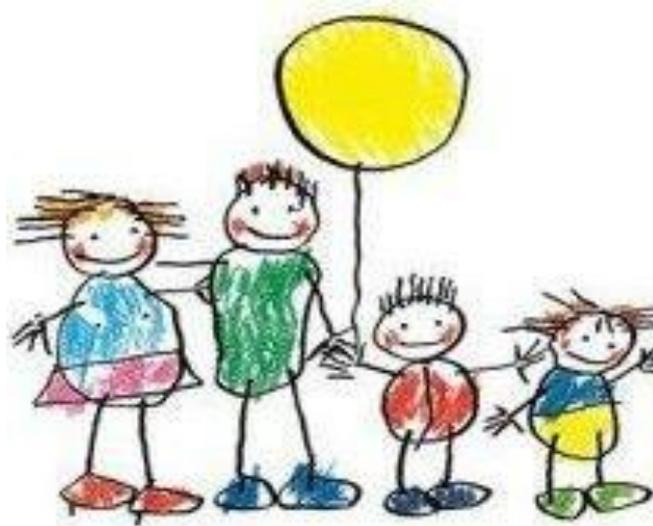


# **NELSON MANDELA COMMUNITY PRIMARY SCHOOL**



**A GUIDE TO OUR BEHAVIOUR AND  
ANTI-BULLYING POLICY**

One of our main roles is to make sure that all of our children do the best they can at school in a safe and caring place. This means making sure that everyone at school behaves well.

- We expect great behaviour;
- We show children why good behaviour is important.
- We promote care, respect and co-operation on a daily basis
- We believe that poor behaviour should be challenged and changed and that requires a commitment from all of us working together



Together we can continue to keep our school outstanding! Having high expectations of behaviour at home and school is best for everyone.

### Working Together - Family Partnership

#### We will:

- Let you know early if we are worried about your child's behaviour
- Meet with you for a chat
- Listen to your views
- Work together to find solutions

**If you have a concern about your child's behaviour or if you think the behaviour of another child is impacting upon yours- Let us know!**

## How do we help children who might be having behaviour difficulties?



**WE RECOGNISE  
THE SIGNS  
EARLY**

There are many reasons for poor behaviour. We aim to identify what might cause poor behaviour and **then we put systems in place to reduce the risk of it happening by putting in the support early.**

- Playground
- Lining up
- Dinner hall
- Change over time of activity
- Change of timetable or routine
- Cloakroom
- Corridor
- First thing in the morning
- At the end of the day



**Where and  
when might  
children  
misbehave?**

We make sure that staff are aware of these areas and that we do as much as possible to help our children.

We make sure that we are aware of the tell-tale signs that might give us a clue that a child might be feeling upset, angry or tired (all things that can make their behaviour change)



- Arriving late;
- Looking messy/unclean
- Wearing clothes they feel uncomfortable about
- A new haircut (Yes! This does make some children very short tempered!);
- Feeling sleepy
- Not paying attention; Body language (Head down, fidgety )
- Being aware of a child feeling emotionally not ready for learning
- Subject child finds difficult
- Being put on the spot
- Sitting next to someone they do not work well with
- Having to work in a group
- Language / vocabulary difficult
- Upset from the playground
- Change to timetable
- Worried about something that has happened at home
- Missing a parent



WE REDUCE THE RISK  
BY...

Here are some of the things we do at school to stop poor behaviour happening...

### **We think carefully about how we make arrangements:**

- Organising groups so no-one is left out;
- Sometimes giving children a choice of working alone, with a partner or as a small group;
- Having resources easily accessible so children do not have to waste time looking for equipment or distracting others;
- Seating children carefully-example: sitting children who turn around a lot at the back so they have no-one to distract;
- Having staff and buddies monitoring the "hidden areas" in the playground

### **We make our children recognise the importance and value of good behaviour**

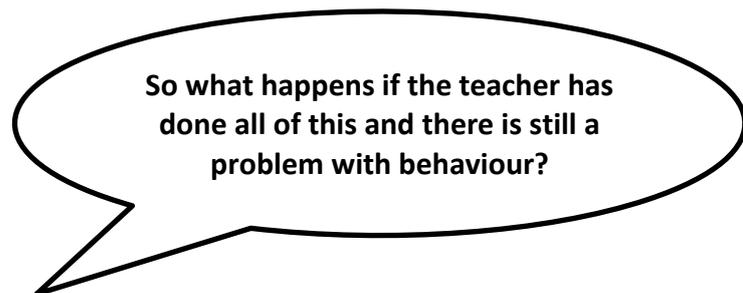
- Rewards: Tiddlies, star charts
- Daily targets
- Class targets
- Praise, praise, praise!
- Pointing out regularly examples of good behaviour
- Sharing good behaviour with parents
- Special mention in assembly

Wow! When I behave well I feel happy and my class are too!



**We regularly build upon the Nelson Mandela School values: Eg. Respect, support, co-operation and commitment to being a member of the school community**

- We have a School Council who meet to discuss school issues and help make our school even better
- Playground buddies who help others in the playground
- Circle time - where the class meet to discuss class issues (friendships, feelings etc)
- Class fundraising to promote caring for others
- A curriculum which promotes being a team member and learning to respect each other
- Drama to help children learn how to deal with issues
- Working closely with families
- Making children aware of the consequence of their actions on themselves and on others.



**We have very clear whole school systems that are followed in each class. This is part of our Policy.**

**CLASSROOM ACTIONS:** Each class in the school follows clear systems (These happen without having to talk to an individual child)

- "My Space" a place where children can have a bit of time for themselves. A place to calm down and think. This can be requested by the child.
- Setting clear expectations at the start of lessons
- Praising children often for positive behaviour and reminding them often too!
- Giving out stickers, tiddlies
- Distracting the child before a problem starts.

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## What If an individual is not responding to the class actions?

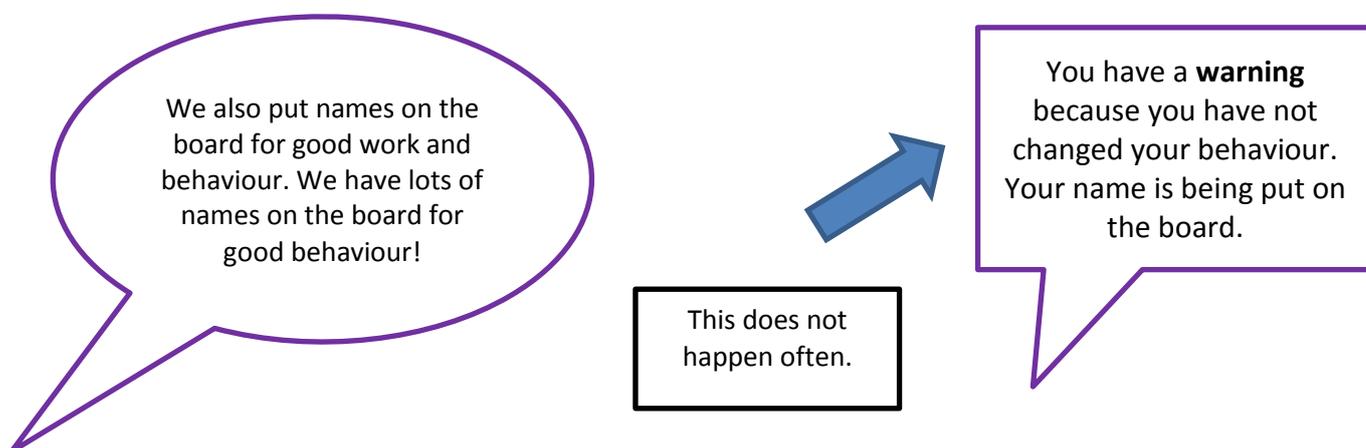
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1. We give the child an opportunity to change their behaviour by letting them know that we are concerned in a calm way (eye contact / quiet word, an agreed sign)
2. We look for reasons to encourage the child positively but continue to let them know that we are keeping an eye on them
3. Request that they use **My Space** (This is to be used to prevent warnings and calm down a potentially more disruptive incident.)

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## What if that still doesn't work?

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### First Official Warning: Name on Board (Dealt with in the classroom)

1. The teacher makes it clear that the child has been given a **formal warning**
2. The child's name is put on the board and if a change does not happen this could lead to further action
3. The teacher / adult has a quiet word with the child to see what is causing the problem
4. The child has the opportunity to let the teacher help

### The next session

5. The child is reminded that they have a first warning and that this still stands. Praise them for not getting a final warning. We let them know that we are pleased with the improved behaviour choice.

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**If the situation continues:**

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A final warning means that you need to work in the other classroom for at least one session

**A Final Warning is given and a Referral Form is written**

1. The child is moved to work in another class (same year group)
2. A school referral is written which will be seen by their Phase Leader
3. The class teacher will let you know if this has happened
4. The child is spoken to before they are allowed back to class.

**The next day**

**This is a new day and a new start.**



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**What if a child continues to misbehave?**

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The child will be given an **internal exclusion**.

- This is considered VERY serious and the receiving class teacher will make a big issue about it.
- The Assistant Heads will be involved and the Head teacher too if needed.
- The Assistant Head will contact parents. The emphasis is on working together to iron out any difficulties at an early stage.

**We might decide to put a child on report.**

A report card is considered as a way of supporting children by giving them a comment after every session. Evidence has shown that children benefit significantly from this and some children opt to remain on report for a short time to keep themselves on track.

The report also enables children to share positive comments with their families as their behaviour improves.

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## **SERIOUS INCIDENTS**

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### **Home Exclusion -**

This school, will try many strategies before we resort to exclusion, however if a child is considered out of control and dangerous it may be necessary to exclude them, before all the stages have been gone through.

**At all times the school will assess the situation carefully before making a decision to exclude. The decision is made by the Head teacher and the Chair of Governors is contacted.**

**Instant fixed term Exclusion could be considered appropriate if a pupil is:**

1. Deliberately harming a member of staff or child;
2. Putting themselves and others at risk of harm;
3. Causing significant damage to the premises e.g. arson etc;
4. Carrying out deliberate acts of vandalism, graffiti or theft;
5. Bringing dangerous things to school: eg. Knife;
6. Seriously misusing the computer;
7. Consistently breaking school rules.

**Children would be considered to be in some type of emotional crisis, and help would be arranged as quickly as possible.**

Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days) and if necessary, permanent exclusion may be considered (in consultation with the Governing Body) **Parents will be involved at all times and have a right of reply to the governing body's decision to exclude their child.**

## Sexist, Racist and Homophobic Behaviour

All incidents of sexist, racist or homophobic behaviour is challenged immediately.

The head teacher will interview the child and write the incident. Parents will be involved, and the seriousness of the incident shared. The school must report all racist incidents to the LA on a termly basis.

## PLAYTIMES AND LUNCHTIMES

We have worked hard to make the playground a safe and happy place. Poor behaviour is not accepted by any member of staff.

We have lots of ways to keep children happy at playtime:

- We have adult staff in specified areas
- We have a range of activities to stop children getting bored
- We have playground buddies who are there to play with the children, help them make friends, teach them new games
- We give out reward cards
- We give out certificates for children with good playground behaviour in assembly on Monday.

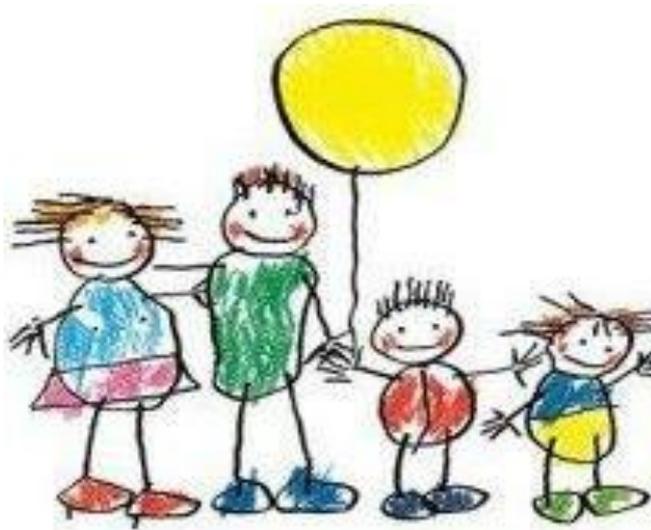


# Ten Top Tips for Home!

1. **Have routines and keep to them.** Children like to know what they can and cannot do- it makes them feel secure.
2. Set an appropriate bedtime and do not allow your child to watch TV or play computer games past this time.
3. **Follow the school system at home:** Give them a warning if they are doing something wrong and an opportunity to calm down or have a chat with you. If it continues give **them a final warning and send them for "Time Out"** This should be calculated by their age plus two minutes. At the end have a talk to them to make sure they understand why they were there. Expect a "sorry".
4. Remember that you are the adult: don't let your child answer you back or show you disrespect. If this is a problem let us know so that we can help.
5. Ensure that all adults in the home are doing the same thing. Do not let your child "play" one parent off against another or allow one of you to take the lead with behaviour. It is important that both parents stick to the routines and boundaries and support each other.
6. Have some special time with each child - sharing a book, playing a game, going for a walk or run around or even just a chat.
7. Give them rewards - have a sticker/ star chart for good behaviour. We can help set this up. If they get a certain amount of stars you might all have a special treat together. (This does not need to link to money!).
8. Have set times for playing on the computer etc and keep an eye on what they are doing.
9. Make sure they leave for school in a good mood. If they are not let us know!
10. If there are problems at home (eg, money, housing, work, relationship) DO NOT talk about these things in front of your children. It really does have a huge impact on how they feel and behave at school.

Remember....

If you have any concerns about behaviour in school or out of school let us know so we can help sort things out!



**From ALL of us at  
Nelson Mandela Community  
Primary School**