



**Behaviour, Discipline and
Anti Bullying**

1. **This policy aims to promote respect, tolerance, co-operation, honesty and kindness between pupils and their peers and between pupils and adults working in the school.**
 - 1.1 Positive attitudes, consistently good behaviour, and mutual respect are most likely to be achieved when there are clear expectations of appropriate standards.
2. **In order to achieve this, all staff at The Downley School will:**
 - 2.1.1 Lead by example through their own attitudes and interactions showing respect for others irrespective of culture, class, religious beliefs, special educational needs, disabilities, gender or ethnicity
 - 2.1.2 Remind children of expectations of behaviour in any part of the school, not just their own class
 - 2.1.3 Be consistent in their levels of expectation
 - 2.1.4 Take account of the needs of all children
 - 2.1.5 Provide a curriculum and environment which allows for progressive growth in self discipline, honesty, integrity and respect for other people
 - 2.1.6 Provide a curriculum and environment that develops a caring and sympathetic attitude to others
 - 2.1.7 Ensure a stimulating and attractive environment which encourages respect for the possessions and property of others
 - 2.1.8 Encourage good manners
 - 2.1.9 Use respectful body language and tone of voice at all times. Adults should never shout at children, use disrespectful language or manhandle children in any way
- 2.2 All staff in the school have a collective responsibility to operate a supportive and secure environment which will encourage each child to develop positive attitudes towards all areas of their school life. Good practice to promote appropriate behaviour will include:
 - 2.2.1 Refusing to tolerate any lack of respect by pupils either to each other or to a member of staff
 - 2.2.2 Positively reinforcing and praising evidence of good behaviour
 - 2.2.3 Providing structures and procedures which promote good order:
 - Arriving and leaving classrooms
 - Movement around classrooms
 - Movement around the school
 - Good classroom management that ensures pupils know what is expected when a task is finished and where equipment is stored
 - Some responsibility for the neatness and good order of the classroom environment
 - 2.2.4 Maintaining an attractive and tidy classroom
 - 2.2.5 Maintaining interesting wall displays
 - 2.2.6 Providing high quality learning experiences for all pupils

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2.2.7 Marking work promptly and constructively in line with the school's marking policy

2.2.8 Always being on time to meet the children from the playground at the required time

3. Team Points

All pupils are members of a team: Ash (yellow), Beech (blue), Oak (green) or Sycamore (red). Pupils in Key Stage 2 are awarded points for good or improving work or for taking part in lessons or activities with enthusiasm and commitment and good behaviour. All the points are totalled up at the end of the week, the team with the most is the winner. The result is announced in Friday's Celebration Assembly. The points are totalled for the term and the winning team gets to be the holders of the Team Point Trophy for the next term. Teams have two Year 6 captains, changed on a termly basis.

4. The Golden Ticket

Golden Tickets are a very special award given weekly for exceptional behaviour, politeness, helpfulness etc. Any member of staff can issue a ticket and the weekly class winner gets to choose a small gift from the class basket. Their name is then put forward for the Golden Ticket Award, this is a £3 gift voucher to spend in WH Smith. The draw takes place during the Friday Achievement Assembly.

5. Golden Rules

In order to achieve the aims of this policy all pupils at The Downley School will follow the school's Golden Rules (Created by The School Council, staff and pupils – October 2010)

5.1 WE ARE GREAT AMBASSADORS FOR OUR SCHOOL

We try our best and work hard. We don't waste anyone's time!

We are friendly, kind and helpful. We don't hurt people or their feelings!

We respect property. We don't waste or damage things!

We listen to people. We don't interrupt!

We are polite and have good manners. We are never rude!

We are honest. We never tell lies!

We wear our uniform with pride. We don't look untidy!

We keep ourselves safe. We don't do dangerous things!

5.2 LUNCHTIME AND PLAYTIME GOLDEN RULES

We have good manners when we eat. We don't mess around with food!

We respect all adults who look after us. We are never rude!

We play thoughtfully and kindly. We don't hurt anyone!

We look after outdoor equipment. We don't misuse or break things!

We look out for others. We don't play selfishly!

5.3 At the beginning of the school day and at the end of each break time pupils must line up quietly in their class groups where their class teacher will be there to greet them and lead them back into class.

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5.4 In Key Stage 1 points are given for lining up and the class with the most points over the course of a week are awarded a certificate which entitles them to use of special outdoor play equipment. This is announced in a Friday Celebration Assembly. School Councillors and Prefects are expected to be role models of good behaviour and attitudes.

6. Behaviour Management in the classroom and at breaktime (excluding lunchtime)

- 6.1 A 'card system' is operated throughout the school:
Each child has a slot on the coloured chart which corresponds to their team/house
- 6.1.1 Each child has a green card and also another card with a yellow front and red back.
- 6.1.2 If a child misbehaves once, they are spoken to and correct behaviour is reinforced in accordance with The Golden Rules.
- 6.1.2 If child misbehaves again, the teacher identifies the bad behaviour and the child has a yellow card placed at the front of their slot. They lose 2 minutes of Golden Time (KS2) or their next playtime (KS1).
- 6.1.4 If the child misbehaves a third time, they are given a red card and they lose 10 minutes of their Golden Time (KS2) or playtime (KS1). They receive an Incident Slip and will be seen by the Key Stage leader. Parents will be informed at this point by the class teacher, as they will be if a second incident slip is given at any point.
- 6.1.5 If a child receives three Incidents Slips, parents are informed and a meeting is arranged with the teacher and Key Stage leader.
- 6.1.6 Children are always given the opportunity to apologise and win back a green card by showing exceptionally good behaviour following a yellow or red card.
- 6.2 All children begin each day with a green card. If a yellow or red card is given during a lesson the child should be treated appropriately as above and then start the next lesson with a green card.
- 6.3 Behaviour incidents are recorded by class teacher.
- 6.4 For a serious incident eg violence, a red card would be awarded immediately and parents would be asked to come to meet with the Headteacher or Key Stage leader.

7. Behaviour Management at lunchtime

- 7.1 A 'card system' is also operated throughout the school at lunchtimes.
- 7.2 Every Midday Supervisor (MDS) has a set of cards and a notebook to record incidents.
- 7.3 The following procedure is followed by all MDS staff:
- 7.3.1 If a child misbehaves once, they are spoken to and correct behaviour is reinforced in accordance with The Golden Rules.
- 7.3.2 If child misbehaves again, the MDS identifies the bad behaviour and the child has a yellow card placed at the front of their slot. They lose 2 minutes of their playtime and sit on a yellow coloured bench (or in an area of the classroom by themselves if it is indoor play). After this time, they are encouraged to apologise and articulate how they should behave from that point onwards. The classteacher should be informed and the incident recorded in the notebook.

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- 7.3.3 If the child misbehaves a third time, they are given a red card and they lose the rest of their lunchtime playtime and/or the next lunchtime playtime. They sit on a red coloured bench (or in an area of the classroom by themselves if it is indoor play). They receive an Incident Slip and will be seen by the Key Stage leader. Parents will be informed at this point by the class teacher, as they will be if a second incident slip is given at any point.
- 7.3.4 If a child receives three Incidents Slips, parents are informed and a meeting is arranged with the teacher and Key Stage leader.
- 7.3.5 Children are always given the opportunity to apologise and win back a green card by showing exceptionally good behaviour following a yellow or red card.
- 7.4 For a serious incident eg violence, a red card would be awarded immediately and parents would be asked to come to meet with the Headteacher or Key Stage leader.

8. Exclusion

- 8.1 Verbal or physical abuse by a pupil towards any other pupil or any adult or any behaviour which could seriously damage the health or welfare of adults or pupils is unacceptable. Any pupil engaging in such behaviour will be reprimanded and excluded:
- One or two days for a first offence
 - Up to five days for a second offence
 - Persistence in the behaviour may result in permanent exclusion
- 8.2 The following offences could result in a permanent exclusion immediately:
- Serious actual or threatened violence against a pupil or adults
 - Sexual abuse or assault
 - Bringing an illegal drug onto the school premises either for own use or with the intention to supply others
 - Carrying an offensive weapon
 - Any such similar incidents which, in the Headteacher's judgement, are deemed exceptional circumstances
- 8.3 In the case of fixed or permanent exclusion of a pupil the school will follow the principles and procedures as laid down by Buckinghamshire County Council.

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Anti-Bullying

9. Statement of Intent

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. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

10. What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

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 areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities

11. Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

12. Signs and Symptoms

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
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- 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

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- 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"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- 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 & 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.

13. Procedures

- 13.1 All staff are trained to look for signs of bullying and take appropriate action if required
- 13.2 Staff on playground duty and MDS will have a notebook to record incidents to look for patterns that could be bullying
- 13.3 The Headteacher checks the first aid record book kept in the medical room to identify possible patterns that could indicate bullying
- 13.4 Bullying incidents are reported initially to class teachers and senior staff may be required to become involved
- 13.5 In incidents involving bullying, parents will be informed and will be asked to come in to a meeting to discuss the problem
- 13.6 If necessary and appropriate, police will be consulted
- 13.7 The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- 13.8 Every attempt will be made to help the bully (bullies) change their behaviour.

14. Outcomes

- 14.1 The bully (bullies) may be asked to genuinely apologise. Other consequences may take place such as loss of playtimes or Golden time, exclusion from the classroom, detention, a meeting with the Headteacher
- 14.2 Parents will be informed if their child has been involved in a bullying incident
- 14.3 In serious cases, suspension or even exclusion will be considered
- 14.4 Every effort will be made to reconcile the pupils
- 14.5 After the incident has been investigated and dealt with, monitoring will take place to ensure repeated bullying does not happen.

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15. Prevention

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

- ensure that playground incidents are recorded
- writing a set of school rules
- 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 as part of PSHCE curriculum
- take part in anti-bullying week

(Anti bullying guidelines based on Kidscape 2005)

16. Monitoring and Review

This policy will be reviewed every year in a cycle determined by the Governing Body.

Date of last review: November 2014

Date of next review: November 2015

Chair of P&P Committee: Sarah Medhurst

Date: 25th November 2014