

Beddington Infants' School

Behaviour and Welfare Policy

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Our holistic approach is reflected in our aim that children leave Beddington Infants' School with the following seven gifts:

Learning Naturally at Beddington Infants' School

where every child will...

<p>be a well rounded child</p>	<p>be a good communicator</p>	<p>be respectful and polite</p>	<p>enjoy learning</p>	<p>have strong core skills</p>	<p>be a full member of the community</p>	<p>be ambitious</p>
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Our holistic approach is reflected in our aim that through genuine partnership with families, children leave Beddington Infants' School with these seven gifts.

Introduction:

This policy is based upon the views of all members of our school community including the children themselves. The successful implementation of such a policy is dependent upon an awareness and understanding by all people involved in school life including parents.

As a whole school we strive to:

- promote a positive approach with clear boundaries of acceptable and unacceptable behaviour
- maximise effective teaching and learning through the establishment of a purposeful working atmosphere
- provide role models of good behaviour with an emphasis on politeness and a positive self image
- encourage children to be responsible and aware of the effect of behaviour on others
- ensure that each child understands that a 'mistake' can be dealt with as long as s/he tells the truth and apologises in a meaningful way, while understanding that 'x' must not happen again.
- Help the child to apologise for exactly what s/he has done e.g. 'I am sorry for hitting you. I won't do it again'.
- All incidents should be dealt with in a manner which ensures that all aspects leading up to the 'event' have been discovered and considered. All discussions with children should ensure that the child is aware that the adult is surprised at this behaviour because it isn't like him/her to behave in this way. The discussion should end with a hope that the adult will very soon see the child doing something kind/helpful/positive. The adult should ensure that this happens soon afterwards.
- Each child should understand that an incident is dealt with and forgotten.
- Senior leaders should be involved if undesirable behaviour is particularly unkind/ dangerous or is becoming a habit.

Class rules:

At the beginning of each school year class rules are discussed and agreed by the class teacher and children. They are clearly displayed and understood by all. These rules are reviewed as appropriate so that they are relevant and familiar with the children.

Behaviour Book:

A behaviour guide book made by the children gives examples of good behaviour for reference by children and parents. Each child joining the school is given one of these books. This is often a positive way of dealing with issues as they arise (see consequences section).

Rewards and Consequences (within class time)

It is essential that children take responsibility for their actions and are rewarded for success in all areas. These guidelines have been agreed within the year groups in order to maintain a commonly held and consistent approach.

Foundation Stage

Rewards	Consequences
Recognition from adult (i.e. smile/well done).	A look and verbal reminder warning of consequence.
Verbal praise in front of peers, rewarded with gesture (i.e. marshmallow clap).	Ask child to move within the class or to another class after warnings have been given.
Informal chat with parent/carer to inform of success.	Thinking time/thinking cushion with appropriate sand timer during independent learning and lunchtimes.
Child shares success with another member of staff who will give verbal praise.	Remove child and keep with adult for short time.
Child shares learning during Friday assemblies in front of the school.	Talk to parents/carers to Inform (i.e. issue has been dealt with).

Years One and Two

Rewards	Consequences
Verbal praise/cheerful word.	Reminder-warning. Look of disapproval. Move to another area of the classroom to complete their learning.
Showing to other adult/class.	"Time out" from the group. Learn close to a grown-up for a short time. Move to another class for short time.
Show/tell in class and assembly.	Time spent with an adult at lunchtime to reflect on behaviour or complete learning.

Speak to parents and celebrate success as and when appropriate.	Learn in another class for short time. Behaviour book page and sorry note sent home if appropriate. Senior Leader informed.
	A Senior Leader speaks to the child re expected improvements. Parents more formally involved.

Rewards and consequences (within lunchtime)

The following guidelines are for teachers, support staff and midday supervisor's lunchtime play. Safety is of paramount importance and all children are made aware of lunchtime rules as soon as they start school. Class teachers need to remind children of the lunchtime rules regularly especially if there are any changes due to the weather conditions. If an incident occurs in the playground it is important to ask the children involved exactly what happened and deal with the issue fairly and in a positive way, ensuring that the source of any possible conflict has been discovered.

Rewards	Consequences
Verbal praise for good playground behaviour.	Look of disapproval. Verbal reminder/warning.
Tell class teacher/write in class notebook.	Stand with teacher/ midday supervisor for short period eg. 5 mins.
Praise in front of other children – given reward of leader, fetching lunch trolley, choosing story etc.	Time out – stand still in a quiet place (teacher informed either verbally or via class notebook).
Inform Senior Leaders/celebrate good behaviour with parents.	Send to Lead Midday Supervisor. Spoken to by a Senior Leader/refer to Behaviour book. Letter home/involve parents.

Exclusion

In serious cases, after other forms of support and sanctions have been implemented one of the following sanctions may be necessary:

- Spending time with a Senior Leader during independent learning time or lunchtime
- Lunchtime exclusion
- Fixed term exclusion
- Permanent exclusion

Monitoring and Evaluation:

It is important that there is a system in place whereby it is possible to monitor the effectiveness of this policy. There is a difference between children who are testing the boundaries from time to time and children for whom extra support is required in order to comply with school rules and routines.

If there is a serious incident with a child involving inappropriate behaviour it is recorded via a secure Google Form and collated electronically. Serious incidents at lunchtime are recorded in the same way. Issues during lunchtime are reported to class teachers at the end of the lunchtime.

Incidents are monitored by Headteacher/Deputy/Assistant Head on a termly basis and reported to the Governing Body. Targets and other information relating to behaviour concerns are passed on via the school's transition records and special considerations are discussed in a meeting with the child's new teacher at this time.

Children who are regularly breaching the boundaries are identified in this way and support needs are discussed with the Assistant Head and class teacher. Behaviour Support programmes are addressed within a School Support Plan and shared with the appropriate members of staff. Targets for behaviour are shared with parents and reviewed regularly (at least termly).

Anti-Bullying Policy

Definition:

Bullying refers to any of the above behaviours when carried out **repeatedly, persistently**, and in a **targeted** way by an **individual** or a **group** towards another individual or group.

The school's Behaviour and Welfare Policy is centred around a caring and supportive ethos and aims to **prevent** bullying in any form. However, as a school we recognise our responsibility to have clear guidance for all staff if bullying was to occur.

While, as a school, we take bullying extremely seriously, we do not use the term with the children. This is because, when talking to the children, they were better able to express and describe the unwanted behaviour when talking about being 'kind' and 'unkind'. As a staff, we are fully aware of the implications of bullying and work closely with families to ensure that it doesn't happen, if it does happen, that it is dealt with quickly and to the satisfaction of the children involved, their families and staff.

What is Bullying?

"Kidscape" suggest a range of behaviour that constitutes bullying:

Physical: pushing, kicking, hitting, pinching, any form of violence, threats.

Verbal: name-calling, sarcasm, spreading rumours, persistent teasing.

Emotional: tormenting, threatening ridicule, humiliation, exclusion from groups or activities.

Racist: racial taunts, graffiti, gestures.

Sexual: unwanted physical contact, abusive comments.

Identifying the Problem:

Children who are bullied are often reluctant to tell an adult.

Signs of bullying might include:

- Unwillingness to come to school.
- Withdrawn, isolated behaviour.
- Complaining about missing possessions.
- Refusal to talk about the problem.
- Being easily distressed.
- Damaged or incomplete learning.

Children need to know that at this school this behaviour is unacceptable and will be dealt with seriously.

Steps to be taken if bullying is reported or observed

1. Ensure that reports/concerns re: bullying are recorded via a secure Google Form and inform Headteacher and other staff members as appropriate.
2. Reassure child/children involved that this will be dealt with seriously.
3. Investigate all facts including all parties involved? Witnesses? Speak to bully/bullies in a firm but supportive way. Explain reasons why their behaviour is unkind and unacceptable. Do they have a problem which needs to be discussed? Obtain a written/verbal apology as appropriate.
4. Approach the issue indirectly within class RHE lessons or circle time (no names). Encourage a problem solving approach.
5. Involve parents (of bully and bullied) and Senior Leader if problem persists. Explain school's approach to parents ie. firm, fair, supportive.
6. Carefully monitor events especially in playground (via class notebook/observations etc.).
7. Give children who have been bullied some strategies (eg. assertiveness) and ideas of how to cope if they are ever in this type of situation again.

Please also see the Equalities Policy

Due for Review: January 2025