



Maryland Primary School and Children's Centre

Behaviour and anti-bullying policy

1.0 OUR PHILOSOPHY AND AIMS

1.1 ASSERTIVE DISCIPLINE:

- Establish school rules that children must follow consistently
- A whole school approach- all staff are expected to implement
- Promote mutual respect between all staff, parents, children and the wider community.
- Set boundaries between acceptable and non-acceptable behaviour
- Make consequences clear
- Every pupil has the right to learn; every teacher has the right to teach
- Discourage unacceptable behaviour and reward good behaviour, e.g. courtesy, meeting targets, showing respect.

1.2 CALMNESS:

- Our school environment is based on the principle of CALMNESS with the view of promoting a non-threatening atmosphere which allows deeper thinking and effective teaching and learning.
- 'Mindfulness' is a calming technique which develops self-awareness and promotes stillness in the individual. This technique helps children to recognise the moment specific behavioural responses occur and help them to choose an appropriate response.
- C- choose to breathe
- A- ask for a moment
- L- listen and think
- M- make the right choice

2.0 IMPLEMENTATION

2.1 Curriculum

Our behaviour policy and the philosophy of calmness is implicit in the whole curriculum, for example Religious Education, CPSHE, collective worship and teaching methods such as the stop signal.

2.2 Staff

- Consistent and collaborative approach in identifying and dealing with pupils' behaviour.
- Approached in a sensitive, fair and caring way
- Staff must be good role models
- A calm, non-shouting environment ensures the health and safety of all individuals.

2.3 Pupils

We aim to foster in our pupils a sense of:

- Respect for all persons
- Self-discipline
- Responsibility for their own actions
- Proper concern for the environment
- Understanding the cause and effect of behaviour
- Interpersonal skills including mindfulness

3.0 School Rules

The school rules were formulated by the children of Maryland in 1992 and reviewed by the School Council.

They are on display in each classroom and should be referred to and discussed when appropriate with the class at intervals. They are phrased positively and can be used to reinforce positive behaviour as well as indiscipline

The rules are as follows:

WE WALK IN SCHOOL

WE TALK QUIETLY

WE RESPECT PEOPLE AND PROPERTY

WE LOOK AFTER OUR THINGS

WE ARE KIND TO EACH OTHER

WE ARE POLITE AND ALWAYS USE KIND LANGUAGE

WE TELL THE TRUTH

WE NEVER TRY TO UPSET OR HURT SOMEONE ELSE

WE STOP AT THE HANDSIGNAL

KEEP CALM TO MAKE THE RIGHT CHOICE

3.1 POSITIVE RECOGNITION

- **Individual rewards** are given in the form of **house points**.
- “Star of the week” is nominated each week.
- Staff must **give at least 10 house points a day** (not necessarily to their own pupils).
- Certificates are also awarded for excellent behaviour and excellent attendance.
- Particular individual achievement- send a pupil to the Headteacher or Deputy Headteachers for a small prize from a “Goody box”.
- **Collective reward-** House points and star of the week assembly takes place weekly. The emphasis is on praising and rewarding collective achievement. There is a subsidised treat at the end of the year for the winning KS1 and KS2 classes.

3.2 **Collective responsibility-** ensures that pupils have a key role in implementing the behaviour policy through groups such as:

- Peer Mediators
- Monitors
- Buddies
- Play leaders
- School Council
- Head boy/girl
- Junior governors

3.3 CONSEQUENCES

Behaviour Management -

- Infant or Junior Behaviour Management Plans must be displayed on the wall next to the whiteboard in their classrooms and followed by all staff.
- Behaviour monitoring sheet is placed in an accessible place.
- A child committing a serious offence will be sent to the office immediately without going through the Behaviour Management Plan procedures.
- Involve learning mentor with children with persistent poor behaviour
- A member of senior leadership team must be on duty to support staff with behaviour issues

- Home-School Book must be completed by staff and may be monitored by the head teacher at intervals. This must be brought to school every day and taken home to be signed by the parent daily.
- On Report Form – a means of communicating with parents on a weekly basis; this will be used with children with specific behaviour problems.
- Detention must be used for children who break the rules at playtimes and lunchtimes. They will miss the following morning break. Detention log, including lunchtime warnings and behaviour in general will be analysed in a termly report to the headteacher and governors.
- Exclusions may be given for persistent unacceptable behaviour or for severe incidents. The headteacher or deputy headteacher may decide to exclude the child from school in line with LA requirements. The parent must be notified in writing and given at least 24 hours notice. However, permanent exclusions will be avoided whenever possible. Special considerations will be given to children with special needs. The school will seek the support of the 'Reintegration and Education team' (RIET) for pupils that otherwise may be given a fixed term exclusion. 'Managed Move' will be used instead of a permanent exclusion where possible. The Governing Body will have due regard for the local authority guidelines on permanent exclusions. There is a 3 warning system for lunchtime behaviour. If a child behaves badly at lunchtime, then after the third warning they may be excluded from eating at school for a period of time determined by the headteacher or deputy headteacher. We will endeavour to make reasonable adjustments for SEN and LAC children. Exclusions will only be used for this group of children as a last resort and in line with the new government guidelines 2012.

3.4 Extreme violent behaviour:

In the instance where pupils display extreme violent behaviour or are involved in fighting, the '3 strike' rule would not apply. Perpetrator(s) would be excluded straightaway either internally or externally. Parents would be contacted and notified of the school's decision immediately.

3.5 Racist Incidents

Racially motivated incidents e.g. racist name-calling by parties of any colour, racist fights etc must be reported to a member of SLT who will ensure that the incident is logged. The incident will be discussed with all parties involved.

4.0 Safety and Supervision

- By signing the home-school agreement at the pupil admission meeting, parents agree to accept and support the school's behaviour policy.
- No corporal punishment is to be carried out by any member of staff.
- Restraint must be carried out in line with policy and borough guidance.
- Policy of 'No hitting back – go and tell an adult' must be adhered to at all times by all staff. Teachers must acknowledge complaints from all children.
- Children being detained should be placed in the designated area; if outside the office SLT and office staff must be informed.
- Children may not remain in the classroom on their own.
- Name-calling, bullying and fighting must be dealt with as soon as possible by the teacher who receives the report.
- Physically injured children must be sent to the medical room for treatment. Incident and treatment must be recorded and parents notified if necessary.
- Parents are not allowed to take children from the school premises without permission from the school office.
- Teachers are responsible for the supervision of their pupils five minutes before the start of the school day and ten minutes at the end of the school day.
- Children who are not collected, and not allowed to go home alone, are kept in the classroom until 3:25pm. They are then taken to the office where a designated member of staff will supervise them.

4.1 Supply teachers are expected to carry out the class teachers' playground duty. If a teacher's absence is known in advance it is their responsibility to arrange replacement duty.

5.0 Anti-bullying

Bullying is intimidation, victimisation and misuse of power. This behaviour can be deliberate and is often persistent and personal to the individual child. A 'one-off' act of random violence is different (though clearly unacceptable). Regardless of the intention of the action, it is the effect on the recipient which constitutes bullying.

Bullying can involve the following anti-social behaviour:

- Physical attack
- Verbal abuse
- Non-verbal abuse (gestures, body language, notes, graffiti)
- Psychological abuse (spreading rumours, isolation, humiliation, teasing)
- Racially motivated bullying
- Targeting of perceived weakness (e.g. disability)
- Individual bullying
- Sexual harassment/sexist/homophobic bullying
- Cyber bullying (e.g. email, SMS, social networking)

5.1 To prevent bullying, we aim to:

- develop strong personal and moral code.
- develop respect for others.
- provide a model for helpful behaviour which should include a recognition and understanding of **mediation** and **negotiation** as a means of conflict resolution.
- increase self-esteem and the confidence to handle positively the demands and problems of daily life.
- deal promptly with incidents outside the school gate and the vicinity of the school.
- educate pupils about the inappropriate use and dangers and legality of subscribing to social networking sites and ensure that pupils are reminded of this regularly.
- ensure necessary restrictions are in place on school systems that prevent pupils from accessing inappropriate websites.
- encourage parents to monitor the activities of their children on the computer using necessary restriction systems. **(See our E-safety policy)**

5.2 **Action Plan**

An Anti-bullying Action Plan will be effective at all times and comprises:

- preventative work
- identifying bullying
- victim support
- counselling for the bullies

5.3 **Listening to pupils.** We need to ensure that pupils feel that someone is listening to their versions of events. Class teachers can build upon their special relationship with individual pupils to encourage honest and direct discussion.

5.4. **Dealing with incidents in** the classroom and playground-strategies in place include:

- Listening at all times
- Discussion with all parties (encourage bully to empathise with other child)
- Apology to bullied child
- Remove bully from situation
- Reinforce school rules and expectations of behaviour
- Reassure bullied child and instruct them to report any further incidents
- Report to Headteacher
- Reward positive behaviour
- Follow up initial reports
- Racial incident to be logged when appropriate
- Incidents of homophobic bullying to be dealt with promptly and with positive messages
- Whole class discussion about anti-social behaviour/respect for others
- Inform parents/carers
- Assertive Discipline – detention/whiteboard/merits
- Playground book (playtime and lunchtime)

- SLT on duty at lunchtime.
- External visitors to take assemblies, e.g. police

5.5 Monitoring.

- In the classroom children's behaviour is monitored using the Behaviour Management Plan which is part of our Assertive Discipline approach and policy
- We monitor the rate of behaviour incidents both in the classroom and the playground. Parents are informed in cases of high frequency (i.e. letter sent home to parent/carer).
- If adults refuse to abide by the rules or deliberately oppose this then may result in that person having restricted access to the school.
- All incidents concerning exclusion, bullying and racist incidents are reported to governors once a term.

6.0 Behaviour outside school grounds

6.1 Gangs:

The school actively discourages gang terminology, displaying of colours and symbols and the informal or formal formation of gangs in or out of school. Parents are notified immediately and community support officers or police may be contacted. Exclusion may be a sanction imposed.

6.2 Weapons:

The school forbids pupils from bringing in any items which might be used to harm. Replica or toy weapons are also forbidden in school. Items such as these will be confiscated.

6.3 Searching:

The school is entitled to search the clothing and personal belongings of any child suspected of having a weapon or a replica.

7.0 Review

This policy was written with the guidance of Newham Conflict and Change Mediation Group and Edulaw Training Barrister Tanya Callman. The Staff and Governors will review the policy in line with the School Development Plan.