



Holmfirth Junior Infant and Nursery School

Behaviour Policy (incorporating Anti-bullying procedures) - Reviewed January 2020 (including Amendments to Behaviour Policy in response to the Covid-19 Outbreak).

1. Approach

At Holmfirth J I & N School our central purpose is to provide a safe, challenging and child friendly environment in which everyone is inspired to learn and achieve. Our core values which underpin this are confidence, learning, enjoyment, achievement and respect (CLEAR).

We promote, teach and reinforce positive behaviour through the use of praise and recognition of good behaviours. We actively look for children demonstrating good behaviours. It is never the child but their behaviour which may need modifying.

At our school we believe that every child will:

- Be successful and confident
- Learn to make informed choices
- Be friendly, polite and show respect and empathy for others
- Enjoy all aspects of learning
- Be well prepared for their future and leave school with happy memories
- Be happy and feel safe and secure
- Recognise their own needs, rights and responsibilities and those of others

We value:

- Honesty
- Fairness
- Cooperation
- Respect
- Encouragement, praise and support
- Partnership between home and school

Aims of the policy:

- To enable children to develop a sense of self-worth and a respect and tolerance for others
- To produce an environment in which children feel safe, secure, respected and able to learn

Objectives for children to develop:

- Responsibility for their learning and their environment
- The understanding of the need for rules
- Non racist; non- sexist; non socio-economic, non- physical differences attitudes
- An ability to make informed choices
- A sense of fairness

- A respect and tolerance for others' ways of life and different opinions
- The ability to accept fair criticism

2. Leadership

Leaders will model and coach good behaviour. They will make time to identify, recognise and celebrate good behaviour. Leaders will ensure that behaviour systems are in place and being used consistently

Leadership Team will:

- Search children and their property where suspicion arises around theft or safety
- Use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the class room
- Will investigate any incidents of reported or witnessed misbehaviour within the local community
- Refer to LA any malicious accusations made by children against school staff, where agreed protocol will be followed
- Review and amend this annually and publicise it to parents on the school website

3. Classroom Management

All staff will establish and maintain systems of behaviour management, including seating positions, work partners, the use of praise and rewards and giving clear, concise information.

4. Rewards and sanctions

Rewards for good behaviour include:

Tiger Tokens	Star chart	Marble in a jar	Achievement Assembly
Verbal descriptive praise	Medals	Smile	Thank yous
Merit cards	Smiley faces	Acknowledgement	Tidy cloakroom award
Team / table points	Golden time	Headteacher's Award	Letter home to parents
Sunshine chart	Raffle tickets	Prizes	Certificates
Pings	Treasure	Magic marks	Dream team points
Stickers	Praise pads	Stampers	Noted on Integris and school blog

Good behaviour includes the following: -

- always try to understand other people's point of view
- in class you make it as easy as possible for everyone to learn and for the teacher to teach. This means arriving on time with everything you need for the lesson, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times
- move gently and quietly about school. This means never running, barging or shouting but being ready to help by opening doors, standing back to let people pass and helping to carry things. On corridors please keep to the right
- always speak politely to everyone (even when you feel bad-tempered!) and use a low-voice (shouting is always discourteous)
- be silent whenever you are required to be

- keep the school clean and tidy so that it is a welcoming place we can be proud of. This means putting all litter in bins, keeping cloakrooms tidy, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people's work
- not bring valuables to school or swap personal belongings as this often leads to problems
- remember when out of school, walking locally or on a school trip that the school's reputation depends on the way you behave

Unacceptable Behaviour includes:

Swearing at someone	Inciting violence	Bullying
Aggression	Racial incidents	Stealing
Lying	Not taking responsibility for actions	Fighting

Shouting out	Deliberately breaking equipment	Ignoring an instruction
Answering back	Talking in assembly	Running in school
Name calling / put downs	Running away	Leaving class without permission

Sanctions for classroom misdemeanours: (specific praise will always be given in class to positive role models)

- A verbal reminder making clear the expectations and future consequences
- Children's name recorded on the sanctions board at stage 1
- If children are persistently on the sanctions board at stages 1-3, staff to consider other behaviour strategies for these individuals and to speak to parents about concerns. HT informed, via contact with parents and action sheet completed
- If behaviour persists child moved up the sanctions board. If a child reaches Stage 4 on the sanctions board they will discuss their behaviour with a staff member and then spend 5 minutes on the corridor, at the next break time, if deemed necessary to reflect upon their actions
- Children at stage 5 will have up to 10 minutes out with the phase leader followed by a discussion with the phase leader
- Children at stage 6 to report to a member of the LT for one session time out. A lesson exclusion report letter completed by staff and sent home to parents and parents invited in for an interview
- At stage 7 children will have time out for the remainder of the day with a member of the LT. Work will be given for the child to complete in isolation. A letter will be sent to parents and parents will be invited in to agree a behaviour contract
- Any serious incident will be logged on G2 Integris behaviour module. Parents will be informed of the incident and offered an opportunity to discuss the incident and any future actions. Any further serious incident during a half term will result in a ½ day isolation within school. Behaviour will be discussed with parents and future actions agreed. This may result in an individual behaviour plan
- Red card sent to a member of the LT if a child refuses to go to follow instructions and is disrupting the learning of others. The red card will also be used whenever an adult needs help
- Any individual behaviour plans to be kept in class
- Any further serious incidents may result in a Fixed Term Exclusion where the child will be excluded from school for 1 – 2 days, depending on the severity of the incident

- The parents of the excluded child will receive a letter explaining the reasons for the exclusion and the length of time of the exclusion
- Following a Fixed Term Exclusion the Headteacher will meet with the parents and the excluded child to discuss expectations for future behaviour
- All Fixed Term Exclusions will be recorded on the Integris G2 Behaviour and Attendance modules and will be reported to the Local Authority

Sanctions for break time misdemeanours:

- A verbal reminder making clear the expectations and future consequences
- For major incidents children brought inside
- Report the incident to the class teacher who will record it at the appropriate stage on the sanctions board
- Any serious incident will be logged in an incident book by HT. They will also be put onto the G2 behaviour module. Parents will be informed of **serious** incidents via the serious incident report or a phone call and offered the opportunity to discuss the incident and any future actions. These meetings and their outcomes are recorded on a Record of Meeting form. This incident should be recorded on class behaviour record. Any further serious incident during a half term will result in a ½ day isolation within school. Behaviour will be discussed with parents and future actions agreed
- Persistent low level misdemeanours will be followed up by the class teacher initially and then by phase leaders. Finally, by a member of the leadership team, if it continues

Sanctions for lunchtime misdemeanours:

- verbal reminder
- Placed on sanction board at appropriate level- recorded in green lunchtime books
- Serious misdemeanours child will be brought into the leadership team room
- Parents will be informed of **serious** incidents via a phone call and offered the opportunity to discuss the incident and any future actions
- Serious incidents should be reported by completing a Serious Incident Report form (IR01)

Lunchtime Rewards:

- Tiger Tokens
- Stickers
- Specific verbal praise

5. Strategies and teaching of good behaviour

Children are taught to respect themselves, peers and adults. This includes:

- Listening
- Taking turns
- The use of please and thank you
- Respecting thoughts / wishes of others
- Eye contact / smile
- Responding to greeting /
- Question
- Recognising when mistakes have been made
- Being honest.

Good behaviour is noted and re-enforced in a variety of situations, including being celebrated and rewarded at the weekly Celebration Assembly

6. Staff development and support

Staff regularly discuss behaviour and seek advice from others, either in a senior position or from previous teachers. Opportunities are provided to reflect on training days, including the use of Kagan techniques

7. Pupil support systems

There are a number of pupil support systems including buddies, befrienders, school council and sports organising crew which promote and sustain good behaviour

8. Liaison with parents and other agencies

Regular daily contact with parents happens on the playground before school. If parents wish to discuss a matter with a teacher, an appointment is made. Much informal feedback takes place on the playground. Staff will telephone parents if a need arises for discussion. Staff may feel the need to record behaviour of certain pupils in an individual log. Other agencies, including CAMHS are contacted when necessary

9. Managing pupil transition

Staff visit a range of nurseries and pre-school groups, in order to ensure smooth transition into school. Children joining the school in later years have a buddy to ensure they settle quickly. Children leaving for High school are prepared through transition events and days. Staff pass on relevant information, in order that the change is managed effectively

Staff will:

- Treat all children equally, irrespective of gender, race, religion, socio-economic or physical differences
- Apply the agreed standards of behaviour consistently. Each class room must display a behaviour code
- Be a good role model
- Be alert to signs of bullying and racial harassment and respond in line with school policies
- Deal sensitively with children by listening to them and responding appropriately
- Create a stimulating and challenging environment which caters for all learners
- Recognise the different needs of individual children
- Confiscate pupils' property which is inappropriate and which parents are then expected to collect from school
- Ensure that all children complete assigned work which is appropriate to the child's age and ability

Children will:

- Treat others as they would like to be treated
- Accept responsibility for their own choices and actions
- Be given opportunities to show responsibility by taking turns to do appropriate jobs
- Cooperate with other children and adults
- Respect property and the environment
- Keep their class promises

Parents will:

- Inform us of any changes at home which may affect their child
- Encourage independence and self- discipline
- Foster good relationships with the school
- Be aware and support the school's expectations for behaviour

Exclusions from school for a fixed period may result from very serious behaviours.

- Any serious incidents may result in a Fixed Term Exclusion where the child will be excluded from school for 1 – 2 days, depending on the severity of the incident
- The parents of the excluded child will receive a letter explaining the reasons for the exclusion and the length of time of the exclusion
- Following a Fixed Term Exclusion the Headteacher will meet with the parents and the excluded child to discuss expectations for future behaviour
- All Fixed Term Exclusions will be recorded on the Integris G2 Behaviour and Attendance modules and will be reported to the Local Authority
- Additional and Different Provision will be in place for extreme and recurring behaviours – outside agency involvement will be sought.

Anti-Bullying Procedures

The aims of these procedures are to ensure that all children, and adults, at this school are able to attend school in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is **unacceptable and will not be tolerated**. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities in their lives. Our anti-bullying procedures forms part of the school's Behaviour Policy as the sanctions in that policy will also apply for any instances of bullying.

Definition

Bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups).

Bullying takes many forms but generally involves aggressive control of power over another individual. A useful definition from Tattum & Herbert 1990 " a wilful, conscious desire to hurt, threaten or frighten someone".

Forms of bullying may involve:

- threats of violence (both verbal and non-verbal)
- ignoring 'shunning'
- teasing
- name calling
- interfering with other's property
- racially offensive remarks &/or behaviour
- incitement by others to commit an act of bullying
- graffiti designed to intimidate &/or embarrass
- ridiculing/mimicking/sarcasm
- demanding money or favours through intimidation
- damaging someone else's possessions/effects

- cyber-bullying [click here for e-safety information](#)

Firstly, it is important to establish the basic principle that bullying is unacceptable behaviour and will be acted upon. Pupils at Holmfirth Junior, Infant & Nursery School have a right to feel happy, safe and secure.

Bullying is often a covert activity and so not often witnessed by adults. Often victims and witnesses are afraid to tell or seek help.

Key points

- Children must be encouraged to report bullying
- All staff working with children must be alert to the signs of bullying and act promptly and firmly against it
- The sanctions for bullying of any kind (outlined below) should be brought to the attention of children, staff and parents/carers

All incidents of unacceptable and bullying behaviour will be recorded and an agreed range of graded sanctions will be applied to demonstrate to the individuals involved how seriously the matter is taken. Parents/carers should be informed of all serious incidents.

The curriculum is vital in sustaining school ethos and in supporting school policy. Curriculum inputs should reflect the school's anti-bullying stance. Components of particular importance include the teaching of skills necessary for listening and communication, for understanding other people's point of view and for personal development.

If the school curriculum is to offer opportunities for all pupils to develop a sense of self-worth and confidence, it is important that it is:

- interesting to all
- relevant for all
- well-structured and well organised

The school curriculum will develop feelings of confidence and competence in all if it caters (as far as possible) for individual need and values the attainments of individuals. Equally it is important that we emphasise the expected behaviour of pupils as listed in the Behaviour Policy code of conduct i.e. there are expectations in school of how you should behave. The main rule for everyone in school is to act with courtesy and consideration to others at all times.

Strategies for teachers when dealing with bullying

- Watch for early signs of distress in pupils - deterioration of work, isolation, not wanting to go out at playtime etc. Whilst these behaviours may be symptomatic of other problems, they may be the early signs of bullying
- Listen carefully and record all incidents
- Offer the victim immediate support and help by putting the school's procedures into operation. (See below)
- Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully and his/her parents. Targeting the behaviour and not the individual. A calm approach rather than harsh over-punitive measures might be beneficial
- If the bullying is not serious try to establish whether the child will be able to cope by him/herself, with advice and support from you. Supervised 'bully - victim' meetings

(depending on the situation - use your professional judgement as to whether this would be appropriate). Counselling (either by class teacher or a trained counsellor, again depending on the situation) Restitution for extortion, theft and material damage

- Encouraging peer group disapproval of behaviour
- Loss of privileges as in behaviour policy
- Time out during breaks or lunchtime
- Negotiating with all pupils to produce counter-measures
- In addition to taking the above actions to discourage the bullying, employ a range of measures to encourage appropriate non-bullying behaviour, either informally or using targets or contracts
- It may be possible to re-direct the enjoyment of exercising power over others, e.g. encourage the bully to take a responsibility for something in school or take on a caring role with a younger child (this would have to be carefully monitored)
- Break up 'gangs' by not allowing children to sit, eat or play together
- Develop their ability to empathise with others, e.g. provide clear feedback on the extent of the distress their behaviour has caused
- Give reasons for the actions you take

Procedure for Dealing with Bullying

The following steps should be followed in recording incidents of bullying of a minor nature. Re-assure the child that it will be possible to help them: -

- Listen carefully and record incidents in the school's Anti-Bullying file which is kept in the school office. If a number of incidents are logged against a particular child the parents should be involved and a copy of the log attached to the child's record
- Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully. Punish the bullying behaviour, explaining to the bully the reasons for your actions as a consequence of their behaviour
- Show by your behaviour that you view the victim in a positive light
- Ask staff to be vigilant and watch over victim for reprisals. Possibly ask a Year 6 befriender to look out for the victim for a while (only if appropriate)

The following steps should be followed in recording incidents of serious bullying: -

- Re-assure the child that it will be possible to help them. A staff member will record the bullied pupils account in writing. (Who, what, when and where and possibly why)
- The bully/bullies account(s) will be recorded in writing by a member of staff. (Who, what, when and where and possibly why)
- The teacher should record their discussions with both parties and any follow up actions
- The parents of the pupils involved should be informed of the incident and outcomes
- A record of all communication with parents should be kept and the reports placed in the respective files.
- In extreme cases, police involvement or the initiation of exclusion or child protection procedures might need to be considered

Support

Children who have been bullied should be offered an immediate opportunity to discuss the experience with a member of staff of their choice. The adult should reassure the child and help to restore their self-esteem and confidence.

Children who have been bullied should be encouraged to discuss what happened. The adult should discover why the child became involved, establish the wrongdoing and the need to

change, and, if necessary, inform parents/carers to help change the attitudes of the children concerned.

POLICY REVIEW

- a) The Governing Body is responsible for ensuring the annual review of this policy. The last review was on 22.1.19. This review took place on 21.1.20 at a Full Governing Body meeting. The policy will be reviewed in January 2021.
- b) Appendix A – Amendments to Behaviour Policy in response to the Covid-19 Outbreak – June 2020.
- c) Appendix B - Amendments to Behaviour Policy in response to the Covid-19 Outbreak – September 2020.

Appendix A – Amendments to Behaviour Policy in response to the Covid-19 Outbreak – June 2020.

From the 1 June 2020 the School opened to a greater number of pupils than we have had in on a daily basis since the outset of the Covid-19 Outbreak. In order to keep pupils, staff, parents and carers and other visitors safe we expect that the following instructions are understood and followed at all times.

From the return to school during the week commencing 1 June 2020 and onwards the new rules will be outlined to everyone, pupils, parents and staff. Staff will reinforce the message about safety and will explain to pupils in school our expectation that these must be adhered to at all times to ensure we can keep everyone as safe as possible.

- Pupils and parents should ensure that they follow any altered routines for arrival or departure
- Pupils must follow school instructions on hygiene, such as handwashing and sanitising
- Pupils must follow instructions on who they can socialise with at school (i.e. only the children in their 'group').
- Pupils must ensure that they follow the directions for moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- When pupils return to school we expect them to ensure that they follow the rules about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching mouths, noses and eyes with hands
- Pupils must tell an adult if they are experiencing symptoms of coronavirus. If a child or member of staff experience any symptoms out of school they must not return to school and the school must be informed as soon as possible in order for the school to follow guidelines for other people in the school.
- Pupils must not share any equipment or other items including drinking bottles
- During this time the areas children can play will be amended to ensure safety for all. Staff will inform pupils of the expectations about breaks or play times, including where children may or may not play on the first day back in school and the message will be reinforced regularly to ensure that the instructions are followed at all times.
- Pupils must follow the rules regarding the use of toilets.
- Coughing or spitting deliberately at or towards any other person is forbidden. Any child found to be doing this will be excluded from school for 2 days.

- Pupils at home should, wherever possible, continue to complete any home learning set by their teachers. Online Safety rules will apply (see Online Safety policy on the website).
- The rewards and sanction system which pupils are familiar with will continue. See section 4 of this Behaviour Policy.

Appendix B - Amendments to Behaviour Policy in response to the Covid-19 Outbreak – September 2020.

CONTEXT

Following a recent DfE publication (July 2020) entitled “Checklist for school leaders to support full opening: behaviour and attendance”, we have applied the following principles:

- a) Ensure that the school has clear, consistent and robust behaviour and attendance policies and practices in place.
- b) Set high expectations for behaviour and attendance and actively communicate this to parents and pupils.
- c) Ensure expectations are enforced consistently.
- d) Identify pupils who are at risk of disengagement (including absence or poor behaviour), and provide specific support.
- e) Track attendance, behaviour data and intelligence to intervene early and review policies and processes regularly.

AMENDMENT TO BEHAVIOUR POLICY

It is expected that all pupils (and parents) will adhere to the following systems and procedures:

1) ATTENDANCE + PUNCTUALITY

- Attend full-time, unless following public health advice or isolating.
- Notify the school as soon as possible of any illness.
- Arrive in time for the beginning (8.45) and end (3.00) of the school day.
- If, due to unforeseen circumstance, arriving late, wait at the front gate and ring the school office.
- Ensure contact information is correct and that immediate communication is always possible.

2) ARRIVAL + DEPARTURE

- Only one parent to accompany child / children.
- Only parent of Nursery, Reception, Year 1 / Year 2 pupils to enter grounds.
- Follow instructions on signs.
- Remain in designated areas.
- Leave immediately once school adult is present.

3) HYGIENE

- Wash hands on arrival after instruction from school adult.
- Wash hands after morning break time and lunchtime.
- Use hand sanitiser when directed by school adult at other times.

- Follow “catch it, bin it, kill it” procedure using tissues or inside elbow for coughs and sneezes.
- Always use designated class toilet.
- Always flush with toilet seat down.
- Use hand sanitiser after exiting toilet area.

4) MORNING BREAK + LUNCH

- Remain in designated area.
- Avoid use of toilet, unless emergency. This is because different doors have to be used for each class.
- At lunch, if eating in the classroom, remain seated until asked to use the toilet or asked to go outside.
- At lunch, if eating in the hall, remain seated until asked to use the toilet or asked to go outside.

5) MOVEMENT WITHIN THE BUILDING

- When walking in the corridor, walk on the right and in single file. This is to give space for other people coming in the opposite direction, who may be from a different class.
- In the classroom, follow adult instructions about any movement or routines.

6) PROCEDURES

During the Covid-19 outbreak and with the intention of keeping children separate initially, we must explain, encourage and empower all pupils to consider their own actions and the actions of others. It is necessary for us all to make allowances and seek to help each other. We all make mistakes and we should all learn to forgive our own mistakes and shortfalls and those of others. The best learners are those who make a mistake, respond positively to advice or self-reflection and show the intent to change. Change is not always possible immediately, but showing the desire to is.

There are a range of systems used within classes for rewarding individual and whole class behaviour already in place and these will continue. Very often, it is the sheer recognition of a smile or spoken word that children, and indeed adults, value. Our positive behaviour focus will be twofold: observing where pupils help each other, including practical support, encouragement and building self-esteem, and recognising the positive response after a mistake has been made. Sanctions, although relatively rare, usually involve reflection time following discussion with a school adult. This will continue to be the case. We believe that communication and collaboration is essential. Enabling understanding is the key to positive behaviour, rather than the consequence itself.

Should any pupil consistently refuse to follow any school adult instructions and dismiss opportunities to correct, put themselves or others at risk, immediate collection from school will be required. Every chance will be provided for all pupils to reflect and refresh, including safe space, clear positive choices and another adult perspective. I do not expect to use this sanction, given the excellent support provided by all parents, the willingness and desire of all children to look after one another and the superb behaviour management and wealth of experience that all staff members possess. However, if all chances for recovery are declined, this will be the only option available in our present climate.

SANCTIONS BOARD

Stage 0: Non-verbal clues + verbal reminders on 3 occasions. This is not recorded.

Stage 1: Written record of behaviour, following non-verbal + verbal reminders

Stage 2: Discussion with adult at any given opportunity including playtime and lunchtime to clarify instructions given and rationale for instructions, choices made by the pupil and consequence. An opportunity will be made for the pupil to discuss their feelings, identify any challenges and explain their choices. This is also an opportunity to remind about expectations for the next part of the day. This will be done in a safe space (i.e. without other pupils present).

Stage 3: Discussion with other adult within class group, or within phase. This is to acknowledge what has gone before and provide a different voice.

Stage 4: Discussion with member of LT.

Stage 5: Telephone call by member of LT to parent. Parent to come to school to collect.