



Hampreston CE (VA) First School

To Love God and to Love one another.

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Review Date: March 2019

Positive Behaviour & Anti-Bullying Policy 2019-20

Building Relationships and an Emotionally Healthy School



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Rationale

Our behaviour and discipline policy must be set in the wider context of the moral and spiritual development of our children. As a Church of England school we have a commitment to the teaching of the Christian gospel and this informs all our work. The values and attitudes which we encourage from the start of each child's education at Hampreston are clearly set out in our prospectus.

In formulating this policy we seek to achieve a consistency of approach and attitudes between staff, parents and children. We believe that high standards of behaviour and discipline are essential elements of a successful school.

This policy is agreed and promoted by all members of our school staff and governing body. The policy is always available to parents, children and visitors so that they may fully understand and support our aims and expectations.

Aims

We aim to:

1. Build a happy community of children and adults at Hampreston School
2. Develop an awareness of the needs of others
3. Develop in our children self-discipline and self-control
4. Encourage respect for each other, for all staff and visitors to school and for our environment and resources
5. Encourage and practise good manners and courtesy in and out of the classroom
6. Achieve a working environment in which children can concentrate and study
7. Train our children to move safely and sensibly around school and in the grounds

Strategies

We believe that the key factor in achieving our aims is the quality of relationships between staff and children. At Hampreston we have the opportunity to get to know all our children very well and to build a relationship with each of them, based on trust and affection (and humour too!)

We also develop good relationships with parents and encourage them to tell us when their child may have anxieties, physical problems, stress or sadness in their lives. We recognise that there may be many reasons why a child may not be conforming to our expectations and we are sensitive to that child's needs as well as the needs of others.

All our staff share responsibility for all of our children and we support each other in all matters of discipline and behaviour. We have high expectations and make these clear from the child's first days in school, but we take care to explain why and how these are to be achieved.

Moral and ethical issues are discussed in class times, in PHSE, R.E. sessions and in assemblies. The children are encouraged to make connections between Bible and other stories and their own lives today. An important part of our work is helping our children to understand their feelings and the causes and consequences of their own actions.

Children specifically learn how to treat others through SEAL activities, Rights Respecting Schools work and in assemblies.

Reading, writing or telling stories, role play and drama are all used to explore and understand the range of emotions that contribute to human behaviour.

We try to be consistent, doing what we say we will do and not making threats that we are not prepared to follow through.

Accentuate the positive! The child's self-esteem must be built up. We encourage and praise whenever possible and we tell parents, other children and staff when a child has done well. We use the Friday end-of-the-week assembly to highlight achievement in work, play or behaviour.

We point out examples of kind, thoughtful, unselfish behaviour as they occur.

We try to set a good example ourselves in our attitudes to the children and to each other.

We are enthusiastic about our school and believe that if we provide a stimulating and happy learning environment then problems are less likely to arise.

Thorough preparation of resources, the presence of the teacher / teaching assistant in the classroom as children arrive and clear instructions about the task or activity to be undertaken help to ensure a good working atmosphere.

Wherever possible we involve the children in organising their own guidelines, e.g. the playtime code, and discussing issues as they arise.

The children's own playtime code:

PLAYTIME CODE

1. Let other people join in your game and play fairly.
Explain your game, then give them a chance.
2. Only play football on the pitch.
That is on the field where the goals are.
3. Always tell the person on duty if you are hurt, unhappy, upset or there's a problem
But don't tell just to get someone in trouble.
4. Care for our school grounds.
Put all litter in the bin and protect our flowers, trees and shrubs.
5. **Treat others as you would like to be treated.**

At lunch-time children are expected to eat their lunch quietly and clear away their things afterwards. During their lunch-time play they are in the care of supervisory assistants who have co-operated in the formulation of this policy. It is vital that the teaching staff support them in their role.

RIGHTS AND RESPONSIBILITIES

The children have agreed the following rights and responsibilities which also serve as a Behaviour Code.

You have the right to voice your opinion and say how you feel.

You have the responsibility to respect others and listen to them

You have the right to be safe

You have a responsibility to help keep others safe by following the safety rules

You have the right to use school books, materials and equipment

You have the responsibility to take care of all school materials

You have the right to fair treatment

You have the responsibility to treat others fairly

You have the right to a good education

You have the responsibility to do your best

Everyone at Hampreston recognises that on occasions there will be examples of inappropriate behaviour and these will be discouraged. Unacceptable behaviour will be dealt with promptly to ensure a safe and positive learning environment. We use a range of sanctions and employ each sanction appropriately to each individual situation. These negative consequences include:

- a reminder
- a specific warning
- losing some playtime or a privilege e.g. choosing a special activity
- staying with the teacher on duty throughout playtime
- sending the child to the Headteacher
- communication with parents
- specific monitoring / support

We recognise that it is crucial to:

- be firm but fair
- talk about the incident with the children concerned. We understand the need to listen to the child and encourage them to explain their actions before reaching our own conclusions.

Unacceptable behaviour

1. Unkind or spiteful behaviour towards other children or adults.
2. Racist incidents
3. Rudeness
4. Deliberate damage to the property of others
5. Bad language

As made clear in our policy for race equality, we are committed to challenging racism in all its forms. Any such incident would be reported at once to the headteacher and appropriate action taken.

Anti – Bullying Policy

We take the issue of bullying very seriously. We define bullying as the persistent, premeditated, unprovoked victimisation of a child by another or a group of others. Although rare in our school, such incidents would always be dealt with by the headteacher, and parents are encouraged to report such a problem directly to the class teacher and/or the headteacher if it occurs.

The school does not tolerate bullying of any kind. Through assemblies and PSHE/circle time sessions, children are taught what bullying is and what to do if they are being bullied or if they feel someone else is being bullied. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate unkindness, we recognise that it is of paramount importance that children feel safe and happy about coming to school.

In the case of a persistent problem it may be necessary to involve outside agencies e.g. school nurse, educational psychologist, always in consultation with the child's parents. We have never needed to exclude a child from school, but should the need arise, the decision to exclude is made by the headteacher in consultation with the Governing Body and following DfE exclusion guidelines.

In exceptional circumstances staff may use force or restrain children as set out in DfE/LA guidance.

**"A child most needs loving when it is least lovable"
Difficult to achieve, but worth aiming at!**

This policy has been prepared by the governors, headteacher and staff and is regularly reviewed. Parents and children are actively involved in ensuring that this policy works in practice.

Hampreston First School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.