Mayflower School Behaviour & Anti-Bullying Policy

Updated July 2025

At Mayflower Primary School all members of our school community aim to follow our guiding principles:

- We keep children at the centre of all we do
- We have high expectations of ourselves and all our learners and recognise the contribution that we all can make to children's learning
- Encourage everyone to be a problem solver with a 'can do' attitude
- Build self-confidence by supporting risk taking and by providing challenging active learning that gives choice and independence
- We ensure our school is an inclusive, stimulating environment that reflects and celebrates our creative learning
- Make use of our location so that pupils experience and feel part of London, we also ensure our pupils understand they are citizens of a wider global community.

We want all our pupils to feel safe in a calm and positive learning environment. To promote and nurture caring and cooperative relationships with one another so that everyone is valued, and to establish a consistent and acceptable behaviour ethos of respect and acknowledgement of difference.

We achieve these by:

- Modelling calm, positive relationships with adults and children
- Always communicating to each other with respect
- Modelling and promoting the use of our Mayflower Compass Points
- Promoting positive behaviour though our actions and through PATHS lessons

- Enabling children to develop empathy and understanding the effects of their behaviour

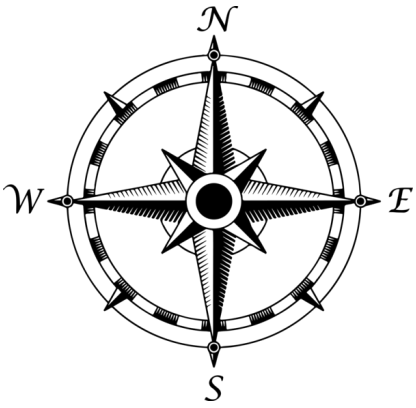
Our School Ambassadors think that children's responsibilities are:

- to follow the 'Mayflower Compass Points'
- to behave sensibly around the school and when out on school visits
- to listen to all adults in our school and all children
- to treat others in a way you would like to be treated
- to use strategies learnt during PATHs lessons and the 'Traffic Lights System' to resolve any issues.
- to value everyone at Mayflower
- if anyone is concerned about someone's behaviour in school or outside school they should speak to an adult they trust (this includes online)

The Mayflower Compass

The Mayflower Compass points us in the right direction and helps us to take responsibility

- **N**ever give up, we persevere
- **E**veryone is valued, as is our **e**nvironment
- **W**e are honest and kind
- **S**tay alert and actively listen to each other



At Mayflower Primary School we encourage positive behaviour by:
Setting high expectations for behaviour, modelling the behaviour we want from pupils and ensuring pupils are for instance, using indoor voices when inside the school and walking quietly around our school and on the stairs.

- promoting our 'Mayflower Compass'
- discussing issues during PATHS lessons and during P4C lessons
- Part of PATHS is to choose a 'pupil of the day' in every class each day to have special privileges and responsibilities. The pupil of the day also receives a compliment list from their peers.
- giving 'House Points' to children for helpful behaviour around the school
- choosing one child from each class to receive a 'Learner of the Week' certificate during whole school assembly
- rewarding children with an exciting 'Pupil Choice Sessions' once a week for keeping to the Mayflower Compass points
- celebrate achievements within the school and from school to home
- promoting positive behaviour in the classroom, playground, dining room and during assemblies
- Running a whole school social and emotional learning programme (PATHS)
- Running the ALERT curriculum
- Running small friendship groups for targeted pupils who have difficulties in making and retaining friendships.

What is PATHS?

PATHS (Promoting Alternative Thinking Strategies)
PATHS is a whole-school universal social and emotional learning/emotional health and wellbeing programme that develops pro-social behaviour, emotional recognition and development, problem-solving skills, communication, anger management, empathy and respect.

Friendship Groups
They are an extension to PATHS but work at a targeted level. They support emotional development, anger recognition, sharing and friendship, and anger management, but are carried out on a small-group basis for children with some levels of social, emotional and behavioural difficulties.

Pupil Choice Sessions
This is a planned weekly session where children and teachers plan a menu of exciting activities which regularly change. These should include child-initiated activities as well as activities led by adults. All children take part in pupil choice sessions. Any child who has lost some time should be reminded of the compass point they have broken and wait until the sand timer shows they can join in.

We all need incentives
Children who consistently follow the Mayflower Compass Points and do the right thing need to be rewarded as do those who are really trying. You could for instance have a chart of pupil choice activities on display in your classroom. Through the week as you or your Teaching Assistant notice children demonstrating excellent behaviour/learning invite them to have 'First Choice' of a pupil choice activity.

It is important for children have chance to redeem themselves, staff can decide if it is appropriate for children to 'win back' some of their pupil choice time. It is the dialogue that goes on between the adult and child that is most important so the child understands the impact of their behaviour and also knows what are doing well.

Sending the child to another teacher or SLT for praise will also reward good learning and behaviour. We want to encourage children to talk about the positive features of their learning and behaviour and that of others.

The Alert Programme

The Alert Program® was created by occupational therapists, Mary Sue Williams and Sherry Shellenberger. The programme was developed to teach children how to change how alert they feel and to teach adults how to support learning, attending and positive behaviours. By using an engine analogy, children learn "if your body is like a car engine, sometimes it runs on high, sometimes it runs on low, and sometimes it runs just right."

This easy-to-teach, practical programme shows teachers, parents and therapists how to choose appropriate strategies and activities so children's engines are running "just right." Pupils learn what they can do at circle time or at home time to attain an optimal state of alertness. Teachers learn what they can do after lunch, when their adult nervous systems are in a low state, but their pupils are in a high alert state (running in from the playground after playtime). Parents learn what they can do to help siblings change from a high state to a more appropriate low state at bedtime. And schools learn what they can do to set pupils up for success.

The Alert Program® teaches children and their adults a wide range of simple, low-budget strategies and activities that can be incorporated easily into home and school routines. Heavy work activities are recommended most often in the programme because heavy work "works" when engines are in high or low gear.

House Points:

House points are given to pupils who follow our compass points. Emphasis is placed on children being rewarded for taking pride in their achievements, the sharing and recognition of excellence in their work, teamwork, attitude and behaviour.

We also use houses for cross year group learning, sporting events and themed weeks. Opportunities to share work and achievement are provided during lessons, and class assemblies.

The whole school reward system is based on house points. Our houses are named after Mythical creatures, and the winning house will receive a special reward at the end of each term.

The five houses this year are:

- **House Unicorn - Yellow**
- **House Phoenix - Green**
- **House Dragon - Red**
- **House Griffin - Blue**
- **House Sphinx - Grey**

Administration of the House point System
Children will be allocated a house when they join the school. Each house will also have members of teaching staff allocated to it.

Each class will display a 'House Point Chart/Folder' for each of the five houses, with names of the children in each house. There will be a token system for recording house points. The children will place tokens accordingly in their class and then at the end of the week- one representative from each house will add their tokens to the main token area.



Points will be collated weekly and results shared in our Learner of the Week Assembly on Friday mornings.

Each Thursday afternoon, House Point Monitors will calculate the total house points/tokens for their team and add it to the class house point sheet to be

announced in assembly each Friday and displayed on the school website and in the weekly newsletter.

At the end of each term, the house with the most house points that term will receive a small reward.

When children fail to follow the Mayflower Compass Points
When children demonstrate **unacceptable behaviour,** we want them to be able to reflect on their actions and to find resolutions to conflict. To help them do this we will:

- Always remain calm and objective
- Ask the child which Compass Point they haven't followed - ask them to think about what they could have done differently
- Explain the consequence of their actions (e.g. 2-5 minutes lost pupil choice)
- Remind pupils of problem-solving strategies

This is the stepped procedure all staff follow:
Ideally this should be dealt with in class.

1. Warning from the teaching team
2. Loss of Pupil Choice/ Reflection Zone (KS2); Thinking spot for EYS (timed and purposeful); outside reflection (Playground)
3. Time out in class (set up a work station –discuss with your phase leader for ideas.) and ignore as much as possible attention seeking behaviour. Use a staggered approach.
4. Time out for a quick chat about behaviour expectations and consequences –with Class Teacher or Teaching Assistant. Any time spent not learning must be made up in playtimes or lunchtimes or pupil choice.

5. Sent to another class –they must be sent with an adult and with work they can do in the class. Speak to parents informally. Keep a record of this on CPOMs

6. Sent to the Phase Leader- with teaching assistant (to explain -or a note) and work.

7. *If the behaviour persists;* Send to a member of SLT (with their learning) and a formal meeting with parents will be arranged to decide next steps (records of behaviour will need to be shared) If SLT are unavailable and the Phase leaders are out- class teachers can send a child/children to other classes for time out.

8. More complex behaviour – support plans to be created by inclusion lead/SLT, class teachers, parents and child.

Reflection Zone:
Staff in KS2 will have a warning for unacceptable behaviour. If this persists, they will miss 5 minutes of the following playtime (dependent on the time of receiving the card). They should reflect on why they are in reflection and what they need to do differently to not be there again.

We teach pupils to use a step-by-step approach to resolve their problems. This is in line with the traffic light model they are taught to use in their PATHS lessons.

These steps give each child the opportunity to have their say and be listened to. It encourages the children to resolve their own conflicts. By using 'I' statements they can verbalise how they feel without blaming anyone.

Children should know that they won't always get what they want. They will however have spoken to the other person with respect and said how they feel and what they want to happen in the future (See Restorative Practice). It helps if they can work with the other person to try to find something they can both agree on.

If one of the children is unable to justify their behaviour you will need to encourage them to think about what they could do differently next time and how they can make the other person feel better.

We will monitor to ensure there isn't a pattern, which could be bullying. Pupils should always be asked to come back and talk to the adult who helped them with their concern, if the problem occurs again with the same child.

If children demonstrate unacceptable behaviour during break or lunchtime the adult involved will need to inform the class teacher.

If as a member of staff you notice patterns of negative behaviour in a child, or notice anyone being left out, please inform the class teacher or a member of the Leadership Team.

Restorative Practice

Restorative practice is an approach to behaviour and relationships that focuses on repairing harm, building a sense of community, and strengthening relationships. Rather than punishing misbehaviour, it encourages accountability, empathy, and communication. It's often used in schools to foster positive social behaviour and manage conflict constructively.

Key Elements of Restorative Practice at Mayflower:

- **Restorative conversations**: Children are encouraged to talk about what happened, how it affected others, and how to make things right.
- **Restorative Prompt Cards:**

  All staff will have access to prompt cards and will use them with the children to promote restorative conversations…

  Use a calm voice...

  - ★ ***Tell me what happened***
  - ★ ***What were you thinking/feeling at the time?***
  - ★ ***What do you think about it now?***

- ★ ***How would you feel if you were them?***
- ★ ***Who else has been affected?***
- ★ ***What do you do to make it right?***
- ★ ***How can we stop this happening again?***

These conversations don't necessarily need to happen immediately after an incident- but they do need to happen. EY and KS1 staff will have a visual prompt card to help with these conversations.

Having high expectations of behaviour

We expect excellent learning behaviour at Mayflower and expect all children to keep following the Mayflower Compass Points. We need to keep on top of any low-level disruptive behaviour in the classroom that prevents or delays learning.

Before teaching begins ensure all children are ready to learn. Make sure they have come into school calmly before learning starts make sure all eyes are on you, pens/pencils are down and children are turned to face you. EYS have a visual set of rules for Good Learning' which are helpful.

When you want your class to come back together, establish a system that grabs their attention quickly. Some children will find it more difficult to stop and listen. Think about how you can best support them e.g. give them a role or job to do, a special place to sit near you, praise the child next to them who is doing what you've asked. Give the class timely reminders, in five minutes we are going to... you have two minutes left until we...

If a child continues to disrupt learning establish a 'time out' space/chair within the classroom where they can spend some time working alone or having time to reflect/cool down.

Phase leaders will have ideas appropriate to your age group and more experienced colleagues are happy to model and share their ideas. Always ask. It's ok to try new initiatives.

Have high expectations of behaviour around the school. Talk to your class before you leave the classroom about the way they need to walk in corridors and on the

stairs (keep right in single file unless there is a fire drill) Involve your teaching assistant in supervising children on the stairs.

SAFE STAIRS and CALM CORIDORS- Please remind children of this throughout the year. There will be reminders in assemblies and through school ambassadors.

Be prompt at the end of playtime and lunchtime. We don't want children kept waiting in a line. Keep praising those who are doing what you expect.

Sharing good news
It is important to share success with parents and carers, especially positive changes in behaviour and learning. A few words, or a quick note or phone call can go a long way to establishing positive home school partnerships.

Changes in behaviour
If a child's behaviour changes try to find out why. It could be due to changes at home, a new baby, domestic problems, lack of sleep, playing violent computer games, or falling out with friends at school, feeling excluded etc. If you have **any** concerns pass them on to a member of the Leadership Team. Our Inclusion Team may be able to find out the cause and offer family support if necessary.

Any Child Protection concerns need to be passed on straight away to Dee, Adam or Heba our named Child Protection Officers. The proformas are in the staffroom next to the pigeon holes and class teachers can log this on to CPOMs. For further information on Child Protection see our Child Protection Policy.

If you feel a child or group of children are regularly making poor choices please talk this through with your Phase Leader during phase meetings or line management meetings. Do this before involving the families as we may have important background information which will help with the approach we need to take.

More serious incidents
If any member of staff deals with an incident which they feel is serious or dangerous, then one of the Leadership Team should be informed.

This may include fighting, swearing, children being disrespectful to adults, bullying or homophobic language and use of racist language. If tempers are raised, it is always helpful to separate children and give them time to calm down before talking to them.

Incidents are recorded and patterns can be monitored on CPOMs. The Senior Leadership Team will inform parents as we feel is appropriate. Parents are contacted if the incident is serious or if incidents are recorded multiple times.

Each incident will be judged on an individual basis, but all children will be given time to reflect on their behaviour. They may be asked to write letters of apology, miss playtimes, be excluded from football etc. As well as miss pupil choice sessions. Behaviour contracts may also be drawn up with the child, teacher and parents.

We aim to keep staff and parents informed of the outcome of any more serious incidents but they sometimes take a while to sort out, if in doubt please ask. Staff should understand the importance of listening to and respecting children to create an environment that is calm and supportive, especially when dealing with children who may have emotional and behavioural needs, which may increase their aggression.

All staff should understand the importance of responding to the feelings of the child, which lie beneath the behaviour, as well as the behaviour itself. We must also focus on the safety of all pupils and not disturbing the learning of the class.

In serious and persistent cases we will take advice from the borough and seek local specialist outreach support. If appropriate we will follow Tower Hamlets procedure on exclusion.

Children who present with persistently disruptive behaviour may well need additional guidelines and these will be presented to them in the form of a behaviour contract.

High expectations and consistency from all staff are key to supporting children's behaviour. ***Remember we need to keep modelling the behaviour we want!***

Questions
If staff have any queries or concerns about behaviour please raise them at Phase meetings, line management meetings, teaching assistant or lunchtime supervisors meetings.

If parents have any questions about our policy please come and talk to the headteacher.

Our staff follow the Keeping Children Safe in Education guidance and our Child Protection Policy"?

Anti-Bullying
The purpose and scope of this policy statement

We want all our pupils to feel safe in a calm and positive learning environment. To promote and nurture caring and cooperative relationships with one another so that everyone is valued, and to establish a consistent and acceptable behaviour ethos of respect and acknowledgement of difference.

The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our school or take part in our activities
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of
Mayflower Primary School, including all paid staff, volunteers, sessional workers, agency staff and pupils.

- our policies and procedures for preventing and responding to bullying and harassment that takes place between adults involved with our organisation. See our information about behaviour management and codes of conduct .

What is bullying?

Bullying includes a range of abusive behaviour that is

- repeated
- intended to hurt someone either physically or emotionally.

Find out more about bullying and cyberbullying
Legal framework
This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. NSPCC Learning provides summaries of the key legislation and guidance on:

- bullying and cyberbullying
- online abuse
- child protection in each nation of the UK.

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:

- Bullying causes real distress and affects a person's health and development
  - in some instances, bullying can cause significant harm
  - all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will seek to prevent bullying by:

- developing a code of behaviours that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities
- holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying

- putting clear and robust anti-bullying procedures in place.
  Our regular discussions with staff, volunteers, children, young people and families will focus on:
- our responsibilities to look after one another and uphold the

behaviour code
- practicing skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

Responding to bullying
We will make sure our response to incidents of bullying considers:
- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders • our school.

We will review the plan we have developed to address any incidents of bullying at regular intervals, to ensure that the problem has been resolved in the long term.

More information about responding effectively to bullying is available:
- protecting children from bullying and cyberbullying
- recognising and responding to abuse.

Diversity and inclusion
We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:
- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children and young people
- welcoming new children and staff to our school.

Find out more about:
- safeguarding children who come from Black, Asian and minoritised ethnic communities

- safeguarding d/Deaf and disabled children and young people
- safeguarding LGBTQ+ children and young people
- safeguarding children with special educational needs and disabilities (SEND).

Related policies and procedures
This policy statement should be read alongside our school policies and procedures including:

- safeguarding and child protection policy and procedures
- managing allegations of abuse made against staff and volunteers
- code of conduct for staff and volunteers
- equality, diversity and inclusion policies.

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or absence from school. We need to make it clear that if children are concerned for themselves or for someone else, they should tell us. We should remind children to use the worry owl if they want to talk to an adult about a worry, these are in each class.

Contact details
Nominated anti-bullying lead Adam Stock
Phone/email: 02079872782
admin@mayflower.towerhamlets.sch.uk

Senior lead for safeguarding and child protection
Dee Bleach
Phone/email: 02079872782
head@mayflower.towerhamlets.sch.uk

Services/help organisations that can help:

- NSPCC Helpline - 0808 800 5000
- Childline - 0800 1111
- National Bullying online www.bullying.co.uk

Helpline: 0300 323 0169
Telephone: 0845 225 5787

- Anti-Bullying Alliance www.anti-bullyingalliance.org.uk