

INTRODUCTION

At Yerbury School we have the highest expectations for children's behaviour. This policy outlines our positive approach to developing the self-confidence and mutual respect, amongst all staff and children, that lead to the well behaved, pleasant and productive school we have. We believe that the caring, supportive and co-operative ethos of Yerbury, in which all adults and children are treated with respect and understanding, is fundamental to developing desirable attitudes for life and to promoting consistently good behaviour at school. It is based upon the concept, 'Treat others as you wish to be treated.'

Our Aim:

To encourage good behaviour by building up every child's self-esteem.

Statements:

The behaviour of every child in the school is the responsibility of every adult.

All adults are entitled to respect from the children.

All children are entitled to respect from the adults.

All children are entitled to respect from other children.

The children should be involved in decisions about their behaviour.

Where appropriate, parents will also be involved.

HOW WE PROMOTE POSITIVE BEHAVIOUR:

In addition to the positive effects of the school's overall ethos, we promote the good behaviour we expect from everyone in a number of ways:

- Parents agree to support our Behaviour Policy via our Home/School Agreement when their children enter Yerbury.
- All teachers are available on a weekly basis to discuss with parents any concerns they have about their children. When teachers have concerns about a child they may ask to meet the parents so that inappropriate behaviour can be avoided through strategies used at home and school.
- All adults at school relate to our children in respectful and positive ways and so provide the children with good models of behaviour to follow
- Celebrating successes where ever possible in class, the playground and via our 'Good as Gold Book' every week in whole school assembly
- Providing an enjoyable, creative and suitably challenging curriculum for all our children
- Providing support for children who need it so that every one can feel that they are successful so that they can develop confidence and a positive self-image
- Addressing moral issues in general, and specific behaviour-related issues in our daily assemblies
- Whole class circle times where issues around respect, empathy, understanding etc. are discussed
- Ensuring everyone is aware of, and implementing, "Treat others as you want to be treated."
- Helping everyone to be assertive and sensitive to others, and to develop the skills needed to avoid incidents and deal with those that might arise. Everyone is aware of, and uses, our 'SWAT Code' that provides a model for the children to follow
- Involving our children in making decisions about how our school is run where ever it is appropriate (eg. via our Environment and Pupil Council)

We also use a range of strategies to model and encourage the types of behaviour we expect, to air and solve difficulties, and to support those affected by unacceptable behaviour.

HOW WE MANAGE UNACCEPTABLE BEHAVIOUR:

We expect our children to behave well throughout the school and they meet our expectations almost always. There are, inevitably, incidents of inappropriate behaviour and these are dealt with quickly, fairly and in ways that move towards a solution rather than simply penalise those responsible. We encourage any children involved in incidents of inappropriate behaviour to reflect on the events and on their own role. We make sure they are clear about what is was about their behaviour which was considered inappropriate and why. We discuss ways in which this behaviour can be avoided in the future and talk about different options. We use the '*Restorative Script*' to facilitate understanding, reflection, empathy and resolution:

What happened?

What were you thinking?

What needs to happen to put things right?

What are you going to do differently next time?

We make sure our children are aware of the types of behaviour that we expect of them and also those that we do not expect to happen in school or elsewhere.

They are also aware of the sanctions that might apply when unacceptable behaviour occurs.

Our sanctions might include:

- Time out for short periods from class activities within their class
- Time out for short periods from class activities in an alternative class
- Missing playtime/s or part of lunchtime play
- Being sent to a Senior Leader/ DHT/ HT
- Exclusion from school is very much a last resort and is avoided if at all possible.(see section on exclusion for more detail)

In using these sanctions we always make sure that the children involved are clear that it is the behaviour, and not the children, that we do not like.

Our class teachers and senior staff will discuss children involved in unacceptable behaviour to help support the child. Other staff (eg. lunchtime supervisors, teaching assistants, SENCO) will be involved so that any strategies are used consistently across the school. To help children who are behaving inappropriately we use strategies from a range that includes:

- A 'Circle of Friends' who meet and can support and provide positive role models.
- 'Playground Friends' for playtimes and lunchtimes.
- Whole class circle times where issues around respect, empathy, understanding etc are discussed.
- Providing children with specific strategies to avoid situations that they find difficult to deal with positively.
- Strategies to help children to become more confident, settled or controlled. These include one to one, weekly Art Therapy sessions at school.
- Informing and discussing with parents/carers so that helpful strategies can be implemented. These might include a home/school diary, weekly parent/teacher meetings, reward and sanction programmes at home.
- Seeking advice from outside agencies such as the Educational Psychologist, Education Welfare Officer, School Nurse, Language and Communication Team etc.
- Referring the parents to agencies that can provide advice and support where this might be helpful (e.g. Clinical Psychologist, CAHMS).

AGREED PROCEDURES WITHIN THE SCHOOL:

During class time:

Children will regularly be reminded of what good behaviour is in the class and school in general. There will be positive reinforcement of the expected high standards of behaviour. We have chosen as a school to not use stickers as an incentive, and instead class teachers will use praise and encouragement to reward children for excellent behaviour and good effort. Class teachers use other forms of reward such as working towards a special activity, or one chosen by the children. Every week a child from each class will be chosen to go into the 'Good as Gold' book for which they will receive a certificate to take home to show their parents. All children will be mentioned in the Good as Gold book at least once a year for good effort, work, behaviour or being a good friend.

For **minor incidents** (e.g. interrupting the lesson, not concentrating etc.), teachers will always warn children that if they continue their behaviour there will be a consequence. This enables the children to have a choice in whether they wish to change their behaviour or continue it. Depending on the behaviour, the consequence could be moving the child to another part of the classroom, missing their play or going to Time-Out Club (KS2 only). Time-Out Club runs from 12.30-12.50 with a member of the Senior Leadership Team. Staff take the children to the room and sign the Time-Out sheet indicating why the child has been sent to the club. This ensures the supervisor in the club is clear about the reason and sanction imposed. This is kept as a record by the Behaviour Lead, who monitors it for patterns or concerns.

The class teacher will always endeavour to sort any issues within class-time swiftly and effectively. If they can't or if unacceptable **behaviour continues** it is then referred to the Assistant Heads; Margaret (for EYFS/KS1) and Liam (for KS2). If it then needs to be escalated further, it is referred to the Deputy Headteacher, Liz, and lastly to the Headteacher, Cassie. The AHTs and DHT will judge when the HT needs to be involved in more serious situations. Some of these stages may be skipped, depending on the severity of the incident.

During playtimes/lunchtimes:

For minor incidents adults on duty will deal with the issue fairly and swiftly. The adult will ensure they get to the bottom of every incident by listening to each child involved; they will make such each child is clear about what it was about their behaviour which was considered inappropriate and why. They will discuss ways in which this behaviour can be avoided in the future and talk about different options, using the '*Restorative Script*'.

For EYFS/KS1 children, they may be asked to miss their play (e.g. stand against the wall/ next to the adult) for a maximum of 5 minutes as a time-out. For major incidents, the class teacher will be involved and a suitable sanction given.

For KS2 children, they may be asked to miss their play (e.g. stand against the wall/ next to the adult) for a maximum of 10 minutes as a time-out. For major incidents, the class teacher will be involved and a suitable sanction given.

If adults notice there are any children who are developing a pattern of misbehaviour during playtimes/ lunchtimes, the class teacher will be informed so it can be escalated appropriately if needed.

Involving parents:

If there is a **concern** with a particular child's behaviour, the parent will be contacted and asked to get involved. This may include:

- Persistently talking and interrupting a lesson
- Using bad language
- Inappropriate behaviour
- Aggressive behaviour
- Play fighting

- Not following adult instructions
- Being rude

Exclusion:

As mentioned previously, exclusion from school is very much a last resort and is avoided if at all possible. However, in order to maintain a safe environment for all within the school, it is sometimes necessary to exclude children for a *fixed-term* basis. This can be given for:

- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school
- Repeated or extreme discriminatory behaviour e.g. racist, sexist etc.

In highly unusual cases, after numerous and repeated fixed-term exclusions, a child may be permanently excluded. As with fixed-term exclusions, statutory procedures will be followed, involving parents at every step and ensuring they are aware of the process, their rights and responsibilities.

After school clubs:

As during school hours, children will be given reminders and warnings, and they may be asked to sit out to reflect on their behaviour. If a child persistently chooses to not behave appropriately, s/he may be stopped from attending clubs for a period of time. In the extremely rare case that the behaviour is severe, the child may be stopped from attending the clubs altogether. The link member of staff for behaviour during after-school clubs is Liam.

For off-site clubs where the host organisation leads the activity, children are required to follow the behaviour expectations of that organisation as well as that of Yerbury School. The staff of Yerbury School and the host organisation will liaise with one another when necessary and either one can impose agreed sanctions when needed.

ICT:

All pupils (and parents/ carers) have signed an 'Acceptable Use of the Internet' agreement upon enrolment in the school. For minor/accidental incidents pupils will be given a warning. More serious breaches of the agreement will mean children could be banned from using the internet, the timescale of which will be judged depending on the incident. All incidents of inappropriate internet use must be reported to Liam Frost (AHT) and Liz Read (Designated Child Protection Officer and DHT).

HOW WE RECORD, MONITOR AND REPORT INCIDENTS

The 'Time-Out' sheet provides a record of which children are attending.

Class teachers will not record every small incident which was dealt with a reminder or warning.

However, if a child is repeatedly misbehaving in class, the teacher will keep a Behaviour Log (which includes date, time, nature of incident, others involved if applicable and the resolution) so that patterns can be monitored. Children involved in serious or persistent inappropriate behaviour are discussed by the relevant senior staff and with parents.

The number and character of incidents is examined by the Behaviour Lead on a regular basis.

Measures to address any patterns identified and to improve behaviour are discussed. The outcomes of monitoring and discussions are also discussed at full staff meetings when appropriate.

The School governors monitor the implementation of our Behaviour Policy.

Parents'/Carers' responsibilities:

- Support the school's Behaviour Policy.

- Respect children and adults, their race, religion, gender, class and culture, and explain to your child that they must do the same.
- Share any concerns you have calmly and openly, and take seriously the views of the school and support services.
- Impress upon your children that any form of violent behaviour is totally unacceptable and that they must do nothing to interfere with the learning of other children.
- Ensure your child arrives for school on time and in good health. Your attitude to punctuality and attendance is highly likely to impact on the attitude your child develops to school in later years. If you take school seriously, so will your child.
- Show that you value and support your children's learning at school by taking an interest in what your child does at school. Support home - school initiatives such as PACT.
- Read all letters your child brings home from school and talk to your child about them.
- Inform the school of anything happening outside the school that might affect behaviour and learning at school. Speak to the class teacher or a senior member of staff.
- Remember, if you criticise the school in front of your child, your child will lose confidence in it and might not make the most of the learning opportunities offered. Working in partnership with the school is important.

How we behave at Yerbury School

To make school a happy place for everyone to work in, we have decided we will treat other people as we want to be treated.

<p>We can do this by:</p> <ul style="list-style-type: none"> • Working hard and trying our best • Taking responsibility for our own action • Respecting everyone in our school • Supporting each other • Looking after our environment • Trying to be self-disciplined 	<p>If you are working well and being kind, you may be rewarded with:</p> <ul style="list-style-type: none"> • A smile • Praise from someone • Feeling pleased about yourself • Making someone else happy • Being allowed to do something you really enjoy • A mention in the 'Good as Gold' book
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Early Years Foundation Stage (EYFS) Positive Behaviour Policy

At Yerbury we take great pride in the children's behaviour. We are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care, kindness and respect. The development of personal, social and emotional development is a core element of the Early Years curriculum. We work in partnership with parents/carers in supporting children's development in this area. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the wellbeing and welfare of others.

We believe that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. How we react as adults determines how pupils will respond and behave. It is important that good behaviour is affirmed and rewarded and therefore encouraged further. This is always our first approach to discipline, to ensure that an ethos based on a positive attitude runs throughout the Yerbury community.

Staff always explain to the child that it is their behaviour that they are upset with and not the child. Children have an entitlement to consistency from all staff in the areas of promoting positive behaviour. We do this by:

- praising and rewarding positive behaviour;
- adults modelling positive behaviour;
- teaching routines for certain activities e.g. story time, meal times, tidying up, getting ready to go out, sharing toys etc;
- prompting children to follow expectations and gradually reducing prompts; and
- using stories and songs as a strategy for encouraging/supporting positive behaviour.

Consequences for young children must be immediate and relatively short. Children are given a clear explanation of the consequence that may happen if they continue with inappropriate behaviour. This would primarily be removal from the group or activity if behaviour is disrupting other children or threatening their safety.

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

We require the named person to:

- keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
- check that all staff has relevant in-service training on promoting positive behaviour.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour. We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person or teacher. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

We use the following strategies:

- we expect all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response;
- we provide a sufficient range of resources and activities to support the children learning how to share/take turns thus avoiding unnecessary conflict over sharing and waiting for turns;
- we acknowledge considerate behaviour such as kindness and willingness to share;
- we support each child in developing self-esteem, confidence and feelings of competence;
- we support each child in developing a sense of belonging in our group, so that they feel valued and welcome;
- we avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour;
- when children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately;
- we never send children out of the room by themselves, nor do we use a 'naughty chair'. Children may be given time to think about their behaviour in a quiet area before a member of staff talks to them;
- we do not use techniques intended to single out and humiliate individual children;
- we use physical restraint, such as holding, only to prevent physical injury to the child, other children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Early Years Leader and are recorded in the child's personal file. The child's parent is informed on the same day;
- in cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame; and

- we do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive. We develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt. We recognise that fantasy play also contains some violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong. We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, and make the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Tantrums and biting

During the children's developmental stages of the early years some children can go through a biting phase. Whilst children are learning the skills of language, they can at times show frustration which can lead to biting as they have not yet acquired the skills to express their feelings. Temper tantrums are another expression of frustrated behaviour by children of a similar age. In time, with the correct guidance, both behaviours eventually diminish.

We always follow the same procedures in the event of a child/children being bitten:

- comfort the bitten child and to complete any necessary first aid;
- explain to the child who has bitten why their behaviour is unacceptable, that it has hurt another child and to show them any marks that they may have left on the other child;
- remove the child who has bitten from the area that initiated the biting and monitor when the child returns to that area;
- parents of the bitten child will always be informed;
- parents of the child who has bitten another child will be informed. At this time the member of staff will ask if these incidents have happened in other areas, for example, at home and how we would be able to work in partnership to create a strategy to best work for the child at school and at home;
- all staff members would be aware of the situation, as a team we would evaluate the incident and monitor the situation for the future needs of the child; and
- staff will not disclose the identity of the child who has bitten; this is to make sure that confidentiality for the child is maintained. However, we understand that the child may be named by the child who was bitten.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without an understanding of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that can sometimes overwhelm them. We will help them manage these feelings as they do not have the cognitive means to do this for themselves.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore we help this process as follows:

- by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings;
- our way of responding to pre-verbal children is to comfort them appropriately to calm them. Verbal children will also respond to comforting to calm them down, but we also offer them an explanation and discuss the incident with them to their level of understanding;
- we recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour;
- we help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- we help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.";
- we are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries;
- we support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them;
- we help a child to understand the effect that their hurtful behaviour has had on another child. We support children in coming up with an appropriate response to make amends for their behaviour.

When hurtful behaviour becomes repetitive, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

- they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;

- their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
- the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- the child has a developmental condition that affects how they behave.

Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

ANTI-BULLYING Statement

Rationale:

At Yerbury School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable 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 *TELLING* school. This means that *anyone* who knows that bullying is happening is encouraged to tell the staff.

Objectives:

- 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.

Definitions of Bullying

Definitions of Bullying vary, but must have three things in common:

- hurtful behaviour which is deliberate
- hurtful behaviour which is repeated
- hurtful behaviour from which it is difficult to defend oneself

School Procedures

1. Pupils must report any incidence of bullying to a member of staff, usually the Class Teacher.
2. All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents and monitored by staff.
3. If bullying includes racist abuse, this will be recorded and kept on file.
4. Each pupil involved in an incident must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.
5. The class teacher will address issues through P.S.H.E lessons and/or Circle Time if an incident is not resolved.
6. The Headteacher must be informed of all reported incidents of bullying.
7. The parents of children who bully and those being bullied will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem.
8. The child bullying will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her.
9. We will not call children 'a bully' but rather refer to the behaviour which the child displays as bullying. Instead we will work with the child to change their behaviour.
10. Persistent bullying may result in the child being excluded from school if no improvement in behaviour is seen.
11. Children will be encouraged to develop a strong sense of their own worth as human beings.

Some useful sites:

www.bullying.co.uk - for parents and children

www.beatbullying.org - for parents and children

www.childline.org.uk

ADVICE TO CHILDREN

WHAT IS BULLYING?

Bullying is when someone purposely and repeatedly tries to hurt, threaten, frighten or upset someone else.

Some of the ways people bully others are by:

- making remarks about people's looks, ability, size, age, colour, race, sex, clothes, their family, their belongings etc.
- calling people names
- teasing
- hitting
- pushing or shoving
- laughing at or making fun of
- threatening looks and gestures
- rude gestures
- demanding sweets, toys, money etc
- damaging other people's belongings
- telling people not to play with or be friends with someone
- cyber-bullying, which is any of the things mentioned above which can be done on technology, so your phone or online.

We will work together with you to help you understand the difference between bullying and 'falling out'.

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Tell someone you trust. It could be

- Your parents or someone else in your family
- A teacher or any other adults in school.
- A friend at school

Don't be frightened to tell someone. If you want the bullying to stop you must tell someone. The adults will know what to do.

WHAT SHOULD YOU DO IF YOU KNOW SOMEONE ELSE IS BEING BULLIED?

Tell an adult.

It isn't telling tales or 'snitching' to tell about bullying. If you know bullying is going on and you don't do something you are helping the bullying. Don't put up with bullying amongst your friends.

People who bully sometimes like to show off to an audience - don't encourage them by watching, laughing or joining in. That also makes you part of the problem. Tell an adult instead.

THIS IS WHAT ADULTS AT YERBURY SCHOOL WILL DO IF YOU TELL THEM ABOUT BULLYING.

- They will listen to you
- They will get to the bottom of what is happening
- They will talk to you and put strategies and systems into place to help the bullying stop as soon as possible
- They will make sure that the person bullying understands that what they are doing is wrong
- They will try to find out why the person is bullying

.....and remember our school rule:

TREAT OTHERS AS YOU WANT TO BE TREATED.