



New Invention

I-N-F-A-N-T S-C-H-O-O-L

Laying the foundation of learning

Behaviour Policy



Rationale

At New Invention we recognise the importance of a positive and caring school environment. We believe that teaching pupils the skills of self-discipline, co-operation, respect and tolerance are an important aspect of the curriculum as without these skills academic objectives cannot be achieved. We acknowledge the strong influences of the home environment and the peer group in forming attitudes and values and establishing patterns of behaviour, therefore, we seek to work together with parents as equal partners to achieve our aims. In this school we recognise that problems are normal where young children are learning and testing the boundaries of acceptable behaviour. Our success as a school is tested not by the absence of problems but by the way we deal with them.

Purpose

- To provide a secure and caring framework for learning.
- To provide a role model of acceptable standards of behaviour.
- To encourage children to respect truth and honesty.
- To teach children to value each other.
- To provide positive rules that encourage desirable behaviour.
- To encourage children to have a positive self-image.
- To enable children to value and understand the reasons for rules.
- To foster, in children, a responsibility for their own actions.
- To ensure every member of the school has equality of opportunity.
- To teach children where the boundaries of acceptable behaviour are and what sanctions will be used if they overstep the mark.
- To foster children's development as individuals and to develop their potential as members of society.
- To maintain a continuity of purpose between home and school.

Guidelines

In school, as at home, pupils need a framework of clearly stated boundaries of acceptable behaviour. We seek to promote good behaviour by praise, positive reinforcement and the use of a good role model. Characteristics of good behaviour expected at this school will reflect the following ideals:-

- Tell the truth.
- Keep your promises.
- Respect the rights and property of others.
- Act considerately towards others.
- Be able to share and take turns.
- Help people less fortunate or weaker than yourself.
- Have responsibility for your own actions.
- Display self-discipline (as appropriate to child's age and ability).
- Try hard at everything you do.

In addition, children at New Invention can expect:-

- to be treated with respect, care and sensitivity.
- to be valued as a person in their own right.
- to be able to discuss a problem with an adult and expect an outcome.
- to be appreciated for effort as well as achievement.

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour rather than just take it for granted. We believe that everyone should have equal access to rewards in our school, not just those who are academically able. Everyone responds to the right kind of reward, the trick is to find out what works for each individual.

The following list details reward systems employed throughout the school:-

- Staff take every opportunity to offer praise and encouragement to pupils.
- Teachers are encouraged to give written, positive comments in pupils' work.
- Stickers are given for achievement of any kind.

- Pupils' work is displayed as much as possible.
- Children deserving special recognition can be sent to the Headteacher for a range of special award stickers.
- 'Star of the Week' assemblies are held once a week, on Thursday afternoons.
- A shield is awarded weekly for the class whose behaviour during assembly has been most outstanding.
- Children can be sent to show their work to children in other classes and receive praise from other teachers in their year group.
- Class groups and individuals in Key Stage One are awarded 'treasure' for good work or behaviour, every week the winning group/individuals in each class receive a prize.

The following types of behaviour are unacceptable and are to be discouraged at all times. Children should be aware that constant transgression of the rules will result in sanctions being applied but promoting opposite positive aspects of behaviour should be the first avenue.

- Violent or aggressive behaviour of any kind.
- The use of bad, cruel or racist language.
- Bullying.
- Dishonesty.
- Disrespectfulness.

Parents will be notified as soon as possible of repeated or serious incidents of unacceptable behaviour. These incidents will always be thoroughly investigated and support given to any other child involved. A record of such incidents should be reported on our online reporting system, CPOMS. Senior leaders view all incidents daily and regularly interrogate the system to identify possible patterns or trends. This enables them to rapidly offer advice and support to staff and pupils when appropriate. Data can be collected from this system to be submitted to the local authority for annual audits.

School rules are most effective if they are phrased as positive expectations of behaviour. At New Invention simple, positive rules are displayed around the building in appropriate areas and are to be promoted and reinforced constantly.

Classroom rules should be chosen by the children under their teacher's guidance as they will then be more meaningful and displayed clearly. These rules should be referred to constantly using the 'Rules, Praise, Ignore' system.

It is recognised that all children need to have boundaries and comply with school rules but for children with special needs or disabilities, the following guidance from the Autism Outreach Service is helpful:

Children with an Autism Spectrum Disorder (ASD) have difficulty with communication and social interaction. Even if a child appears to be a fluent speaker on the surface their literal thinking and slow processing means that they may not glean the meaning from verbal communication.

For children with an ASD –

- School rules need to be presented visually using stick people and speech and thought bubbles. Makaton symbols and real-life photographs would be a useful tool for this purpose.
- Children with an ASD should have a positive behaviour plan which has strategies, rewards and sanctions written into it. These strategies, rewards and sanctions should be discussed and jointly agreed by the school and the parents.
- These plans should be reviewed at least termly to take account of any changes.
- If children with an ASD are expected to understand consequences it is a good strategy to use comic strip conversations to explain them to the child (social stories).

Children with an ASD should have access to:

- A visual timeline.
- Feelings or emotions fans.
- Chill out space (the green room is a good place for this when it is free).
- Worry boxes.
- When appropriate they should have access to a feelings diary and support in using it throughout the day to diffuse any possible anxiety and explain any difficulties which may arise due to lack of social skills.
- Preferably they should have access to a social skills curriculum.

For pupils with ASD, their difficulty with social interaction means that they find it difficult to explain their own behaviour and that of others. Applying sanctions is a very sensitive area for children with ASD and their parents.

Sanctions for unacceptable behaviour include the denial or removal of privileges. Sometimes it may be applicable for the child to write a letter of apology or spend some of their time performing some task of help to someone else. There may be times when a child's behaviour in the classroom or playground is so disruptive that he or she needs to be removed from the situation. In this case the child should be taken to the Headteacher where s/he will be given time and space to calm down and discuss the problem. Serious incidents should always be referred to the Headteacher.

Only in circumstances where children may become a danger to themselves or others will exclusion be considered.

During playtime and the dinner hour the same school rules apply but sanctions available to staff vary. Children transgressing the rules should be reprimanded and if they need to be removed from a situation a good practice is for them to hold the hand of the teacher on duty or a Supervisory Assistant (dinner lady) for a time. This gives the child time to calm down and a chance to discuss the problem with an adult. Serious transgressions should be reported to the Headteacher or Assistant Headteachers and after the dinner hour any problems should be reported to the class teacher concerned in case of repercussions or the need to involve parents. Children who are occupied are far less likely to get into trouble in the first place and for this reason we are working hard at New Invention to make our playground area a stimulating and interesting place to be in. Numbers of dinner ladies are kept high to enable staff to be able to teach children games and involve them in meaningful play. Children who play in an aggressive manner can be led and encouraged in more suitable directions.

Below are additional strategies employed to enable children to modify their inappropriate behaviour:-

- Star charts/Sticker charts – used for individuals who need additional positive behaviour reinforcement. Children receive a reward for a negotiated number of good behaviour sessions. For this system to be effective it is important that children achieve success. Initially the challenge should be easily achievable with subsequent charts providing more challenge by extending the number of sessions required to achieve a reward.
- Good behaviour cards – children can earn cards either from home or school, for good behaviour. The cards are personalised for the pupils and have a picture of something that the child would like as a reward e.g. 5 minutes playing on an iTouch, playing a favourite computer game or time building with lego. This initiative supports positive play both at home and school.
- For groups of children who sometimes find it difficult to choose sensible games to play with their friends we advise that pupils meet each playtime and lunchtime to discuss the games they intend to play and who they are going to play with. Children usually report to their class teacher but for the additional reinforcement of positive play then it may be necessary for them to report to an Assistant Headteacher or Headteacher. This strategy is often very effective in promoting positive choices. Children must consider their own actions and begin to understand the kinds of activities that ensure that successful relationships are established.
- Golden Group (when necessary) – At lunchtime some children need the help of an additional adult to enable them to develop successful relationships with their peers. Golden Group is supervised by a play leader and is made up of children who need additional behaviour support and ‘good role models’. It is designed to enable pupils to learn to play appropriate games, practise turn taking and make new relationships. The ‘good role models’ benefit from increased confidence and self-esteem.
- Specialist intervention – There are a number of specialist interventions that we are able to offer children with specific needs such as Lego Therapy, Time out sessions with iPads or lego and anger management strategies.

If you feel that a child needs to access a specialist intervention than please speak to the Headteacher or SENCO.

It is also possible for the school to access additional support from integrated support services for the following:-

- Positive Play
- It’s Good to Be Me
- Understanding Myself
- Behaviour Management and Self Esteem
- Friends Programme
- Moving on Up (KS1 to KS2 Transition)
- My Face – Feelings and Emotions
- Me and My Friends (Based on TAHMs Project)
- First Steps (Pre-Nurture Group)
- Promoting Positive Behaviour

Each pupil, regardless of whether or not they have an ASD has a very individual character, personality and needs. For this reason, we do not emphasise any one strategy or sanction above any other. Flexibility of approach ensures that sanctions applied do not exacerbate a situation.

In the playground when children behave inappropriately the following sanctions should be applied as appropriate:

1. Direct the child to a buddy for peer support
2. Engage in play with a play leader
3. Have the child hold an adults hand for five minutes
4. Offer ‘time out’ in the library or Green Room

For pupils with an ASD, extra care must be taken when applying sanctions as they may have insufficient understanding of their environment and adults expectations of them. The following pointers may help:

1. Use simple language and be calm
2. Remind the child of the rewards for ‘good’ behaviour
3. Remind the child of the ‘rules’
4. Remember to use signs and symbols as well as language
5. If the child does not respond to your request, consider making a similar but smaller demand

At lunchtimes and playtimes we expect and foster high standards of behaviour from our pupils, in return they can expect the following from staff –

1. Always treat children with respect
2. Use a quiet calm voice, this is a ‘no shouting’ school
3. Listen to children carefully
4. Always investigate problems
5. Follow the agreed system for pupils not behaving appropriately

Bullying

The Governors and staff of New Invention Infants recognise that all children have the right to come to school unafraid. We recognise that bullying violates a child's rights, lessens the quality of life of the victim, increases fears for safety and interferes with well-being.

IT WILL NOT BE TOLERATED IN ANY FORM.

Bullying can be defined as the wilful, conscious desire to hurt or frighten someone else. All bullying is aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying. At this school we follow the NSPCC definition of bullying 'Bullying is not just once but again and again'.

Bullying is aggressive, but it is more complex behaviourally than a fight or bad language. Any behaviour which is the illegitimate use of power in order to hurt others is bullying behaviour.

Identifying bullying can be difficult particularly if adults give the message that speaking out against bullies is 'telling tales', showing some weakness, or causing trouble. Most bullying is done in secrecy with victims and witnesses often reluctant to speak up, which makes it harder to discover and eradicate. To be seen to act is as important as taking action, silence and secrecy nurture bullying.

Mild sanctions can be useful in responding to one-off incidents of bullying which do not result in actual physical harm. A reprimand and discussion about why the behaviour is inappropriate may be sufficient to deter a pupil from continuing with name-calling or mild teasing.

Recognising a Bully

Bullies are often hard to recognise as they do not fit the traditional stereotypes, however, they do have certain things in common:-

- *They have assertive, aggressive attitudes over which they exercise little control.*
- *They lack empathy, they cannot imagine what the victim feels.*
- *They lack guilt, they rationalise that the victim sometimes 'deserves' the bullying treatment.*

Some bullies act individually, whilst others persuade all of their 'gang' to join them in bullying to confirm their allegiance to the group. This behaviour is easier to see but it is generally harder to deal with.

Recognising the Victims

Bullies pick on vulnerable children, but it is hard to judge in advance who might be seen as vulnerable. In some cases, children who are different in appearance are bullied, but in other cases there is no apparent reason. Victims do, however, tend to be pupils who:-

- *are new to the class or school.*
- *are different in appearance, speech or background.*
- *suffer from low esteem (but it is not clear if this is a cause or effect of bullying).*
- *demonstrate 'entertaining' reactions when bullied, e.g. tantrums or loss of control.*
- *are more nervous and anxious (but witnesses who are not bullied are often just as anxious).*

The victim may just be the child who is in the wrong place at the wrong time, and who reacts wrongly. Pupils can be victims if they are in the wrong group. The most obvious is to belong to the wrong racial group. The problem of racist bullying is made worse when the bully's behaviour is supported by the home background.

Anti-Bullying Action

There are no certain cures for bullying. What we need to consider are strategies for preventing bullying and what responses are appropriate to bullying incidents.

If you come across bullying you should:-

- remain calm, you are in charge, over reacting and being emotional may add to the bully's 'fun'.
- take the incident or report seriously.
- take action as quickly as possible.
- identify who are the victims involved.
- reassure the victims, don't make them feel inadequate or foolish.
- offer real help, advice and support to the victims.
- make it plain to the bully that you disapprove.
- encourage the bully to see the victim's point of view.
- punish the bully as necessary, but be careful how you do this. If you act aggressively this could give the bully the message that bullying is all right if you have the power.
- clearly explain the punishment and why it is being given.
- inform the headteacher.

(Bullying by a gang is best dealt with by dealing with each member individually and to get each person to take full responsibility for their own actions).

Inappropriate Responses

Preventative tactics are an important aid to dealing with bullying. Areas in the school that are potential trouble spots must be identified and watched and times in the day when bullying could occur must be identified and properly supervised. The curriculum should be used wherever possible to transmit messages about what constitutes acceptable behaviour. Drama, role play, discussion and games are particularly useful vehicles for this purpose.

The following responses to bullying behaviour are not appropriate:-

- Don't call him or her blacky.....Anyway he's brown, or She's not Paki, she's Indian. etc.

Such comments miss the point that the abuser is intending to provoke, not to make a statement. Shades of skin colour etc. are irrelevant to the practice of discrimination and the experience of racism.

- Don't be silly.

Deliberate insult is not silliness; the offensive child must not be seen to get away with it.

- You wouldn't like it.

Indeed not, but that is precisely why the child is doing it.

- S/He didn't mean to hurt you.

Not true, S/He did mean to hurt you.

- Words don't hurt (Sticks and stones etc.)

Not true, name calling is deeply wounding.

- Take no notice

It is impossible to ignore any form of bullying. Bullying must be challenged by authority in a constant attempt to eradicate it.

Conclusion

Bullying which is unchecked, or which teachers seem to condone by ignoring, affects not only those immediately involved but the school in general. A positive and caring ethos demands everyone's involvement in implementing this behaviour policy.