

# MALLARD PRIMARY SCHOOL



## BEHAVIOUR & ANTI BULLYING POLICY

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## Mallard Primary School Behaviour Policy

### **Statement of intent**

At Mallard Primary we believe that children are well behaved when they are motivated and enjoy learning. We want all children to enjoy coming to school and to develop the intrinsic desire to achieve their best.

We are committed to providing a caring friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

We believe that school must be a happy and safe environment. Children, staff and parents must feel confident and feel a sense of belonging. Each child will be encouraged to become independent and responsible, taking an active part in his or her own learning.

Emphasis will be placed on the development of self-discipline and personal organisation.

Our school is committed to develop in children a caring nature, responsive to other people's needs; to respect others, whatever their colour or creed; to work in co-operation developing tolerance and understanding – thus reinforcing a child's spiritual, moral, cultural and social development.

In addition to this, we believe that there should be a fair system of rewards and sanctions, one which is clear to all and used consistently throughout the school. The emphasis is always on positive reinforcement of good behaviour. Everyone has the right to be forgiven and start afresh. Everyone is responsible for, and contributes to, the standards of behaviour in our school. To achieve high standards of behaviour, we need to have high expectations of all staff and children. Good relationships at every level are essential to ensure mutual trust and respect.

### **Aims**

- ◆ To create a calm, secure and happy atmosphere within the school
- ◆ Provide stimulating learning experiences that help learners develop the intrinsic motivation to achieve
- ◆ To maintain a positive approach to behaviour where achievements at all levels are celebrated and rewarded
- ◆ Ensure everyone knows and understands expectations of behaviour.
- ◆ Nurture children's self-esteem, to ensure they reach their full potential.
- ◆ Encourage pride in ourselves and our school.
- ◆ Build self-respect and self-esteem in both staff and children.
- ◆ Help children to take responsibility for their own actions through a Restorative approach to behaviour management
- ◆ Have a zero tolerance approach to bullying

This is the way we will behave in our school community

### Code of Conduct

- Always try to understand other people's point of view
- Always speak politely to everyone (even if you are angry or upset)
- Listen when someone else is speaking without interrupting
- Remember it is never necessary to use bad language
- Move quietly and sensibly around the school
- Keep our school clean and tidy so that it is a welcoming place that we can all be proud of
- Take care of equipment and respect other people's property
- Treat others in the way you would like to be treated
- We do not hurt others physically or verbally
- Bullying is always unacceptable so make sure you tell someone
- Always remember that whenever you are wearing your school uniform you are representing our school and the school's reputation depends on the way you behave
- **'Kind hands, Kind feet, Kind words'**

## Rewards and Sanctions

Rewards and sanctions are used consistently across the school.

Reasons for rewards

- To reward good behaviour and reinforce good choices
- To encourage and recognise achievement
- To give a reason for making the right choice
- To show that the individual is valued

Reasons for sanctions

- To reinforce what is deemed unacceptable
- To enable children to recognise that actions have consequences
- To discourage pupils from repeating poor behaviour

Rewards	Sanctions
<ul style="list-style-type: none"> <li>➤ Smile</li> <li>➤ Thumbs up</li> <li>➤ House points awarded</li> <li>➤ Dojo points awarded</li> <li>➤ Positive label</li> <li>➤ Note in home/school liaison book or call home</li> <li>➤ Star of the week/ Merit/Golden merit</li> <li>➤ Visit to Head's office- note home</li> <li>➤ Letter/postcard to parents</li> </ul>	<ul style="list-style-type: none"> <li>➤ Non-verbal reminder</li> <li>➤ Verbal reminder of expectations</li> <li>➤ Child told clearly to stop</li> <li>➤ Child to move to an alternative learning space</li> <li>➤ Child to reflect on their choices in the classroom on a 'time out'</li> <li>➤ Note in home/School liaison book</li> <li>➤ Visit to Head's office- CPOMs updated.</li> <li>➤ SLT removal of dojo points</li> <li>➤ Parents informed by letter</li> <li>➤ Referral to Inclusion Team. Formal meeting with parents.</li> <li>➤ Behaviour management Programme</li> <li>➤ Referral to Doncaster Behaviour Support.</li> <li>➤ Fixed term/permanent exclusion</li> </ul>

## House points

All children to be part of a house across school. Any staff can award any child across school a house point for showing they are a positive member of the Mallard community. Reward for the house with the most house points is an extra play on a Friday afternoon.

## Dojo rewards

Attendance = 3 points	To be awarded to children who are in class and working before the register is taken.
PE Kit= 2 points	To be awarded on PE days if children have full kit including a change of shoes in school.
Uniform= 2 points	To be awarded to children in full uniform including a white t-shirt/shirt, navy blue cardigan/jumper, black trousers/skirt, socks and sensible shoes. No jewellery except a watch and stud earrings.
Home/School liaison book = 2 points	To be awarded to children who have brought their home-school liaison book to school.
Homework= 2 points	To be awarded on a Wednesday to every child who has returned homework in time to be marked. Additional home learning can be rewarded with additional points.
M- Magic moment= 1 point	Any member of staff can award a point to children displaying these learning behaviour in any context across school. Learner of the week certificates to be linked to a MALLARD learning behaviour. Raffle tickets and prizes to be linked to points earned.
A- Aiming high= 1 point	
L- Listening= 1 point	
L- Learning together= 1 point	
A- Asking questions= 1 point	
R- Risk taking= 1 point	
D- Determination= 1 point	

All forms of bullying are deemed to be unacceptable at Mallard. In order to prevent such behavior we will follow the following procedures and policy.

## Anti-Bullying Policy

### What is bullying?

Anti-Bullying Alliance definition:

“The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.”

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities, areas of the internet, such as email and internet chat room misuse

## **Recognising Bullying**

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

## **Responsibilities and Rights**

### **Pupils**

Know the different forms of bullying and how to recognise them.  
Treat each other with respect, regardless of race, creed or culture.  
Always tell an adult if they are being bullied or know someone that is.  
Follow the school code of conduct and accept the responsibilities of their actions.

### **Staff and governors**

We all have a responsibility to respond promptly and effectively to issues of bullying. Bullying will not be tolerated and all incidents should be dealt with following school policy.

As a school we take bullying seriously. Pupils and parents should be assured that they are supported when bullying is reported.

Communicate with parents when an incident has occurred.

All governors and teaching and learning support staff, midday supervisors should know what the school policy is on bullying, and follow it when bullying is reported.

Ensure the curriculum addresses behaviour and bullying issues.

### **Parents**

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

Know what the different types of bullying are and how to recognise different signs of bullying (See guidance materials for parents)

Support school decisions and actions on bullying incidents.

## **Five steps to success for school procedures**

- **Be aware** at all times. It is the responsibility of all members of this community to be equally responsible for the health and well-being of every child.
- All incidents of inappropriate behaviour must be **investigated** and children involved listened to.
- Where bullying is identified all incidents are **recorded** and shared with the SLT and Inclusion Team.
- **Respond** to the incident appropriately-by listening to both parties, parents should be informed and asked to come in to a meeting. Depending on the incident the following outcomes will take place. Sanctions will be imposed in line with School Behaviour Policy. If necessary and appropriate, the police will be consulted. Perpetrators will be helped to change their behaviour through the use of behaviour plans and victims will be offered counselling.
- **Follow** up incidents. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

## Further guidance

### Signs and Symptoms for all adults in school and out.

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

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Avoiding the playground
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received.

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

## ***'If in doubt, SHOUT!'***

### Prevention

We will use a number of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Ensure the whole school community follows our Code of Conduct
- Staff CPD and review of policy
- Daily whole class circle time to discuss and reflect on moral issues.
- Identification of 'low times' where bullying may occur.
- Reinforcement of school council 'Play safe, Stay safe policy'.
- Participation in The Balby Cluster of schools anti-bullying alliance to develop a common policy and approach, share good practice and procedures, work together to support local families.
- Liaise with outside agencies Eg. Anti-bullying alliance to offer support to staff, pupils and parents.
- Operating the school rules both inside and outside the classroom
- Behaviour mentor to work with victims
- Ensuring the issues are dealt with in circle time

- Personal, social and moral skills taught across the whole school-mainly through the delivery of SEAL and through three dedicated curriculum weeks Respect week, The circle of life and Keeping safe weeks. (See school PHSCE policy and guidance)
- Creating an environment of mutual trust and respect
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays
- Having discussions about bullying and why it matters
- Annual 'Respect' week-all phases to find out about concepts linked to respect for one another.
- Parent partnership-parents made aware of the school policy and curriculum for SMSC
- Community engagement
- All staff to be aware of vulnerable children-see class passports file in the staffroom

### **Monitoring**

This policy forms part of the school's policy for equality and the policy for E-Safety Each class teacher will record incidents of concern on an incident recording sheet. A copy of this sheet is filed in the inclusion office. Records will be passed on from one class teacher to the next.

A copy of the policy will be displayed on the parents' noticeboard in school and included on the school website. Copies are obtainable from the office.

Reviewed November 2015

To be reviewed annually.

### **HELP ORGANISATIONS**

Advisory Centre for Education (ACE)	02073548321
Children's Legal Centre	08456454345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	08451205204
Parent Line Plus	08088002222
Youth Access	02087729900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>