
**Behaviour Policy Including:
Discipline and Anti-Bullying Policy
A Positive Approach
MUNDY C OF E JUNIOR SCHOOL
[Version 4]**

Last Reviewed	September 2022
Reviewed By	
Next Review Date	

**Derbyshire County Council
Mundy C of E Junior School**

Mundy C of E Junior School's Discipline and Anti-bullying Policy works within the School Standards and Framework Act 1998 Section 61 (amended).

As a school we work in accordance with the DFE guide 2012 "Improving behaviour and attendance: guidance on exclusion from Schools and Pupil Referral Units"

DISCIPLINE

We use a positive approach to discipline with the emphasis on children being responsible for their actions. We also feel that a partnership with parents is necessary to achieve the school aim of developing well-mannered, responsible, caring members of society. At the beginning of each year, each teacher will discuss a set of rules for their class based on the following school rules;

- We treat, with respect, other people's property, personal space and feelings,
- We move safely around the school,
- We try to do our best at everything,
- We show good manners to everyone.

The emphasis in school is on encouraging and rewarding good behaviour through the 'Passport to Success Scheme'. To this end we have a system of rewards. Both excellent work and behaviour are recognized by the issuing of 'Visas' and badges. The Headteacher also rewards good behaviour and work through issuing Headteacher rewards and letters.

It would be unrealistic for us to expect children's behaviour to be perfect all of the time. As a school, we are very successful at ensuring a positive approach to behaviour, which minimizes problems. All classes have their own instant, positive reward systems that work alongside our longer term 'Passport to Success' scheme. All the adults at Mundy Junior School treat the children with respect; this shows the children how they should conduct themselves, staff and pupils have a responsibility to model our Aims, Vision and Values and convey this to each other and the public. The children are also clear about the consequences for inappropriate behaviour. Loss of rewards in class is one possible outcome. More serious or repeated poor behaviour can result in the involvement of senior staff, the missing of a playtime or removal from the classroom for a specified time. When we have concerns parents are contacted and involved in working with the school to promote an improvement in behaviour.

We are always looking at ways to improve the quality and effectiveness of our approach to behaviour. We are convinced that motivation is the key to success and we are always endeavoring to adapt our approach to make it even more positive and encouraging.

If pupils seriously misbehave, they can be excluded from school for a period of time dependant on the severity of the misdemeanor. At this point, to avoid an official exclusion it may suffice for the exclusion to take place at lunchtime. If this does not result in an improvement in behaviour a formal exclusion would be the next step. The Headteacher, who would discuss the situation with the parents, would make such a decision. All official exclusions are reported to the Authority and the Chair of Governors.

BULLYING

An Anti-bullying Partnership

'Bullying' is an emotive word, which is often misused to describe all kinds of behaviour, including the normal minor everyday fallings-out, squabbles, rough-and-tumbles, sulks that all children experience as a natural part of growing up – incidents which are soon forgotten and broken friendships which are soon mended. Two children squabbling or falling out in some way is not bullying. Real bullying is far more serious. At Mundy C of E Junior School we find the following definition useful.

'Bullying is ... a pattern of unacceptable behaviour, which may take a variety of forms and is deliberately intended to cause physical and/or emotional distress.'

Bullying behaviour can be:

Physical	e.g. kicking, hitting, taking, damaging or hiding something, which belongs to someone else
Verbal	e.g. name calling, threats, insults
Indirect	e.g. spreading stories or rumours, exclusion from play or friendship groups

It may be one child bullying another child or group of children. It could also be a group 'ganging up' to intimidate a single child or group of children.

At Mundy C of E Junior School this kind of behaviour is totally unacceptable and will not be tolerated. As a school we have drawn up detailed guidelines below to show how we can combat bullying. Our guidelines have the full support of the Governing Body, the staff, the children, the Educational Welfare Service, Social Services, the Educational Psychologist, the local Police and the LEA, all of whom we can call on should the need arise.

We see bullying as a partnership and we need to work together to tackle bullying effectively parents form a part of this partnership.

The points below offer a clear framework for action:

- We are aware that bullying happens on occasions in all schools and in all walks of life.
- All of us need to be understanding and vigilant.
- Our's is a 'Telling', 'Sharing', and 'Listening' School.
- We need to know about bullying and it is 'OK TO TELL!'

All children involved in bullying receive support.

- The bully is dealt with in a firm, fair, direct manner, and strategies designed to change the bullying behaviour are put into place.
- The victim is offered support and reassurance, together with strategies to help deal with the bullying.
- All identified instances are carefully logged/recorded.
- We promise to take all concerns about bullying seriously and to investigate them thoroughly. If an incident is identified, we have clear procedures for dealing with it and parents involvement will be sought from the earliest possible stage.

- The first point of contact will be the child's class teacher. At the next stage, to support children, parents and staff, the school has nominated Miss Adair to act as the **Anti-Bullying Coordinator (ABC)**.

One of our governors has also been nominated to help us deal with concerns about bullying.

This is: Mr D Barker C/O Mundy C of E Junior School

As a school we cannot succeed without parents' full support. Mundy Junior School has a responsibility to teach the children that all kinds of bullying behaviour is wrong; that we are all seeking to promote understanding and respect in our relationships with others, and that each individual is unique and of value in their own right.

RULES

Mundy Junior School has a set of clear rules they are conveyed in the school brochure. We try to keep our rules to a minimum but to help the school run efficiently we would ask that the following rules apply:

- Children should cross the road using the Crossing Patrol provided.
- Clothing should be marked with the child's name and coats should have a strong loop for hanging in the cloakroom.
- Children should arrive at school at 8.50a.m; we cannot provide supervision before this time.
- It is recommended that jewellery should be removed before coming into school.
- Wristwatches taken off during games, P.E. or swimming lessons, should be given to the class teacher but the school cannot be held responsible for their safekeeping.
- Jewellery **MUST** be removed before taking part in PE/Dance or Swimming.
- No child is allowed to leave the school premises without permission once he/she has arrived at school.
- We do not encourage children to bring expensive items to school (mobile phones, toys, computer games radios etc.). The school cannot take responsibility for any items that the children bring to school.
- Chewing gum is not allowed in school.
- Nail varnish and hair colorants should be restricted to social events at the school and not worn during normal school hours.

The school has a uniform code and we appreciate the support given by the vast majority of parents in sending their children to school dressed appropriately. The Governors have decided that the children are 'expected' to wear school uniform including appropriate sports kit. If a child does not wear school uniform consistently the issue will be raised with parents backed up by a letter where necessary. Should this not resolve the matter, the issue would be referred to the governing body who will write to the parents explaining that failure to comply could result in sanctions being taken and ultimately in extreme situations, exclusion.

**Dealing with behaviour –
A positive approach**

Mundy C of E Junior School

**A policy to guide teachers, helpers and learners
Reviewed September 2022**

Principles

As class teachers it is our responsibility to ensure that every child in our care is able to be successful

Good behaviour is an essential condition for effective teaching and learning to take place. At Mundy Junior School, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that everyone in school is:

- Proud
- Caring
- Respectful
- Polite
- Trustworthy
- Determined
- Responsible
- Prepared
- Safe
- Happy

These are reflected in our 'BE' statements followed throughout the school.

Our aims for good behaviour

- To work consistently and fairly in the positive management of behaviour
- To help our children develop into caring and thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others.
- To encourage staff, children and parents to value good behaviour
- To develop our children's self discipline
- To help our children to feel good about themselves and others
- To encourage our children to co-operate with one and other and with adults in the school
- To create a positive and stimulating learning environment, having high expectations of children's work.
- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society. Essentially to be proud, caring respectful, polite, trustworthy, determined, responsible, prepared, safe and happy.

Our Objectives

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community
- A constructive whole school planning for citizenship (including personal, social and health education)
- Appreciating and following agreed codes of behaviour
- Encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- Developing the skills of co-operation and discussion
- Encouraging everyone to take pride in our environment
- Having a positive and consistent approach to playtimes and lunchtimes
- Creating a stimulating classroom environment

- Providing clear and positive learning experiences fairly and consistently
- Offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- Ensuring that curriculum issues concerning organisation, methods of teaching and learning, content, differentiation are addressed

As adults we have a vital part to play as role models.

We do this through:

- Demonstrating good manners
- Practising good behaviour to each other as well as to the children
- Teaching appropriate behaviour and giving feedback when pupils are behaving well
- Showing respect for every child as an individual
- Making every child feel valued
- Not accepting bullying, anti-social behaviour in school, on any level, at any time
- Being aware of vulnerable children
- Being seen to be fair and consistent
- Responding quietly, calmly, consistently and positively
- Criticising the behaviour not the child
- Avoiding labeling
- Listening with empathy and tact
- Handling confidential information with sensitivity
- Having regular liaison and update meetings internally with relevant outside agencies to make our policy effective

We have school wide general expectations that all children will

- Do their best in all areas of school life
- Think before they act
- Take responsibility for their own actions
- Treat others as they would like to be treated themselves
- Consider the feelings of other people
- Follow our 'BE' statements

School Rewards

Immediate

Children whose behaviour reflects schools expectations can be rewarded in the following ways for example:

- A quiet form of recognition, such as a smile, a tap on the shoulder or a thumbs up
- Simple verbal praise for their actions in the class or in groups
- Thanking the child in front of the class or group
- Presenting what they have done to peers as a model
- Referring to the child to another member of staff for praise (Note, timing for the latter must be appropriate)

Medium

- Placing a child on the 'Smiley/praise board'
- Becoming a pupil of the week
- Presenting work or examples of good behaviour within the classroom or assembly
- Modelling positive examples and successes in assembly
- Placing child in Mundy's Magic moments book (a reward celebration)

Long Term

Passport to Success

The Passport to Success forms the foundation for expectations and long term rewards in behaviour. Each child receives a 'Passport' which is centrally held by the class teacher. As children progress through the

term, and when opportunities arise as a result of good behaviour, the relevant sections of the passport are ticked, signed and dated.

Each passport focuses on the key behavioural traits of being also known as our 'BE' words:

- Proud
- Caring
- Respectful
- Polite
- Trustworthy
- Determined
- Responsible
- Prepared
- Safe
- Happy

As children, present themselves as having any of these key traits, the Passport is signed and a 'Visa' sent home for parents to inform them that the child has achieved that target; thus informing of the progress their child is making and ensuring effective home-school liaison.

E.g. A child has produced a piece of work that shows a great deal of improvement on past examples, in forms of presentation could have 'Proud' ticked and signed their passport and a Visa sent home.

Once a child has completed all 'Traits' listed in the Passport, they are presented in the next rewards assembly their 'Success' badge moving from Bronze, working up to their Silver and eventually their Gold. This is theirs to keep and can be worn as symbol of merit on their school uniform.

It should be assumed that most children will receive a 'Success Badge' at the end of each term, however this will vary from class to class. It should be remembered that the reward itself acts as encouragement and all children should see the 'Success Badge' as being attainable. Expectations should be high, but staff need to be sensitive to the needs of the individual children.

As class teachers it is our responsibility to ensure that every child in our care is able to be successful.

Sanctions

Before sanctions are used teachers should ensure that they have attempted to prevent incidents of poor behaviour becoming an issue by attempting to:

1. Rewarding someone close by for something that is the opposite of the offending child's behavior.
2. Approaching the child to ask them what they should be doing at that moment in time.
3. Taking the time to pause and wait.
4. Looking at the child to indicate your 'displeasure'.
5. Calmly mentioning their name and apply 'the look'.
6. Asking them why they think you have asked them to stop doing something.
7. Pointing out what is wrong with the child's behavior.
8. If the child persists, giving them a warning, outlining what it is they are to stop doing.
9. If and when the behaviour ceases, take the opportunity to reward it.
10. Being calm. Modeling behaviour, not reflecting it.

Children whose behaviour does not reflect the schools expectations can be dealt with in the following ways for example:

Immediate / Minor Misdemeanours

- Removing children from the 'Smiley/praise' side of the board/placing them on the 'Sad' side of the board
- If behaviour persists, placing a tick next to the child's name on the 'Sad' side
- If behaviour is consistently poor and all other avenues have been attempted to return the child's behaviour to an acceptable level, place two ticks next to the child's name and begin the 'Detention Procedures'.

- If, after attempting to use the above sanctions, the child's behaviour continues to be poor or if the child prevents teaching and learning taking place, the child is to be sent to a member of the Senior Leadership Team (SLT comprising Headteacher, Deputy and Assistant Head and School Business Manager), who will in turn either: deal with the incident themselves or refer the child to the Headteacher.

Medium:

Removal of privileges and opportunities for independent activities. Parents are informed a note is made in our incident book and SLT are involved in the process, agreeing actions with pupil, staff and parents as appropriate and a review criteria set.

Mid Day Staff / Other adults

Any incidents that midday or other staff feel cause concern and where the child is not a member of their class:

Take notes on the incident

Inform the class teacher of the incident who will in turn discuss disciplinary procedures.

Long Term

Children who are continuously causing concern should be referred to a member of the SLT and the SENCO.

Staff may be advised to speak to the parent of the pupil and begin a more detailed home – school liaison, through a behaviour book.