

## Good Behaviour and Anti Bullying Policy

### Aims

- ✓ To achieve a safe, calm and purposeful environment in and around school, enabling children to learn effectively
- ✓ To manage behaviour using a positive approach based on clear expectations, rewards, and, when required, sanctions
- ✓ To ensure that all members of the school community are clear about how behaviour is managed in our school
- ✓ To equip children with the skills to manage their own behaviour
- ✓ To promote good manners, thoughtfulness and care for others
- ✓ To promote pupils' social, moral, spiritual and cultural development

### Ethos

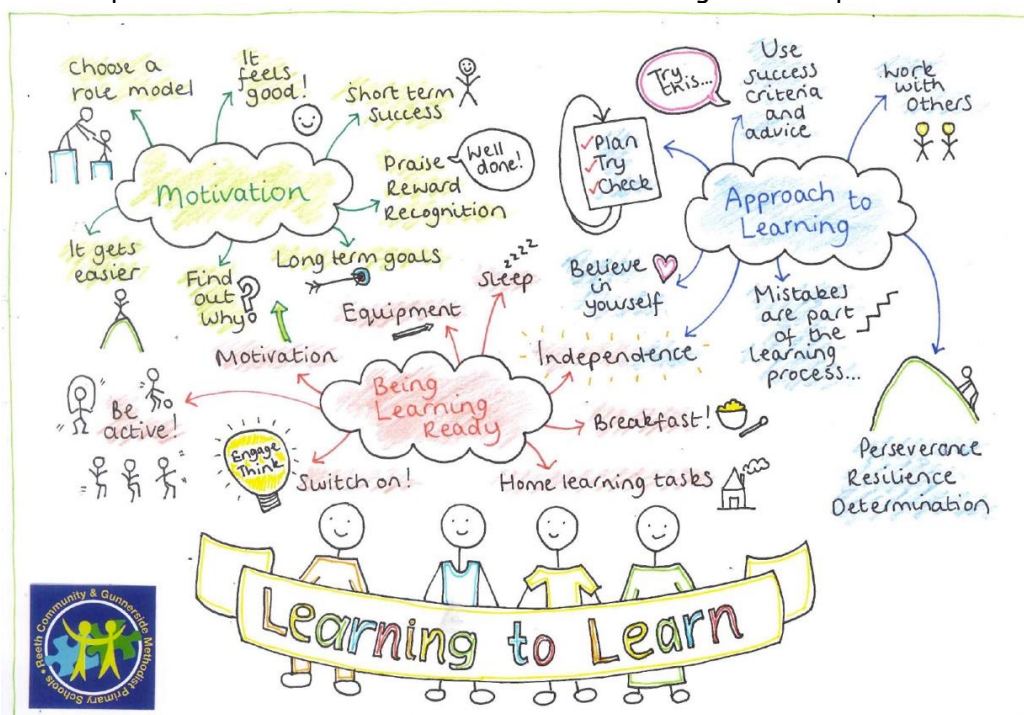
- ✓ We have high expectations of all children and provide a safe and high quality environment in which to learn.
- ✓ We understand that positive behaviour is built on positive relationships - amongst staff, pupils and parents. We liaise with and provide support to both pupils and families when required or requested.
- ✓ Our approach to behaviour management reflects our values of love, kindness, hope, peace and respect.

### Our Golden Rules

- ✓ Inspired by John Wesley, *do all you can to help yourself and others*
- ✓ Be friendly, kind and polite
- ✓ Keep hands, feet and objects to yourself
- ✓ Always show behaviour for learning

### Learning Behaviours

- ✓ We promote and discuss effective learning behaviour in lessons and assemblies.
- ✓ Learning behaviours are referenced frequently by staff and modelled when appropriate. They provide a framework for pupil self-evaluation.
- ✓ Since September 2018 we have referred to our 'Learning to Learn' poster:

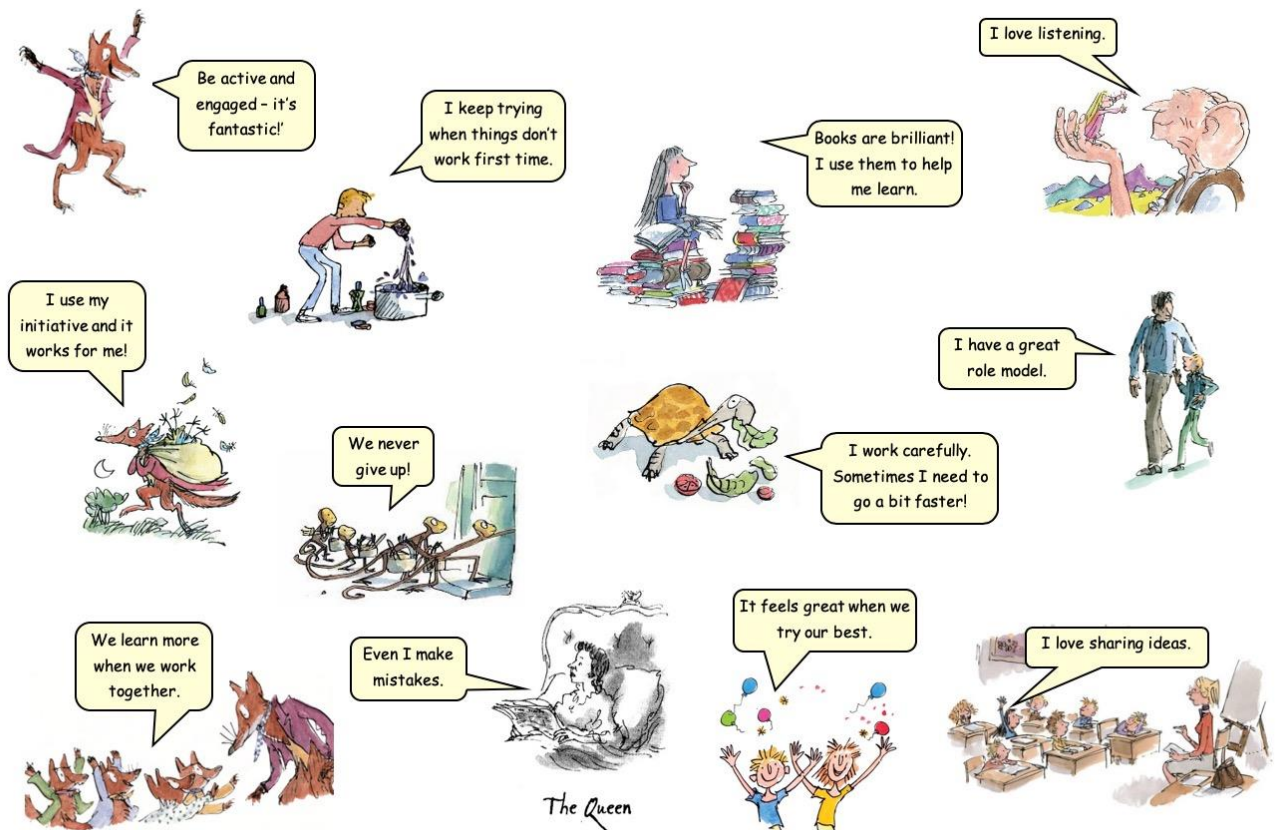


- ✓ Since summer term 2019 we have also created learning to learn characters that bring the behaviours to life. We have made two versions, targeting younger and older pupils in school:

### Early Years and Key Stage 1



### Key Stage 2



## **Rewards**

Our behaviour policy is based on a positive approach, where rewards and encouragement are the main strategies used to promote good behaviour. We use many opportunities to praise and reward children including:

- ✓ Praise given in class or around school - may be verbal or non-verbal
- ✓ Positive comments written on work
- ✓ Good behaviour stamps, entered onto individual merit albums which contribute to the whole school reward scheme
- ✓ Receiving a certificate in our Friday celebration assembly
- ✓ Bringing to the attention of other teachers or the headteacher children who have behaved particularly well and/or displayed an excellent attitude to learning

## **Discouraging inappropriate behaviour**

To discourage inappropriate behaviour in school we:

- ✓ Explain expectations clearly
- ✓ Point out good behaviour to emphasise the sort of behaviour that is desirable
- ✓ Use non-verbal signs
- ✓ Clarify and remind children of the Golden Rules
- ✓ Outline possible sanctions

## **Sanctions**

If children display inappropriate or poor behaviour, proportionate and reasonable sanctions are employed consistently and fairly. Sanctions may include:

- ✓ Verbal warning
- ✓ Change of position in class
- ✓ Remove from own class to work in a different classroom (incident recorded in class behaviour record from this point)
- ✓ Miss 5 minutes of breaktime to reflect on behaviour
- ✓ Report to the Headteacher
- ✓ Miss part of lunchtime to reflect on behaviour, write a letter of apology if appropriate and complete a pupil reflection sheet with the Classteacher or Headteacher
- ✓ Inform parents
- ✓ Attendance at lunchtime behaviour reflection and mentoring sessions for up to 5 consecutive days
- ✓ Draw up joint home/school strategies

## **Record keeping for behaviour incidents**

All class teachers maintain a class behaviour record. The Headteacher maintains the file of completed pupil reflection sheets. Major incidents are recorded in the Local Authority Major Incident Book for Reeth Community and Gunnerside Methodist Primary School Federation. This information may be shared with Local Authority Advisers. A copy of this information will be put in the child's record file.

## **Children are encouraged and expected to:**

- ✓ Follow the Golden Rules
- ✓ Feel happy and relaxed in a positive working atmosphere
- ✓ Develop self-confidence and self-esteem
- ✓ Learn to cooperate and build friendships
- ✓ Listen carefully to the teacher and each other
- ✓ Always follow instructions to the best of their ability
- ✓ Arrive at school with the equipment that is needed for the day
- ✓ Receive support when they may find it difficult to follow the Golden Rules

## **Staff are expected to:**

- ✓ Be good role models
- ✓ Create an engaging and effective teaching and learning environment which strives to meet the needs of all children

- ✓ Treat all children fairly and with respect, using sanctions clearly and consistently
- ✓ Participate in the school system for rewards and sanctions
- ✓ Keep a record of misbehaviour in class
- ✓ Receive support when experiencing difficulties with particular children
- ✓ Form positive relationships with parents and carers
- ✓ Contact parents and carers if there is a concern about the behaviour or welfare of their child

**Parents and Carers are asked to:**

- ✓ Support and work with the school as set out in the Home/School Agreement
- ✓ Be aware of the Golden Rules and discuss appropriate behaviour with their child
- ✓ Show positive interest in what their child is doing in school
- ✓ Contact school at any time to discuss their child's progress

**Anti-Bullying**

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

Bullying is wrong and damages individuals in different ways. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We ensure that all adults and children in our school are respected and respect others, their cultures, their differences and their opinions.

We encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting or any other use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - threats by text messaging, calls, e-mail and internet use

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is targeted and repeated.

**Building an Anti-Bullying Culture**

We develop a climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use the PSHE curriculum, drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children and the bullies, and to practise the restraint required to avoid developing bullying behaviour. Circle time and assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

**Dealing with Incidents of Bullying**

All the staff in our schools take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers take the following steps when acts of bullying are brought to their attention:

- Counselling and support for the recipient of the bullying, and sanctions for the child who has carried out the bullying (see sanctions above)
- Staff will listen and speak to all children involved about the incidents separately.
- The problem will be identified and possible solutions suggested.

- Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
- Appropriate action will be taken to quickly end the bullying behaviour or threats of bullying.
- Time will be spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future.
- The parents/carers of the children involved may be invited into the school, separately, to discuss the situation.

### **The Role of Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or the Headteacher immediately.

Parents have a responsibility to support the school's anti-bullying policy, by being good role models, actively encouraging their child to be a positive member of the school.

### **The Role of Pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. They will be encouraged to:

- Try not to let the bully know he/she is making them feel upset
- If they don't feel they can talk to someone about it, write it down and post it in the 'Worry Box'
- When they tell an adult about the bullying give them as many facts as they can.
- Keep on speaking out until the problem is solved.

### **Review**

This policy will be reviewed bi-annually.

**Approved: Full Governing Body, 26<sup>th</sup> November 2019**  
**G.Stainsby, Headteacher. B.Price, Chair of Governors.**



# Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

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## Pupil Reflection Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Describe what happened.

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Why was this behaviour wrong? How did your behaviour make other people feel?

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What do you need to do now?

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What will you do differently in the future?

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