

# **Mrs Bland's Infant and Nursery School**

## **Positive Behaviour Policy**

**(including Behaviour Principles statement, written policy on  
behaviour principles & school exclusion)**



**Policy Date: September 2013**

**Policy Reviewed: September 2021**

**Policy Review Date: September 2022**

## **Our Behaviour Principles**

It is the primary aim of Mrs Bland's Infant and Nursery that every member of the school community feels valued and respected and that each person is treated well and fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a small number of 'Rules', which have been agreed by the children at the beginning of the school year (see appendix A), but the primary aim of the behaviour policy is not to establish a system to enforce rules. It is a means of promoting good relationships, so that everyone can work together with a common purpose of everyone learning.

The school expects every member of the school community to behave in a considerate way towards others.

We treat everyone fairly and apply this positive behaviour policy in a consistent way.

It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

The importance of taking a multi-agency approach to behaviour management is central. We as a school recognise the lead we may be required to take in consulting and communicating with other agencies.

## **Aims**

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

- Every member of the school community should feel valued and respected
- The policy sets out acceptable standards of behaviour and discipline in our school, so that they are easily understood by pupils, parents, staff and governors and encourages good behaviour and respect for others
- An opportunity at each stage for children to make amends and redeem themselves
- The involvement of parents at an early stage
- A shared understanding of what will happen if...
- The involvement of children – encouraging children to take responsibility for their actions
- The discussion with children in circle time and PHSE about the need for rules and the responsibilities we each have to one another

- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour
- The use of a multi-agency approach wherever appropriate

## **Rights and Responsibilities**

The Rights and Responsibilities of all are discussed at the beginning of each academic year and the children review the school and class rules. This is done during assembly and PSHE sessions, where children have the opportunity to share their thoughts, ideas and feelings about how Mrs Bland's Infant and Nursery School is a happy and safe place to learn.

- Everyone has the right to learn and no child has the right to intentionally disrupt the work of others
- Accepting everyone as individuals and respecting their rights, values and beliefs
- Fostering and promoting positive relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which everyone is fully aware of behavioural expectations
- Offering equality of opportunity in all aspects of school life and recognising and celebrating our differences
- Encouraging and praising and positively reinforcing good relationships, behaviour and work
- The school does not tolerate bullying of any kind (see anti-bullying section on pages 10-12)
- Caring for, and taking pride in, the physical environment of the school

## **Our school charter is:**

**Everyone at Mrs Bland's has  
the right to:**

**Be safe  
Be respected  
Be able to work**

## Rewarding Children's Work and Behaviour

As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole classes attitude and behaviour. These strategies include:

### ON-GOING INDIVIDUAL PUPIL AWARDS

- Good work;
- Effort;
- Positive attitudes;
- A week's completed homework task etc

Are rewarded with a sticker/stamp on the child's work and in their individual sticker book, kept in their trays.

Children also rewarded with award wrist bands and Praise Pad Certificates

Every 30 stickers in their sticker books are rewarded by visiting the headteacher and choosing from the treasure box.

### WHOLE CLASS AWARDS

Special achievements by the whole class can be rewarded by staff with a star. When the class has collected 5 stars they can choose a whole class treat.

### WEEKLY AWARDS

Star certificates and pencils are given at celebration assembly each week. One from each class for Star of the Week (effort) and one star from each class is awarded Friendship Star (displaying friendship values)

Teachers keep a register to ensure all children receive at least one award each year.

### HALF TERMLY AWARDS

Superstar certificates and a book are awarded to one child in each class who consistently display positive attitudes and effort towards their work and in their behaviour.

### SANCTIONS FOR MISBEHAVIOUR

- Verbal reminder of class rules, focussing on the inappropriate behaviour - not the child.
- Time out – 'Thinking time' to reflect on misbehaviour. Use timer and 'Thinking chair'. (In 1 to 2 minute blocks).
- Loss of Playtime – with the exception of 5 minutes in which they must keep.
- Removal to another classroom for 10 minutes
- See headteacher

### **On display**

- The maintenance of wall displays demonstrating work of which children are proud
- 'Stars' displayed in library area and on classroom doors where pupils and parents can see them
- Publicity photos, school event photos displayed for parents and children to see on a regular basis

### **In the newsletter**

- The names of children receiving stars for that week.
- Other children who are to be congratulated for particular achievements, competitions etc.

### **End of half-term**

- Superstars - approximately two children from each class are nominated by their class teacher to receive a certificate and have their name entered on the Superstar wall.

### **End of year**

- A special 'awards' ceremony to celebrate the achievements of the Year 2 pupils leaving school. This includes distribution of record of achievement certificates which summarise the children's achievements during the year
- Performances by children of snapshots of their work during the year
- Children sharing their first impressions and reflections of Mrs Bland's Infant and Nursery School in a Year book.

### **Other opportunities to celebrate include:**

- Musical evenings and concerts – where children can demonstrate their talents
- Friday morning celebration assemblies – where trophies and certificates received outside of school can be acknowledged



Mrs Bland's School  
Golden Rules

**To care for everyone and  
everything**

**To play fair**

**To use good manners to  
everyone at all times**

**To try hard in everything  
we do and persevere**

# Sanctions

## What happens if rules are broken...

1. Warning of consequence.  
Using language of choice....
2. Five minutes thinking time in a quiet area
3. Miss part of playtime
4. 10 minutes thinking time in another other classroom
5. See Headteacher
6. Headteacher speaks to parents

These sanctions are displayed in all classrooms on back of the Golden rules and are discussed at the beginning of each year as a school and the beginning of each term in each class. The rules may alter slightly after these discussions. In this way every child is involved in setting the standard of behaviour expected and these are discussed regularly during 'Circle Time' and assemblies and everyone at school is expected to be a positive role model.

### **The Role of all School Staff**

- Be part of creating a positive school ethos
- Be good role models – punctual, polite, well prepared and organised
- Take quick, firm action to prevent one child inhibiting another child's progress
- Deal with inappropriate behaviour, in line with the whole school policy. If behaviour persists, refer to class teacher

### **The Role of the Class Teacher**

- Provide challenging and stimulating planning designed to enable all children to reach their full potential
- Recognise and be constantly aware of the needs of each individual child according to ability
- Enable children to take increased responsibility for their own learning and conduct
- Ensure that learning is progressive and continuous
- Be good role models – punctual, polite, well prepared and organised
- Take quick, firm action to prevent one child inhibiting another child's progress
- Providing opportunities for children to discuss appropriate behaviour
- Treat each child fairly and all children with respect and understanding
- Liaise with parents to discuss concerns regarding pupils happiness, progress and behaviour
- Report to parents about the progress of each child in their class, which may also involve contact if there are concerns about behaviour or the welfare of a child
- Deal with inappropriate behaviour, in line with the whole school policy. If behaviour persists, refer to Headteacher
- Liaise with external agencies, to support and guide the progress of each child

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the school Standards Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and report to Governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children and staff in the school.

- Take a lead in the establishment of a positive school ethos
- Promote good behaviour and respect
- Regulate the conduct of pupils
- Ensure that pupils complete work given to them
- Monitor attendance and punctuality and follow the Attendance policy procedures when poor
- Prevent bullying including bullying related to race, religion and culture, homophobia, gender, sexist or sexual bullying, bullying of pupils with Special Needs or disabilities and cyber bullying



- Recording and reporting incidents of a serious nature
- Implementing the Positive behaviour policy, by setting standards of behaviour and supporting staff in its implementation

The Headteacher also has the responsibility for giving fixed-term exclusions for serious acts of misbehaviour (see exclusions). For serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Chair of Governors and West Berkshire LA are notified of any exclusions immediately and the Governing Body are informed of exclusions on a half-termly basis within the Headteacher report.

### **The Role of the Pupils**

- Being ready to start their learning when they arrive at school
- Learning to organise themselves and use necessary resources to help them with their learning
- Being polite and helpful to others and following the school rules
- Contributing to the development of the schools code of behaviour
- Caring for everyone and everything
- Developing responsibility for their environment and for their own learning and conduct

### **The Role of the Parents/Carers**

- To work collaboratively with the school, so that children receive consistent messages about how to behave at home and at school
- Read the school rules and support these
- Supporting their children's learning and co-operating with the school as set out in the Home-School Agreement
- Ensuring children attend school in good health, punctually, and regularly (this involves not taking leave of absence during term time)
- Providing letters or phoning the school to explain absences
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their child's progress and attainments
- Ensuring they contact the school to discuss matters which affect a child's happiness, health, progress and behaviour
- Take an active part in their children's learning, giving due importance to homework, hearing reading and assisting in learning tables and spellings
- Allowing children to take increasing social and personal responsibility as they progress through the school
- Accepting responsibility for the conduct of their children at all times
- If the school has to use reasonable consequences to a child as a result of inappropriate behaviour, parents will support the actions of the school. If parents are concerned about the way a child has been treated, they should initially contact the class teacher, then Headteacher. If the concerns remain, they should put these concerns in writing to the Chair of Governors. If these discussions cannot be resolved informally the Complaints Procedure and Policy should be followed.

### **The Role of the Governors**

- Being responsible for setting down the general guidelines on standards of discipline and behaviour
- Support the Headteacher who has the legal duty to establish the detailed measures on behaviour and discipline that form the behaviour
- Ensure the behaviour policy is applied correctly and consistently throughout the school
- To form a complaints panel in line with the Complaints Policy, if required

## 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 young children under five, hurtful behaviour is momentary, spontaneous and often without cognisance 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 sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor 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 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.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we 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, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" 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 do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, 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.

## **Prevention of Bullying**

At Mrs Bland's Infant and Nursery School we aim to:

- prevent bullying
- deal with bullying as it occurs
- build on the school behaviour policy as a vehicle for helping pupils behave in a socially acceptable way
- give time in the curriculum to discuss bullying
- ensure that children know they must speak out against bullying
- keep records of all incidents, discussion and any resolutions

**Bullying occurs when one or more other people make a person unhappy over a period of time. It can take several forms.**

- Verbal as in name calling, personal comments, racial abuse.
- Social as not being spoken to or being left out of activities.
- Material as when possessions are stolen or damaged or extortion takes place
- Mental as when pressure to conform is applied as in physical assault.
- The ability to have some sort of power over the victim (not always recognisable to the teacher)
- Cyber bullying
- Peer on peer abuse

**We do not use the word bullying for the general rough and tumble of school life.**

**Bullying is:**

- Systematic and on going rather than a one off.
- Done by the more powerful to the less rather than between equals
- Distressing and hurtful to the victim rather than good-natured fun.
- Always one way rather than an exchange.

**Understanding Bullying Behaviour**

From a very young age some children learn that aggressive behaviour helps them get their own way and for some creating fear in their victims is a rewarding and pleasurable experience. Some like to react to an audience with adults and other pupils. Children who behave in this way may have learnt from the older people around them how to hurt others. They may have witnessed deliberate acts of physical and verbal aggression in their homes, in school, their local environment and on television and films. It is therefore not surprising that by the time they go to infant school they have learnt many ways of bullying others often by being bullied themselves. The message for all adults therefore is that prevention is better than cure.

A fine line defines bossy and bullying behaviour but it is important to distinguish between them and between boisterous and aggressive play. Bossy pupils tend to boss whoever is around at the time, whereas bullying pupils pick on younger and more vulnerable children. Most pupils grow out of bossiness as they learn social skills and self-control. Bullies however increasingly rely upon threat and coercion. Boisterous, rough and tumble play is natural and fun but it becomes bullying when it spoils other children's activities and enjoyment. We need to be aware that occasionally some of our pupils do not realise their behaviour is bullying and most will claim that to be the case.

**What is the School's Position?**

Mrs Bland's Infant and Nursery School does not tolerate bullying and we will do all we can to prevent bullying in the first place.

We deal with any situations as they crop up and will listen to and help any pupils who approach them. All reports of bullying will be taken seriously and appropriate action taken.

Sanctions as identified in the school's behaviour policy will be used. All staff are therefore aware of the following:

- Mission Statement
- Children's School rules
- The School's Behaviour policy

**How can the Children Report Bullying?**

Mrs Bland's Infant and Nursery School is an anti-bullying school.

To enable this, children need to:

- Treat other people kindly and fairly - never bully others.
- Report if they are bullied.
- Report if they see others bullied. If they do not, they are covering up for the bully.
- Never make comments or tease people about their appearance, manner or ability.

Bullying can be reported to any member of the school staff.

## **Procedures for Dealing with Bullying**

Everyone in school should be aware of the indications of bullying and all staff should ensure that bullying or threatening behaviour is not tolerated in school.

All staff should respond to bullying by:

- Remaining calm – remember you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Take the incident seriously, take action as quickly as possible (does this have to be private or public?)
- Reassure the victim(s) - don't make them feel inadequate or foolish, offer to help the victims
- Make it plain to the bully that you disapprove and their behaviour is unacceptable.
- Encourage the bully to see the victim's point of view.
- If the incident requires the bully to be punished, be very careful how this is done as reacting aggressively or punitively gives the message that it is ok to bully if you have the power.
- Explain clearly and calmly the punishment and why it is being given
- Parents/guardians of both the bully and the victim need to be informed of the situation by the Headteacher.

## **Strategies for Preventing Bullying**

- At the beginning of each term teaching staff discuss standards of behaviour. Procedures for the school day are scrutinised from 9.00am – 3.25p.m. Areas of concern are noted and strategies put in place to improve the situation
- Lunchtime controllers meet once a term with either the Headteacher or the member of staff with responsibility for behaviour management. Training for controllers with either Headteacher or a member of the behaviour support team organised at least once a year.
- All staff must be made aware of any child causing concern either as a victim or as a bully. It is also policy to actively try to make sure that all pupils enjoy playtimes. Controllers and duty teachers can often help a shy or withdrawn child gain confidence by initiating games or finding another child to help.
- Adults practising basic good manners when addressing pupils and each other
- A classroom ethos that respects the individual and reflects the school Mission Statement
- Vigilance by all staff, pupils and parents in the school
- A record of incidents is kept for lunchtimes and is monitored by the Headteacher.
- Classroom observations may be made by class teachers.

## **Peer on Peer Abuse**

All children are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including -

- Bullying including cyberbullying
- Sexual violence and harassment
- Physical abuse
- Sexting
- Upskirting (now a criminal offence and has reporting requirements)
- Initiation /hazing type violence and ritual

The school has:

- Procedures to minimise the risk of peer on peer abuse
- Procedures on How allegations are recorded, investigated and dealt with
- Clear processes as to how victims, perpetrators and any other children affected will be supported
- Recognition of the gendered nature of peer on peer abuse but recognising, that all forms of this behaviour are unacceptable and will be taken seriously. See Mrs Bland's Infant School Safeguarding and Child Protection Policy for procedures on dealing with Peer on Peer abuse.

## **The Curriculum**

The school curriculum can be used as a powerful vehicle for helping children behave in a socially acceptable way. The policy for the prevention of bullying is part of the Personal Social, Moral and Health education policy (PSHE) and Relationships Education (RSE)

- Through role play, stories, discussion and circle times our children are given time to discuss how someone feels when they are subjected to name calling, exclusion from games or are physically hurt.
- School rules are discussed and made clear to the children at the beginning of each term and regularly referred to and discussed throughout the term
- The children are encouraged to be involved in the rule making process (Rules for life are part of the assembly themes for the school.)

## **What can Parents do?**

At Mrs Bland's Infant and Nursery School we acknowledge that if parents and teachers work together there is always something we can do. If you have any worries about your child in school, please discuss them with us.

These are some of the signs, which parents may notice and which may be signs of bullying.

- Being frightened or unwilling to come to school.
- Decline in standard of school work.
- Possessions damaged without explanation
- Not sleeping or eating properly
- Generally depressed and withdrawn
- Displaying 'out of character' behaviour.

The first thing to do is to give your child an opportunity to talk and see if he or she will open up about a problem.

The next thing to do is to contact the school to discuss your worries with the class teacher. Don't worry if all you have is a concern that something may be wrong. The

class teacher will talk to your child and any others involved and action will be taken. Where necessary the parents of bully and victim will be informed. Parents and teachers will be encouraged to teach the children more appropriate behaviour.

If the situation persists, advice from the LEA Behaviour Support team may be sought. In extreme cases particularly where aggressive behaviour is deemed dangerous to others in the school exclusion procedures will be applied.

We aim to ensure that our school is a happy, fear free environment for all pupils and that every opportunity is taken to reward good behaviour.

## **Cyber Bullying**

E-Safety is an important element of our core and extended curriculum. However, occasionally issues surrounding cyber-bullying do come to our attention and as the majority of these take place out of school, the school takes a supportive rather than a punitive approach to managing such concerns. Due to the age of pupils at our school, and the monitoring and systems in place when pupils use the internet, cyber bullying is unlikely to happen at school as pupils will not yet have access to social networking sites as these are limited to age 13 and above. Pupils will also be closely supervised when using school email.

At Mrs Bland's, if incidents of cyber and text bullying are brought to the school's attention, the following steps are put in place:

1. Evidence is presented to the Headteacher / Deputy Headteacher.
2. The parents of all children involved are informed.
3. Headteacher / DHT speaks to the victim(s) and perpetrator(s) individually or grouped as is appropriate. Key messages reinforced.
4. Class teacher further reinforces key messages with class/year group that week.
5. Agreement with victim(s) that this has been an *unintentional*\* one-off situation effectively dealt with or
6. Victim(s) and perpetrator(s) moved to support group anti-bullying strategy

When such incidents occur, the subsequent newsletter re-issues parental advice regarding supervision of internet use.

From DFE 'Cyber Bullying – a Whole school Community Issue':

*\*unintentional:* as a result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences - for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

## **Fixed Term and Permanent Exclusions**

Exclusions are rare. They are only used after all other sanctions and strategies have failed and when allowing the child to remain in school would be detrimental to the education and welfare of others in the school or after a pupil has seriously breached the school's discipline policy. Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from the school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time the Headteacher makes it clear that the parents can, if they wish, appeal against this decision to the governing body. The Headteacher informs the parents how to make any such appeal. This contact may be made by telephone initially and all the information is also put in writing and given to the parents within one school day of the exclusion.

The Headteacher informs West Berkshire LA and the Governors about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion made by the Headteacher.

The Governing Body has a Complaints Panel. This panel considers any exclusion appeal on behalf of the Governors.

When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation made by the parents and West Berkshire LA, and consider whether the pupils should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **Lunchtime Exclusion**

Some pupils' behaviour can be particularly difficult at lunchtime. Where this is the case, it may be possible, through discussion and agreement with the parent, to arrange for the pupil to go home for lunch.

If this is not feasible, provision exists to exclude the pupil for the duration of the lunchtime, placing the legal responsibility for the child back with the parent.

Where lunchtime exclusion is used, it is as a short term measure only, with regular review of whether it continues to be an appropriate approach. Lunchtime exclusion, must be treated as equivalent to a quarter of a school day. If these quarter days add up to more than 5 school days in a term, including when they are added to other fixed term exclusions, this will entitle the relevant person to make representations to the Governing body.

The telephone number for the Advisory Centre for Education (ACE is an independent national charity providing advice to parents) exclusions information line – 0300 0115 142 and their website address – [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

## **Reintegration Following a Fixed Term Exclusion**

Following DFE guidance, a reintegration interview with parents is arranged between the Headteacher and parents, following a fixed period exclusion. The purpose of this interview is to discuss how best the child's return to school can be managed.

Mrs Bland's Infant and Nursery School follows the West Berkshire reintegration Guidelines written by the Behavioural Support Team.



## Special Needs and Social and Emotional Behavioural Difficulties

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/ sanction process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the child

- in some cases children may benefit from parents being involved with them on school site. This would require negotiation and support from all parties concerned
- involvement in nurture group – this is an extremely valuable resource which provides children with support and help with social skills in a small group. The emphasis is upon the caring and non-judgmental environment and making the child feel that they are part of a caring family.
- Support from a TA, to provide support and encouragement for individuals who may lack the concentration to stay on task, independently. In some cases they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising the self-esteem of the child, basing the work upon their individual needs and interests and finding ways of motivating them within class.
- Adapting the curriculum – in some cases children will not be able to cope all day with the set curriculum. It may be that in the afternoon alternative arrangements are made and more practical activities arranged to keep them on track. This might take the form of a rewarding activity for the child and a friend after a successful day. It might also include class rewards as peers have helped the child to remain included.
- Some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teachers and TA's. In some cases parents might also be involved in further supporting at home.
- Having a Celebration book to record all the positive things that have happened throughout the day to share at home
- Having an Individual Behaviour plan which is written by the teacher and class team to ensure a consistent approach, which is reviewed termly.
- Providing responsibilities – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children with a task, an adult or being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them.

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with SEBD. They should also be given counselling as appropriate and provided with the opportunity to vent their frustrations. Dealing with children with SEBD is always a balance between:

1. the needs and inclusion of the individual child concerned
2. the entitlement of the class

3. the capacity of the teacher to remain calm in what can be extremely testing circumstances

Where a child is 'acting out' a no-blame approach should be taken. Adults involved with the child can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour expected of them.

In cases such as this, opportunities for the child to 'fit back in' should be provided whilst also acknowledging that follow-up action may need to be taken but when circumstances are more settled and the child can be encouraged to reflect on their behaviour. Every attempt should be made to avoid the escalation of problems through direct confrontation or 'backing children into a corner'.

Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

SEBD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

**Support for the above may be accessed through:  
Behaviour Support Team - 01635 877113  
Special Needs Support Team (SNST) – 01635 30572**

### **A Positive Environment**

Perhaps most important of all is the overall climate and ethos of our school.

Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- the example set by members of staff in their relationships and communications with children
- the support and relationships that members of staff have with one another
- the sense of community within the school and that all children are ambassadors for us
- interesting and well-prepared lessons that cater for individual need

### **Monitoring**

This policy is shared with all staff and reviewed on an annual basis. It is shared with the school community at Consultation Evenings and is available to view on the school website and on the Awards Notice board.

The Headteacher monitors the effectiveness of this policy on a regular basis. She reports to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

A variety of records of incidents of misbehaviour are kept in school. The class teacher monitors minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of incidents that occur at break and lunch times.

Copies of incident books are kept in the Headteacher's office.

Daily incidents are dealt with immediately by the class teachers and, if necessary, are reported to the Headteacher. These are checked weekly and incidents logged formally.

The Headteacher keeps a record of any pupil who is excluded for a fixed term or permanent exclusion.

It is the responsibility of the Governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

### **Review**

The Headteacher and staff review the policy annually and consult any changes to its content with the school community. The Governors review the policy every 2 years or earlier if the government introduces new legislation or recommendations on how the policy can be improved.

## **Behaviour Policy 2020 Covid-19 Addendum**

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At Mrs Bland's Infant and Nursery School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Positive Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Positive Behaviour Policy (which includes Anti-Bullying and Peer-on-Peer Abuse) E-Safety Policy. These adjustments are set out below:

### **Arrivals, Departures and Moving round the school.**

Children will enter school through their designated entrance at the agreed time. Children will be dropped off by their parent/carer and will go straight to their designated class bubble, keeping a distance from any other individual as best as they can. There will be markers on the floors to support children with social distancing.

At their designated home time, children will leave the building from their designated exit. They will leave when their parent has come to collect them, again keeping their distance and not stopping in the playground to talk to other parents/children.

Movement around the school will be limited. When the children leave their classroom bubble to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay distanced from peers and adults not in their bubble. Children will follow an adult from their classroom on their designated route.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

### **Hand washing and Hygiene**

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands using soap before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

### **Social Distancing**

Children who are old enough will be expected to socially distance from their peers and adults in school, and on the playground at all times. Pupils in EYFS, Y1 and Y2 will have their own table and chair. When children enter their classroom, they will be

expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats.

Teachers will ensure that pupils, where ever possible, adhere to social distancing measures.

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

### **Toilets**

Each year group bubble will have their own toilets to use. Children will be supervised and encouraged to use the toilets one at a time (this may not always be possible with reception children).When a child has finished in the toilet they must wash their hands.

### **Break times**

Children will have a designated place to play during break times. Children must stay in their designated area at all times.

### **Rewards**

Children, will continue to collect stickers for their reward chart. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted, however, Mrs Nisbet will be holding a virtual celebration assembly each week for Head teacher's Award and Star of the Week awards, these will then be posted home.

### **Behaviour in school**

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their classroom/bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

## **Pupils with Special Educational Needs**

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

### **Pupil's working from home.**

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Seesaw/Purple Mash, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.