



# BEHAVIOUR/PUPIL DISCIPLINE/ANTI-BULLYING POLICY

Issued by the Governors of St Mary's CE School, Clymping

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| Signature          |              |
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We believe that we have a duty to develop the whole child, socially, emotionally, academically, physically and spiritually. We want our children to be able to make decisions in later life based on a sound understanding of what is right and wrong, equipping them to make such decisions in a range of situations. Children also need to understand that their actions have consequences for others and that they are responsible for their own behaviour.

We expect high standards of behaviour, and we have school rules that are based on principles that are general and far reaching rather than being specific to school. In addition to these 'Golden Rules', we have safety rules that are more specific to the school situation.

## OUR GOLDEN RULES

- **Do be gentle** – don't hurt anyone
- **Do be kind and helpful** – don't hurt anyone's feelings
- **Do be honest** – don't cover up the truth
- **Do work hard** – don't waste time
- **Do look after property** – don't waste or damage things
- **Do listen to people** – don't interrupt

## SAFETY RULES

- Walk in school
- Do not go onto the playground until the teacher is on duty
- Observe the one way system in corridors at lunchtime
- Pick up belongings in cloakrooms and corridors – even if they are not yours
- No footwear when using PE apparatus except for medical reasons
- No jewellery for PE
- Appropriate clothing/protection for the task

## **REWARDS AND SANCTIONS**

### **Rewards –**

- Smile, thank you, thumbs up – an acknowledgement of deed
- Spot for spot card. Ten spots lead to a sticker, five stickers to a certificate and reward in Good Work Assembly.
- Child sent to Headteacher for praise
- Note/phone call/speak in person to parents
- Mention in Golden book for inclusion in Good Work Assembly

### **Sanctions**

- Reminder through disapproving look/pause
- Warning – moving of name to straight face on board
- Loss of Golden time
- Send pupil to Headteacher to deal with specific incident
- Contact parents

If poor behaviour persists there will be discussion with parents and an intervention programme will be devised and followed with regular review.

The next step is to seek support from outside agencies. Staff are mindful of the latest statutory powers regarding restraint to prevent a child from committing a crime, or causing injury, damage or disruption.(Education and Inspections Act 2006)

Our ultimate sanction is exclusion and this can apply for persistent unmanageable behaviour, or for one extreme incident that seriously threatens the safety of the child or others or damages property.

## **A Statement on Bullying**

Bullying in all forms is unacceptable and is regarded as a serious offence within the school. A safe and secure environment, free from fear, bullying and intimidation in which to learn and grow is the right of all children and adults.

Bullying includes any form of physical or verbal behaviour which is aggressive in nature and which is intended to make the recipient feel bad, undervalued or hurt. Examples of bullying could be found in persistent teasing, pushing, name calling, intimidation, telling malicious stories etc.

All incidents of bullying will require an immediate response by the member of staff observing the behaviour. Punishments will depend on the severity and frequency of the behaviour. All incidents of bullying will be reported to the headteacher. Severe or repeated occurrences will be communicated to the perpetrator's parents.

All adults in school have a responsibility to stop any bullying they may see. To fail to take immediate action is to condone and reinforce the behaviour. If in doubt whether bullying is actually taking place, a sensitive intervention can be made and a possible incident may be discouraged.

If bullying occurs, and when the immediate situation has been dealt with, there will be additional work with all pupils involved to resolve the longer term problem. This may take the form of Circle Time activities, small group work, role play or similar.

Adults in school also have a responsibility to differentiate and support children to differentiate between bullying and other behaviour which may be hurtful but has no malicious intent. In such circumstances we work to help the perpetrator understand the consequences of his or her actions, and support the victim to develop strategies to deal with such situations.