Hasmonean Primary School

DISCIPLINE / ANTI-BULLYING POLICY
Updated December 2014

Introduction

This policy was updated in December 2014 to ensure that everyone involved in the school understands and supports our approach to discipline at HPS.

Aims

The school aims to foster in its pupils a sense of confidence, self-discipline, responsibility, security, tolerance, courtesy, respect and caring for others. The school seeks to provide opportunities for increasing self-esteem and a positive self-image and to create and maintain an ethos of a warm, caring community with happy pupils and staff. We believe that behaviour is enhanced through the children learning Torah values, middos and mitzvos.

Expectations

The Headteacher is expected:
- To have overall responsibility for issues concerning behaviour
- To implement the school behaviour policy consistently throughout the school
- To report to the Governing Body when requested on the effectiveness of the policy

All members of staff are expected:
- To set the highest possible standards of presentation, time-keeping, courtesy and tidiness
- To praise good behaviour and create a positive atmosphere
- To create a team spirit in each class/group
- To set clear goals for pupils for standards or work and behaviour
- To be consistent with rewards and punishments and display class rules

Pupils are expected:
- To show respect to staff and to each other
- To follow their teachers' instructions
- To abide by school and class rules
- To walk quietly and sensibly around the building
- To keep the premises tidy and litter free
- To avoid physical and verbal abuse
- To treat school and pupils' property with respect
- To act in a way that upholds the good reputation of HPS when off-site

Parents are expected:
- To support school rules and procedures
- To ensure that pupils are brought to school punctually in correct uniform
- To support decisions made by the school

HPS School Rules

1. We are respectful to our teachers and to all other adults.
2. We show good behaviour during the school day.
3. We always work hard and try our hardest.
4. We listen to our teachers and others.
5. We walk sensibly and quietly in the building.
6. We respect our friends and all their belongings.
7. We treat everyone how we would like to be treated.
8. We look after our environment.
9. We are well mannered.
10. We do our best in every way.

Rewards

Rewards encourage self-discipline and boost self-esteem. They may be granted for effort, good behaviour and achievement and include:

- Table points
- Praise
- Team points
- Merit certificates/stickers
- Golden Sash award for effort
- Tea with Headteacher for acts of kindness
- Letters of praise sent home
- Honours (such as appointment as monitors, prefects, etc.)

Punishments

Where punishments are necessary, they range, in order of severity, as follows:

- Private reprimand
- Public reprimand
- 'time out'
- Working through playtime
- Essays on good behaviour to be written at home
- Letter sent home to parents calling for a meeting
- Withdrawal of privileges (outings, concerts, etc.)
- Letter of warning of exclusion (by Head only)
- Short term exclusion* (by Head only)
- Permanent exclusion* (by Head only)

*with parents having the right to any Appeal that may be available.

Corporal punishment (any intentional application of force) is illegal in state schools under the 1986 Education Act. "Holding" or physical restraint should only be used (with the minimum of necessary force and duration) if pupils place themselves or others at risk of injury or where damage to property can be limited. Any incidents of physical restraint must be reported in writing to the Headteacher immediately.

Bullying

Bullying can be verbal, physical or psychological in nature and includes harassment, assault, mental cruelty, extortion, criminal damage, name-calling, malicious gossip, racial or sexual abuse, damaging or stealing property, technology based (cyber) or coercing the victim to perform acts.

These are regarded as 'bullying' activities when;
- They are persistent
- They target particular individuals
- They arise due to an imbalance of power

When these three conditions are met, we will regard these incidents as bullying and take the necessary action. (Where these factors are not met, these activities will be regarded as unacceptable behaviour and appropriate action will be taken) When deciding on appropriate action, staff will consider the nature, severity and frequency of the bullying, as well as the motivation of the bullies and the numbers involved.

Actions:
Incidents of bullying are recorded in an Incident log-book which is kept on the School Office. Such incidents will be dealt with promptly and will involve, depending on the severity and persistence of the bullying: talking to the pupils involved and implementing appropriate punishments, arranging an interview with parents, providing appropriate counselling, involving external agencies such as social services where appropriate.

The school staff aim to prevent incidents of bullying in the following ways:

(a) Regularly promoting in assembly the concept of "Love thy neighbour as yourself".
(b) Reminding children that they should "tell someone they trust" about any concerns or anxieties. (Pupils are asked to name on a written slip an adult in the school that they would talk to if they were worried about anything)
(c) Reminding children that they should tell a member of staff if they are aware of any incidents of bullying in the school
(d) Recognising that bullies and victims both need help and support.
(e) Reminding children to avoid violence even in retaliation.
(f) Being alert to symptoms of bullying.
(g) Sending clear signals that bullying is not acceptable and that the well-being of pupils is paramount
(h) Participating in the national Anti-bullying week campaign
(i) Raising awareness about bullying and how to combat it through drama, role-play, assemblies and circle time.

Reviewing the Policy

This policy should be reviewed annually by staff and governors.

Reviewed by:_____

Date of next review:_____