

MANEY HILL PRIMARY SCHOOL



BEHAVIOUR POLICY including ANTI-BULLYING

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MANEY HILL PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY STATEMENT

The Behaviour and Discipline Policy supports the ethos of Maney Hill Primary School.

We will:

- establish a well-disciplined, caring, safe, stimulating and happy environment in which each child can achieve his/her full potential
- encourage each child to become independent and self-disciplined, taking responsibility for his/her own actions
- foster a community in which there is mutual respect and where all members and their achievements at all levels are valued
- clearly state the boundaries of acceptable behaviour so that all members of the community - staff, children, parents and governors understand what is expected
- promote good behaviour by positive encouragement and the creation of an environment in which tasks are meaningful and appropriate to the individual
- ensure that there is a clear, understandable structure of rewards and "sanctions" which can be implemented with consistency and fairness throughout the school
- involve parents as fully as possible in the encouragement of appropriate behaviour in line with the aim of creating a working partnership between home and school

MANEY HILL SCHOOL BEHAVIOUR POLICY

The success of Maney Hill School lies in the partnership between staff, parents, governors and children.

This policy and supporting guidelines aim to build on this and sustain an environment in which children behave appropriately, taking a measure of responsibility for their own learning and personal and social development.

In following the policy we aim to:

- encourage a calm, purposeful and happy atmosphere within the school
- foster a positive caring attitude towards everyone where achievements at all levels are acknowledged and valued
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- offer a consistent approach to behaviour throughout the school
- make boundaries of acceptable behaviour clear and to ensure safety
- raise awareness about appropriate behaviour
- involve parents as fully as possible in the encouragement of appropriate behaviour of pupils
- assist pupils, staff, parents and governors to have a sense of direction and feeling of common purpose

CHILDREN'S RESPONSIBILITIES ARE TO:

- work to the best of their ability and allow others to do the same
- treat others with respect
- follow the instructions of the school staff
- take care of property and the environment in and out of school
- co-operate with other children and adults

THE PARENTS' AND CARERS' RESPONSIBILITIES ARE TO:

- help make children aware of appropriate behaviour in all situations
- support the school in the implementation of this policy
- encourage independence, self-discipline and respect for others
- show an interest in all that their child does in school
- foster good relationships with the school
- be aware of the school rules and expectations
- offer a framework for their child's social education
- read, sign and respect the Home-School Partnership Agreement

STAFF RESPONSIBILITIES ARE TO:

- raise children's self esteem and develop their full potential
- treat all children fairly and with respect
- provide a challenging, interesting and relevant curriculum
- create a safe and pleasant environment both physically and emotionally
- implement the School's Behaviour policy clearly and consistently
- be a good role model
- liaise with all relevant adults in the School about pupils' behaviour
- work to share a common purpose with parents
- involve outside agencies where appropriate

THE GOVERNORS' RESPONSIBILITIES ARE TO:

- agree the policy
- ensure implementation of the policy
- monitor and review the policy

ACCEPTABLE BEHAVIOUR

We expect the kind of behaviour which reflects our aims and contributes to the creation of a calm, well-disciplined environment.

Behaviour is good when children:

- demonstrate co-operation with teachers, peers, support staff and visitors
- meet work targets (if realistically and appropriately set)
- respond to instructions immediately
- listen attentively
- take pride in their work
- show politeness and good manners towards others
- respect others' property
feelings
rights
religious beliefs and cultural identity
- enter and leave the classroom and move around school in a calm, quiet way
- respond to well-established classroom routines appropriately
- take pride in the whole school and classroom environment, its property and equipment
- are aware of other children's rights and safety during playtimes
- complete out of class tasks or activities efficiently and quickly

Behaviour that does not meet these criteria must be considered as unacceptable. Pupils identified with behaviour issues and their families will be supported by the School and appropriate outside agencies as appropriate.

TO ENCOURAGE GOOD BEHAVIOUR WE:

- make clear our expectations of good behaviour
- aim to promote mutual respect
- do not accept bullying or racism, monitoring any concerns closely
- encourage children to take responsibility for their own actions and behaviour
- set standards of behaviour through example
- praise good behaviour
- set up 'Circle Time' as appropriate from Reception onwards to help children to deal with any issues they find challenging
- positively encourage good behaviour and effort through a variety of rewards including Golden Time/Free Choice
- acknowledge and reward pupils who have enjoyed all their Golden Time

POSITIVE APPROACHES

We aim to ensure that pupils experience success through their efforts. This can be developed both through the National Curriculum and the broader curriculum for example, Circle Time and extra curricular activities.

We communicate through the relationships, unwritten and unspoken rules and the expectations that exist in our School.

We aim to ensure that pupils feel recognised as individuals who are valued.

STRATEGIES FOR ENCOURAGEMENT INCLUDE:

- regular displays of pupils work in class and around school
- Star of the day
- Star of the week
- Head teacher visiting classes, for positive feedback
- showing others their good work
- Merit Assembly
- positive feedback to parents (verbal and written)
- Special Merit Book
- Merit Certificates
- Special Merits Board
- Team Points /didi-dots
- good work stickers from the Head teacher
- teachers' own reward system(s)
- passports to success
- handwriting rewards
- public recognition of our school achievements
- regular reporting of School Council work
- praise and encouragement freely given, in class and around school
- lunchtime classes of the week
- Playground Pals
- Lunchtime Stars

TO DISCOURAGE POOR BEHAVIOUR:

	Foundation Stage	Key Stage 1	Key Stage 2
1st incident	Verbal warning	Verbal warning	Verbal warning
2nd incident	Sad face given	Verbal warning and details of consequence given.	Loss of 5 minutes Golden Time
3rd incident	Amber card given	Loss of 5 minutes Golden Time	Loss of Golden Time
4th incident	Red card given and automatic 'Time Out' given for 5 minutes		
Consequences of Time Out / Loss of Golden Time	<p>Name logged in behaviour book</p> <p>Letter sent home notifying of Time Out</p> <p>Fresh start each day</p> <p>3 x Time Out in a half term – Green Behaviour Letter</p> <p>3 x Behaviour Letter triggers an Order Mark and a discussion with the HT / DHT</p>	<p>On Friday, child will discuss with the KS leader, reasons as to why they have a Loss of Golden Time.</p> <p>3 consecutive appearances at Loss of Golden Time during each half term will result in a Green Behaviour Letter.</p> <p>4 appearances in Loss of Golden Time during a half term will result in a Green Behaviour Letter</p> <p>3 x Green Behaviour Letter triggers an Order Mark and a discussion with HT/DHT</p> <p>Children may be able to earn Golden Time back, depending upon circumstances</p>	<p>On Friday, child will discuss with the KS2 leader, reasons as to why they have a Loss of Golden Time.</p> <p>3 consecutive appearances at Loss of Golden Time during each half term will result in a Green Behaviour Letter.</p> <p>4 appearances in Loss of Golden Time during a half term will result in a Green Behaviour Letter</p> <p>3 x Green Behaviour Letter triggers an Order Mark and a discussion with HT/DHT</p> <p>Children may be able to earn Golden Time back, depending upon circumstances</p>

Any incident deemed serious enough and a Time Out / Loss of Golden Time will be given. A green behaviour letter issued and child's name logged in Class Behaviour Book.

Any single incident deemed serious enough by the Classteacher will automatically be referred to the Deputy Headteacher or Headteacher.

A breach of the school Behaviour Policy can result in a Fixed Term or Permanent Exclusion from the school. This is a decision made by the Headteacher.

HOW CHILDREN CAN SUPPORT THEMSELVES

Children will be encouraged to take responsibility for sorting out their own conflicts. They will be supported to see each other's point of view. This means that adults will take responsibility for teaching them and modelling strategies for doing this.

KS2 Golden Time

I will miss 5 minutes if:

- I talk when asked not to.
- I interrupt whilst an adult is talking.
- I behave inappropriately, e.g. wandering around the room, calling out, rudeness to other children and time wasting.
- Bring my homework in late: 5 minutes per day. If my homework is still not in by Friday I will have to complete it in the missed time room.

I will miss 10 minutes or more if:

- I fight.
- I swear.
- I bully – physically or verbally.
- I am rude to adults.

Consequences of missing Golden Time:

- Loss of three consecutive golden time sessions will be a green letter
- Any four times in a half term will be a green letter



KS1 Golden Time



All children begin each week with 30 minutes of Golden Time.

Losing Golden Time

I will lose Golden Time if my behaviour is not acceptable.

Reasons for losing Golden Time include:

- Talking when asked not to
- Interrupting adults or other children in class.
- Disturbing others in class.
- Behaving inappropriately, e.g. wandering around the room, calling out, time wasting, rudeness...

I will get 2 warnings and then will lose 5 minutes Golden Time.

Consequences of missing Golden Time:

- Loss of 3 consecutive Golden Times will result in a green letter being sent home.
- Losing Golden Time any 4 times in a half term will result in a green letter being sent home.



ANTI-BULLYING POLICY

STATEMENT OF INTENT

In this school we do not tolerate bullying. We accept that bullying can go on where there is a group of people. We aim to adopt a whole school approach to anti-bullying. We will communicate clearly with all children about what they need to do if bullying takes place. We aim to overcome potential barriers to learning for both individuals and groups of pupils.

DEFINITION OF BULLYING

Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually repeated over time. It always reflects an imbalance and abuse of power. Bullying behaviours are aggressive although they may not seem so.

Bullying can include:

- physical aggression – hitting, kicking, taking or damaging belongings
- verbal – name calling, nasty teasing or spreading rumours
- indirect – deliberately leaving someone out or ignoring someone
- harassment – actions repeated over sustained period
- cyber – inappropriate use of the internet (e.g. mobile phones, iPads and email) to hurt someone

Dealing with Bullying:

At Maney Hill School our Anti-bullying Policy is linked with our whole school Behaviour Policy. When responding to a bullying situation we aim to:

- never ignore suspected bullying
- never make assumptions
- listen carefully to all accounts
- adopt a problem solving approach
- follow-up shortly after intervention and sometime after to check the bullying has not resumed

We encourage all staff to pay attention to minor incidents. If they suspect some bullying is occurring, a calm enquiry acts as an effective intervention and stops any potential bullying.

We recognise that it can be difficult to establish all the facts and the correct sequence of events. It is easy to misinterpret bullying behaviour especially as adults are likely to arrive at the scene towards the end of an incident and may well observe the victim retaliating. Bullying often involves a group of pupils and we must not assume because there are two or three pupils giving the same account that this means they are telling the truth.

In a problem-solving approach the adult accepts that there may be different versions of events and that it will be difficult to know what really happened. The focus is upon the important issue: eg. the pupils concerned have fallen out with each other. This

enables all concerned to move beyond justifying and defending themselves and to work out an effective solution.

Follow-up is very important (see section below on Monitoring and Evaluation). Bullying behaviour is persistent and likely to resume again. Pupils need to know that there will be a follow-up. In the meantime, pupils are encouraged to speak to an adult about any concern they may have.

Anti-Bullying and Harassment Strategies

- throughout the curriculum, we aim to tackle bullying and harassment (including racial harassment) through:
 - developing pupil confidence and responsibility
 - preparing pupils to play an active role as citizens
 - developing a healthy safe lifestyle
 - developing children's social skills, intrinsic motivation, empathy towards others, self-awareness and their ability to recognise and manage their feelings

- through the use of Circle Time (as appropriate)
- with support from the School Council in encouraging pupils to "tell" and "disapprove" bullying actions
- involving parents when appropriate
- ensuring all staff receive adequate training
- the use of role-play to help pupils to rehearse more challenging strategies
- ensure regular reminders in class and assemblies
- adopting a 'no blame' approach to dealing with problems
- highlighting awareness through class and whole school events
- ensuring there are opportunities at staff meetings for staff to raise and discuss issues
- reporting to Governors
- reviewing policy and policy implementation regularly
- the use of pupil questionnaires and surveys to find out levels of bullying and evaluate the effectiveness of whole school strategies
- comic strip conversations with individual children
- working alongside charities such as 'ChildLine'
- working alongside families and agencies such as 'Malachi'

If bullying persists in a physical manner it automatically becomes a behaviour issue and is addressed in line with the behaviour policy.