

Sutton Benger C of E VA Primary School

Positive Behaviour and Anti-bullying Policy

School Vision & Aim of this policy



Together as one family, we 'Strive for faith, love and peace', believe in the values of God and succeed with grace.

(2 Timothy 2:22)

Rooted in the Bible, our School Vision emphasises the nature of our school community as 'one family'. Like any family we sometimes fall out and have our differences. There are times when our behaviour falls short of what is expected. Our Vision shows our shared aims as a school; how we strive, or 'work very hard' to serve God through our Christian faith, outwardly showing love and peace towards each other in our actions, celebrating our successes as 'one family' and being gracious, or 'kind and forgiving' of each other in order to develop good relationships.

This policy provides a clear code of conduct for adults and children at Sutton Benger Primary School. It fully reflects the values and principles that we feel are important for the Christian ethos of the school.

At Sutton Benger, we work in partnership with parents to enable children to get the most out of their time with us. We recognise that good behaviour is a requisite if we expect children to grow as individuals and we promote the importance of a positive approach to behaviour. We aim as a school, to produce a safe and secure environment where all can learn without anxiety by developing a school ethos in which bullying is regarded as unacceptable and we do everything we can to prevent it. Bullying is action taken by one or more children with the deliberate intention of hurting another child over a period of time, either physically or emotionally, and can be direct (physical or verbal) or indirect (being ignored or cyber bullying).

Developing good relationships

Good relationships are key when working together as 'one family'. Our school vision with the emphasis on family puts positive relationships at the heart of all we do. How we feel about ourselves has a direct impact on our behaviour and our ability to learn well. Good self-esteem develops from relationships with each other. All staff members are important role models and so it is essential that we are aware of the need to build up the quality of relationships between adults, between adults and children and between children. We do this by:

- Showing warmth.
- Listening carefully.
- Being fair and honest.
- Showing good manners.
- Communicating clearly and politely using names.

- Asking questions, but not interrupting.
- Sharing feelings.

In response to issues which have arisen in class and in order to boost the children's self-esteem, each class holds circle time sessions. During these children can talk freely about their concerns or worries and help each other to devise solutions. Teachers act as facilitators during these sessions, rather than controlling the direction of the sessions.

Prevention and strategies to reinforce the anti-bullying message:

We recognise that sometimes relationships can break down for a variety of reasons. There is much we can do to try and prevent issues escalating by both intervening and doing pre-emptive work. At the heart of this is the School's Vision which emphasises that we '*strive for love and peace*'. The suggested actions below are some ways where we are demonstrating this.

- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying.
- Children participate in role play work in class as part of their PSHE learning.
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross-curricular themes, drama, story writing and literature.
- A whole school reward system.
- Adult modelling of appropriate responses to a wide range of scenarios.
- Children have a clear understanding of their rights and responsibilities.
- Online safety frequently discussed and taught. Computing subject leader runs termly e-safety sessions in each class.
- Adults deal with a situation, even if minor - talking to the children may prevent the situation escalating.
- Publication of 'The Golden Bees' of positive behaviour are displayed in school.

Encouraging positive behaviour

We promote and strive for Peace in our school family. We do this by being aware of the importance of encouraging appropriate behaviour in school and how this can be achieved. The ethos of the school as a whole is central to establishing and maintaining high standards of behaviour. We encourage the children to live out the School's Christian vision and values in order to help them develop into well-rounded members of society.

School Golden Bees

At Sutton Benger we all follow the school rules which are the Golden Bees.

They are:

- Be proud of your school and look after it.
- Be kind and caring of others.
- Be honest and polite always.
- Be hardworking and an excellent learner.

Above all...

- Believe in yourself.

In addition, each class develops their own set of class rules at the start of each academic year, which are displayed in class.

Rewards

Regular and appropriate praise and encouragement is central to the ethos of our school family. All members of staff consistently use a range of rewards to encourage positive academic and social behaviour, as well as the keeping of the School Golden Bees and class rules. These therefore promote our relentless striving for 'peace and love' as one family.

Rewards may include the following:

- Verbal praise.
- Written praise, in line with the school's marking policy.
- Stickers including special Head Teacher award stickers.
- Certificates celebrating success in the super learning powers (resilience, resourcefulness, helping others to learn, learning together, thinking about own learning and being an aspirational learner) are awarded in special weekly celebration worships.
- Certificates from the Head teacher celebrating good behaviour and outstanding achievement.
- Name in the Golden Book and celebrated in the weekly celebration worship.
- Merits earned for good learning or behaviour.
- Super learning beads in the jar (linked to the super learning powers – children work together as a class and when they have earned a specific amount they are entitled to a class treat).
- Sharing good work with other staff members.
- Special responsibilities.
- Weekly Golden Time.

Sanctions

There are times when children make the wrong choices and it is necessary to apply sanctions. When doing this, we treat children with dignity and actively look at how we can support the child repair relationships in our school family.

When children make poor behaviour choices, we follow the school's sanction system. This is used consistently throughout the school and is in hierarchical form. However, there may be instances when it is not appropriate to move from step one onwards and an immediate jump to a more serious sanction is required.

1. 1st verbal prompt and reminder of expected behaviour.
2. 2nd verbal prompt and reminder of expected behaviour.
3. Time out within the classroom.
4. Loss of 5 minutes break/lunch time in order to reflect on the behaviour/catch up on learning missed as a result of poor behaviour choices.
5. Time out in a different classroom. Parents informed by the class teacher if appropriate.
6. Visit the Headteacher - appropriate consequence put in place related to the poor behaviour choice. Parents will be informed if appropriate. Persistent poor behaviour is noted on the child's school record. During lunch times, MDSAs can give children 2 or 5 minutes (2 minutes for KSI and 5 minutes for KS2) time out if their behaviour is unacceptable. When this happens, the child's name and incident should be

recorded in the school behaviour book. This book is monitored weekly by the Headteacher in order to help identify children who require extra support in making good behaviour choices at lunch times. If any problem of behaviour either inside or outside of the classroom is occurring regularly, then parents must be informed promptly. If necessary, an individual support plan can be drawn up with targets for behaviour. If problems continue, it may be necessary to involve outside agencies such as the educational psychologist or behaviour support team. In cases of extreme behaviour, the school will follow Wiltshire Council's guidance on exclusions. Some examples of extreme behaviour include: physically harming others or damaging property.

Specific roles in adhering to this policy

The governors' role is to:

- Monitor how effectively the school is living out its Christian vision through the application of this policy.
- Support the Headteacher in all attempts to provide a positive environment in which good behaviour choices are made by all and bullying is eliminated. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- Monitor any incidents of serious behaviour (including exclusions) and bullying that may occur, and review the effectiveness of this policy regularly.

The Headteacher's role is to:

- Promote the school's Christian Vision, ensuring all staff members understand and apply it, within lessons, at lunchtime and at all times of the school day.
- Have high expectations of behaviour throughout the school. Ensure that all children know that bullying will not be tolerated.
- Implement a positive behaviour system for the whole school. Celebrate this through the weekly celebration worship as well as informal discussions with children and parents.
- Be supportive to children and their parents over a period of time.
- Record instances of bullying and speak with the parents of the children involved.
- Be supportive to all adults in the school regarding promoting positive behaviour and eradicating bullying. Provide training where appropriate.
- Ensure that all staff members are aware of the school policy, and know how to identify and deal with incidents of bullying.
- Discuss inappropriate behaviour with a child according to the school's sanctions.
- Work in conjunction with parents, community members and outside agencies as necessary.
- Induct all newly arrived parents and staff so that they are aware of the policy and its implications.
- Recognise and meet the specific needs of particular SEND children with regard to behaviour, whilst striving for fairness for all.
- Follow Wiltshire's exclusion guidelines where necessary.

The class teacher's role (including supply teachers) is to:

- Adopt our School's Vision and to live this on a daily basis, being a role model to the children in our care
- Foster a calm, caring, positive and co-operative learning environment.
- Positively reinforce good behaviour in line with the school's reward policy.
- Record all incidents of bullying that happen in their class (using their class concern book) and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will discuss this with the Headteacher and decide on the appropriate action.

- Discuss the School Golden Bees and class bees regularly and display them prominently in the classroom.
- Consistently and fairly apply sanctions in line with the school's sanction system.
- Establish guidelines for wet lunch time activities and display these prominently in the classroom.
- Hold regular circle time and PSHE sessions to promote self-esteem, positive behaviour and reflective discussion.
- Ensure that parents regularly hear "good news" about their children.
- Use target sheets and pupil profiles for children on the SEND register for behavioural difficulties.
- Recognise and meet the specific needs of particular SEND children with regard to behaviour, whilst striving for fairness for all.

The teaching assistant's role is to:

- Adopt our School's Vision and to live this on a daily basis, being a role model to the children in our care.
- Contribute to maintaining a calm and co-operative learning environment.
- Apply the school's rewards and sanctions fairly and consistently, in line with the school's policy.
- Record all incidents of bullying that happen in their class (using their class concern book) and that they are aware of in the school. Inform the class teacher of any record made so the incident can be dealt with.
- Ensure that teachers hear "good news" about the children's behaviour.

The MDSA's role is to:

- Adopt our School's Vision and to live this on a daily basis, being a role model to the children in our care
- Reward good behaviour at lunch times in line with the school's policy.
- Be vigilant so that incidents of poor behaviour choices or bullying do not go unnoticed.
- Consistently apply the School Golden Bees.
- Help the children to follow the School Golden Bees.
- Follow the sanctions hierarchy for children choosing to misbehave.
- Report good and poor behaviour to the class teacher at the end of lunch time where necessary.
- Seek support from the teacher(s) on duty when necessary and if more serious, ask for the Headteacher.

The parent's role is to:

- Support our School's Vision and our aim to create a school family that lives well together.
- Support the school in maintaining high standards of behaviour.
- Reinforce the school's policy concerning positive behaviour and anti-bullying, actively encouraging their child to be a positive member of the school.
- Lead by example; modelling positive behaviour in and around the school.
- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow. If a child has bullied your child, please **DO NOT** approach that child or their parents on the playground or involve an older child to deal with the bully. Social media is not an appropriate platform for dealing with incidents of this nature, therefore no investigation/contact with parties involved should be sought through this medium.
- Please make sure that you advise your child not to fight back in cases of bullying as it can make matters worse. Tell your child that it is not their fault that they are being bullied.

- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential; do not discuss them with other parents on the playground. Please speak to school staff if you have concerns.
- If a parent is dissatisfied with the way the school has dealt with a behaviour or bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the Governing Body via the clerk.

The children’s role is to:

- **Live out our School Vision.**
- Follow the school’s Golden Bees and Class Bees.
- Behave in a responsible manner which makes them, their school and their parents proud of their behaviour.
- If they are the victim of bullying, then tell an adult they trust straight away. Teachers will take them seriously and will deal with the bullies in a way which addresses the bullying and will not make things worse for the child.
- If a child is getting emails, texts or messages that makes them feel uncomfortable please save them and show them to an adult. **DO NOT** respond to them.
- Remember that you do not deserve to be bullied and that it is wrong.

Monitoring

This policy is to be monitored by the Senior Leadership Team. The Governing Body will also review this policy with the Headteacher once per year to ensure that the practice within the school matches the policy. Where there are differences, the policy will be formally reviewed.

Evaluation

The Headteacher will report to the full governing body at least once a year on the standards of behaviour, including any incidents of bullying, in school. The number of incidents of bullying are reported to the Governing Body once each term.

Equal Opportunities

We will enable all children, regardless of lifestyle, race, gender, or ability (ref the Equalities Act 2010) to flourish within a school culture that encourages them to succeed to the very best standard of attainment. We will be mindful of resources, equipment and activities that secure this.

Date adopted by FGB	Summary of changes made
April 2019	Following the revision of the school’s vision, explicit references are now made within this policy.