



MARYLAND PRIMARY SCHOOL

Behaviour
POLICY



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

1.3 Emotional Coaching:

Maryland Primary school believes in connection before correction. All staff and pupils understand the process taken to achieve conflict resolution in our school. Pupils are expected to '**listen, talk and then agree**'. Teachers are expected to connect, share behaviour expectations and explore or scaffold resolution.

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.
- Sensitivity to the emotions and psychological state of pupils and addressing this on an individual basis

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
- Ability to recognise when to seek adult's help.

3.0 SCHOOL RULES

The General School Rules and the 10 Golden Rules for ball games, that pupils are expected to follow, are on display in each classroom and the junior playground. These 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 discipline

The rules are as follows:

10 Golden rules for Ball Games

ALWAYS FOLLOW THE RULES OF THE GAME.

PLAY BALL GAMES WHEN IT IS YOUR TURN ONLY.

TAKE RESPONSIBILITY FOR YOUR OWN ACTIONS.

PLAY THE RIGHT GAME ON THE RIGHT PITCH.

TREAT SOMEONE THE WAY YOU WANT TO BE TREATED

BALL GAMES ARE FOR BOYS/GIRLS.

STOP THE GAME WHEN SOMEONE IS HURT!

NO BULLYING ON THE PITCH!

DO NOT RETALIATE, REPORT INSTEAD.

TAKE CARE OF BALL GAME EQUIPMENT

General School Rules

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 HAND SIGNAL

KEEP CALM TO MAKE THE RIGHT CHOICE

3.1 POSITIVE RECOGNITION

- **Individual rewards** are given in the form of **house points**.
- Pupils are nominated for the "Value of the Week" award.
- 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- pupils are sent to senior leaders for a small prize from a "Goody box".
- **Collective reward**- House points and value of the week assemblies take place weekly. The emphasis is on praising and rewarding collective achievement and positive attitudes. 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 **Behaviour Management**

- Behaviour Management Plans must be displayed on the classroom wall
- A child displaying extreme behaviour will be sent to the senior leaders immediately without going through the Behaviour Management Plan procedures
- Involve learning mentor with children with persistent poor behaviour
- A member of the senior leadership team must be on duty to support staff with behaviour issues
- Home-School Book is used when necessary to communicate with parents on a daily basis on a child's behaviour
- On Report Form – a means of communicating with parents on a weekly basis; this will be used with children with specific behaviour problems
- Time-out wall is used for playground misdemeanours; serious misdemeanours are dealt with by member of SLT
- Time-Owed is used for serious misbehaviour in the classroom where the child is not learning due to unacceptable behaviour.
- **Persistent Disruptive Behaviour involving a group of pupil**
 - Year group team will meet regularly to review strategies
 - Behaviour Monitoring log to be created and sent home weekly or daily depending on the situation
 - Collate and review strategies from outside agencies to build up a behaviour plan for the pupil
- Exclusions may be given for persistent unacceptable behaviour or for severe incidents. The headteacher or deputy headteachers may exclude the child in line with LA requirements. The parent must be notified in writing and given at least 24 hours notice. Permanent exclusions will be avoided whenever possible. '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 poor lunchtime behaviour. After the third warning they may be excluded from eating at school for a period of time determined by the headteacher or deputy headteachers.

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.
- discourage pupils to be bystanders to bullying
- 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 – time owed/whiteboard/value of the week award
- 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/carers).

- 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.

7.1 **Equal Opportunities statement**

Maryland aims to provide opportunities for ALL children to reach their potential. Both boys and girls are given equal recognition for their contributions. Stereotypical views on gender, race and ethnicity relating to unconscious bias are constantly challenged and opportunities are given to develop equal opportunity of children who are learning English as an additional language, through opportunities to develop their language, during collaborative and practical activities