



DOCKING CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

Positive Discipline and Behaviour Policy (Behaviour Policy)

School Rules

These are our school rules which are regularly reinforced in class and assemblies. They are displayed prominently around school:

1. Be polite, kind and try to think about other people
2. Don't swear or use horrible words
3. Don't fight or hurt others
4. Listen to others when they are saying something
5. Always try your best
6. Move sensibly around the school
7. Care for the school and keep it tidy
8. Always tell the truth
9. Be proud of our school

Introduction

This policy aims to further improve the behaviour of the children at our School and maintain the children's behaviour at a high level by putting the main emphasis on rewarding good behaviour. This will help to ensure that the children are happy at school and that the maximum amount of learning takes place during their time at school. It is accepted that some parts of this policy will not apply to our Reception & Nursery classes. Different rewards and sanctions will apply to take account to the age of the children. Individual Education Plans for Behaviour will be used and reviewed with parents for children needing help with learning how to behave well.

Philosophy

We seek to encourage good behaviour and self-discipline in order to achieve a high quality of education for all children. We believe that parents and staff working together in partnership can achieve this. Our main aim is to encourage good behaviour through rewards and praise. Sanctions are in place to discourage poor behaviour. So that everyone is aware of what is expected of them, the school has formulated a set of responsibilities for children, staff, parents and governors.

Responsibilities

Children's Responsibilities:

- To obey the rules of the school
- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To obey the instructions of the school staff
- To take care of property and the environment in and out of school
- To cooperate with other children and adults
- To be in the right place at the right time
- To follow the Individual Education Plan for Behaviour written by your teacher with you if you have one.



Staff responsibilities:

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To recognise that each is an individual and to be aware of their needs
- To offer a framework for social education
- To write an Individual Education Plan for Behaviour with the child requiring one; this will be reviewed weekly with parents and their child.

Parent's responsibilities:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To make sure that their children arrive on time in appropriate clothing for the weather, and make sure that they are collected on time
- To get children to bed at a reasonable time so that they are fresh for school the next day
- To show an interest in all that their child does at school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To offer a framework for social education
- To review the Individual Education Plan for Behaviour on a weekly basis with your child and their class teacher.

Governors' responsibilities:

- To support the partnership between home and school
- To monitor and evaluate the implementation of this policy.

Rewards

To show that the school appreciates good behaviour, the children will be rewarded as follows:

- For excellent work or dedication to a task, children will receive a 'Golden Ticket' certificate that will be awarded in a special celebration assembly on a Friday. Parents of the recipients are invited to attend the relevant assembly.
- 'Special Tickets' are available to all members of staff and are given to children who show helpfulness, courtesy and good manners. Children who receive chance cards are entered into a weekly draw and will have a chance to win a prize.
- Any child who has remained 'green' all week in the 'Good to be Green' scheme will have extra playtime on a Friday.



- In addition to the whole-school reward system, stickers, certificates, team points and other rewards are given individually in each class.

Sanctions

Sanctions are not required often at Docking School. Normally a simple reminder from an adult as how to behave is sufficient to stop inappropriate behaviour. However, the 'Good to be Green' warning card system may at times be necessary, with parents receiving a text to inform them when their child has a red card, to enable them to support us and their child.

In extreme cases the Headteacher may decide that it is appropriate for the child to be removed from their peers for a period of time. In this case, parents will be notified and the child shall work, under the supervision of an adult, in isolation within the school. This internal exclusion shall be recorded and a record held securely in the Head teacher's office.

If it is felt appropriate the child may be externally excluded (exclusion). In this case the parents/carers will be contacted and the child taken home. This may be for a period of time, usually between ½ and 3 days. If a child is excluded the school will explain the processes of appeal to the parents and carers and the chair of governors will be informed. The exclusion will be recorded on SIMs.

ANTI-BULLYING

At Docking School we are committed to providing a warm, caring and safe environment for all our children, so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and children who are bullying others need to learn different ways of behaving. We acknowledge that bullying does happen from time to time, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. Although children are encouraged to tell any adult, they all have a trusted adult which they have chosen and may request to speak with.

What is bullying?

- deliberately hurtful behaviour
- repeated, often over a period of time
- it is difficult for those being bullied to defend themselves.

There are three main types of bullying:-

- physical – hitting, kicking, taking belongings
- verbal – name-calling, insulting, racist remarks, winding-up.
- indirect – spreading stories about someone, excluding someone from social groups.

We have children who have learning disabilities or other difficulties. Everyone in school needs to be made aware that these children can be very vulnerable to bullying and we must be vigilant at all times. High attainers, gifted or talented pupils can also be affected by bullying.

Why tackle bullying?

- because we are an effective, caring school.
- bullying makes people unhappy and leads to low self-esteem.



- pupils who are being bullied are unlikely to concentrate fully on their schoolwork.
- some pupils avoid being bullied by not attending school.
- pupils who observe unchallenged bullying behaviour are likely to copy this anti- social behaviour.
- we wish to build the self-esteem of all pupils, especially bullies and victims.

Recognising bullying

It is sometimes difficult to distinguish between 'play fighting' and bullying.

Children in play fights often

- are smiling or laughing
- make mock blows or kicks which do not connect
- play in the open, and are ignored by other pupils

Children who are being physically bullied often

- frown or look unhappy, or angry;
- try to move away from their aggressor;
- do not take turns;
- if in view of other pupils, get considerable attention from the bully.

Staff should 'keep an eye' on known bullies. They also need to watch for pupils who seem isolated.

Awareness of problem areas

Organisational factors may be a source of behaviour problems, eg.

- insufficient toilet facilities
- cramped cloakrooms

These factors can lead to short tempers and conflict. Staff need to be vigilant in problem areas. Children should also be made aware that these could be problem areas and have discussed how to behave and what to do if an incident occurs.

Procedures for dealing with bullying

- Respond calmly and consistently to all allegations and incidents of bullying
- Investigate the problem straight away.
- Take bullying seriously and find out the facts of any incident
- Support children who are being bullied
- Record incidents of bullying in a consistent way that allows for monitoring of behaviour
- Discuss with, and involve children in, agreed class and school rules for behaviour
- Request help from Behaviour Support Service or Educational Psychologist if appropriate
- If there are three reported incidents of bullying or violence then the Headteacher will inform the parents and request a meeting.
- If bullying or violence continues then the parents could be asked to remove the child for a fixed term

An approach to tackling Bullying

This may be amended to suit an individual's needs.

- Talk with the child



- When the teacher finds out that bullying has occurred they could begin by talking to the child about their feelings. They should not question them about specific details, but need to know who was involved.
- Meet with the people involved
- The teacher should arrange to meet with the group of children who have been involved. This will include some children who were present, but did not participate in the bullying. A group of four to six seems to work best.
- Explain the problem
- The group should be told about the way the child is feeling now. At no time should the teacher discuss details or specific incidents. It is important not to allocate blame to the individuals or the group.
- Share Responsibility
- The teacher should not apportion blame but states they know that the group can do something about it, something to help.
- Ask the group for their ideas
- Each member of the group should be encouraged to suggest a way in which the bullied child could be helped to feel happier. The teacher should give some positive responses but does not go on to extract a promise of improved behaviour.
- Leave it up to them
- The teacher should conclude the meeting by passing responsibility to the group to solve the problem. They might arrange to meet with them again a week later to see how things are going.
- Meet them again
- About a week later the teacher should discuss with each child, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the children involved in the process.

What children should do:

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. It is important to remember that it is not your fault and there are people who can help you.

If someone is upsetting you:

- Try not to let them know that they are making you feel upset.
- Tell the person who is upsetting you that you don't like it
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Look strong and walk away as quickly as you can.
- Go to a safe place, stay around other people, bullies usually pick on individuals
- Go to an adult you can trust and tell them the truth about what is happening
- Talk to your family, friends or school council
- If you are scared, ask a friend to go with you when you tell someone
- When you tell an adult about the problem, give them as many facts as you can
- Keep on speaking out until someone listens and helps you. Don't suffer in silence.
- Don't blame yourself for what is happening.

What can you do if you see someone else being upset?



Ignoring unkind behaviour is unfair to the victim. Staying silent shows the bully that what they are doing is okay with you. There are ways you can help without putting yourself in danger.

- Don't smile or laugh at the situation.
- Don't join in.
- Get help from an adult.
- Let the person being upset know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being upset
- Keep an eye out for them
- Tell them to stay with lots of people
- Encourage the person to talk to someone and get help.
- Don't be a bystander

This policy is to be used in conjunction with the DfE documents of Advice for head teachers, staff and governing bodies: 'Use of Reasonable Force' and 'Screening, Searching and Confiscation'

This policy should be read in conjunction with the school's 'exclusion policy'

Signed: _____

Date: _____

Review: _____