



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

Behaviour and Anti Bullying Policy

Aims:

- ✓ To manage behaviour using a positive approach based on clear expectations, rewards, and, when required, sanctions
- ✓ To achieve a safe, calm and purposeful environment in and around school, allowing children to learn without disruption
- ✓ 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 a care for others
- ✓ To promote and provide a framework for pupils' social, moral, spiritual and cultural development

Our Golden Rules

- ✓ Be polite, friendly and considerate to others.
- ✓ Be sensible and hardworking in class. Try your best and let others get on also.
- ✓ Keep hands, feet and objects to yourself.
- ✓ Take increasing responsibility for your own behaviour.
- ✓ Look after the school buildings and equipment and be respectful of other people's property.

Children are encouraged to:

- ✓ Follow the Golden Rules
- ✓ Feel happy and relaxed in a good working atmosphere
- ✓ Develop self-confidence and self-esteem
- ✓ Learn to cooperate and know the value of friendship
- ✓ 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 encouraged to:

- ✓ Be good role models
- ✓ Create an 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 encouraged to:

- ✓ Support and cooperate 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
- ✓ Feel confident that their child is developing personally, socially and academically
- ✓ Know that they and their child will receive support when it is needed
- ✓ Feel welcome in school to discuss their child's progress in a positive atmosphere

Promoting positive behaviour

To promote positive behaviour in school we will;

- ✓ Discuss and reinforce The Golden Rules through class and whole school activities
- ✓ Listen to the children's opinions and involve them in decision making through the School Council
- ✓ Provide opportunities for individual children to discuss and reflect on their behaviour
- ✓ Identify and praise good behaviour
- ✓ Reward good behaviour with stamps entered onto individual merit albums which contribute to the whole school reward scheme
- ✓ Provide a framework in which children can develop responsibility
- ✓ Celebrate children's achievements through certificates in Special Assembly
- ✓ Bring to the attention of 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 will;

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

Sanctions

Children behaving inappropriately will be subject to a constructive discussion with and, if necessary, sanctions from:

- Classteacher*
- Headteacher

*It is envisaged that most behavioural concerns will be dealt with at this level

Sanctions for in class misbehaviour

- Verbal warning
- Change of position in class
- Remove from own class to work in a different classroom (incident recorded in class log from this point)
- Miss 5 minutes of breaktime to reflect on behaviour with the adult on duty
- 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 sessions for up to 5 consecutive days
- Draw up joint home/school strategies

Sanctions for breaktime and lunchtime misbehaviour

- A verbal warning
- Use of play equipment withdrawn
- Miss 5 minutes of breaktime to reflect on behaviour with the adult on duty. Report to classteacher (incident recorded in class log from this point)
- 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 sessions for up to 5 consecutive days
- Draw up joint home/school strategies

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, SEAL (Social and Emotional Aspects of Learning), 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 someone listens to them and helps them.

Record keeping for behaviour incidents

All class teachers maintain a class incident log. 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 and Consultants. A copy of this information will be put in the child's record file.

Action in the event of serious misbehaviour

The Headteacher has the authority and responsibility for giving fixed term and permanent exclusions to individual children for repeated acts of misbehaviour or a serious act of misbehaviour. In such cases procedures set out by NYCC will be adhered to.

Implementation and Monitoring

It is the responsibility of the Headteacher to implement the School Behaviour and Anti-Bullying Policy consistently and fairly throughout the school, and to report to The Governing Body, when requested, on the effectiveness of the policy.

All staff can contribute to school records of incidents of misbehaviour.

It is the responsibility of the Governing Body to monitor exclusions.

Approved by FGB, Spring 2016, Sue Pellatt, Chair of Governors.

Review: This policy will be reviewed bi-annually. Review: Spring 2018.



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Pupil Reflection Sheet

Name _____

Date _____

Describe what happened.

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

What do you need to do now?

What will you do differently in the future?
