)

(Give date and details of incident - be as detailed as possible)

Such behaviour is completely unacceptable and poses a serious threat to the proper running of Broomhill Infant School, which as a (parent/carer/relative/neighbour/community member) you ought to support.

In light of this behaviour, the school is entitled to consider banning you from entry on any part of the premises, without making a prior appointment with the Head Teacher or Chair of Governors.

If there is a recurrence of such behaviour on your part, Broomhill Infant School is minded to impose such a ban. You would have the right to make representations as to why you should not be banned from the premises. You may therefore wish to take legal advice with regard to your rights in this matter.

You should further understand that under section 547 of the Education Act 1996 it is a criminal offence to cause or permit nuisance or disturbance to the annoyance of persons who lawfully use the school premises and that proceedings will be taken against you should you cause or permit such nuisance or disturbance.

Yours sincerely,

Hayley Farthing
Head Teacher

Banning Letter

If the Warning Letter has no effect, then a letter based on the following exemplar should be sent on school headed paper.

Date.....

Dear.....,

Re: Incident at Broomhill Infant School on (date)

(Give details of incident, the effect on staff, pupils, parent - be as detailed a possible).

I must inform you that Broomhill Infant School will not tolerate conduct of this nature on its premises and will act to defend its staff and pupils. You are therefore instructed not to reappear on the premises of Broomhill Infant School this includes the playgrounds.

If you do not comply with this instruction, arrangements will be made for you to be removed from the premises and prosecuted under Section 5476 of the Education Act 1996. If convicted you are liable to a fine of up to £500.

If you wish to appeal this ban you can do so within 10 working days by writing to:

Chair of Governors
Broomhill Infant School,
Fermaine Avenue,
Broomhill,
Bristol, BS4 4UY

Yours sincerely

Hayley Farthing
Head Teacher

Conclusions

At Broomhill Infant School we pride ourselves on the exemplary behaviour of the children (and, of course, the staff and other adults), and in making the school a welcoming and supportive environment where all children can thrive, grow and learn.

This policy not only deals with occasions where behaviour fall short of this ideal, but also supports and enables this environment.