



# Bolton-on-Swale St Mary's Church of England Aided Primary School

## Policy on Behaviour and Good Friendships (Anti Bullying) 2019 -2020

Good behaviour and discipline in the school is essential for successful teaching and learning. Children thrive in a happy, calm and caring atmosphere. This atmosphere can only be achieved if children are aware of and abide by the expectations for good behaviour. We expect and teach self-discipline, honesty and respect for others.

Our partnership with parents is also key to high quality good behaviour in our school. It is important that good behaviour is fostered both through good teaching practice and by staff and all in the school community setting an example to the children.

### **Aims**

At Bolton-on-Swale St Mary's CE Primary School, we aim to promote positive behaviour through respect for one another, through accepting responsibility for own actions and by developing a consistent approach to appreciating the rights, views and property of others. We seek to develop a reasonable and co-operative attitude at all times.

We regard trusting relationships and co-operative teamwork as essential for learning and self-development to take place.

We expect our behaviour policy to reflect our Christian values and ethos. These values are:

**Love, Creation, Forgiveness, Friendship, Hope, Justice, Peace,  
Respect, Honesty, Thankfulness, Trust, Community**

### **Objectives**

Our behaviour policy is non-discriminatory and inclusive. All members of the school community have a responsibility to uphold the school aims by:

- \*Respecting the rights, values and beliefs of the individual.
- \*Fostering and promoting good relationships and a sense of belonging to the school community.
- \*Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- \*Offering equal opportunities in all aspects of school life and recognising the importance of different cultures and traditions.
- \*Helping to develop strategies to eliminate unacceptable behaviour and applying these consistently.
- \*Providing a well ordered environment in which all are fully aware of behavioural expectations.
- \*Caring for, and taking pride in, the physical environment of the school.
- \*Not tolerating any conduct involving bullying or harassment (See section on bullying issues)

- \*Creating a secure, safe and caring environment to enable the highest standards to flourish.
- \*Stimulating pupils and promoting self-esteem whilst developing enthusiasm and motivation towards learning.
- \*Creating a supportive partnership between those involved in the pupil's education.

**We aim to do this by: -**

- \*Developing a positive, responsible and caring attitude amongst all children towards each other and adults.
- \*Expecting, encouraging and regarding good behaviour, good manners and politeness to other children and adults as important.
- \*Ensuring that all pupils are aware of their responsibilities and what is acceptable behaviour both within school and outside.
- \*Teaching and reinforcing the values, which matter to the school including self-discipline, honesty, respect for the property of others and the community, fairness and trust.
- \*Encouraging a child to tell an adult when they come across bullying (See section on bullying issues)
- \*Ensuring that every parent and member of staff are aware and, have access to the policy.

The Golden Rules

Our behaviour expectations are based on Jenny Moseley's Golden Rules. These are displayed in the classrooms and around the school. Children are regularly reminded about these Golden Rules, and encouraged to keep them at all times and in all contexts:

- Welcome everyone**
- Be gentle**
- Be kind and helpful**
- Work hard**
- Look after property**
- Listen to people**
- Be honest**

Responsibilities

All members of staff have a shared responsibility for managing pupil behaviour. The Head teacher, Class Teachers and SENDCo have a particular responsibility for ensuring that new members of staff are made aware of this policy, and for ensuring fairness and consistency of approach from all staff.

They are also responsible for ensuring that staff have appropriate support in managing pupil behaviour, as well as opportunities for training.

Recording and reporting incidents of serious misconduct is a responsibility of senior staff in communication with all staff involved.

This policy should be read in conjunction with the SEND policy where advice and support for specific needs which may impact upon behaviour can be found.

Children

We are also mindful of the need to involve the children in their responsibilities for good behaviour by:

- \*Contributing to the development of school rules and adhering to them.
- \*Discussing issues at school council.

- \*Taking increasing responsibility for their own learning.
- \*Helping to look after and take pride in the school environment.

### **Parents**

Parents are crucial to this policy being implemented and can contribute to its development by:

- \*Ensuring children attend school in good health, punctually and regularly (this involves taking holidays outside of term time whenever possible).
- \*Providing prompt explanations of absences through either an email or telephone call to the school office.
- \*Supporting staff in the implementation of all school policies.
- \*Taking an active interest in children's learning by supporting them in activities such as hearing reading, assisting with the learning of spellings and homework.
- \*Participating in discussions concerning their child's progress and attainment at an appropriate time.
- \*Ensuring early contact with the school to discuss matters, which affect their child's happiness, progress and behaviour. This is especially true where bullying issues are concerned.
- \*Being prepared to work in partnership with the school to improve children's behaviour when necessary.

We seek to develop good partnerships with parents by providing regular opportunities for parents to be involved in school life and by encouraging parents to work alongside the teaching staff to enhance and support the development of their children and the school environment.

### **BULLYING ISSUES**

Parents, staff and children are encouraged to discuss any concerns openly. Children and parents must be confident that any form of bullying in school will not be tolerated.

We define a child as a bully when they **repeatedly** cause distress to another child by either verbal or physical means.

#### **Examples include: -**

- Physical attack or threat of it
- Name-calling
- Persistent emphasising an aspect of physical appearance or the social/racial background of an individual
- Spreading rumours/lying about an individual
- Persistent behaviour intended to annoy
- Deliberately ignoring
- Damaging, removing, or hiding possessions or work

***Remember teasing for some is bullying for others***

### **Key Strategies for Tackling Bullying**

We have a commitment to tackle any bullying, which might take place in the school.

A positive approach will be taken to prevent bullying. As part of the PSHCE /SEAL curriculum, children will be encouraged to discuss what bullying is. They will be encouraged to foster sharing and kindness, to develop social skills and to look upon bullying as anti-social.

If a child or parent feels that an incidence of bullying has taken place, they should approach a member of staff within the school with the information. The member of staff will investigate and involve other staff as appropriate (e.g. class teacher, Head Teacher) Where bullying continues, the parents of the children involved will be contacted and their support sought.

We will on occasion use the support of external agencies in tackling bullying.

### **Antisocial behaviour within school**

In the case of antisocial incidents within school, for example at playtimes, the adult dealing with it will listen carefully and strive to ensure that fairness prevails. An apology and/or gesture of reconciliation (handshake for example) will be sought. It may be appropriate to impose a sanction.

If the incident is more serious the pupil will be taken to a senior member of staff who will discuss the incident, seek fairness and consider the use of sanctions.

### **Sanctions**

Sanctions should be used in proportion to the offence or distress caused. Whenever possible the sanction should contribute to putting right the wrong that has been done; repair or contribution towards the repair of damage; letter of apology to the offended person if appropriate.

Our Christian value of forgiveness is also linked to saying sorry, making a fresh start and moving forward positively.

The child or group is required to discuss what they feel was the effect of their behaviour and how they would feel if it were done to them. They should be encouraged to discuss what should be done to prevent a repetition of their behaviour. Sanctions may involve loss of playtime or lunchtime play, removal of privilege, Golden Time or Club attendance.

Teachers keep a record of the incident and loss of playtime/lunch time privilege/club. When it is necessary to refer a child to Senior Staff a record of this will be kept in the Behaviour log. After consultation with the Headteacher parents will be informed of serious behaviour issues.

### **Reinforcing Good Behaviour and Work**

At Bolton-on-Swale St Mary's, we aim to have a balanced approach to discipline, using incentives as well as sanctions. Where possible, we praise good behaviour and attitudes.

This takes the form of:

\*Verbal praise: this can be done on a one to one basis, in front of a group or as part of an assembly.

\*Written praise on work.

\*Children may also receive stickers for good behaviour (e.g. kindness, consideration, helpfulness).

\*Children may also receive house points for good behaviour and attitudes to work and these can lead to certificates being awarded.

\*Each week, children who have worked really well can be mentioned in the Friday Special Mentions Assembly, attended by parents.

### **PLAYGROUND CODE OF CONDUCT**

Respect each other's space and games.

In a conflict situation, walk away and have a five minute cool-down. If necessary, talk to a member of staff.

Give space when asked.

Give time to requests.

Try to include whoever asks to join in.

Play games by rules.

NB: Children should NEVER be touched or restrained unless they are a danger to themselves or others. Should there ever be a need to restrain a child, North Yorkshire guidance will be followed.

*Reviewed June 2018 (next review June 2021)*

*This policy should be cross referenced to the Policy on Special Educational Needs.*