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# NELSON MANDELA PRIMARY SCHOOL BEHAVIOUR AND ANTI BULLYING POLICY

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## Our Vision

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An Inclusive School: Putting Your Child at the Heart of Learning

- Nelson Mandela School is committed to working in partnership with our community and to ensure the best outcomes for all;
- We will provide challenge, high expectations and an enriched learning experience to develop the whole child;
- We will celebrate and develop the individual in a safe, nurturing and vibrant environment;
- We strive to overcome the barriers which may hinder learning and well-being;
- We strive to open minds and open doors to support everyone on their lifelong journey of being responsible and rights respecting global citizens;
- We will endeavour to open up a world of imagination and understanding beyond the immediate world of our school context;
- We will develop the values, skills, attitudes and resilience to enable all to thrive and achieve.

### **Equal Opportunities**

At Nelson Mandela Primary School our management of children's behaviour does not discriminate against any group of children. ARTICLE 2

An integral part of our role as educators is to raise attainment and provide our pupils and staff with a safe environment. This therefore requires us to work towards reducing examples of poor behaviour which may impact upon learning and well-being  
ARTICLES 6/19/24/28

**We must take every opportunity to develop and support children to accept responsibility for their own actions and behaviour. High expectations enable children to feel the value of self-discipline and understand the patterns of behaviour in order to achieve it. ARTICLE 5**

We recognise that there are times when pupils may have behaviour which has a detrimental effect upon themselves and upon others.

It is for this reason that we have a clear procedure which can be followed to provide support where required. Our Behaviour and Anti-Bullying Policy is inclusive.

## Aims

We believe that all members of our school community have the right to belong to a positive and respectful learning environment. ARTICLE 2/28

We believe a strong and positive self image is essential to successful learning and this is achieved by mutual respect and celebration of everyone. ARTICLES 2/14

We believe that all children have the right to an education where the standards of behaviour improve outcomes for all. ARTICLE 28

We strive to work towards a standard of behaviour that promotes learning, raises self-esteem and happiness, and ensures emotional and physical well-being.  
ARTICLES 13/28/29

We strive for all to recognise that their behaviour has an impact upon themselves as well as others.

We strive to reduce the numbers of pupils with challenging behaviour and provide support for those children who are having difficulties managing their behaviour  
We believe that care, respect, love and co-operation are values which should be promoted on a daily basis. ARTICLE 3/6/28

We believe that poor behaviour should be challenged and changed and that requires a whole school commitment to raising the positive outcomes of good behaviour.

**To achieve these aims, we believe that we must provide:**

- Strong lines of communication
- Consistency of understanding of policy, expectations and procedure
- Early identification and support strategies
- Partnership with families to ensure that all are working towards the same outcomes.
- Regular review of Policy.

### Family Partnership ARTICLES 3/5/18

Parental co-operation and support is essential to promoting good behaviour in school. It is important that we build up a relationship of trust and support.

Let parents know as soon as you are concerned: they will appreciate knowing earlier.

It is not always appropriate for the child to be present for the whole meeting as sometimes families may wish to discuss private matters. Make the family aware of how the behaviour is impacting upon achievement.

- Keep parents informed of problems/successes; verbally, by telephone and in writing. When necessary involve a translator.
  - Listen to parents' worries and being seen to act upon them.
- Contact parents sooner rather than later. All meetings should be recorded on MyConcern.

Staff are not expected to talk to aggressive/abusive parents/carers. If any parent/carer becomes abusive teachers are encouraged to remove themselves from the situation and approach the phase coordinator or senior member of staff. If a member of staff is feeling uncomfortable in a meeting with parents, then the meeting will be stopped.

Staff must speak calmly and respectfully to parents and children. Do not proceed with any discussion which may seem uncomfortable. ARTICLE 12

All concerns should be recorded on MyConcern as soon as possible.

## Whole School Strategies

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### **STAGE ONE: RECOGNISE**

We recognise that many issues resulting in poor behaviour can start before the child even enters the classroom and may be beyond our control. By recognising these possible triggers we will be better placed to reduce poor behaviour before it starts.

There may be instances where the triggers for poor behaviour are beyond our control, however by recognising possible triggers we will be able to reduce, as far as possible the risk factors and negative outcomes. We need to identify possible triggers / barriers and set about implementing strategies to minimise their impact. We know that being emotionally unready makes it very difficult to fully access learning. Children recognising and understanding their emotions through PATHS is key to this.

We also recognise that key to achieving and maintaining positive behaviour in school is the establishment of an ethos and environment in which all are respected and expected to behave positively and kindly to all. Every aspect of our practice puts the child at the heart and develops each child as a confident individual equipped with the necessary skills to make good choices and develop as a unique member of their community.

### **Vulnerable times / places:**

- Playground
- Lining up
- Dinner hall
- End of the day
- End of term before holidays
- Toilets
- Change over time of activity
- Change of timetable or routine
- Cloakroom
- Music room
- Corridor

### **Other Signs that we need to take note of as a possible vulnerability**

- Looks upset / angry
- Arrives late;
- Looks unkempt;
- Wearing unsuitable clothes and feeling too noticeable/ uncomfortable;
- Looks tired;
- Not paying attention;
- Body language (Head down, fidgety )

### **Emotional barriers leading to unstable behaviour:**

- Subject child finds difficult
- Being put on the spot
- Not wanting to lose face in front of peers
- Sitting next to someone they do not work well with
- Sitting on own
- Having to work in a group
- Lesson not in preferred learning style
- Language / vocabulary difficult
- Upset from the playground
- Attachment to member of staff and staff member absent
- Change to timetable
- In need of resources / support
- Someone in their seat/ space

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## **STAGE TWO: REDUCE**

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After recognising the signs which may lead towards deterioration in behaviour it is essential that we reduce the risk by providing support or distraction.

### **Strategies**

#### **1. Ensuring that consideration is given to organisational issues:**

- Organising groups so no-one left out
- Give shorter time limit for groups to be sorted and then allocate other children quickly
- Arrange activities giving a choice of working alone,/ partners etc
- Have enough equipment on tables (Pencil pots etc, collect in at end of each session)
- Ensuring equipment is easily accessible and not reached by walking past a child who is easily distracted
- Ensure children who turn around a lot are at the back
- Seating arrangements displayed in class for continuity with change of teacher
- Being aware of and monitoring the hidden areas in the playground

#### **2. Showing the benefits of good behaviour through positive reinforcement for example,**

- Tiddlies
- Charts on the wall
- Individual chart and targets
- Daily incentives
- Class incentive
- Praise, praise, praise!
- "Catch them being good!"
- Letters home to carers
- Special mention
- Compliments (PATHS)
- Self-Assessment: Work and success criteria ~~behaviour grades (Colours etc)~~

#### **3. Continuing to build upon mutual respect, support and commitment to being a member of the school community for example,**

- Creating a Class Charter with the class including Children's Rights, and referring to it.

- Have weekly class "School Council" sessions to raise profile of your class input to School Council.
- Circle or PATHS time - developing a language of feelings and a confidence to speak out
- Peer sessions ( A buddy in the class/other class)
- Class fundraising
- Having structured debates on current events/ issues
- Working on identity
- Intra school sports activities
- Emphasise and develop TEAMWORK. Keep this word alive every day to develop a sense of team (PATHS)
- Role play to support children with dealing with conflict (PATHS)
- Model **and** praise positive attitudes and friendship (PATHS)
- Working closely with families and other agencies
- Learning about consequences through PATHS so that children are aware of their actions on others.

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### **Whole Class Systems should reduce the occurrence of individual incidents.**

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- Have a system set up where children are able to request "timeout" / My Space as a means of calming down (following PATHS turtle/traffic light strategy) or removing self when feeling upset/ angry. Ensure that children are respectful of this space
  - Give pupils the opportunity to reflect on their behaviour and speak to them on a one-to-one basis.
1. Remind children of expectations set at start of lesson
  2. Bring the class together if required to remind them of expectations in a quiet and calm manner
  3. Praise children for positive behaviour
  4. Tiddlies
  5. If you think it is one particular child, use your judgement. Would a quick distraction work? Egs. Could you please do me a huge favour and get me a piece of paper from the paper drawer in the corridor? Etc
  6. Refer to PATHS strategies and Class Charters where appropriate.

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### **If an individual is not responding to classroom strategies**

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## **STAGE THREE: RESPOND**

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### **Pre-warning stage/ Use of My Space**

1. Alert child / children through visual cue / quiet word.
2. Ensure that child knows what you are unhappy with so they have the opportunity to change their behaviour around.
3. Look for opportunities to encourage child and let them know that you are still monitoring them
4. My Space (following PATHS turtle/traffic light strategy)  
This is to be used to prevent warnings and calm down a potentially more disruptive incident.

It can either be an optional strategy or pupils can be directed there by the teacher. Pupils may use My Space to cope with the immediate situation; they are given a clear choice to prevent unacceptable behaviour.

My Space should never last longer than 15 minutes and the child should always be visible to staff members.

**Pupils can take a few minutes within the class on a special thinking chair. Each class should set up a "My Space area". A My Space card should be completed during this time. (See appendix). When the child returns to their normal activity they should take the card with them.**

**If the poor behaviour continues the teacher takes the card and adds the child's name to the board as a Final Warning. This should later be logged on My Concern, as soon as possible and no later than the end of the next day.**

**If the child changes their behaviour the card is collected by the teacher, the child is thanked for changing their behaviour and the card kept for monitoring purposes. If a child has 3 cards in a rolling week a My Concern event should be logged.**

When speaking to the child, appropriate tone and language should be used (see appendix - Behaviour Management Prompts)

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**If poor behaviour continues:**

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**Official Warning: Name on Board (Dealt with in class base)**

1. The teacher should have a set phrase so that it must be absolutely clear to the pupil that they have been given a formal first warning, and that this is a significant event, that could trigger off further sanctions.
2. The warning is put on the board so that it is clear to everyone. *Please note that names should also be on the board for positive reasons.*
3. Find an opportunity to have a quiet word with the child to see what is causing the behaviour.
4. Discuss how best to support the child: Let them see that they are being listened to.

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**If situation continues:**

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**Final Warning and update to MyConcern log. ~~Form written~~ (Moved in Year Group Base)**

1. Remove child to work alone for an appropriate period of time (within year group base)
2. Inform them that the incident has been recorded which will be dealt with by senior staff - SLT must be made aware of any internal exclusions immediately
3. **Ensure that family is informed**
4. Make a note to follow it up at a suitable opportunity. ~~the next day~~
5. Speak to child to decide if they can return back to lesson

**The next session**

Remind child that they had inappropriate behaviour and their first warning still stands. Explain, however that the fact that they did not get a final warning meant that they had worked hard on their behaviour and that it is hoped that they will not misbehave. If they did this will lead to the final warning and a year group exclusion and referral.

**The next day**

This is a new day and a new start.

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**If a child's behaviour has led to more than one final warning in a day**

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If the teacher has to give a second warning in one day the child then receives an **internal exclusion.**

- The child is sent with work to do to another year group or phase leader. *Each year group should have a set of I.E work which can be managed independently of the class teacher.*
- This is considered VERY serious and the receiving class teacher should make a big issue about this.

- The class teacher should see the pupil on his or her own before re-entering the class.
- The Phase Leader / Headteacher sends a standard letter home to parents. This asks the parents to come in to discuss the internal exclusion, and states that the pupil's behaviour is putting them at risk of a home exclusion if they do not attend. The emphasis is on working together to iron any difficulties at an early stage.

## **BEING ON REPORT**

A report card is considered as a way of supporting children by giving them a comment after every session. It is hoped that it will help children to recognise their possible triggers for poor behaviour. (Afternoons? Certain lessons? Etc)

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. A photocopy of the report is sent home each day after it has been seen by a member of senior staff. The report also enables children to share positive comments with their families.

A report card must agreed and monitored at SLT level.

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## **SERIOUS INCIDENTS**

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While most disruptive behaviour will be dealt with by the above procedures there may be rare and exceptional circumstances when verbal or physically aggressive behaviour can involve the Head teacher or Senior Staff at an earlier stage. Some behaviour will override the procedures above.

### **Home Exclusion -**

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

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

1. Deliberately hurting a member of staff.
2. Deliberately seriously hurting a pupil.
3. Putting themselves and others at risk of harm.
4. Has caused significant damage to the premises e.g. arson etc.
5. Deliberate acts of vandalisms or theft
6. Handling a weapon
7. Serious computer misuse
8. 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 HBT (homophobic, biphobic and transphobic) Behaviour**

Sexist, racist and HBT behaviour is not permitted and all incidents must be challenged and dealt with appropriately. All such behaviour must be referred on a pupil form; the Head teacher will interview the child and write the incident up as part of the LA referral process. Parents will be involved, and the seriousness of the incident shared. If this does not have the desired effect then, governors will be involved and if very serious the local authority. In the case of a very serious incident the parents will be involved straight away, and other agencies if appropriate. This will trigger the LA Harassment policy

### **STAGE FOUR: REVIEW**

It is essential that poor behaviour and systems are followed up with child, Senior staff and families. This will enable us to establish the additional support, training or agency involvement required. It is essential that all incidents are recorded on MyConcern and that teachers discuss ongoing concerns with SLT as a matter of urgency.

### **Playtimes and Lunchtimes**

The school dinner time supervisors take an active role in the playground, both with playing with the children and when needing to intervene because of a behaviour issue. We believe that when the children and adults interact as one during this time of day, then there is likely to be a higher level of respect and co-operation from all involved. Senior members of staff spend time in the dinner hall and the playground, talking to the dinner time supervisors and children to assist in this process. Senior Staff meet with lunchtime supervisors to monitor and support the procedures outlined below.

**The emphasis at lunchtimes is the same as the main policy: reinforcing behaviour in a positive way and encouraging co-operative play and stopping incidents before they escalate into poor behaviour.**

### **Positive Strategies**

- Dinner supervisors interacting and playing with children
- Dinner supervisors and TAs referring to PATHS and Children's Rights to support positive behaviour
- Playground equipment
- Zoned areas for play
- Buddies
- Stamps
- Bands for apparatus rewarded to children with good behaviour
- Buddies certificate
- Orange lunchtime supervisor award which are celebrated in class
- Lunchtime clubs and use of the park

### **Strategies for dealing with poor behaviour**

- Distracting children from problems
- Thinking time in the playground
- Pairing a child with a supervisor (assisting with a game etc)
- Signposting a child towards a buddy
- Red Card procedure
- Children using PATHS strategies (Doing turtle/traffic lights)

Any child with behaviour which is felt to be serious is taken by the supervisor to the senior supervisor to discuss the incident / concern. A decision will then be made regarding the next steps:

If a red card is issued by the Senior Lunchtime Supervisors they will be sent immediately with the card to the Assistant Head for that Key Stage.

### **Red Cards are given for:**

- Calling someone unkind names
- Ignoring an instruction
- Hurt another child physically
- Being rude to an adult
- Breaking safety rules

### **The Assistant Heads will deal with the incident and:**

- Inform the class teacher
- Inform parents
- Complete a referral form

### **Possible Actions**

- Lunchtime detention on the day of incident and subsequent days as decided by the Assistant Heads
- Playground report for monitoring
- Behaviour support group ( Assistant Head, SENCo or other agencies)
- Buddy support

Multiple red cards will lead to meetings with parents and possible supervision of their children during lunchtime and the involvement of the Headteacher

### **The use of reasonable force to control or restrain pupils ( DFES 1998 )**

We respect pupil's space and will only restrain in extreme incidents that would result in injury or physical harm if we did not intervene. At these times adults must have witnesses to their actions and call for help when they see a potentially critical situation blowing up. All adults must try to avoid confrontational situations, and wherever possible divert the child. (See attached sheet from DFES guidelines.

#### **Physical Contact With Pupils In Other Circumstances**

33 There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or CDT, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

### **Bullying and Cyber Bullying**

We believe that good behaviour in a school and our positive ethos reduces the risk of bullying. Sadly, we cannot assume that Bullying does not occur. Opportunities for bullying can occur outside the school environment also and impact upon a child's life at school.

ABA (Anti-bullying alliance) defines bullying as:

**"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.**

**Bullying can be physical, verbal or psychological.**

**It can happen face-to-face or through cyberspace."**

Cyberbullying can be defined as " *the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.*"

It can be an extension of face to- face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

### **Statement of Intent**

- All forms of bullying will be taken seriously.
- All forms of bullying are NOT tolerated.

In order to reduce bullying it is essential that as a community, we all recognise what bullying is, how it impacts upon our values as a school, our feelings and our learning.

If bullying does occur, all pupils and staff should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING school*. This means that *anyone* who knows that bullying is happening is expected to tell the staff

- When bullying occurs it is tackled immediately.
- We recognise that most commonly bullying is conducted by a group, with a 'ringleader', 'assitant/s' and 'reinforcer'. Therefore it is vital to identify and work with all the children involved to change their behaviour and prevent further bullying.
- We will work with the 'target' to ensure that they feel safe and able to tell an adult if it continues.
- We will work with 'bystanders' to empower them to help prevent further bullying.
- We will work with all families involved.

Once those involved in bullying behaviour are identified, steps will be taken to change their attitude and behaviour as well as ensuring access to any support that is required.

### **Signs and Symptoms of Bullying**

A child may indicate by signs or behaviour that he or she is being bullied or cyberbullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school

- changes their usual routine
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking in confidence
- begins to do poorly in school work
- has a desire to remain with adults
- Shows changes in their behaviour

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

#### **Procedures for children**

- Pupils are encouraged to report all incidents of bullying including cyberbullying to any member of staff.

#### **Procedures for parents**

- Report incident to school

#### **Procedures for staff and strategies for dealing with bullying and cyberbullying**

- Give reassurance that the person has done the right thing by telling someone, refer to any existing support and inform parents.
- Record incident in the cause for Concern log (Incident reports in Behaviour Folder)  
Inform the Headteacher, Phase Leader (and ICT coordinator for Cyberbullying)

#### **Advise on next steps Cyberbullying**

- Make sure the person knows not to retaliate or return the message.
- Ask the person to think about what information they have in the public domain.
- Help the person to keep relevant evidence for any investigation (e.g. by not deleting messages they've received, and by taking screen capture shots and noting web addresses of online cyberbullying instances).
- Check the person understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chatroom.
- Take action to contain the incident when content has been circulated: If you know who the person responsible is, ask them to remove the content; Contact the host (e.g. the social networking site) to make a report to get the content taken down.

- Use disciplinary powers to confiscate phones that are being used to cyberbully. Ask the pupil to tell you who they have sent messages on to.
- In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

Some cyberbullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyberbullying are known to be unintentional and the result of simply not thinking about the consequences. **What may be sent as a joke, may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.**

In cyberbullying, bystanders can easily become perpetrators - by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognize themselves as participating in bullying, but their involvement compounds the misery for the person targeted.

**It is important that pupils are aware that their actions have severe and distressing consequences and that participating in such activity will not be tolerated.**

### Preventing cyberbullying

We will work together to raise awareness and promote understanding about cyberbullying.

Activities to promote these may include:

- Ensure that learners, parents and staff are all aware of the procedures and sanctions for dealing with cyberbullying, including bullying that takes place out of school.
- Staff development activities;
- Home-school events such as special assemblies with parents.
- Information sent home to parents.
- Addressing cyberbullying within ICT curriculum
- Stay up to date - prevention and responding strategies require continuous review and refinement as new technologies and services become popular. This policy similarly, will be updated periodically as technologies develop.

It is useful to publicise progress and cyberbullying prevention activities to the whole-school community. Keep cyberbullying a live issue and celebrate our successes.

### **Other strategies for dealing with Cyberbullying**

- Playground friends are trained to be observant and report incidents of bullying to an adult.
- Give our children knowledge, skills and understanding through the ICT curriculum; PSHE curriculum and assemblies
- Develop our children's emotional literacy to enable them to communicate worries and concerns effectively. (PATHS)
- Provide a safe environment where children feel confident to speak openly.
- Create an anti-bullying ethos.
- Cyberbullying events held in school, include
  - An annual Anti Bullying awareness week
  - Assemblies
  - Competitions

### **Monitoring and Review**

The school keeps a record of incidents of poor Behaviour, Bullying and Cyberbullying. The effectiveness of the Behaviour and Anti Bullying policies are regularly monitored and evaluated by the Headteacher and Staff. Alongside this policy the Headteacher reports to Governors about the effectiveness of the policy.

## APPENDICES

### **Bullying**

- All adults working in school must be aware that some children may be being bullied and when they notice signs of bullying report it on a pupil referral form immediately.
- Pupils must be constantly encouraged to shout NO and tell an adult.
- Bullying behaviour needs to be examined as part of the class curriculum and in school assemblies.
- The circle of friends approach can be used for both bullies and the bullied. Classes should timetable at least half termly circle times specifically on friendships and relationships.
- Bullies need to be identified to playground supervisors.

### **Fighting**

- Fighting is not permitted and all incidents are treated seriously. Children are taught to seek the help of an adult to solve problems. They are told to **“Walk away from trouble and tell an adult.”**
- **All fights should be reported immediately to the Phase leader or Head.** Fighting in class will be an immediate internal exclusion.
- Fighting in the playground at lunchtime will lead to a red card and playground procedure as outlined in playground section.
- Serious physical assault resulting in injury will result in exclusion.

### **Graffiti and Vandalism**

- If work is defaced or destroyed, or graffiti and or deliberate damage is found it must be reported and recorded immediately.
- It should be investigated thoroughly, and the culprits found whenever possible.
- Parents will be informed, and asked to come in to discuss the matter.
- If damaged goods have to be replaced parents will be asked to contribute.
- If this becomes a pattern, then further advice will be taken, and the pupil's special needs analysed.
- **Where serious damage happens, which contravenes Health and Safety limits e.g. Arson then the child will be suspended and a full investigation involving the Governors would be undertaken.**

## **NELSON MANDELA SCHOOL CODE**

**We all agree that at this school we will:**

- ✓ **Talk through our problems;**
- ✓ **Care for each other, respecting the feelings, bodies and property of others;**
- ✓ **Make sure we work and play co-operatively;**
- ✓ **Make sure that the school and playground is a happy place**
- ✓ **Tell the truth;**
- ✓ **Be responsible for all of our actions;**
- ✓ **Always try our best in everything we do;**
- ✓ **Always respect school property and clear up after ourselves**

**This is how we try to encourage good behaviour**

- ✓ **We develop self-esteem;**
- ✓ **We encourage independence and show we trust;**
- ✓ **We analyse our own actions when things are difficult;**
- ✓ **We share issues with adults;**
- ✓ **We give our dinner ladies high status and support;**
- ✓ **We don't keep behaviour problems to ourselves;**
- ✓ **We model the behaviour we expect;**
- ✓ **We say "please" and "thank you";**
- ✓ **We care about our values and work to show them;**
- ✓ **We offer opportunities to talk things through;**
- ✓ **We emphasise the need for honesty and truthfulness;**
- ✓ **We give praise when praise is due and reward well;**
- ✓ **We follow school routines;**
- ✓ **We are all part of the school community and work together to keep it happy**
- ✓ **We support each other**

**SIGNED BY:**

## **GUIDANCE EXAMPLES**

### **1. Behaviour which could require pre-warning strategies**

1. Interrupting the lesson through calling out
2. Distracting other children
3. Telling lies about others
4. Unsafe actions in the classroom and moving around the school

### **2. Behaviour which could require official warning system to operate**

1. Answering back - as a one off
2. Hurting others - one off incident
3. Swearing and unkind comments
4. Minor vandalism egs defacing book bag
5. Private discussion with child/reminders in classroom
6. Regular calling out
7. Intentional distraction of others with their behaviour
8. Persistently telling lies
9. Racist, sexist HBT or discriminatory comments (children unaware of the meaning of their comments)

\* Please note that racist comments are unacceptable and after investigation it may lead to more serious action and possible exclusion.

### **3. Behaviour which could require serious intervention (Internal exclusion)**

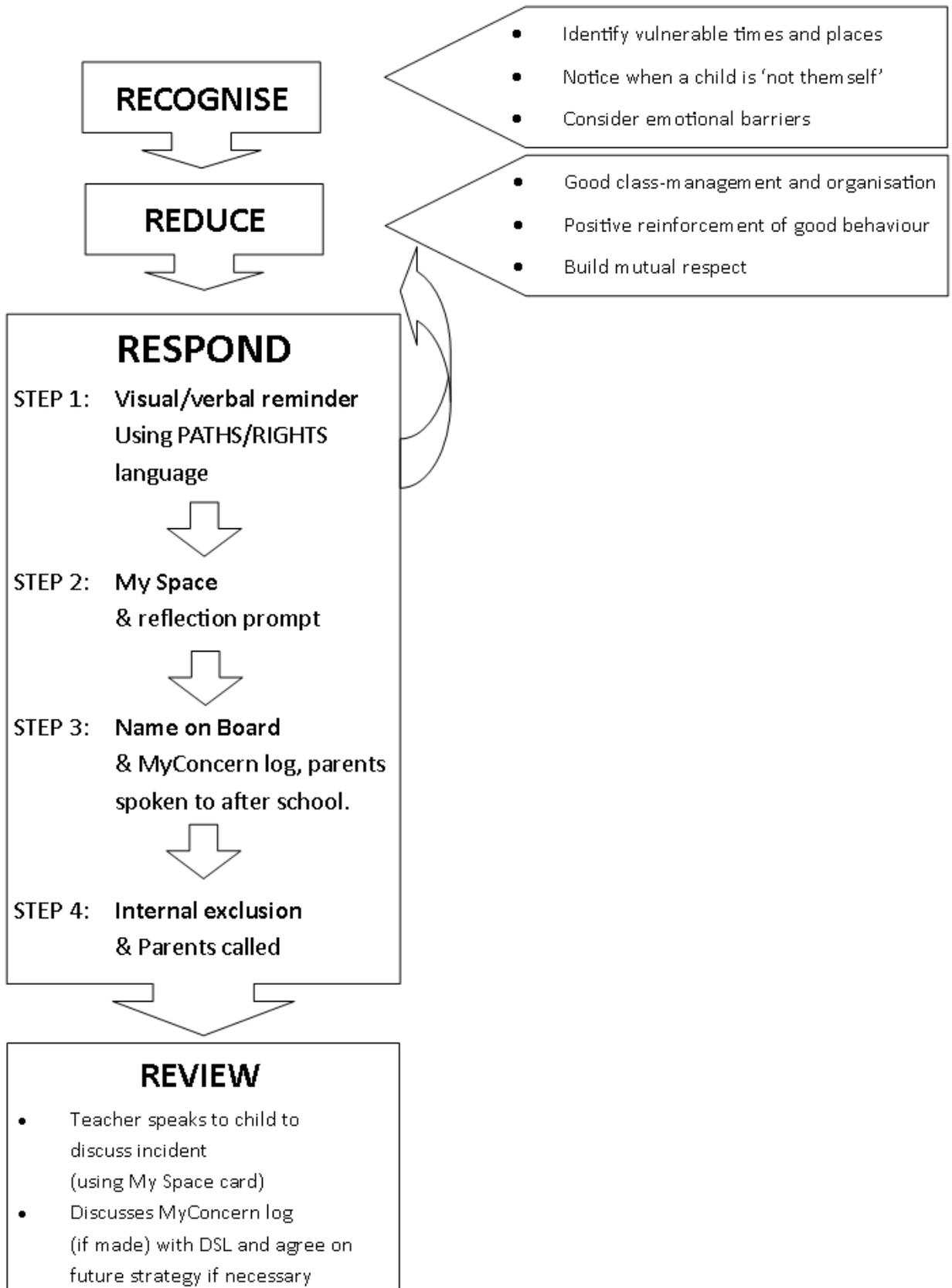
1. Incidents of stealing
2. Rudeness to an adult
3. Persistent use of bad language
4. Persistent calling out
5. Persistent disruption in the classroom.
6. Refusal to follow instructions/saying no
7. Intentional hurting of others
8. Disobeying adults after warning
9. Continual vandalism to classroom equipment (depends on incident)
10. Telling lies with the intention of hurting others

11. Persistent bullying which involves physical contact (Possible 4)

#### **4. Behaviour which could result in a fixed term exclusion**

1. Continuous incidents of stealing
2. Continual vandalism (depends on incident)
3. Acts of violence
4. Cyberbullying
5. Intentional racist, HBT or sexist comments which are meant to hurt and offend
6. Fighting in class

Nelson Mandela Community School  
Behaviour Policy Summary



# A summary of the rights under the Convention on the Rights of the Child (Unicef)

**Article 1 (Definition of the child):** The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

**Article 2 (Non-discrimination):** The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3 (Best interests of the child):** The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

**Article 4 (Protection of rights):** Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out that when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

**Article 5 (Parental guidance):** Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

**Article 6 (Survival and development):** Children have the right to live. Governments should ensure that children survive and develop healthily.

**Article 7 (Registration, name, nationality, care):** All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

**Article 8 (Preservation of identity):** Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.

**Article 9 (Separation from parents):** Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

**Article 10 (Family reunification):** Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

**Article 11 (Kidnapping):** Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with parental abductions. The Convention's Optional

Protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain.

**Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

**Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

**Article 13 (Freedom of expression):** Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

**Article 14 (Freedom of thought, conscience and religion):** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

**Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

**Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

**Article 17 (Access to information; mass media):** Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

**Article 18 (Parental responsibilities; state assistance):** Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

**Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are

considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

**Article 20 (Children deprived of family environment):** Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

**Article 21 (Adoption):** Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

**Article 22 (Refugee children):** Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

**Article 23 (Children with disabilities):** Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

**Article 24 (Health and health services):** Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

**Article 25 (Review of treatment in care):** Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on “the best interests of the child”. (see Guiding Principles, Article 3)

**Article 26 (Social security):** Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.

**Article 27 (Adequate standard of living):** Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

**Article 28: (Right to education):** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children’s dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child’s human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

**Article 29 (Goals of education):** Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

**Article 30 (Children of minorities/indigenous groups):** Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one’s own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

**Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

**Article 32 (Child labour):** The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do be safe and suited to their level of development and comply with national labour laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

**Article 33 (Drug abuse):** Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

**Article 34 (Sexual exploitation):** Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

**Article 35 (Abduction, sale and trafficking):** The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

**Article 36 (Other forms of exploitation):** Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

**Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

**Article 38 (War and armed conflicts):** Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The Convention's Optional Protocol on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.

**Article 39 (Rehabilitation of child victims):** Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

**Article 40 (Juvenile justice):** Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

**Article 41 (Respect for superior national standards):** If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

**Article 42 (Knowledge of rights):** Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (See also article 4.)

**Articles 43-54 (implementation measures):** These articles discuss how governments and international organizations like UNICEF should work to ensure children are protected in their rights.



