



Madley Primary School

Behaviour Management and Anti-bullying Policy

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BEHAVIOUR MANAGEMENT AND ANTI-BULLYING POLICY

OUR SCHOOL CODE (AGREED BY THE PUPILS)

RESPECT

- Value yourself and others.

ENGAGEMENT

- Be involved.

SENSITIVITY

- Be thoughtful and consider the feelings of others.

POSITIVITY

- Be positive in all you say and do.

EXPECTATION

- Aim high! Think about the quality of what you do.

CARE

- Care for your community.
- Care for your environment.

TRUST

- Be honest – always tell the truth.
- Be responsible and safe.

AIMS

1. Madley School has an excellent reputation for discipline and Values Education both in school and outside in the local community as well as the local authority.
2. Our aim is to provide an environment where children can develop into well-motivated, confident and hard working pupils with a positive outlook and high self-esteem.
 - We attempt to do this in a number of ways, most importantly;
 - We are genuinely interested and concerned for the children in our school.
 - We recognise the positive qualities in the children and praise them for these.
 - We believe that a child's self image can change, so if a child coming to school has a negative self image, we will help him/her see and feel success.
 - We are always willing to take time to help the children feel happy about themselves and to listen seriously to any of their concerns.
 - We believe in equal opportunities and respect for all.
 - We believe that better behaviour is a positive side effect of developing a child's self esteem. We focus on good behaviour and reward effort in and around the classroom.
3. In this school we recognise that problems are normal where young people are learning and testing the boundaries of acceptable behaviour. Our success as a school is tested not by the absence of problems but by the way in which we deal with them.

CODE OF BEHAVIOUR

4. As a pupil and as a member of staff at Madley Primary School you have a right to expect certain standards of behaviour from others. You also have responsibilities to yourself and to others.
5. Each person has a right to **LEARN**. No one should be prevented from learning by the bad behaviour of others in their class.
6. Each person has a responsibility to:
 - co-operate with teachers and class mates
 - pay attention in class
 - keep work up to date
 - allow others to learn
 - be prepared for lessons with all books and equipment
 - always complete homework on time
 - always be punctual
 - listen to, and follow instructions
7. Each person has a right to be happy and be treated with kindness and understanding.
8. Each person has a responsibility to:
 - treat others with understanding
 - not hurt other people's feelings
 - be thoughtful to others
9. Each person has a right to be treated with respect and politeness.
10. Each person has a responsibility to:
 - use polite language
 - treat others politely and with respect

- respect the authority of adults
 - disagree without being disagreeable
11. Each person has a right to be safe.
 - Each person has a responsibility to:
 - live together without hurting anyone else in any way
 - always obey safety rules
 - tell a teacher about threats or harm to anyone else
 12. Each person has a right to expect their property to be safe.
 13. Each person has a responsibility to:
 - respect other people's property
 - not to steal or damage the property of others
 - hand in lost property
 - report theft immediately
 - mark all property with their name
 - replace lost or damaged property
 14. Each person has a right to enjoy a clean and tidy school.
 15. Each person has a responsibility to:
 - take care of the school and not drop litter or write graffiti
 16. Each person has a right to be proud of their school.
 17. Each person has a responsibility to:
 - wear our uniform with pride
 - always be polite and helpful to visitors
 - be especially well behaved during school visits when on show to the general public

SCHOOL GUIDELINES

18. School rules are most effective if they are phrased as positive expectations for the behaviour of everyone in the school. We prefer to have a few, well-chosen rules rather than a long list of prohibitions. The main rule for all of us in school is that everyone will act with courtesy and consideration to others at all times.

- Keep unhelpful hands, feet, objects and comments to yourself. Let other people around you feel comfortable.
- Call people by their preferred name.
- Move around the building quietly, always walking.
- Follow directions from ALL staff straight away.
- Put litter in the bins, be careful, and look after property.
- Respect other people's property.

FORMS OF REWARD:

19. Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour rather than take it for granted. We believe that everyone should have equal access to

rewards in our school. Everyone responds to the right kind of reward, the trick is to find out what works for each individual. Staff use a range of rewards to promote appropriate behaviour including:

- Verbal Praise
- Inviting other children to acknowledge the achievement
- Other members of staff to acknowledge the achievement e.g. Head teacher and Deputy Head
- Informing parents of achievement
- Two children from each class are nominated for a weekly 'Headteacher's' award for achievement or effort over and above the 'norm'. This comes with 2 merits and a certificate.

20. We have several awards to help in our approach, including;

- Merit Points – individual and team scores.
- Sticker awards
- Personal Laminated Certificates

INDIVIDUAL RECOGNITION OF ACHIEVEMENT IN MANY FORMS I.E SOCIAL, ACADEMIC, SPORTING

21. Every parent will hear when his/ her child has received merit marks, certificates and head teachers awards and the reasons for the presentation of these.

22. Parents should play an active role in maintaining and reinforcing acceptable behaviour. The success of a disciplinary policy depends on the essential combined efforts of home and school using similar, consistent approaches. Staff at Madley certainly wish to do all they can to promote each child's all round progress

23. Summary of actions for managing behaviour issues:

- Class teacher takes responsibility.
- Early meeting with parents sought (summary of meeting recorded).
- Employ a range of strategies in discussion with the learning Mentor. Referral to Learning Mentor made through correct procedure (see learning Mentor Policy).
- If no improvements over a fixed period – seek SENDCO support.
- Monitor progress. Continued Learning Mentor support.
- Draw up an Individual Behaviour Plan.
- Consult with parents and pupils.
- SENDCO and Head Teacher more actively involved.
- Monitor progress..
- Monitor progress. Learning Mentor involved.
- Involve outside agencies.
- Keep Head Teacher and SENDCO informed of progress.
- Fixed term suspension/exclusion.
- Permanent suspension/exclusion.

24. It is not appropriate to put fixed time limits on each stage. Progress must be assessed in the context of the child's circumstances, and this is very individual.

25. Staff must, however, be patient and give strategies time to succeed. In almost every case there is no instant solution.

26. Depending on the nature of the incident there may be a move through the stages quickly. It is the final decision of the Head Teacher on the appropriate course of action to be taken.

ANTI-BULLYING

27. Bullying can be defined as **repeated intimidation of a victim that is intentionally carried out by a more powerful person or group in order to cause physical or emotional hurt**. Bullying is not tolerated at Madley and any incidence of this type of abuse, whether verbal or physical is investigated thoroughly and the appropriate action taken.

28. The 'Code of Behaviour' clearly lays out the responsibilities and rights of everyone in the school community. Our aim is to create a caring environment where every individual feels valued and is treated with respect. This applies equally to the adults and the young people in the school community. The responsibility for the prevention of bullying belongs to all staff, pupils, parents and governors.

29. The issue of bullying is raised in a variety of ways, at new parents' evenings, school assemblies, school and class rules, Personal, Social and Health Education lessons.

30. It is important that we learn to distinguish between 'one-off' incidents of violence, 'teasing' and 'bullying'. The distinguishing factors are the degree of intent and the nature of the feeling of hurt experienced by the victim. Bullying must not be ignored and young people and parents are encouraged to tell a member of staff about the problem.

WHAT IS BULLYING ?

31. Bullying is:

- Calling a person names
- Making hurtful comments about a person
- Teasing again and again
- Ganging up on a person, taking friends away
- Excluding a person from a group of friends
- Interfering with a person's possessions
- Hitting or kicking a person

32. Most pupils will experience bullying at some stage in their school lives. A few children are more at risk of persistent bullying, some children even provoke bullying by behaving inappropriately, for example, by barging in on games or being a nuisance to others.

WHAT ARE THE EFFECTS OF BULLYING BEHAVIOUR?

- a child's life may be made miserable.
- they may suffer injury.
- they may be unhappy about coming to school.
- they may, over time, lose confidence and self-esteem, blaming themselves.
- unhappiness will affect their concentration and learning
- stress-related symptoms: stomach aches, headaches, nightmares or anxiety attacks,
- avoidance of school.
- unless challenged bullies may continue to us.
- bullying tactics in their relationships with other people as they grow older.

WHAT SHOULD YOU DO IF YOU ARE BEING BULLIED?

33. If you are being bullied you are doing nothing wrong, it is not your fault. Bullies are usually unhappy in some way and need to help themselves. It is important that you tell somebody who can help you – a friend, an adult – as soon as you can.

WHAT SHOULD YOU DO IF YOUR CHILD IS BEING BULLIED?

34. Discuss the circumstances with you child's teacher or the Head Teacher as soon as possible.

SANCTIONS

35. We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. We believe that punishment is most effective if it is applied fairly and calmly. The smallest possible punishment that is effective should always be used. Pupils need to know why they are being punished and need to be given an opportunity to make amends. Punishment should be applied in a way that maintains self-respect, punishment should not be used to humiliate. Children are offered 'choices' of behaviour (the right and wrong path) and the consequences of actions are reinforced. Individuals are then tracked and constant communication is reinforced to reinforce positive behaviour. Every child is given one 'chance' to rectify negative behaviour.

36. On occasions it does prove necessary to make use of sanctions. Different methods work for different children and teachers will carefully judge the most appropriate approach. It is important to state that the majority of children conform willingly to an acceptable code of behaviour and enjoy their life at school to the full, but some children will need to be corrected.

37. Sanctions used include the removal of privileges such as break times, use of equipment, exclusion from activities (where these do not form an essential part of the curriculum), carrying out a useful tasks. Should a child break or damage equipment or property through bad behaviour we would expect recompense to be made.

38. Where offensive behaviour persists and occurs during the lunch period a child may be excluded from school during the lunch hour. Ultimately, where behaviour does not improve, the Head teacher has the authority to exclude children from the school.

Stages

Possible Action

1.	Class teacher	*Quiet reprimand *Loss of free time *Loss of privileges *Teacher/child interview *Some task that reinforces better behaviour - writing a letter of apology.
2.	Informal discussions take place	*Inform Head teacher *Discussion with parents, building in parents and report back' sessions - maybe weekly or monthly *'Undo' what they have done *Logging success/ misdemeanours *Removed from class for short periods
3.	Informal warning from Head Teacher	*Interview with parents *Instigation of support programme, work diary or report card *After school detention *Lunchtime exclusion
4.	Formal warning from Head Teacher	*Parents present at interview

*Review of contract between home and school

5. Temporary exclusion* possibly followed by permanent exclusion* can be ordered on the sole authority of the Head teacher.

PRINCIPLES UNDERPINNING OUR BEHAVIOUR POLICY

39. Governors, staff and parents of the school have agreed a set of principles and values, which have been used to underpin the school's behaviour policy. These are as follows:

- We believe that teaching pupils the skills of self-discipline, co-operation, respect and tolerance are an important part of the curriculum. Without these skills our academic objectives cannot be achieved. Furthermore we believe that these are skills which can be learnt, particularly if we work together with parents to achieve our goals.
- We believe that everyone in school has the right to be treated as an individual and with respect. Good relationships are vital to the successful working of a school. We value achievements of every kind - academic and non-academic - and we believe that everyone should have an equal opportunity to achieve their potential. We also believe that young people respond well to high expectations. In our school we expect everyone to work hard and to give their best.

SCHOOL ORGANISATION

40. The governors are aware that good organisation and planning within the school helps minimise behavioural difficulties. It is recognised that staff are always extremely conscientious about the safety of pupils in their care when preparing work both in and out of school.

PARENTS AND THE COMMUNITY

41. Parental involvement in all aspects of school life is valued. It is considered to be particularly important in promoting good behaviour. The governors believe that if parents support the school behaviour policy it is more likely to be effective.

SUPPORT FOR TEACHERS

42. It is recognised that dealing with behaviour difficulties can be very stressful for staff and it is not always easy to ask for help. The governors are committed to the view that dealing with difficult behaviour is the collective responsibility of all staff in the school not just the teachers immediately concerned with a pupil.

PARENTAL INVOLVEMENT

43. The involvement of parents is an important step in tackling persistent poor behaviour. Dealing with difficult behaviour requires a joint commitment from parents and the school.

ANTI-BULLYING GUIDELINES

STATEMENT OF INTENT



We believe that all children have the right to respect, to feel safe and secure so that they can learn and play in a caring, friendly atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur all pupils should know how to deal with such incidents and who to tell.



WHAT IS BULLYING?

Bullying is deliberately hurtful behaviour repeated, often over a period of time, by a more powerful person or group. Its purpose is to cause physical or emotional hurt. It should be noted however, that children can be intimidated by a single incident and that teasing can lead to unintentional hurt.

Bullying can take three main forms:

- physical- hitting, kicking, taking belongings;
- verbal- name calling, insulting, racist remarks;
- indirect- spreading nasty stories about someone, excluding someone from social groups.

(DFE 1994)

Learning interpersonal skills is a part of growing up, but by addressing the issue of bullying openly we hope to reduce the incidence of bullying and provide our children with the skills needed to deal with any situations that arise.

PREVENTION

Adults in school will set good examples, showing children how to respect each other and to value differences and individual strengths.

Early each autumn term bullying will be discussed in class 'Circle time'.

Themes for discussion, at an age appropriate level, will include:

- what bullying is;
- why people bully;
- what to do if you are bullied;
- what to do if you see someone being bullied.

The subject should be revisited as necessary.

All children should be aware that reports of bullying will be taken seriously and that this kind of behaviour will not be tolerated in school.

The construction of sociograms once a term, for each class, will alert staff to any children who are becoming isolated from their peer group.

Frequent opportunities will be found by all staff to praise co-operative behaviour.

PROCEDURES

If a child is being bullied they should:

- ✓ challenge the person doing the bullying- "I don't like that";

- ✓ walk away from the incident;
- ✓ tell a friend;
- ✓ tell an LSA or
- ✓ tell a teacher or
- ✓ raise the matter in circle time without naming individuals or

unless the incident involves physical abuse in which case an adult should be notified immediately.

If a child witnesses bullying they should:

- ✓ challenge the bully if they feel able, show him/her that they disapprove of such actions;
- ✓ befriend the victim, encourage the child to join in with their activities;
- ✓ tell an LSA or
- ✓ tell a teacher or
- ✓ raise the matter in circle time without naming the individuals or

unless the incident involves physical abuse in which case an adult should be notified immediately.

If a child is reported to an adult as a bully the headteacher, deputy head or class teacher will monitor behaviour in the playground, involving LSAs where necessary.

Through circle time the negative feelings that lead to bullying should be addressed and the need for a person who is bullying to take responsibility for his/her actions.

This may involve:

- understanding the need for time out;
- knowing that they can talk to an LSA or teacher if they are feeling frustrated, lonely or angry.

If a circle time discussion proves to be ineffective then an individual talk will be necessary and the individual will be expected to make amends in an appropriate way.

Following an incident the victim of bullying will be given the opportunity to learn empowering skills, encouraging him/her to be more assertive and to resolve conflicts constructively.

Parents will be made aware of any serious incidents of bullying involving their child i.e. those resulting in physical harm, or re-offending.