

MANEY HILL PRIMARY SCHOOL



BEHAVIOUR POLICY including ANTI-BULLYING

Reviewed By Staff:	Sept 2019
Governor Ratification Date:	Oct 2019
Next Review Date:	Sept 2022

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 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
- ensure that behaviour management strategies, both rewards and consequences are used consistently

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

This policy is based on advice including:

- The Equality Act 2010
- Special educational needs and disability (SEND) code of practice.
- Behaviour and discipline in schools (DfE)

ROLES and RESPONSIBILITIES

Governors' responsibilities:

- a. reviewing and approving the written statement of behaviour principles
- b. reviewing and approving a behaviour policy
- c. monitoring the policy's effectiveness, holding the headteacher to account for its implementation

Headteacher's responsibilities:

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

Staff responsibilities:

- a. implementing the behaviour policy consistently
- b. managing and recording behaviour incidents
- c. modelling positive behaviour
- d. providing personalised approaches to the individual behavioural needs of pupils if required

Parents' roles:

- a. supporting their child in adhering to good behaviour
- 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

GOOD BEHAVIOUR

Behaviour is good when pupils:

- meet realistically and appropriately set work targets
- 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
- 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
- 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

UNACCEPTABLE BEHAVIOUR

Misbehaviour includes:

- Disruption in classrooms and at break and lunchtimes
- Non-completion of classwork or homework
- Inappropriate use of language
- Incorrect uniform
- Preventing others from learning

Serious misbehaviour includes:

- Repeated breaches of our school's expectations
- Any form of bullying
- Intentionally damaging school equipment
- Theft
- Fighting
- Discriminatory behaviour

REWARDS and CONSEQUENCES

Rewards for positive behaviour consist of:

- Praise and recognition for the pupil
- Rewards such as stickers, table points, team points, playground pals
- Positive feedback to parents (verbal and written)
- Headteacher praise - sharing work/achievements
- Merit and Special Merit award
- Shared Value Award badge

Consequences of misbehaviour consist of:

- Time Out
- Loss of Golden Time
- Discussion of unacceptable behaviour with class teacher or senior leader
- Completing late homework during Missed Golden Time
- Time Out note or Behaviour letter sent home and/or phone call to parents
- A fixed term exclusion
- A personalised behaviour plan for persistent misbehaviour

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.

Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that pupils with special education needs and/or disabilities may require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils.

Advice may be sought from external agencies to identify and support specific needs in order to further support a child with SEN and/or disabilities displaying challenging behaviour.

Bereaved pupils may demonstrate challenging behaviour as part of the grieving process. We recognise the importance of liaising with families to ensure that the pupil receives appropriate, personalised support. Advice and counselling from external bereavement counsellors may be provided.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher.

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.

Where behaviour is a concern for a pupil with special educational needs, the pupil's new class teacher will be invited to their end of year One Page Profile review meeting to ensure that they have the opportunity to communicate with the pupil's family prior to them starting the new school year.

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 Primary 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 external agencies

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

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 Board also emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

Appendix 2: Time Out and Missed Golden Time

	Reception	Key Stage 1	Key Stage 2
<p>Consequences of Time Out and Missed Golden Time</p>	<p>Incident logged in Time Out file.</p> <p>Note sent home notifying of Time Out</p> <p>Fresh start each day</p> <p>3 Time Out occasions in a half term will result in an Orange Behaviour Letter.</p> <p>After three Orange Behaviour Letters the fourth behaviour letter will be Red.</p> <p>A Red Behaviour Letter 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 Loss of Golden Time. Incident logged in KS1 Missed Golden Time file.</p> <p>(Children may be able to earn Golden Time back, depending upon circumstances)</p> <p>3 consecutive occasions or 4 in a given half term in Loss of Golden Time will result in an Orange Behaviour Letter.</p> <p>After three Orange Behaviour Letters the fourth behaviour letter will be Red.</p> <p>A Red Behaviour Letter 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 Loss of Golden Time. Incident logged in KS2 Missed Golden Time file.</p> <p>(Children may be able to earn Golden Time back, depending upon circumstances)</p> <p>3 consecutive occasions or 4 in a given half term in Loss of Golden Time will result in an Orange Behaviour Letter.</p> <p>After three Orange Behaviour Letters the fourth behaviour letter will be Red.</p> <p>A Red Behaviour Letter 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.**
- **A breach of the school’s Behaviour Policy could result in a fixed-term or permanent exclusion from the school. This decision would be made by the Headteacher.**