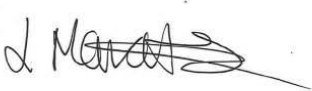



Policy for



Behaviour Management and Anti-Bullying 2017/19

Review Cycle:-	Two Year - October 2017	Date of Next Review:-	October 2019
Approver:- Chair of Governors	Signed:-  Date:- October 2017	Approver:- Acting Head Teacher	Signed:-  Date:- October 2017

Introduction

Our behaviour management and anti-bullying policy links with the UNICEF charter of Children's Rights and Responsibilities and sits very clearly in the centre of our vision:

Children are at the Heart of Everything we do

We believe that all our children have the right to

- Feel safe and be happy
- Be treated as individuals
- Powerful learning experiences

We work together to respect

- Everyone in our community regardless of difference

We realise that we all have a responsibility to

- Make the best contribution we can

The children, parents, staff and governors of Knights Enham Nursery and Infants share the responsibility for ensuring that we can put our vision into practice and work together to ensure that children can enjoy their time at school feeling safe, happy and secure. We believe that a strong community ethos where we develop a culture of Rights, Respect and Responsibility must underpin our behaviour management policy and practice. We aim to encourage independence in all aspects of school life and behaviour is no exception. We encourage an understanding of choice and of taking responsibility for our choices and in an age appropriate way this means understanding that we are able to make good or poor choices.

School and Class Charters

The whole school shares the same simple charter:

We take responsibility for our own choices

We look after each other

We look after our school and everything in it

The wording of the charter enables us to work with year groups and classes to gain an understanding of the rights, respect and responsibilities ethos. Every new academic year staff begin in September writing a class charter and each child contributes to the class display in order to make sure they all feel included and have some ownership of the class charter. The Class charter will reflect the school charter but in a way that is appropriate and pertinent to that class. Each class has a display focussing on the class charter and this is revisited regularly through activities and discussions over the year.

Promoting good behaviour

Each child has a peg with their name on it. When a child is seen to display positive behaviour their peg is moved up one star on the chart. These behaviours reflect the Knights Enham Code and the Knights Enham Right Choices which include, being kind, working hard, listening and being helpful and polite. Each day's successes will be recorded on a class chart. At the end of each day a 'Star of the Day' will be

chosen and recorded on a special blue star chalkboard. Various rewards will be given to reflect the good choices being made such as stickers, notes home, a message in the home/school diary etc.

Of course, where there are rewards, there are also sanctions. To provide continuity across the whole school, the Clouds of Consequence which clearly set out the steps of sanctions if children make poor behaviour choices. These clouds are on display in each classroom alongside the Stars of Success.

The Clouds of Consequence work in a similar way to the Stars of Success. The children begin each day on the sun at the top of the clouds. Their name peg is moved down a cloud at a time if they make bad choices. The first cloud is a warning, the second is a period of 'time out' in the class, the third cloud is 'time out' in another class, the fourth cloud will result in the class teacher speaking to parents and the fifth cloud **in** the headteacher speaking to the child and taking any further action as appropriate. At every point the child will be encouraged and guided to change their behaviour and return to the sun.

Learning positive behaviour

Children learn about behaviour from everything that they see, hear and experience. Children learn best from positive messages, not negative ones. We have a strong ethos of developing relationships, trust and mutual respect in school. Children will learn about how we relate to each other from seeing how staff respond to each other as well how staff treat children. Our home school agreement asks parents to support us in this and to model good behaviour choices.

We ensure our ethos of positive behaviour underpins all our relationships and interactions in school. For example we work hard to:

- Phrase directions positively eg 'Walking in school...' not 'Don't run...'
- Praise specific behaviours eg 'I like the way you are sharing the bricks..' or 'Thank you, that's helpful of you...'
- Know our children well and have time to find out about what is important to them
- Take time to share information about ourselves so children feel they know us well
- Have clear routines and expectations so that children feel secure
- Celebrate achievements for example Friday assembly
- Build a strong sense of community and identity so that we all feel we belong

Staff will never shout at children.

Our personal, social and emotional curriculum in both FS and KS1 supports learning about behaviour and how we deal with our emotions and relationships. We work hard to develop staff understanding of children's physical and emotional needs so that we are well placed to best support their individual development and well-being needs.

The school will consider the use of exclusion – either internally or externally by sending a child home – in rare cases and in accordance with Hampshire guidance.

The school has a separate policy for the use physical restraint.

Anti-Bullying

Bullying is unacceptable and school staff take any concerns or allegations about bullying very seriously. We believe that all children, staff and parents/carers have the right to be protected from bullying and abusive behaviour. It is important that the school community have a shared understanding of what bullying is ... and what it is not.

Bullying

- goes on for a while or happens regularly
- is deliberate - the other person wants to hurt, humiliate or harm
- involves someone / or several people who are stronger in some way than the person being bullied. The bully has more power, they are older, stronger or have some 'hold' over the target eg they know a secret about them

Bullying is all three of the above things happening, it is not

- an occasional fight or argument or falling out
- a friend or class mate sometimes being nasty in some way
- arguments or fall outs with a friend
- not liking someone

We support children by taking part in national campaigns such as e-safety day and anti-bullying week. We support children to understand what bullying is, including cyber bullying and e safety issues, through our PSHE curriculum and within our behaviour management policy. Staff ensure that children feel able to let us know if they have any concerns and that these are taken seriously. Similarly if parents/carers have concerns then they are encouraged to talk to the class teacher or year group team leader. It is very important that parents/carers who do have any concerns come and talk to school staff and not approach other parents/carers. Staff will decide on a course of action following this discussion which may involve further observations in school and discussions with children and other staff or parents/carers. All cases of bullying (see the definition above) will be discussed with the Deputy or Headteacher who will be part of the investigation and the action plan to address the bullying and resolve the situation. In cases of bullying this will lead to sanctions as appropriate to the particular case and support for the child bullied.