

SHEERING CHURCH OF ENGLAND PRIMARY SCHOOL



Relationships, Behaviour and Anti Bullying Policy

*At our school everyone is given the opportunity to be the best they can be because
Everyone Matters.*

AIMS AND OBJECTIVES

Sheering Church of England Primary School is a Christian community, in which relationships with others are based on mutual respect and consideration for others and underpinned by our TERRIFIC Christian values. We aim to provide an ethos and an appropriate learning and social environment, in which children can learn and develop their full potential.

Children are encouraged to develop and understand the need to:

- Be **Trustworthy and Honest** in their dealings with others and to themselves.
- Be **Enthusiastic** in their work and play, and always aim to be the best they can be.
- **Respect** themselves and others and the building and resources that they use. Show this respect when they are representing our school in the wider community.
- Be **Responsible** for their actions.
- Be **Inclusive**, ensuring that they show respect, empathy and consideration for every member of our community and for visitors to our school.
- Play and work **Fairly**, taking into account the needs of others.
- Become **Independent** learners and critical thinkers throughout their learning journey at school and beyond.
- **Care** for themselves and others in our school community locally, nationally and internationally.

PROMOTING GOOD RELATIONSHIPS and BEHAVIOUR

To achieve our aims, we recognise the vital contribution that can be made by all those who come into contact with the children.

As adults in school, we are responsible for:

- Promoting positive relationships and behaviour at all times by highlighting good examples and with the fair application of praise, rules and rewards.
- Supporting children with challenging behavior and relationship difficulties, including the provision of support for parents.
- Encouraging children to do their best at all times and take a pride in their work and school.

- Valuing each child and providing opportunities to build and maintain each individual's self esteem.
- Using Collective Worship and assemblies to promote the values and aims of the school and to celebrate individual and school achievements and successes.
- Involving children in the local community.
- Setting a good example at all times and promoting a calm, Christian ethos.
- Giving children ownership and an increased sense of purpose in their work, through increasing choice, constructive criticism, sensitive marking and discussion of work.
- Involving children in setting and maintaining school rules through our established School Council.

All classes have rules to establish a safe and orderly working environment. Circle Times are held in each class to help children explore feelings, discuss issues and enhance their self-esteem.

Older pupils act as Play Leaders at lunchtimes to ensure that our lunchtimes are happy and secure times.

Friendship Week is held in the Autumn term to encourage our pupils to value their relationships within the school and wider community and to develop the values that will enable them to be the best they can be.

All of our work in school is supported and underpinned by the SEAL programme (Social and Emotional Aspects of Learning)

RIGHTS, RULES and RESPONSIBILITIES

Every member of our school community has the right to feel safe, to learn and to be respected. Our rules are based on these rights.

It is the responsibility of every member of our school community to ensure that the rules are discussed, agreed upon and displayed in a positive way.

They will be owned by all adults and children.

Rights are never enjoyed automatically. For these rights to work everyone must take on the responsibility of abiding by the school rules.

In order for everyone to follow the rules they must understand them and what the consequences will be if they break them. Rules will cover behaviour in the school building, playground and wider community.

The children write the school rules themselves with our youngest children being supported in their teams by the older children. The rules are discussed with all adults and agreed. Every member of the school community signs the rules to show that they agree with them. The rules are displayed around the school building.

POSITIVE RECOGNITION and REWARDS FOR GOOD BEHAVIOUR

In order to develop respect for others and responsibility for their actions, it is essential that positive behaviour is recognised both discretely and publicly. Often a quiet word during a lesson, in the lunch hall or on the playground, will reassure a child that they are behaving in the right way. However, we recognise that children

benefit from having their good behaviour celebrated with the whole school community and to that end we have a reward system that adults and children value. This includes

- Team points
- Golden Time
- A mention in the Happy Book which is read out in our Celebration Worship
- A mention in the Roll of Honour which is read out in our Celebration Worship and communicated to parents through the weekly newsletter
- Notes home to parents
- The Golden Table which recognises lunchtime behaviour
- Extra playtime
- Headteacher's Star of the Week
- Green cards are awarded by the MDAs at lunchtimes for children who are following the 5 rules.

In addition, each class may have a reward system that is managed by Class teachers.

CORRECTING INAPPROPRIATE BEHAVIOUR

While our emphasis is on the encouragement and rewarding of good behaviour, there may be occasions when we must deal with inappropriate behaviour.

We use a system of yellow and red cards to help children recognize when their behavior has been inappropriate and to allow them to improve. The School Council and Playleaders devised a list of occasions when a yellow and red card would be given and decided upon the consequences of receiving a card.

A yellow card is given for the following:

- ❖ pushing and shoving another child
- ❖ showing disrespect to an adult
- ❖ teasing or taunting another child
- ❖ playing in an out of bounds area
- ❖ disrupting learning
- ❖ showing a lack of respect to an adult
- ❖ showing a lack of respect to the property of others or the school
- ❖ ignoring the end of playtime cards

A red card is given for the following:

- ❖ bullying
- ❖ racial comments
- ❖ hurting another child intentionally
- ❖ swearing
- ❖ shouting at an adult

Children always receive at least one warning before a card is issued. The age of the child is taken into account and all adults use their discretion.

A yellow card remains on a child's record for a week and is then destroyed. The following week starts with a clean sheet. Two yellow cards in one week become a red card. The first red card in a term results in missed play and lunchtime for a day. The second red card in a term results in two missed lunchtimes. Further red

cards are referred to the Headteacher who will consider exclusions. At the end of each term red cards are destroyed but will still be considered should a child continue to show no improvement in their behaviour. Parents are notified as soon as a red card is issued so that we can work in partnership to improve the situation. When a child continues to break the agreed rules and is repeatedly receiving red or yellow cards an individual behaviour programme will be discussed.

BEHAVIOUR PROGRAMMES

Some children need extra help to be taught to make the right choices and to learn how to behave appropriately in school.

This usually takes the form of agreed targets in class with appropriate rewards that are earned in the short term and are visual so that the child can be encouraged to improve. It is essential in this process that the teacher, child and parent work together to support and reinforce the attempt to change behavior. We also use group programmes which currently include a Friendship Group programme and Smart Thinking. Both of these are delivered if the need arises.

There are times when we need to draw on the professional advice of other agencies to help us set targets and develop strategies for children with behavioural difficulties. This is always done after consent is given from parents. We use the expertise available from the Team Around the School and Behaviour and Attendance Partnership at the Harlow Education Consortium and the Essex County Council Behaviour Support team. Children requiring support from outside agencies will usually be placed on our Special Needs Register. We will work in close partnership with parents and monitor the effect strategies are having on behaviour and academic progress.

OUR ANTI-BULLYING POLICY

This school will not tolerate bullying in any form.

"Research suggests that bullying not only causes considerable suffering to individual pupils but also has a damaging effect on the school atmosphere" (Elton 1989)

The dictionary defines "bully" as "a person who uses strength or power to coerce others by fear."

It must include any behaviour which denies others' respect, feeling of safety and right to learn.

Every incident of bullying will be followed up in our school and the victim will feel supported. In this way hopefully the likelihood of a recurrence is reduced. We will provide opportunities for victims of bullying to tell adults confidentially and in a sensitive way.

We will never, 'bully the bully' as this will only give credibility to their behaviour. We will always contact parents and put strategies in place to change bullying behaviour.

All members of staff will be aware of our behaviour policy, including that of bullying, and will follow the school procedure.

- We will always listen to and follow up any complaint by a child.
- We will always listen to "the other side of the story" and not judge until we are confident that we understand the whole situation.
- If a pattern of bullying is emerging, we will keep a record of it and inform other members or staff to do the same. We will contact parents at the earliest opportunity to seek their support.
- If the bullying persists we will involve the child in a behaviour programme to try to break the habit of the bullying.
- We will encourage peer disapproval.
- We will encourage the victim to stay calm and not to lose their temper or retaliate.
- We will encourage the children to shrug off or ignore casual taunts and walk away.
- We will always reassure and comfort the victim and provide them with a trusted adult to give confidential support.

WORKING WITH PARENTS

When a child demonstrates persistent and ongoing problems we will involve the parents at the earliest possible time, aiming to work closely together for consistent boundaries and behaviour management of the child.

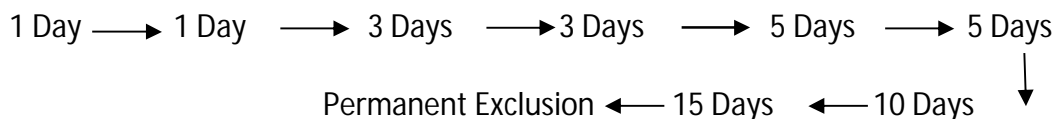
It is vital that the child perceives that the parents and school are working together and that the parents are backing the school.

Frankness and honesty between parents and school are vital for helping the child. Parents must respect the school for their experience, knowledge and professionalism; the school must respect the parents for their knowledge of the child. To this end we encourage parents to keep us informed about any unusual behaviour at home or any concerns that they may have about their child in school.

EXCLUSIONS

It is with regret that ongoing and sometimes one off seriously bad behaviour will sometimes be met with temporary/permanent exclusion in line with Local Authority/DFE procedures.

For ongoing/unimproved bad/disruptive behaviour there is an incremental **cumulative** system of exclusions possibly leading to permanent exclusion. This is as follows:



We will always try to inform parents that their child is 'at risk' of exclusion. However, this may not always be possible if the behaviour is such that immediate exclusion is necessary.

Unacceptable behaviours that might lead to an exclusion include:

(Taken from DFE lists)

- Persistent disruption to learning
- Physical Violence

- Threats of violence
- Serious lack of respect for others or property
- Racial or sexual harassment
- Persistent bullying of any kind

If members of staff feel that a child will not obey instructions or might behave in a way, which would constitute a risk to others, he/she may be excluded from school visits/journeys. Continual disruptive lunchtime behaviour could result in exclusions from the school site at lunchtimes for a set period.

This Policy was updated and revised in the **Spring Term 2017** and has been adapted from a model devised by Harlow Headteachers in June 2009. The policy on exclusion is followed by all schools in the Harlow Education Consortium.

Equal Opportunities

(See school's equality scheme)

All pupils (regardless of gender, cultural background, class, disability and ability) will have the opportunity to achieve the highest possible achievements without making impossible demands on them.

All children will be encouraged to value their own and other people's contributions.

For further details, see the School's Equal Opportunities Policy.

Date of draft policy: April 2017

Date of review: April 2019