Farnborough Road Infant School
Behaviour Policy

“Learning, Caring and Achieving Together”

We believe strongly in a positive approach to behaviour by rewarding good behaviour and leading by example.

Aims
To support the development of acceptable behaviour in a happy, secure, safe and caring environment.

To clarify to all members of the school community what is meant by good behaviour and ensure that all have a clear understanding of the consequences of such inappropriate behaviour.

To help pupils to develop self-discipline and a positive attitude to their work.

To encourage pupils to develop a caring attitude and respect for themselves and their environment.

Organisation and Planning

We see behaviour in our school as a shared responsibility

School Responsibility
- We treat all pupils fairly and justly at all times.

- We have a positive approach to behaviour management through praising, rewarding and encouraging pupils to do their best at all times.

- We use consequences in a fair and consistent way.

- We are open and honest and inform parents about any concerns we may have about a child’s behaviour.

- We will ensure a common approach to behaviour through staff being familiar with this policy and the positive approach to behaviour. Staff training will be used to support staff knowledge and understanding and all new staff joining the school will have the policy and procedures included in their induction programme including use of Restorative Justice Questions and SEAL strategies; Calm down techniques, Counting to 10, STOP, THINK, DO, Putting yourself in someone else’s shoes etc.

Parents/Carers Responsibility
Parents have a key role in ensuring that their child is successful and happy in school. We need parents/carers to:

- Support the school’s Behaviour policy and Home-School Partnership

- Be open and honest and make sure that the school is aware of any concerns or problems that might affect the work or behaviour of the child.

- Take an active interest in their child’s work and achievements.

Child’s Responsibility
- Follow our school’s Golden Rules

Our School Golden Rules are:

To be honest
To be kind and gentle
To do your best
To listen carefully

**These rules are based on our agreed values:**
- Telling the truth
- Respecting the rights of others
- Acting considerably towards everybody
- Taking responsibility for one’s own actions
- Self discipline

Golden rules will be discussed by the class teacher and pupils and will be consistent around school. They will be displayed clearly in each classroom and phrased in a positive way. Throughout the year these rules will be referred to by all adults working within the school to reinforce behaviour positively.

**Rewards**
Rewards play an important part in our positive approach to behaviour. The rewards may vary depending on the nature of the behaviour.

Rewards may include:
- Golden time / Outstanding Chart
- Positive praise
- Stickers/Stars
- Praise pads
- Clap
- Class Star charts
- Certificates
- Sharing good news
- Star of the week
- Telling parents
- Responsibility/Jobs

**Inappropriate Behaviour**
Occasionally some children forget to behave according to our rules, and behave in unacceptable ways. All children must understand that by choosing not to behave well, they are automatically choosing the consequences of their unacceptable behaviour.

**Hierarchy of Consequences for Inappropriate Behaviour**

1. Try to ignore the behaviour
2. The Look – Hand gestures Visual cards/clues
3. The Warning
   - Reminder of the rules
   - Highlighting the good behaviour of others
   - Rewarding others good behaviour
   - Secret walker / Secret worker
4. Loss of Golden Time / Time Out
5. Time out in classroom
   - Spot mat on the floor
   - Sat on a chair
6. Sent to the Deputy Head or Head Teacher for Time out (Behaviour Bee may be used)
7. Parents informed / Behaviour Leader informed / Behaviour chart set up with a target for behaviour
8. If unacceptable behaviour continues **ABC (Antecedents/Behaviour/Consequences)** forms will be completed to establish triggers for behaviour.
9. An **IBP - Individual Behaviour Plan** – is to be completed by the class teacher and the Behaviour Leader choosing 2 or 3 achievable targets. This is to be shared with the child and their parents. These targets will be reviewed termly to review the effectiveness of provision and progress of the child.
10. A Positive Handling Plan will also be written, agreed and signed with the parents.
11. Advice and consultation will be sought from outside agencies at the Learning Support Planning Meeting.
12. Any major incidences will be reported in the school’s Behaviour Log and reported to the Governing Body at the Pastoral Committee.

13. If more regular reviews are required with parents a Pastoral Support Plan will be written with short term achievable targets which will be reviewed half termly.

14. Extended Services may become involved e.g. Jigsaw – Pupil Referral Unit. Applying through the In Year Fair Access Panel

15. **CERTAIN BEHAVIOUR WILL MEAN CHILDREN ARE FAST TRACKED. THESE BEHAVIOURS INCLUDE: VIOLENCE, RASCISM AND WILFUL DAMAGE TO THE SCHOOL**

16. In exceptional circumstances it may be necessary to implement a fixed term exclusion (in line with Children’s services guidance) to establish a way forward for the child, parents and the school

**This will only ever happen when all other possible options have been explored.**

**Bullying**

Bullying is an aggressive form of behaviour which is hurtful, deliberate and happens repeatedly.

It can take different forms:-

- **Physical**- hitting, kicking, taking and damaging belongings.
- **Verbal**- name calling, insulting, repeated teasing, and racist remarks.
- **Indirect**- spreading rumours, excluding children from groups.

**Signs**

Bullying behaviour can affect children in different ways and staff need to look for signs in the form of:-

- Pupils reluctant to come to school/playground.
- Pupils refusing to say anything is wrong.
- Clothing/possessions damaged or lost.
- Changes in usual behaviour, children may be quieter than usual, withdrawn or distressed.
- Parents may notice a change in sleeping and/or eating patterns. They may have unexplained cuts or bruises.

**Action**

Bullying can be brought to the attention of staff by- the victim, their friend, parent or any other relevant person that the child is in contact with.

**What will the school do?**

The following procedure is available to staff. The emphasis is always on a caring, listening approach as bullies can be victims too.

- Hold discussions with the victim and parents. This will require patience and understanding. Remember-Listen, Believe and Act.
- Identify the bullies. Obtain witnesses if possible. Advise the Headteacher or Deputy.
- Hold discussions with the children concerned, following Restorative Justice procedures. Using Restorative Justice questions- What happened? How did it make you feel? What needs to happen to make things better? Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Farnborough Road Infant School.
- Monitor and observe the situation and have discussions with the victim to ensure there has not been any other incidents.
- Home School Record Book Sign and date events.

**Sanctions**

- May include withdrawal from certain activities, loss of playtimes, exclusion from school at lunchtimes. These can be discussed with parents and child.
As the behaviour improves activities can be reinstated and good behaviour praised. This will help rebuild the child’s self-esteem.

**Key Messages to share with the victim:**

- It’s not their fault.
- You are not on your own to face this.
- Try not to show you are upset - walk away.
- Find a friend.
- That we will give them strategies to deal with incidents through RE, PSHE, SEAL and Restorative Justice

**Types of Bullying Behaviour**

**What is homophobic bullying?**
Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

**Who experiences homophobic bullying?**
- Young people who are lesbian, gay or bi-sexual or who are thought to be lesbian, gay or bisexual.
- Young people who are different in some way – who may not act like other young people.
- Young people who have gay friends or family or whose parents/carers are gay.
- Teachers who may or may not be lesbian, gay or bi-sexual.

**Who does the bullying and why?**
- Anyone. Especially if they have not been told it’s wrong.
- People who think lesbian and gay people should be bullied because they believe gay people are ‘wrong.’
- People who might be gay themselves and are angry about that.
- People who think young people should conform rigidly to gender stereotypes.
- People who think gay people shouldn’t have the same rights as heterosexual people and who use this to justify bullying.
- People who think gay parenting is wrong and that students should be treated differently because of it.

Under the Education and Inspections Act 2006 schools have a legal duty to ensure homophobic bullying is dealt with but that is not the only reason to tackle it.

**Homophobic bullying can have a negative impact on young people.**
- Seven out of ten lesbian and gay people say homophobic bullying affects their work.
- Bullying can be linked to poor attendance and absenteeism.
- Bullying can cause low self-esteem and the increased likelihood of self-harm and contemplation of suicide.
- Children who experience bullying are unlikely to fulfil the objectives of Every Child Matters.

**What does homophobic bullying look like?**
It can be hard to identify as it may be going on in secret. Students may be reluctant to disclose incidents because they fear staff will assume they are gay. Generally homophobic bullying looks like other forms of bullying but can include:
- Verbal abuse – spreading rumours that someone is gay, suggesting that someone or something is inferior for being ‘gay.’
- Physical abuse – hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyber bullying – spreading rumours online or excluding them. Text messaging, video and picture messaging

**Our aims**
- To promote justice, equality of opportunity and fair treatment and thereby allow all children and staff irrespective of their sexual orientations to achieve the level of success and self respect which they deserve while retaining the integrity of their own identities.
To make children aware of the meaning of homophobia and to establish an environment where the college becomes effective in reducing prejudice and raising self esteem.

To contribute towards a sense of citizenship and prepare our young people for living in diverse societies.

To promote an understanding of the variety of community and personal cultures, valuing the contribution that each individual is capable of making to society.

To provide a safe and welcoming place for all of the college community

To provide an environment where homophobic assumptions, attitudes and behaviours are always challenged.

To provide a curriculum which emphasises the positive aspects of all cultures and to give young people the confidence to challenge homophobia and to know that all forms of bullying and prejudice can and must be eradicated.

Creating a vision – striving to engender an ethos in which homophobia is as unacceptable as racism or sexism.

Involving all staff and students in implementing that vision.

Modelling the kinds of behaviours we would wish students and staff to demonstrate e.g. understanding, respect, self-awareness.

Valuing the whole school community and being sensitive to the needs of individuals who have Lesbian, Gay or Bisexual identities.

Ensuring that all staff are well informed about homophobic bullying.

**Our actions at FRIS**

Homophobic behaviour is clearly identified as such.

- Homophobic abuse and harassment is not acceptable behaviour and will not be tolerated.
- Preventative action is taken to reduce the likelihood of such incidents occurring.
- Perpetrators will be dealt with effectively through the school’s Behaviour and Anti-Bullying policy procedures.
- Individuals who are bullied or suffer from discrimination will receive support.
- If any incidents should occur the frequency and nature of them will be recorded and monitored within the college and the relevant parents/carers informed.

**Peer on Peer abuse**

Research indicates that peer-on-peer abuse, involving the physical, sexual and/or emotional abuse of young people by their peers – including, but not limited to bullying (including cyber bullying), gender based violence/sexual assaults and sexting is an issue of serious concern within the UK. Children, particularly those living away from home, are also vulnerable to physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. It should be subject to the same safeguarding children procedures as apply in respect of any child who is suffering, or at risk of suffering, significant harm.

A significant proportion of sex offences are committed by teenagers and, on occasion, such offences are committed by younger children. Staff should not dismiss some abusive sexual behaviour as ‘normal’ between young people, and should not develop high thresholds before taking action.

It may be appropriate to regard a young person’s behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

**Expected action taken from all staff**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become
involved. For example; do not use the word perpetrator, this can quickly create a ‘blame’ culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts
- Speak to all the children involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, ‘where, when, why, who’. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)
- Consider the Intent (begin to Risk Assess)
- Has this been a deliberate or contrived situation for a child to be able to harm another?
- Decide on your next course of action
- If from the information that you gather you believe any child to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If social care and the police intend to pursue this further they may ask to speak to the child in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing parents
If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents.

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face given the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:
What is the age of the children involved?
How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place?
Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?
What was the explanation by all children involved of what occurred?
Can each of the children give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?
What is each of the children’s own understanding of what occurred?
Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person’s explanation in relation to something
they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children’s Services Social Care.

**Equal Opportunities**

Our behaviour policy will be implemented in a fair and consistent manner in line with our Equal Opportunities Policy.

**Internet Acceptable Use and E-Safety**

At Farnborough Road Infant School we ensure all users have safe access and use the internet for educational purposes to enhance the curriculum. We provide a mechanism by which staff and pupils are protected from sites, information and individuals that would undermine these principles and aims of the school. Also refer to the Internet Acceptable Use Policy.

This policy will be reviewed regularly.

**Updated May 2017**

Signed ________________________ Date __________ Headteacher.

Signed ________________________ Date __________ Chair of Governors.