

**NORFOLK CHILDREN'S SERVICES**

**Mousehold Infant & Nursery School**



**Title of Policy:  
Behaviour & Discipline  
(Including Policy for dealing with Bullying)**

**Subject Leader/Contact Person: Rebecca Westall**

**This policy has been developed, reviewed & adopted as follows:**

	<b>Date of Draft</b>	<b>Date Agreed</b>	<b>Date of Review</b>	<b>Date of Review</b>	<b>Date of Review</b>
<b>Staff</b>	Sept 2016	Sept 2016	Sept 2017	Sept 2018	Sept 2019
<b>Governors</b>	Sept 2016	Sept 2016	Sept 2017	Sept 2018	

<b>School Aims:</b>	<b>Respect, Help, Learn, Enjoy, Achieve.</b>
<b>School Self Review:</b>	<ul style="list-style-type: none"> <li>• How high are standards?</li> <li>• Pupils' attitudes, values &amp; personal development.</li> <li>• How well are pupils taught?</li> <li>• How good are curricular &amp; learning opportunities?</li> <li>• How well does the school care for its pupils?</li> <li>• How well is the school led &amp; managed?</li> <li>• How well does the school work in partnership with parents?</li> <li>• How effective is the school?</li> </ul>

Signed ..... (Headteacher)

Signed ..... (Chair of Governors)

## **Introduction:**

Our vision statement is **'Take care, Aim high, Enjoy Learning, Achieve Success'**. Working collaboratively, we aim to create a welcoming, safe, caring and stimulating school environment for learning where relationships are based upon mutual support, respect and trust and everyone feels valued.

**The Behaviour Policy applies to everyone within the school community; pupils, staff, governors, parents, carers and visitors.** It links closely with the Policies for PSHE & Citizenship, Learning & Teaching, Equal Opportunities & Anti Racist, SEN, Health & Safety and Child Protection and should be read in conjunction with them. These policies underpin the work of the school and reflect its values and aims:

### **We value:**

- Everybody's right to learn and teach in a welcoming, safe, caring, well-organised and stimulating school environment.
- The involvement of children, staff, governors, parents and carers in the decision-making processes of the school.
- Equality of opportunity and regard for all, through the nurturing of positive self-esteem.

### **We aim to:**

- Create a welcoming and co-operative school community in which relationships are based upon mutual support, respect and trust and where everyone feels valued.
- Foster the children's self-esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent as learners.
- Provide a secure and enriching environment where learning can take place with enjoyment.

The ongoing process of school self review enables us to monitor and evaluate how well we are caring for the welfare of the children, fulfilling our aims, and developing and modelling positive attitudes and values from which the children can learn and grow into responsible, respectful citizens.

The Behaviour Policy includes guidelines for encouraging and affirming positive behaviour as well as dealing with disruptive behaviour within the school. These are shared with colleagues, pupils, parents, governors and visitors.

### **We believe that:**

- Everyone in the school community has the right to respect from others, the right to learn and to teach and the right to feel safe.

- All pupils are entitled to equal regard, just as they are entitled to equality of opportunity in learning.
- Education is about the development of the whole person. By this we mean that opportunities for pupils to develop positive values and attitudes are as important as the development of skills and factual knowledge.
- Education should be the means of achieving greater independence without impairing the rights of others. Relationships in which everyone may feel self-respect, and show respect for other people are vital to the quality of our lives.

**We feel the above rights and beliefs are most likely to be achieved when clear rules and responsibilities concerning behaviour are negotiated, articulated and upheld throughout the school. Class and school values are discussed and agreed annually, with ongoing reminders and references as necessary.**

**Strategies used to achieve positive and effective behaviour and discipline:**

- We teach pupils how to solve their own problems through discussion and negotiation, so they learn how to think things through and talk together to establish agreement.
- With our support we help pupils to develop the ability to take responsibility for their own actions, and to see the links between their behaviour and the consequences of their actions and subsequent events.
- Speaking assertively to disruptive pupils and using language which is clear, firm, calm and decisive.
- Approaching behaviour and discipline in a positive and consistent way across the school
- Encouraging pupils to offer their points of view, express their feelings and listen to those of others.
- Regular circle times and Class and School Council meetings across the school.

**Rights & Responsibilities**

**Everyone involved in the school community has rights and responsibilities to ensure teaching and learning takes place in a supportive and co-operative environment.**

<b>Pupils have a Right to:</b>	<b>Pupils have a Responsibility to:</b>
<ul style="list-style-type: none"> <li>• <b>Feel safe &amp; happy</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Make others feel safe &amp; happy</b></li> </ul>

<ul style="list-style-type: none"> <li>• Learn</li> <li>• Be treated with respect</li> <li>• Know their property is safe</li> <li>• A clean &amp; tidy school</li> </ul>	<ul style="list-style-type: none"> <li>• Help others learn</li> <li>• Respect other people</li> <li>• Respect &amp; care for other people's property.</li> <li>• Help keep the school clean &amp; tidy</li> </ul>
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Staff have a Right to:	Staff have a Responsibility to:
<ul style="list-style-type: none"> <li>• Work in a safe &amp; supportive community.</li> <li>• Have the support of pupils and parents.</li> <li>• Feel valued personally &amp; professionally.</li> <li>• Teach without disruption</li> <li>• Be shown courtesy &amp; consideration by all in the school community.</li> <li>• Opportunities to teach a broad &amp; balanced curriculum, with appropriate resources.</li> <li>• Professional development.</li> <li>• Have personal and school property respected.</li> <li>• A clean, tidy &amp; orderly school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Support others and provide a safe classroom environment.</li> <li>• Work in partnership with parents &amp; keep them informed about the curriculum and their children's progress.</li> <li>• Value &amp; respect others in the school community.</li> <li>• Provide high quality teaching and an appropriate curriculum</li> <li>• Treat others with care, courtesy &amp; consideration.</li> <li>• Allocate appropriate time to plan, evaluate and monitor high quality teaching &amp; learning.</li> <li>• Attend appropriate InSET and develop and grow professionally.</li> <li>• Take care of the property of others &amp; the school.</li> <li>• Promote a clean, tidy &amp; orderly environment, &amp; share responsibility for common areas; hall, corridors, cupboards etc.</li> </ul>

Parents/Carers have a Right to:	Parents/Carers have a Responsibility to:
<ul style="list-style-type: none"> <li>• <b>Effective communication with the school.</b></li> <li>• <b>Useful information about their children’s progress, achievements &amp; the school.</b></li> <li>• <b>Be treated with respect and have their opinions valued.</b></li> <li>• <b>Receive helpful feedback about their children’s education and the progress of the school in general.</b></li> <li>• <b>Have their children work towards their potential.</b></li> <li>• <b>Expect their children to work in a clean, orderly and tidy environment.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work in partnership and keep in regular contact with the school and its staff.</b></li> <li>• <b>Support their children’s education and make every effort to keep themselves informed and respond if the need arises.</b></li> <li>• <b>Ensure their children attend school regularly and punctually, when fit and well.</b></li> <li>• <b>Be involved in the activities of the school.</b></li> <li>• <b>Ensure that time talking with teachers does not take them away from their teaching and class responsibilities.</b></li> <li>• <b>Actively support school decisions, policies and rules and share them with their children as appropriate.</b></li> <li>• <b>Respect school staff and pupils and value their opinions.</b></li> <li>• <b>Talk positively about the school, its staff and the community with their children.</b></li> <li>• <b>Work in partnership with the school to support their children with their learning.</b></li> <li>• <b>Make every effort to understand the curriculum being offered to their children.</b></li> <li>• <b>Help keep the school environment clean.</b></li> <li>• <b>Ensure their children are</b></li> </ul>

	<b>appropriately dressed and prepared for school.</b>
<b>Home School Agreement</b>	<ul style="list-style-type: none"> <li>• <b>On entry to our school and nursery, parents, carers and children are given a copy of our Home School Agreement and are expected to sign it.</b></li> <li>• <b>It strongly reflects the contents of this policy and the policy for PSHE and Citizenship.</b></li> </ul>

### **Our Golden Reminders and High Five!**

To help protect our **rights** & to encourage personal **responsibility**, we have 3 school rules and our 'High Five!' which weave through our curriculum in our classrooms and school community.

#### ***Golden Reminders***

<b>1. We listen carefully and always try our best.</b>
<b>2. We show good manners at all times.</b>
<b>3. We care for everyone and everything.</b>

#### ***High Five!***

<b>1. Respect</b>
<b>2. Help</b>
<b>3. Learn</b>
<b>4. Enjoy</b>
<b>5. Achieve</b>

#### **Rewards**

Praise and responsibility are used effectively in a variety of ways to reward children for good behaviour.

- Children receive a letter from the Headteacher for good behaviour and good learning behaviours linked to the High Five. These letters go home with the children for parents to see and celebrate and a copy is kept in a file of 'High Five Superstars.'
- Children are praised in assemblies
- Circle times highly value verbal praise. 'In the Spotlight' class sessions give each child a good opportunity to be praised and to compliment others showing respect.

- Responsibility around the school is given to children who exhibit good behaviour
- White stickers are used to say what the behaviour is that is being praised
  - Classes try hard to win the weekly Eco Elephant award for respecting their class environments.

## **Consequences of Inappropriate Behaviour**

Our priority is to foster and teach positive behaviour and encourage self-discipline, but there may be occasions when a child's behaviour infringes the rights of others to equality of opportunity, to be respected and valued, to be safe, and to learn or to teach. In such situations we feel we need to describe the nature of such behaviours and their possible consequences.

By specifying the consequences of such behaviour we are making explicit what we feel is unacceptable, so that the resultant course of action is clearly understood by pupils, staff, governors and parents. Any parent or carer accepting a place at Mousehold Infant School & Nursery is therefore accepting the procedures we have agreed/adopted for responding to inappropriate behaviour.

If a teacher feels that she/he is having discipline problems with a particular pupil that is not improving, the matter is referred to the Headteacher/Deputy Headteacher, and an Individual Behaviour Plan may be put in place. If children have Special Educational Needs that affect behaviour, the class teacher will work with the Senco in order to tailor an appropriate and effective behaviour plan in line with the SEN Code of practice.

**In the classroom situation, if a child misbehaves they are not to be put OUTSIDE the classroom door. They are asked to move to a different area of the classroom very short term to give them the opportunity to join back in with the class when they are ready.**

In deciding how to manage pupil behaviour we find it useful to imagine 5 Levels along a continuum, from self-discipline at Level 1, to the most extreme forms of unacceptable behaviour at Level 5 and the possible responses. Inappropriate behaviours are in three categories:

- 1. Abusive behaviour**
- 2. Behaviour which prevents others from learning**
- 3. Dangerous behaviour**

**Ultimately, if a pupil continues seriously to violate the rights of others and/or shows no sign of wanting to change, part-time attendance or exclusion will be considered.**

The behaviours and their possible consequences described below, are intended as a guide to the procedures which will be followed. Every situation is different and will be treated with sensitivity by the staff and governors at the school. Provocation is

always taken into consideration and all points of view taken into account. We wish to work in partnership with parents to help pupils and parents with behavioural/emotional difficulties. We are prepared to listen and be flexible in our response.

<p><b>Level 1 Behaviours</b></p>	<ul style="list-style-type: none"> <li>• Pupil respects the rights of self and others, is co-operative and self controlled.</li> <li>• Their behaviour is sensitive, thoughtful and polite.</li> <li>• They are attentive and hard-working.</li> </ul>	<p><b>Possible Consequences</b></p> <ul style="list-style-type: none"> <li>• Positive reinforcement with appropriate positive comments and specific feedback.</li> <li>• Pupil given responsibility.</li> <li>• Pupil success is shared with others.</li> <li>• Staff colleagues also celebrate pupil's achievements.</li> </ul>
<p><b>Level 2 Behaviours</b></p>	<p><b>Abusive behaviour eg</b></p> <ul style="list-style-type: none"> <li>• Using bad language</li> <li>• Unkind personal remarks</li> <li>• Pulling faces behind someone's back.</li> <li>• Defying or disobeying an adult.</li> <li>• Looking into another's work tray or bag.</li> <li>• Looking into toilets whilst others are inside.</li> <li>• Showing disregard for others' personal space.</li> <li>• Stealing/taking others' personal belongings, eg snacks, money, toys.</li> </ul> <p><b>Preventing learning eg</b></p> <ul style="list-style-type: none"> <li>• Using a raised voice which disturbs others.</li> <li>• Talking loudly or repeatedly during listening or silent time.</li> <li>• Moving unnecessarily around the classroom, preventing own &amp; others' learning.</li> <li>• Initiating arguments at school.</li> </ul> <p><b>Dangerous behaviours eg</b></p> <ul style="list-style-type: none"> <li>• Throwing an object at another person or which could injure.</li> <li>• Throwing sand.</li> </ul>	<p><b>Possible Consequences (Options &amp; sanctions)</b></p> <ul style="list-style-type: none"> <li>• Individually the pupil is reminded of the school rules.</li> <li>• Recall/discussion with the class of the class/school rules.</li> <li>• Pupil /s given time to think/ talk the issue out together &amp; agree what they are going to do about it.</li> <li>• Pupil excluded from relevant activity, eg PE, cookery, LSA time, playtime.</li> <li>• The sanction, if possible, should relate to the offending behaviour</li> <li>• Class discussion of the behaviour &amp; the feelings it evokes.</li> </ul>

<p><b>Level 3 Behaviours</b></p>	<p><b>Abusive behaviour</b></p> <ul style="list-style-type: none"> <li>• Deface others' work or make insulting comments about it.</li> <li>• Swear at another person.</li> <li>• Answering back to adults in a disrespectful manner.</li> <li>• Cruel personal remarks, including racist comments.</li> <li>• Persistently defy adults working in school.</li> <li>• Deliberately hitting, kicking, pushing, restraining or dominating in some way.</li> </ul> <p><b>Preventing Learning</b></p> <ul style="list-style-type: none"> <li>• Intentionally deface/destroy materials or resources.</li> <li>• Spoil or take another's work</li> <li>• Deliberately distract others (eg nip,poke)</li> <li>• Refuse to share materials/resources</li> <li>• Monopolise teacher time/attention.</li> <li>• Refuse to be quiet/still at listening times.</li> </ul> <p><b>Dangerous Behaviours</b></p> <ul style="list-style-type: none"> <li>• Loss of self control eg temper tantrum</li> <li>• Unsafe use of large apparatus</li> <li>• Making others feel unsafe, eg pushing during PE lesson.</li> <li>• Physical fight with another child, or deliberate, hit, kick or push.</li> <li>• Entering school at playtime for no necessary reason, when area is unsupervised.</li> </ul>	<p><b>Possible Consequences</b> (Options &amp; sanctions)</p> <ul style="list-style-type: none"> <li>• The class teacher deals with L3 behaviours, but a written &amp; dated record may be necessary &amp; the HT informed.</li> <li>• All strategies at L2 may be used but in addition:</li> <li>• The teacher will talk individually with the pupil &amp; a verbal/written agreement of specific acceptable behaviour agreed for pupil.</li> <li>• The teacher will talk informally with the pupil's parents.</li> <li>• Possible 'time out' within the class or with another teacher.</li> <li>• Pupil misses a privilege or series of privileges.</li> <li>• Letter of apology written to offended person.</li> </ul>
<p><b>Level 4 Behaviours</b></p>	<p><b>Abusive behaviour</b></p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Inciting others to bully</li> <li>• Mid physical aggression towards an adult.</li> <li>• Vandalising others' property, including school property, or work.</li> <li>• Threatening others with dangerous objects</li> <li>• Persistence with earlier levels of disruptive behaviour, despite discussion &amp; sanctions.</li> </ul>	<p><b>Possible Consequences</b> (Options &amp; sanctions)</p> <ul style="list-style-type: none"> <li>• The class teacher deals with L4 behaviours in partnership with the HT.</li> <li>• Parents notified &amp; meeting arranged with parents &amp; class teacher.</li> <li>• Referral to SST &amp;/or involvement with Parent Support Group - with parent/s agreement.</li> <li>• All strategies at L2&amp;L3</li> </ul>

	<p><b>Preventing Learning</b></p> <ul style="list-style-type: none"> <li>• Persistence with earlier levels etc.</li> <li>• Inciting others to disruptive behaviour</li> <li>• Shouting down others, including adults.</li> </ul> <p><b>Dangerous Behaviour</b></p> <ul style="list-style-type: none"> <li>• Running away from school premises</li> <li>• Assaulting another with an object</li> <li>• Inappropriately breaking large equipment (eg toilet door)</li> <li>• Loss of self control which requires physical restraint by and adult.</li> <li>• Persistence with earlier levels of disruptive behaviour etc.</li> </ul>	<p>used, but in addition:</p> <ul style="list-style-type: none"> <li>• Details of incident recorded, dated &amp; copy to HT.</li> <li>• “Time out” either with HT or another teacher.</li> <li>• LSA permanently assigned to pupil ( short term)</li> <li>• Exclusion from school visits</li> <li>• Involvement in nurture group.</li> <li>• Talking out friend arranged &amp;/or playground buddies.</li> </ul>
<p><b>Level 5 Behaviours</b></p> <p><b>(At all levels it is essential to have parental support for the school’s Behaviour Policy. However, at L5 parental support also needs to be voiced to the pupil by the parents)</b></p>	<p><b>Abusive behaviour</b></p> <ul style="list-style-type: none"> <li>• Persistence at earlier levels</li> <li>• Persistent, recorded, serious violence towards others</li> <li>• Persistent abusive language</li> <li>• Persistent bullying</li> <li>• Lack of parental support to school &amp; for Behaviour Policy.</li> <li>• Abusive sexualised behaviour</li> <li>• Physically assaulting an adult</li> </ul> <p><b>Preventing Learning</b></p> <ul style="list-style-type: none"> <li>• Teacher’s record of pupil’s disruptive behaviour shows and unacceptable loss of teaching time</li> <li>• Persistence at earlier levels etc.</li> <li>• Lack of parental support for BP</li> </ul> <p><b>Dangerous behaviour</b></p> <ul style="list-style-type: none"> <li>• Strike or injure another pupil, necessitating medical attention</li> <li>• Loss of self-control &amp; need for restraint to avoid hurting self, others, or property</li> <li>• Lack of parental support for BP.</li> <li>• In the event of needing to screen or search a child we would refer to the ‘DFES</li> </ul>	<p><b>Possible Consequences</b> (Options &amp; sanctions)</p> <ul style="list-style-type: none"> <li>• Other agencies involved eg Ed. Psych, SST.</li> <li>• Ongoing, written record of all disruptive behaviour kept, which can be shared with pupil, parents &amp; other professionals involved.</li> <li>• HT, staff, Governing Body, parents of pupil informed, updated.</li> <li>• HT/staff monitor pupil’s behaviour &amp; meet to discuss ongoing situation/agree action plan, IEP.</li> <li>• Meeting/s between HT, T &amp; parents.</li> <li>• Pupil sent home for remainder of day.</li> <li>• Part-time school considered.</li> <li>• Governing Body informed/involved &amp; possible exclusion considered.</li> <li>• Exclusion from school</li> </ul>

	Screening and Searching Pupils for Weapons: Guidance for School Staff' and act accordingly.	visits.
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## Mousehold Infant & Nursery School

### Policy on Bullying

#### Introduction

We believe that when our PSHE, Behaviour and Anti Racist Policies are being implemented effectively, the incidence of bullying across the school is reduced. We recognise that bullying exists in all schools and our approach is to prevent it if possible through:

- Our positive approach to behaviour & discipline, based on mutual respect and the rights to learn, teach and feel safe at school.
- Making pupils and adults aware of the signs of bullying and what they can do about it.
- Having clear procedures for dealing with bullying if & when it does arise.

#### Definitions of Bullying:

##### ***Within our school we define bullying as:***

- **A person is bullied when s/he is exposed regularly and over time to negative actions on the part of one or more persons.**
- **Bullies are people who deliberately set out to intimidate, threaten and/or hurt others repeatedly. They can operate alone or as a group.**

##### ***Children's definition:***

- **A bully is someone who likes making others feel hurt, frightened or sad, and who keeps on doing it.**
- **Sometimes a bully gets a gang to help him or her, but not always.**
- **A bully might try to make you too scared to tell a grown up about what he or she does.**

(NB 'Likes' is used here to convey that there is intention. This definition could be used by a victim or a witness. This can include deliberate physical or verbal attacks, threatening behaviour or theft of another's property.  
Occasional fighting or falling out between friends is not considered bullying)

### Aims

#### We Aim to:

- *Make clear to everyone within the school community that no form of bullying is acceptable.*
- *Make everyone in the school community alert to the signs and evidence of bullying, and to have a responsibility to report it as an observer or victim.*
- *Ensure all reported incidents of bullying are followed up*
- *Establish facts clearly, taking separate accounts from victims, bullies and witnesses.*
- *Offer comfort & support to victims*
- *Confront bullies with the seriousness of the offence, but offer support & counselling to help them modify their behaviour and make amends.*
- *Seek parental and peer group support & co-operation at all times*
- *Keep an incident log to record & monitor all incidents of bullying.*

### Procedures for Dealing with allegations of Bullying

- **At the beginning of each academic year class teachers will clarify & agree classroom rules & consequences, based on the rights, responsibilities & rules specified in the school's Behaviour Policy**
- **Staff will work together to actively promote & 'model' positive behaviour, attitudes & values.**
- **Whole school assemblies will focus on positive behaviour & heightening awareness of rights and responsibilities, and review and reinforcement of rules, plus bullying and its consequences.**
- **Teachers will talk with their classes about bullying & what they should do**

as an individual if they are bullied, or witness to or aware of any bullying.

- Everyone will be alert to signs of bullying and report it to staff, including the Headteacher.
- If an incident of bullying is reported, both victim & the bully/ies, as well as any witnesses will be talked with individually by the teacher and/or the Headteacher.
- Facts will be established as clearly as possible and the bully made aware of the seriousness of his/her behaviour. The bully will be told the consequences of his/her actions, (See Consequences of Inappropriate Behaviour in BP) supported in coming up with solutions, and offered support and counselling.
- The victim will be offered support, guidance and comfort.
- The Headteacher will be informed and the incident logged in the Incident Log Book.
- In the event of an allegation of bullying, the parents of the alleged victim will be spoken to. Monitoring will be put in place of both the alleged victim and the alleged perpetrator. This will take the form of a TA closely monitoring the children at all times throughout the day over a period of time. The TA will make careful notes. The HT/DHT will meet with the parent at the end of the period to discuss the notes and observations to ascertain whether bullying is occurring or not. If so, an action plan will be put in place to address the issues concerned. This will be monitored and further meeting times arranged. The HT/DHT will also meet with the alleged bully and parents to discuss the matter and to talk about support and sanctions.
- If the bullying still continues the Headteacher & Governing Body will be involved and consider appropriate consequences & an action plan which could include:
  - Exclusion from the class
  - Loss of break times
  - Exclusion from school or premises

### Signs of Bullying

*It is everyone's responsibility to look out for signs of bullying*

The following behaviours might be signs that a pupil is being bullied:

<ul style="list-style-type: none"><li>• School refusal</li><li>• Frequent illness</li></ul>	<ul style="list-style-type: none"><li>• Begs to be driven to school</li><li>• Changes route to</li></ul>	<ul style="list-style-type: none"><li>• Has unexplained bruises/scratches/cuts</li></ul>
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<ul style="list-style-type: none"> <li>• Not wishing to go out at play/break times</li> <li>• Frequently has no dinner money</li> <li>• Easily upset</li> <li>• Often loses books</li> <li>• Seems frightened of walking to/from school</li> <li>• Refuses to say what's wrong</li> </ul>	<p style="text-align: center;"><b>school</b></p> <ul style="list-style-type: none"> <li>• Work deteriorates</li> <li>• Comes home frequently with clothes or books destroyed or damaged.</li> <li>• Becomes withdrawn.</li> <li>• Starts stammering.</li> <li>• Attempts self harm</li> <li>• Cries self to sleep</li> <li>• Has frequent nightmares</li> </ul>	<ul style="list-style-type: none"> <li>• Has possessions go missing</li> <li>• Asks for money or starts stealing money (to pay bully)</li> <li>• 'Loses' pocket money</li> <li>• Gives an improbable excuse to explain any of the above</li> </ul>
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