

# **MANEY HILL PRIMARY SCHOOL**



## **BEHAVIOUR POLICY including ANTI-BULLYING**

**Reviewed By Staff:**

**Sep 2019**

**Governor Ratification Date:**

**Next Review Date:**

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# 1. Aims

The success of Maney Hill Primary 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.

This policy **aims** to:

- create a culture of exceptionally good behaviour: for learning, for community, for life
- ensure that all learners are treated fairly, shown respect and good relationships are promoted
- help learners take control over their behaviour and be responsible for the consequences of it
- build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- promote community cohesion through improved relationships
- refuse to give learners attention and importance for poor conduct
- ensure that excellent behaviour is a minimum expectation for all

The **purpose** of the policy is to provide simple, practical procedures for staff and learners that:

- recognise behavioural norms
- positively reinforce behavioural norms
- promote self-esteem and self-discipline
- teach appropriate behaviour through clearly defined expectations, rewards and consequences

# 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

**'Misbehaviour'** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Inappropriate use of language
- Incorrect uniform

**'Serious misbehaviour'** is defined as:

- Repeated breaches of our school's expectations
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Discriminatory behaviour
- Possession of any prohibited items. These include:
  - medicines
  - stolen items
  - any article a staff member reasonably suspects has been, or is likely to be, used to cause personal injury to, or damage to the property of any person (including the pupil)

### 4. Bullying

**'Bullying'** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Sexual remarks, gestures, unwanted physical attention, inappropriate contact
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. ([Appendix 7](#))

## 5. Roles and responsibilities

### 5.1 Governors' responsibilities:

- a. reviewing and approving the written statement of behaviour principles ([Appendix 1](#))
- b. reviewing this behaviour policy in conjunction with the headteacher
- c. monitoring the policy's effectiveness, holding the headteacher to account for its implementation

### 5.2 Headteacher's responsibilities:

- a. reviewing this behaviour policy in conjunction with the Governors, giving due consideration to the school's statement of behaviour principles ([Appendix 1](#))
- b. approving this policy
- c. ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour - monitoring how staff implement this policy to ensure rewards and consequences are applied consistently

### 5.3 Staff responsibilities:

- a. implementing the behaviour policy consistently and managing/recording behaviour incidents effectively
- b. modelling positive behaviour
- c. providing personalised approaches to the specific behavioural needs of particular pupils/groups of pupils if required

### 5.4 Parents' roles:

- a. supporting their child in adhering to the Pupil Code of Conduct
- b. informing the school of any changes in circumstances that may affect their child's behaviour
- c. discussing any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

At Maney Hill, the expectation for learners is:

**'Ready, Respectful, Safe'**



These expectations are at the heart of all behaviour-management in our school. This language is used consistently by all members of staff to effectively address misbehaviour and promote the good behaviour of our pupils.

### **Behaviour is good when pupils are 'Ready':**

- meet work targets (when realistically and appropriately set)
- listen attentively
- respond to instructions
- take pride in their work
- respond to well-established classroom routines
- wear the correct uniform (including PE kit)
- have the correct equipment
- complete homework within specified timescales

### **Behaviour is good when pupils are 'Respectful':**

- demonstrate co-operation with teachers, peers, support staff and visitors
- show politeness and good manners towards others
- make it possible for all to learn
- respect others' property, feelings, rights, religious beliefs and cultural identity
- take pride in the whole school and classroom environment, its property and equipment

### **Behaviour is good when pupils are 'Safe':**

- enter and leave the classroom and move around school in a calm, quiet way
- are aware of other children's rights and safety at playtime
- use school equipment and resources appropriately, as directed

Behaviour that does not meet these expectations is deemed *misbehaviour*. ([section 3](#))

## 7. Rewards and consequences

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 and valued as individuals.

### 7.1 List of rewards and consequences

**Rewards** for positive behaviour consist of:

- Praise and recognition for the pupil
- Positive feedback to parents (verbal and written)
- Headteacher praise - sharing work/achievements
- Merit awards in weekly assembly
- Special Merit awards in half-termly assemblies (parents' invited)
- Teachers' own reward system(s), i.e. Star of the day/week, table points
- Lunchtime rewards: Playground Pals (EYFS/KS1), Class of the week award
- Whole-school rewards: team points, Didi Dots (KS2), highest class attendance termly rewards
- Showing others their good work/achievements
- Pen Licence for high standard of handwriting
- Special responsibilities/privileges
- Regular reporting of School Council work
- Public recognition of school achievements

**Consequences** of misbehaviour consist of:

- Thinking Time (EYFS) ([Appendix 3](#))
- Loss of Golden Time (KS1/2) ([Appendix 3](#))
- Completing substandard classwork at break or lunchtime
- Completing substandard/late homework during Missed Golden Time
- Thinking Time note ([Appendix 4](#)) or Behaviour letter ([Appendix 5](#)) sent home and/or phone call to parents
- Completing a Behaviour Reflection session with a senior member of staff for serious misbehaviour ([Appendix 6](#))
- Agreeing a personalised behaviour plan for persistent misbehaviour

### 7.2 Off-site behaviour

Consequences may apply where a pupil has misbehaved off-site when representing the school, such as on a school trip or when travelling on the way to or from school.

### 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our *Safeguarding & Child Protection Policy* for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### 8.1 Strategies

Consistency lies in the behaviour of adults and not simply in the application of procedure. We strive to develop a consistency that ripples through every interaction on behaviour so that pupils feel they are treated as valued individuals, which in turn fosters respect for adults and acceptance of their authority.

Within the classroom, teachers and teaching assistants set the tone and context for positive behaviour. Although there are occasions when necessary, every minute a pupil is not in the lesson is one where they are not learning. Engagement with learning is always the primary aim.

Middle and senior leaders (including the Behaviour Leader and Inclusion Leader), stand alongside colleagues to support, guide, model and show a unified consistency to pupils. They are not expected to deal with behaviour incidents in isolation.

#### All staff will:

- be **calm** and **follow systematically** each of the five steps in the agreed school process for responding to misbehaviour ([Appendix 2](#))
- focus on **preventing** further misbehaviour before sanctioning with agreed consequences
- use **consistent language** of 'expectations', 'Ready, Respectful, Safe', 'consequences'
- **model** positive behaviours and build relationships with pupils
- **meet and greet** pupils – conclude the session positively and start each day afresh
- **follow up** every time, retain ownership and engage in reflective dialogue with pupils
- **never ignore** or walk past learners who are misbehaving

#### Teachers and teaching assistants will: *(in addition to strategies for all staff)*

- refer to individual **classroom rules**
- **plan/deliver lessons that engage**, challenge and meet the needs of all learners
- use a **visible recognition mechanism** throughout every lesson

#### School leaders will: *(in addition to strategies for all staff)*

- be a **visible presence** around school to encourage appropriate conduct, particularly during times of transition and lunchtime
- **regularly celebrate** staff and pupils whose efforts go above and beyond expectations
- ensure staff **training needs** are identified and targeted
- regularly **share good practice**
- support in managing learners with more **complex** or entrenched negative behaviours
- regularly **review provision** for learners who fall beyond the range of written policies
- use behaviour data to **target and assess interventions**
- assess **school-wide behaviour policy** and practice

### 8.2 Confiscation

**Any prohibited items (listed in [section 3](#)) found in a pupil's possession will be confiscated.** These items will not be returned to pupils. Parents will be informed.



We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders if appropriate, and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.3 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The SENDCo (Inclusion Leader) may further assess a pupil who exhibits challenging behaviour, to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies if necessary, and further personalise provision for that child. We will work with parents to create the plan, in the form of a One Page Profile, and review it on a regular basis. (See SEND Policy)

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour as part of their induction process and this policy is shared as whole-staff annually. Behaviour management will also form part of continuing professional development and is an area which is monitored and supported through formal/informal observations of teaching. If staff have any concerns regarding pupils in their class or with behaviour management strategies, they can seek advice and support from other colleagues as well as discuss directly with phase leaders, the SENDCo or Behaviour Leader.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the governing body every three years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles ([Appendix 1](#)) will be reviewed and approved by the governing body every three years.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding & Child Protection Policy
- SEND Policy

The Local Authority's advice on school exclusions can be found [here](#).

## Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected
- Every pupil understands they have the right to learn, free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Expectations, rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort. The Local Authority outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Good relationships between the school and pupils' home life are important. Parents are informed of behaviour incidents and working as partners provides consistency for the pupil, supporting improved outcomes

The governing body also emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

*This written statement of behaviour principles is reviewed and approved by the governing body every three years.*

## Appendix 2: Procedure for managing misbehaviour



### Responding to Misbehaviour at Maney Hill

- Pupils are held responsible for their behaviour. Staff must use the steps below when responding to misbehaviour.
- Pupils are to have 'take up time' in between steps.
- It is important not to leap steps nor accelerate steps for repeated low-level disruption.

Step*	Actions
<b>1. Redirect</b>	<b>Gentle encouragement</b> , a 'nudge' in the right direction, small act of kindness.
<b>2. Remind</b>	A reminder of the school expectation under ' <b>Ready, Respectful, Safe</b> ' delivered privately (whenever possible) and calmly to the pupil. Deescalate and decelerate. (Repeat reminders if necessary.)
<b>3. Caution</b>	<p>A clear verbal caution delivered privately to the pupil, making them aware of their behaviour and clearly outlining the <b>consequences</b> if it continues. The pupil is reminded of their previous good conduct and ability to make good choices.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>Scripted approach:</i></p> <ol style="list-style-type: none"> <li>a. Gentle approach, personal, non-threatening, side on, eye level or lower.</li> <li>b. State the behaviour observed and which rule/expectation/routine it contravenes.</li> <li>c. Tell the pupil what the consequence of their action is. Refer to previous good behaviour as a model for the desired behaviour.</li> <li>d. Check-back with the child they can state the desired behaviour and the consequence if not followed.</li> <li>e. Walk away; allow the pupil time to decide what to do next. Do not react if there are verbal comments at this stage – make a note to follow-up later.</li> </ol> </div>
<b>4. Consequence</b>	<p>A chance for the pupil to have some <b>time-out to reflect</b> away from others. The issue is discussed and the consequence delivered calmly and with care.</p> <p>Repair relationship. Reset boundaries. Reflect on next steps.</p>
<p><b><i>If the above steps are unsuccessful and the pupil either refuses to accept the consequence or continues to repeatedly misbehave, the incident is deemed 'serious misbehaviour'. School leaders may be requested to assist with behaviour management. Once the situation has deescalated and the pupil's emotions have regulated, a Behaviour Reflection will be completed with the child and next-steps agreed.</i></b></p>	
<b>5. Reparation</b>	A <b>reconciliation</b> conversation between the pupil and adult should take place before the pupil returns to their peers, sharing agreed next-steps.

### Appendix 3: Thinking time and missed golden time procedures

	Early Years Foundation Stage	Key Stage One	Key Stage Two
<b>Consequences of Thinking Time / Missed Golden Time</b>	<p>Incident logged in Thinking Time file.</p> <p>Note sent home notifying of <b>Thinking Time</b></p> <p>Fresh start each day</p> <p><b>3 Thinking Time occasions in a half term will result in an Orange Behaviour Letter.</b></p> <p><b>After three Orange Behaviour Letters the fourth behaviour letter will be Red.</b></p> <p><b>A Red Behaviour Letter</b> will trigger a meeting with parents, the Class Teacher and Behaviour Leader to create a plan for support.</p>	<p>On Friday, child will discuss with the SENDCo, reasons as to why they have a <b>Loss of Golden Time</b>. Incident logged in KS1 Missed Golden Time file.</p> <p>(Children may be able to earn Golden Time back, depending upon circumstances)</p> <p><b>3 consecutive occasions or 4 in a given half term in Loss of Golden Time will result in an Orange Behaviour Letter.</b></p> <p><b>After three Orange Behaviour Letters the fourth behaviour letter will be Red.</b></p> <p><b>A Red Behaviour Letter</b> will trigger a meeting with parents, the Class Teacher and Behaviour Leader to create a plan for support.</p>	<p>On Friday, child will discuss with the Headteacher, reasons as to why they have a <b>Loss of Golden Time</b>. Incident logged in KS2 Missed Golden Time file.</p> <p>(Children may be able to earn Golden Time back, depending upon circumstances)</p> <p><b>3 consecutive occasions or 4 in a given half term in Loss of Golden Time will result in an Orange Behaviour Letter.</b></p> <p><b>After three Orange Behaviour Letters the fourth behaviour letter will be Red.</b></p> <p><b>A Red Behaviour Letter</b> will trigger a meeting with parents, the Class Teacher and Behaviour Leader to create a plan for support.</p>

**Notes:**

- **A single incident of ‘serious misbehaviour’ may result in an instant behaviour letter issued, the child’s name logged in the Class Behaviour File and a referral to a member of the senior leadership team, where appropriate. (This will be in addition to Thinking Time /loss of Golden Time.)**
- **A breach of the school’s Behaviour Policy could result in a fixed-term or permanent exclusion from the school. This decision is made by the Headteacher.**

## Appendix 4: Thinking time notes



### Thinking Time

Date: \_\_\_\_\_

Occasion \_\_\_ of 3

Dear Parent/Carer,

Just a note to let you know that \_\_\_\_\_ has had some Thinking Time today because

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Please contact us if you wish to discuss this further.

Signed: \_\_\_\_\_

Position: \_\_\_\_\_



### Thinking Time

Date: \_\_\_\_\_

Occasion \_\_\_ of 3

Dear Parent/Carer,

Just a note to let you know that \_\_\_\_\_ has had some Thinking Time today because

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Please contact us if you wish to discuss this further.

Signed: \_\_\_\_\_

Position: \_\_\_\_\_

## Appendix 5: Behaviour letters



### First Behaviour Letter

Dear Parent/Carer,

This letter is to inform you that \_\_\_\_\_ has been given their first Behaviour Letter today because

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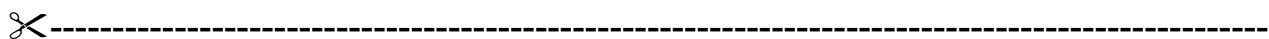
This has been logged. The reasons for receiving this Behaviour Letter have been discussed with your child. They have been reminded that the **fourth Behaviour Letter received would initiate a meeting between parents and school to formally discuss their behaviour.**

It is important that your child understands the need to adhere to our pupil code of conduct and I would appreciate it if you could discuss their behaviour with them, reminding them of our agreed expectations. (Please contact school if you would like a hard copy of our Behaviour Policy, which can also be found on our website.)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Position: \_\_\_\_\_



#### **1. First Behaviour Letter- reply slip**

Please return this reply slip to confirm you have received this letter. Thank you.

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship to child: \_\_\_\_\_



## Second Behaviour Letter

Dear Parent/Carer,

This letter is to inform you that \_\_\_\_\_ has been given their second Behaviour Letter today because

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This has been logged. The reasons for receiving this Behaviour Letter have been discussed with your child. They have been reminded that the **fourth Behaviour Letter received would initiate a meeting between parents and school to formally discuss their behaviour.**

It is important that your child understands the need to adhere to our pupil code of conduct and I would appreciate it if you could discuss their behaviour with them, reminding them of our agreed expectations. (Please contact school if you would like a hard copy of our Behaviour Policy, which can also be found on our website.)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Position: \_\_\_\_\_



### **2. Second Behaviour Letter- reply slip**

Please return this reply slip to confirm you have received this letter. Thank you.

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship to child: \_\_\_\_\_



## Third Behaviour Letter

Dear Parent/Carer,

This letter is to inform you that \_\_\_\_\_ has been given their third Behaviour Letter today because

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This has been logged. The reasons for receiving this Behaviour Letter have been discussed with your child. They have been reminded that the next behaviour letter will be the **fourth Behaviour Letter, initiating a meeting between parents and school to formally discuss their behaviour.**

It is important that your child understands the need to adhere to our pupil code of conduct and I would appreciate it if you could discuss their behaviour with them, reminding them of our agreed expectations. (Please contact school if you would like a hard copy of our Behaviour Policy, which can also be found on our website.)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Position: \_\_\_\_\_



### **3. Third Behaviour Letter- reply slip**

Please return this reply slip to confirm you have received this letter. Thank you.

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship to child: \_\_\_\_\_





## **Fourth Behaviour Letter**

Dear Parent/Carer,

This letter is to inform you that \_\_\_\_\_ has been given their fourth Behaviour Letter today because

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They have now received **three previous Behaviour Letters** and **four entries in the Class Behaviour File.**

**In accordance with our Behaviour Policy, a meeting is to be arranged** with yourself, your child's Class Teacher and the Behaviour Leader to discuss your child's behaviour and create a plan for support.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Position: \_\_\_\_\_

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### **4. Fourth Behaviour Letter- reply slip**

Please return this reply slip to confirm you have received this letter. Thank you.

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

# BEHAVIOUR REFLECTION

*Understanding my behaviour will help me make a better choice next time.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1. Who was involved? \_\_\_\_\_  
\_\_\_\_\_

2. What happened? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Why is this behaviour unacceptable? \_\_\_\_\_  
\_\_\_\_\_

4. My emotions at the time:

- Angry  Sad  Frustrated  Confused  Embarrassed  
 Hurt  Lonely  Jealous  Scared

Other: \_\_\_\_\_

5. A better thing to do when I feel this way next time? \_\_\_\_\_  
\_\_\_\_\_

Making amends

If another person was affected by this behaviour, I apologised to them, explained how I felt, why the behaviour was unacceptable, discussed how it made them feel and promised to make every attempt to correct this behaviour in the future.

6. This is what I will do to correct this behaviour in the future:



\_\_\_\_\_  
\_\_\_\_\_

**To be completed by the adult overseeing the behaviour reflection:**

Adult: \_\_\_\_\_

Role in school: \_\_\_\_\_

Additional consequence of behaviour (*Loss of Golden Time, Thinking Time, Behaviour Letter issued etc...*)

\_\_\_\_\_  
\_\_\_\_\_

Parents informed

Parent not informed

How and when:

Reason:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any further actions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix 7: 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.**