



School Behaviour, Discipline & Anti- Bullying Policy

Review Date:	Autumn 2020
Reviewed and approved by:	Governing Body
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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.

Positive attitudes, consistently good behaviour, and mutual respect are most likely to be achieved when there are clear expectations of appropriate standards.

In order to achieve this, all staff at The Downley School will:

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. Remind children of expectations of behaviour in all areas of the school, not just their own class
3. Be consistent in their levels of expectation
4. Take account of the needs of all children
5. Provide a curriculum and environment which allows for progressive growth in self discipline, honesty, integrity and respect for other people
6. Provide a curriculum and environment that develops a caring and sympathetic attitude to others
7. Ensure a stimulating and attractive environment which encourages respect for the possessions and property of others
8. Encourage good manners
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

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:

1. Refusing to tolerate any lack of respect by pupils either to each other or to a member of staff
2. Positively reinforcing and praising evidence of good behaviour
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
- 4. Maintaining an attractive and tidy classroom
- 5. Maintaining interesting wall displays

- 6. Providing high quality learning experiences for all pupils
- 7. Acknowledging work promptly and constructively in line with the school's marking policy
- 8. Always being on time to meet the children from the playground at the required time

Team Points & Class Ladder

All pupils are members of a team: Ash (yellow), Beech (blue), Oak (green) or Sycamore (red). 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. The winning team will have a non-uniform day at the end of the half term.

Class Ladder is a behaviour management tool used in all classrooms to reward the registration group for good behaviour, decisions or values shown. The class set the objectives as a group. The class have to work together to reach the top of the ladder. However, it must be at the top by the last week of each half term when they will have a party of their choice as a reward for working collaboratively on their class goal. Children who lose Golden Time on a weekly basis and do not earn it back must lose part of their party time.

The Golden Ticket

Golden Tickets are a very special award given weekly for exceptional behaviour, politeness, helpfulness and showing the values. 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 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 Celebration Assembly.

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 – reviewed by the Values Council)



“I” Messages

When there are conflicts between children, it is important to be able to deal with them in a positive way. The best way to resolve this is through a restorative justice system that the children take ownership of. To assist this process, the children complete an “I” message with year group staff with the Family Worker. “I” Messages allow children to share how they are feeling in a positive way. An “I” Message has four parts:

1. I feel... (state the feeling)
2. When you... (state the other person’s behavior)
3. Because... (state the effect)
4. I need... (state what you need to happen)

All children involved are able to complete an “I” message so all points of views can be shared.

Family Worker

At The Downley School, we privileged to have a full time Family Worker who is there to provide help, guidance and support for all parents, carers and children. We want all of our children to be safe and healthy, as well as being able to learn, grow and achieve. She will support all pastoral aspects of school life together with her role as our Deputy DSL. Her role is to ensure that the children are emotionally able to progress in school as well as achieve academically.

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!

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!

At the beginning of the school day and at the end of each break time pupils must line up quietly in their class groups. Their class teacher **MUST** be there to greet them and lead them back into class. In Key Stage 1, points are awarded for lining up and the class with the most points over the course of a week are given a certificate that entitles them to use of special outdoor play equipment. School Councillors and Prefects are expected to be role models of good behaviour and attitudes.

Head Boys/Girls and their Deputies are expected to set the standard for the school.

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

A 'card system' operates throughout the school:

Children have a slot on the coloured chart, which corresponds to their team/house.

1. All children begin each day with a green card together with another card, which is yellow on the front and red on the back. .
2. If a child breaks a rule once, they are spoken to and correct behaviour is reinforced in accordance with The Golden Rules.
3. If child breaks the rules again, the teacher identifies the behaviour and the child has a yellow card placed at the front of their slot. They lose 5 minutes of either Golden Time (KS2) or their next playtime (KS1).
4. If the child continues to break the rules for a third time, they are given a red card and they lose 10 minutes of their Golden Time (KS2) or playtime (KS1). They will receive an Incident Slip and be seen by the Phase leader. The class teacher will inform parents/carers.
5. If a child receives three Incidents Slips, parents/carers are informed and a meeting arranged with the teacher and Phase leader.
6. Children are always given the opportunity to apologise and win back a green card by showing exceptionally good behaviour or actions that go beyond the minimum expectation.
7. All children must be given the opportunity to earn Golden Time back and the skill to build bridges. It is made clear to the children that it is not them but the choices they have made that are in question.



For a serious incident e.g. violence, a red card would be awarded immediately and parents/carers would be asked to come to meet with the Phase leader or a member of the Senior Leadership Team. Serious incidents are recorded on CPOMS.

Behaviour Management at lunchtime

A 'card system' also operates throughout the school at lunchtimes.

Every Midday Supervisor (MDS) has a set of cards and a notebook to record incidents.

1. If a child breaks a rule once, they are spoken to and correct behaviour is reinforced in accordance with The Golden Rules.
2. If child does this again, the MDS identifies the behaviour and the child has a yellow card placed at the front of their slot. They lose 5 minutes of their playtime and sit on a 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 class teacher should be informed and the incident recorded in the notebook.
3. If the child continues for a third time, a red card is issued and they lose the rest of their lunchtime playtime and/or the next lunchtime playtime. They sit on a 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 Phase leader. The class teacher will inform the parent/carer.
4. If a child receives three Incidents Slips, parents/carers are informed and a meeting is arranged with the teacher and Phase leader.
5. Children are always given the opportunity to apologise and win back a green card by showing exceptionally good behaviour.

For a serious incident e.g. violence, a red card would be awarded immediately and parents/carers would be asked to come to meet with the Phase leader or a member of the Senior Leadership Team. Serious incidents are recorded on CPOMS.

Exclusion

Verbal or physical abuse by a pupil towards any other pupil or adult, or behaviour that could seriously damage the health or welfare of adults or pupils is unacceptable. Any pupil engaging in such behaviour will be reprimanded and may be excluded: Examples of exclusions are:-

- 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

The following offences could result in a permanent exclusion immediately:

- Serious actual or threatened violence against a pupil or adult
- 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 Head teacher's judgement, are deemed exceptional circumstances

In the case of fixed or permanent exclusion of a pupil, the school will follow the principles and procedures as laid down by Buckinghamshire Council.

Anti-Bullying

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 report them 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.

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

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is.



- All governors and teaching/ non-teaching staff should know what the school policy is on bullying, and follow the procedure to report the incident.
- All pupils and parents/carers 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/carers should be assured that they would be supported if incidents of bullying were reported.
- Bullying of any kind will not be tolerated.

Signs and Symptoms

Changes in a child's behaviour may indicate that they are being bullied. Adults should be aware of these possible signs and 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
- 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
- Shows signs of self-harm in any way

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

Staff will check CPOMS to see if there are any reports or circumstances, we need to be aware of or, if there is, a pattern or name that regularly occurs.

Procedures

1. All staff are trained to look for signs of bullying and take appropriate action when necessary



2. Staff on playground duty and MDS will have a notebook to record incidents to look for patterns that could be bullying
3. The SLT check the first aid record file kept on the network or the book kept in the medical room to identify possible patterns that could indicate bullying
4. Bullying incidents are reported initially to class teachers and senior staff may be required to become involved
5. In incidents involving bullying, parents/carers will be informed and will be asked to come in to a meeting to discuss the problem
6. If necessary and appropriate, police will be consulted
7. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
8. Every attempt will be made to help the bully (bullies) change their behaviour

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place such as "I" Message, loss of playtimes / Golden time, exclusion from the classroom, detention, a meeting with an SLT member and removal of privileges such as email or blogging permission.
- 2) Parents/carers will be informed if their child has been involved in a bullying incident
- 3) In serious cases, suspension or even exclusion and police involvement will be considered
- 4) Every effort will be made to reconcile the pupils
- 5) Monitoring will be take place after the incident has been investigated and dealt with, to ensure repeated bullying does not happen.
- 6) Children that have been subject to bullying will be supported. This may include working with the Family Worker, friendship groups, and therapies.

Prevention

The school regularly reinforces the anti- bullying policy by supporting national initiatives such as Safety Week, assemblies and during relevant curriculum lessons i.e. Computing, PSHE and Values. These include:-

- ensuring 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
- taking part in anti-bullying week



On the playground, children are encouraged to use the values and debug rules in order to have a clear understanding of expected behaviour and respect towards each other.

Debug Rules

If another child is causing you to feel uncomfortable in anyway –

1. Tell the child to stop and explain that you don't like it.
2. Move away from the situation.
3. Tell an adult.

Reviewed Annually by the Governing Body.