



MARYLAND PRIMARY SCHOOL
Behaviour and Anti-bullying
Policy

Introduction

This policy sets out our expectations and standards for behaviour around the school and in the classroom.

The aims of this policy are:

- To create a culture of excellent behaviour around the school
- To ensure that staff have a consistent approach to managing behaviour
- To encourage pupils to take responsibility for their own behaviour

Our core values

We expect that all staff and pupils demonstrate our core values. These values underpin all aspects of school life. Pupils are actively taught about these values and we believe that following these values will lead to positive behaviour. Our school values are:

- Teamwork
- Resilience
- Respect
- Ambition
- Courage
- Kindness

General principles

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 when specific behavioural responses occur and helps them to choose an appropriate response.

Pupils are encouraged to:

- C- choose to breathe
- A- ask for a moment
- L- listen and think
- M- make the right choice

Emotional coaching

We take a restorative approach to dealing with behaviour incidents and use emotional coaching to establish 'connection before correction' with pupils. Staff are trained to listen to pupils, remain calm and build good relationships as part of this approach. Pupils are expected to '**listen, talk and then agree**'. Staff are expected to connect with the pupil, share behaviour expectations and explore or scaffold a resolution and sanction where necessary.

Assertive discipline

We have a clear set of rules that children are expected to follow consistently and boundaries are set between acceptable and unacceptable behaviour. We have a clear set of rewards and sanctions in place, which the whole school should follow.

Implementation

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.

Staff expectations

Staff are expected to:

- Follow the school's consistent and collaborative approach in identifying and dealing with pupils' behaviour.
- Approach behaviour in a sensitive, fair and caring way
- Be good role models
- Maintain a calm, non-shouting environment to ensure the health and safety and wellbeing of all individuals.
- Demonstrate sensitivity to the emotions and psychological state of pupils and addressing this on an individual basis

Aims for pupils

We aim to foster in our pupils a sense of:

- Respect for all
- Self-discipline
- Responsibility for their own actions
- Proper concern for the environment and others
- Understanding the cause and effect of behaviour
- Interpersonal skills including mindfulness
- Ability to recognise when to seek adult's help.

We believe that creating opportunities for collective responsibility helps to achieve these aims. Pupils have opportunities to take on roles around the school which help with their personal development including head pupils, school council, monitors, play leaders, buddies and eco-warriors.

The role of parents

By signing the home-school agreement at the pupil admission meeting, parents agree to accept and support the school's behaviour policy.

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:

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

10 golden rules for ball games

- Always follow the rules of the game
- Only play ball games when it is your turn
- Take responsibility for your own actions
- Play the correct game on the correct pitch
- Treat someone the way you want to be treated
- Ball games are for boys/girls
- Stop the game if somebody gets hurt
- No bullying on the pitch
- Do not retaliate, report instead
- Take care of the ball game equipment

Rewards and positive recognition

Where pupils are meeting the school's expectations for behaviour and exemplifying the school values, staff can recognise and celebrate them using the following school reward systems:

- Awarding individual house points. Collective rewards are organised for winning house teams e.g. visits to the cinema or parties
- Receiving certificates for value of the week in 'Being Brilliant' assembly
- End of year certificates for attendance in celebration assemblies
- Visiting a member of the leadership team to receive a small prize from the 'goody box'

Consequences

Teachers follow a behaviour management plan in classes, which is displayed on the wall. See appendix 1. Pupils are given warnings and opportunities to correct their behaviour as part of this system. Pupils might be given the consequence of attending time owed, which is a session with the learning mentor during play time where pupils engage in restorative, emotional coaching activities.

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).

Serious or persistent behaviour

Where a child persistently displays poor behaviour the following strategies may be used:

- Involving the learning mentor to support in the classroom or to provide small group or one-to-one nurture or social skills sessions
- Using a home school book, on report form or communication log to communicate with parents on a daily or weekly basis
- Mentoring by a member of SLT
- Arranging a period of time out in an alternative class

Consequences during play time and lunch time

For playground misdemeanours pupils may be sent to the 'Pause for thought' wall to take time out and reflect.

During lunch times there is always a member of SLT on duty. There is a 3 warning system for poor lunchtime behaviour. If a pupil receives a lunchtime warning their parents will be notified in writing. After a third warning they may be excluded from eating at school for a period of time determined by the headteacher (or deputy headteacher in their absence).

Pupils demonstrating good manners or exemplary behaviour at lunchtimes may be awarded a seat on the 'top table' on a Friday as a reward.

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.

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

Exclusions

We use fixed term exclusions as a last resort, however these may be given for very extreme/ serious incidents or for persistent poor behaviour that does not improve after using all other strategies. The headteacher or deputy headteacher if deputising may exclude a pupil following local authority guidelines. The parent must be notified in writing and given at least 24 hours notice. Permanent exclusions will be avoided wherever possible and instead a 'managed move' is preferred. The governing board will have due regard for the local authority guidelines on exclusions.

Safety and supervision

We maintain appropriate levels of supervision throughout the school day

- Staff must follow the play and lunch rotas to ensure supervision levels
- Children must not remain in classrooms or unsupervised areas on their own
- In cases where a child needs to leave a classroom due to poor behaviour, they should be placed in a designated area under the supervision of another staff member
- Physically injured pupils must be sent to the medical room for treatment. Incidents and treatment must be recorded and parents notified where 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

Restraint/reasonable force

No corporal punishment is to be carried out by any member of staff, teaching or non-teaching. Control or physical restraint will only ever be used as a protective measure and is only used when other measures have failed or are likely to fail. The use of control or physical restraint is to prevent a more serious harm from occurring.

Staff members may physically restrain a child under a variety of situations. Here are some examples of 'last resort' situations where it may be necessary to do so:

- remove physically or abusively disruptive children from the classroom where they have refused to follow an instruction to do so (when it is not practical to remove the rest of the class from the disruption).
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others, or endangers him/herself.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

The school does not permit unpaid volunteers or parents the use of reasonable force. Reasonable adjustments for disability and SEN are made. All incidents of physical restraint are reported on the Physical Intervention Report form.

Racist incidents

Racially motivated incidents e.g. racist name-calling, 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. This protocol also applies to discrimination towards other protected characteristics including age, gender, disability, religion/belief.

The school will respond to racist incidents by:

- Providing support to the person/s who has been the subject of the racist incident
- Restorative practice: we ensure there are opportunities to educate and reflect upon incidents e.g. appropriate intervention with the person who has initiated the incident
- In some incidents, for example where racist behaviour arises out of ignorance, then counselling from a member of staff might be appropriate. Additional support may be available from the school's Learning Mentor.
- Applying appropriate sanctions/consequences e.g. exclusions
- Taking immediate action where a racist incident takes place
- Making clear that where a racist incident has occurred, it is unacceptable
- Encouraging students and staff to reflect on their own perceptions in light of the values and principles of the school
- Discussing racist incidents with parents or carers and encouraging them to reinforce the school's equality practices at home
- Ensuring the failure to observe school policies and procedures is covered in the school's disciplinary procedures, identifying, sharing and promoting good practice
- Providing the person responsible for the incident with the opportunity to learn from it

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)

To prevent bullying, we aim to:

- Develop a 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 to prevent pupils from accessing inappropriate websites
- Discourage pupils from being bystanders to bullying
- Encourage parents to monitor the activities of their children on the computer using necessary restriction systems. (See our E-safety policy)

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.

Action Plan

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

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

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

- Listening at all times
- Discussion with all parties (encourage the perpetrator 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

Behaviour outside school grounds

The school may sanction pupils for conduct outside the school premises, including online conduct:

- When pupils are taking part in any school-organised or school-related activity;
- For incidents that could have repercussions for the orderly running of the school;
- When pupils are travelling to or from school;
- When pupils are wearing school uniform or are identifiable as a pupil at the school in any other way;
- For incidents that pose a threat to another pupil; or
- Incidents that could adversely affect the reputation of the school.

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.

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.

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.

Appendix 1

BEHAVIOUR MANAGEMENT PLAN

For classrooms and teaching areas in Year 1 to Year 6.

Behaviour Management Plan

“Every teacher has the right to teach”

“Every pupil has the right to learn.”

First Offence

Verbal warning –say the child’s name

Second Offence

Write child’s name on the board.

Third Offence

One cross

X written next to the name.

Move child to sit away from others for rest of session

Fourth Offence

Two crosses

XX crosses written next to the name.

‘Time owed’ sanction. Child will continue to work during break time - afternoon only.

Fifth Offence

Three crosses

XXX crosses written next to the name.

If the child continues to be disruptive before the end of lesson they are then sent to their split class.

If offence is severe skip all above stages and send the child directly to a member of the Senior Leadership Team.

Possible outcomes - letter home

-Parents called