



**Kirkby on Bain Church of England Primary School**

*Learning together for life*



## **RELATIONSHIPS, BEHAVIOUR & ANTI BULLYING POLICY**

**This policy is to be read in conjunction with the school's safeguarding policy.**

### **1. Our aim**

To create a happy and secure environment in which all children can thrive socially, emotionally, spiritually and academically.

At the core of our policy towards good behaviour in our school there are some important underlying principles:

- The teaching and non-teaching staff in this school aim to provide a caring, friendly and safe environment for all of our children so they may learn in a relaxed and secure atmosphere. The children are valued and are encouraged to be polite and courteous to each other and work and play together in a friendly and cooperative manner.
- To develop socially acceptable skills in all children based on the assumption that we should treat others how we wish to be treated ourselves. (Matthew 7:12)
- We all have needs. If these are shared relationships can be built, sustained and restored.
- Shared responsibility by all members of staff towards behaviour in our school. This responsibility also extends to the children.
- To establish a consistent approach to the management of behaviour of children in and around the school and an understanding of the importance of focusing on the many positive aspects of behaviour in our school.

### **2. Philosophy in respect of the management of pupil behaviour**

**2.1** The ethos of this church school is based on Christian values and seeks to provide an environment where children are given a sense of belonging and are encouraged to learn. It is important children understand how our Christian values can be reflected through positive behaviour (Appendix 3). Our Christian values are a thread throughout our school community.

**2.2** The family atmosphere within this small school encourages older children to have due regard for the younger children. We feel this atmosphere is based on harmonious relationships between the teaching staff, the children and all adults within the school.

- 2.3** Children enjoy *restorative approaches* (Appendix 1), which is seen to be fair, and helps to build, maintain and repair relationships in our school. We also use a consistent and clear approach to supporting children in making appropriate choices about their behaviour. A positive approach to learning and positive behaviour choices are recognised, celebrated and rewarded as part of this system. Children are more likely to develop self-discipline when given responsibility and challenged and motivated by the tasks set before them.
- 2.4** We offer all children an environment in which their work is valued and in which they are stimulated to learn. Children with special educational needs may be particularly vulnerable and tasks need to be differentiated to match ability and progress and reviewed regularly to avoid frustration.
- 2.5** The children are encouraged throughout the school to become increasingly independent and responsible for their own behaviour. The school adopts *restorative approaches* as a means to helping children to do this. Use of a visual behaviour ladder and a code (Appendix 2) supports children in making appropriate choices about their behaviour and celebrates positive role models. Acceptable social behaviour is encouraged for the benefit of the children, parents and staff.

#### Our Behaviour Ladder

Children begin each day with their named peg pinned on the central 'Ready to Learn' section of the ladder communicating our expectation that children demonstrate a positive approach to school and learning.

Positive behaviour is recognised and celebrated, resulting in their peg moving up the ladder. Reaching the top 'Outstanding' section results in a certificate going home at the end of the that day. Receipt of multiple or cumulative 'Outstanding' certificates is communicated by the teacher to parents via a face to face conversation or a phone call.

Where children are not making appropriate choices about their behaviour or where a less positive approach to learning is evident, children are supported to self-correct their behaviour through the visual reminder of their peg moving to the 'Think about it' section. Where this is corrected, pegs are moved back to 'Ready to Learn'. Where it is not corrected, pegs are moved to the 'Adult Choice' section. The adult will then determine the appropriate sanction. Movement to parent contact will result in referral to the headteacher and a phone call or meeting with parents to discuss the best way forward in addition to a sanction.

### **3. Key issues**

#### **3.1 Peacemakers –**

The school follows a restorative approach which allows schools to become solution focused. They allow children to develop strong conflict resolution skills; learn about their own behaviour and its effect on others; encourage children to recognise harm caused and to resolve their own conflicts in an appropriate and supportive way. This is used to resolve misunderstandings or disputes between peers. We call this peacemakers.

Peacemakers helps to build, maintain and repair relationships. The dedicated peacemaking session follows five specific questions (see appendix 1) although they are part of a broader culture of emotional literacy and peacemaking throughout the school that uses the following techniques:

- check in, check out time
- circle time
- collective worship and assemblies
- peacemaker sessions
- displays promoting emotional literacy
- peer mediation

We ask that the children explain how they are feeling so that they can identify how they react when they have these feelings and how they can respond well to them. As such we try to move language away from "happy", "sad" and "angry" and towards more specific language such as "proud", "frustrated" and "annoyed".

Each class will identify the needs of each class in September and the school council will collate these into the "shared needs of the school". These are displayed prominently, including within the playground and they are discussed in all classes and in collective worship. Also on completion, they are added to appendix 2 of this document.

### **3.2 Why peacemakers?**

- To encourage appropriate behavioural choices
- To provide a safe environment and opportunities to discuss issues
- To encourage people to talk about how they think and feel
- To develop an acceptance of responsibility
- To develop emotional intelligence

### **3.3 Consistency**

Consistent implementation of a whole school behaviour policy, including *restorative approaches* and rewards as well as sanctions as appropriate, may help to prevent a breakdown in relationships and eliminate the need for exclusion.

During peacemaker sessions everyone involved in an incident is provided with an opportunity to share what has happened, how they are feeling about it and how it has affected them. By going through this process, everyone is able to put right what went wrong whilst feeling listened to. It can bring those affected by conflict and those responsible for conflict into communication. This helps us build good relationships and gives everyone involved the skills needed to resolve problems, begin to repair harm and find a positive way forward. Using this method allows both children and adults to become more independent and develop empathy for others.

### 3.4 **Classroom management**

The aim is to cultivate a calm and relaxed working atmosphere which ensures the optimum opportunity for learning and the building of relationships.

- Teachers take control of their working space and are free to arrange their classrooms in the way that will maximise potential for learning, whilst reflecting safety and ease of movement.
- Classrooms are organised to develop pupils' independence. Resources are readily accessible and responsibilities for specific areas delegated.
- Children enter the classroom and sit down / continue their tasks as appropriate, to ensure a prompt start to each session.
- Differentiated and varied activities are planned to encourage a range of pupil responses and cater for a range of learning styles.
- Noise levels are defined according to the type of activity.
- Children stay on task for an appropriate length of time.
- Children respond at the first time of asking.
- Clearing away sessions are shared, controlled and calm experiences. Children are given responsibility and the time to clear away.
- Children enter and leave the classroom in a quiet and orderly manner.
- Children are taught proper use and care of resources and equipment and how to access and return them.
- Responsibility for the atmosphere within the classroom is shared with the children.
- The pace, variety and level of work for individual children is appropriate.
- Good behaviour is reinforced through praise.
- Where children are not making the best choices, a visual reminder is used to support them in correcting their own behaviour. This is part of our behaviour ladder which is displayed across school and referred to by all staff.

### 3.5 **Collective worship and assemblies**

- Children line up quietly in the classroom ready to go into collective worship or assembly.
- Children walk into assembly and sit down in a quiet orderly manner.

### 3.6 **Lunchtimes**

- Children talk quietly to those around them and show good manners when eating.
- Children enter the school and classrooms in a calm and orderly manner following a lunch break.
- Play equipment may be used on the playground at lunchtimes.

### 3.7 **Around school**

- Monitoring behaviour in and around school is the responsibility of all adults.
- Children should walk quietly around the school with minimum disturbance to others.
- The cloakroom and toilet areas should be used in a calm and orderly way.
- Children should not interfere with others' possessions.

- Children will be supervised in the cloakroom at the end of each break time.
- After school, children under the responsibility of their parents/carers are expected to behave in a manner expected of them whilst in school. This includes children who travel to and from school by bus.

### **3.8 Physical education**

- Children should change for PE quietly and quickly.
- Children should be listened to carefully, respond first time and be calm during these sessions.

### **3.9 The playground**

- Selected apparatus will be available during most break times.
- Children may ask for additional equipment
- Children should keep their hands and feet to themselves.
- During wet playtimes children will undertake a choice of activities available in the classroom.
- Peer mediators will be used to address issues when appropriate.
- Our Christian values , pupil needs (agreed by the children) and guidance, particularly when using the playground bars, are displayed in the playground.
- At break times, children use calm, quiet voices when moving around school to go out to break time and leave the building at break time quickly.
- As soon as the bell goes at end of each break; children put the equipment away, gather their belongings and line up silently
- Children then walk from the playground quietly (but not silently) using indoor voices only.
- Staff are strategically positioned to ensure this is carried out in a safe and sensible way.

### **3.10 School visits**

- When on transport children will remain seated and use seatbelts.
- The teacher in charge will make a risk assessment of all trips for the safety of all concerned. This must be signed by the headteacher, saved on g-drive and in the “risk assessment” folder in the headteacher’s office.
- Children should behave in an acceptable manner in the community.

### **3.11 Swimming**

- Children will change quickly and quietly.
- Children listen and respond first time to all instructions and emergency signals.
- Children and staff walk around the pool at all times.

## **4 Aims**

The aim is to provide:

- A consistent standard and expectation of behaviour and relationships. This is based on the shared needs of each class and the school as a whole.
- An environment that fosters a positive approach to learning.
- A foundation of self-discipline needed for personal achievement and building, maintaining and restoring relationships.
- A stable background to develop the self-confidence for personal development.
- A background against which relationships between children, parents/carers and staff can develop with confidence and trust.

## 5 Guidelines

- Around the school, knowing and responding to the shared needs of everyone in the school is everyone's responsibility.
- Praise for things 'well done', thoughtful, good behaviour and a clear, consistent approach to unacceptable behaviour, is more effective in maintaining standards than a reprimand.
- Identifying unacceptable behaviour as a break down in relationships or a failure to have a need met allows for effective restoration.
- Recurring problems must be made known to all teaching and non-teaching staff to provide a consistent approach.
- All children must be aware of what is unacceptable behaviour and what is bullying.
- Children are encouraged to report bullying to any adult
- Children are encouraged to restore broken relationships themselves or to use peer mediators
- Individual reward contracts may be used to target and modify consistently unacceptable behaviour.

## 6 Bullying

**6.1** Every adult member of the school community is committed to providing a safe, happy environment for the children in our care. We recognise that even in the most secure of environments bullying can take place. We consider bullying to be a serious breakdown in relationships, a failure to meet others' needs and an unacceptable form of behaviour. It is an issue to be treated seriously on every occasion. We believe that every child has the right to feel safe and happy in school.

**6.2** Children are encouraged to report to any member of staff any behaviour which is causing them concern. All staff are committed to listening to any such complaint and investigating it.

- **6.3** We define bullying as **repeated behaviour** which is deliberately intended to hurt someone either emotionally or physically. It is difficult for those being bullied to defend themselves.

Bullying can take many forms including:

- repeated physical assault
- repeated and targeted teasing
- making deliberate threats towards another person over a period of time
- repeated and targeted name calling
- cyber bullying

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**6.4** The teaching staff and the children are aware that bullying can be:

- Physical – hitting, kicking, punching, taking belongings.
- Verbal – name calling, insulting.
- Indirect – spreading hurtful stories about someone, excluding someone from social groups. This includes cyber bullying

### **6.5 Signs of bullying**

All teaching and non-teaching staff need to be aware that bullying can result in **depression, low self-esteem, shyness, poor academic achievement, isolation.**

### **6.6 Anti-Bullying Policy**

Bullying of any form is unacceptable in this school. If bullying does occur, all children should feel that they are able to inform a supervising adult and know that incidents will be dealt with promptly and effectively. Any parent or child who knows that bullying is taking place is encouraged to inform a member of staff as soon as possible.

- All teaching and support staff should have an understanding of bullying.
- The procedures for reporting unacceptable behaviour should be understood and followed.

### **6.7 Preventative Measures**

We believe the following strategies should reduce the likelihood of bullying. They are agreed whole school strategies that address the key issues identified. However, for some children specific strategies will need to be adopted in relation to individual behaviour.

- Children can express their own feelings clearly (emotional literacy)
- Children can use restorative approaches themselves to build difficult relationships
- Children are encouraged to work cooperatively.
- A consistent approach is followed by all adults towards the children.
- Sound adult relationships within the school.
- Children understand they have needs and so do others. As a school we have shared needs.
- Relationships are restored effectively, through peacemaking, so that they are not repeated and so become bullying

- Any member of staff can facilitate a peacemaking session where it is felt to be the most appropriate approach.
- Peer mediators help to maintain relationships.
- A secure and safe environment reflecting the ethos of the school.
- Praise, encouragement and rewards for positive and socially acceptable behaviour which meets the shared needs of the school
- Parents are encouraged to spend time daily with their children.
- Children feel they are able to report all instances of bullying to the teaching staff without fear or reprisal.
- Children are given genuine and sincere praise.
- Children's work is valued and given status by displaying with thought and care.
- Role play and discussions about bullying to encourage empathy with bullies and victims.
- 'Our behaviour ladder is used consistently by all staff members to support children in making appropriate choices about their behaviour an approach to learning and to celebrate role models.
- Each class sets its own class needs at the start of the year. This is referred to frequently.
- The school's shared needs are displayed and known by all.
- Regular circle time sessions take place in every class.
- There is a focus on expectations for behaviour during collective worship throughout the year.

## **6.8 Procedures and consequences**

By enabling children to recognise the consequences of bullying an understanding may be reached into the motives of somebody who engages in bullying behaviour and the feelings of the one who has been harmed

- All incidents of bullying must be reported to a member of staff who, in turn, will report the incident to the headteacher. The headteacher is responsible for recording all instances of bullying in a "bullying log".
- All children should be encouraged to report any incident of bullying.
- A member of the teaching staff will talk with all involved separately and together. A peacemaking session will be undertaken.
- Where appropriate, Peacemaking will target the behaviour and its impact on relationships rather than targeting the person who has bullied. The targeted behaviour and threats of bullying must stop immediately.
- In more serious and persistent cases, parents will be informed and asked to attend a meeting to discuss and try to eliminate the problem.
- The aim is that children should be reconciled.
- Assertiveness strategies should be shown to the children and adopted to support victims.
- Recognise that children who engage in bullying behaviour also have needs and these will be addressed where possible.
- If restorative approaches does not appear to be effective, sanctions will be imposed for repeated actions.

## **6.9 Possible Courses of action**

The child who engaged in bullying behaviour

- Carry out restorative approaches session.
- Praise them for good behaviour. Create opportunities for them to shine and gain praise.



- Introduce behaviour modification techniques e.g. set up a reward contract for good behaviour targeting specific tasks.
- Ensure all adults are aware of the contract.
- Involve parents in the contract by informing them what is happening. Seek their support.
- Establish clear sanctions, penalties and targets.
- Monitor behaviour and acknowledge improvements and lack of unacceptable behaviour. Continue to offer peacemaking sessions as necessary.
- Recognise anger symptoms and develop strategies to deal with them e.g. 'time out' with or without permission.
- Children with persistent behaviour problems will be monitored. If the behaviour cannot be modified within the school referral will be made to the Behaviour Outreach Support Service (BOSS).

The one who has been bullied

- Reassure that being bullied is not their fault.
- Engage in a peacemaking session, if deemed to be the most appropriate approach.
- Recognise that in any breakdown of relationships there are needs that have not been met on both sides
- Practise assertiveness training with the child. Encourage them to say "no" very firmly when bullying behaviour is threatened and walk away.
- Give praise, encouragement and responsibilities to help them feel valued and important.
- Involve the parents.

## **7 Rewards and sanctions**

**7.1** The implementation of this policy is based on the recognition and rewarding of good behaviour. These may include:

- Quiet praise and encouragement
- Public commendations
- Praise stickers
- Display of pupils' work
- Certificates recognising positive behaviour, role modelling and Samaritan qualities.
- Movement up the behaviour ladder
- A certificate to recognise when a pupil has had an outstanding day
- Communication with home regarding their positive approach to learning and excellent behaviour
- Awards

**7.2** In considering sanctions we must be clear about our definitions of good behaviour, unacceptable behaviour and seriously unacceptable behaviour.

### **7.3 Good behaviour**

Good behaviour, which should be positively encouraged, involves respecting and adhering to the class needs and the shared needs of the school.

Class teachers work closely with the children to agree a set of class needs, worded appropriately for each specific age group.

### **7.4 Unacceptable behaviour**

Unacceptable behaviour occurs when any of the agreed shared needs of the school or class needs are not adhered to and include:

- Inappropriate shouting in school
- Lack of respect towards others
- Use of offensive language
- Showing lack of consideration for others
- Telling lies

### **7.5 Seriously unacceptable behaviour**

Examples of seriously unacceptable behaviour is a more serious neglect of shared needs and may include:

- Swearing
- Bullying or threatening behaviour
- Fighting / kicking / pinching / biting or any other action that causes harm
- Repeated violence
- Vandalism
- Leaving school premises without permission
- Theft

This list is not exhaustive. Other behaviours may also be considered seriously unacceptable.

### **7.6 Rewards**

- Enjoying good relationships with others across the school
- Well developed and durable relationships form the basis of self-discipline and behaviour modification in the school. They are praised, rewarded and encouraged.
- Praise is given for good behaviour.
- Movement up the behaviour ladder allows for positive reinforcement and celebration within the class, the wider school community and home
- Children are regularly informed of their strengths.

- Reward stickers, stamps, feedback in marking and oral feedback are used as appropriate.
- Behaviour modification may involve an individual 'Target and Reward' system for identified children.
- All good work / improvement may be shown by the child to the headteacher and success shared with parents/carers.
- Children who have demonstrated good behaviour throughout the week are celebrated during "good work" assembly

## 7.7 Sanctions

Should restorative approaches fail to restore relationships and modify persistent failure to meet the needs of others or when children cannot self correct their behaviour or approach to learning, despite the behaviour ladder reminders, the following sanctions may be employed.

1. The child may miss a playtime. The child should be situated, during the playtime, in a place where they can be properly supervised at all times by a member of staff.
2. The child will be excluded from his/her classroom for a given period of time (usually one session).
3. The headteacher may become involved discussing the matter with the child.
4. The child's parents/carers will be invited into school to discuss the matter further.
5. Each instance will be considered separately. Fixed term exclusion from school may be deemed appropriate.
6. Ongoing serious issues may result in permanent exclusion from school (refer to 9).

Sometimes children require specific individualised programmes of support to help them to meet the shared needs of the school and the needs of the class. In this instance, extra strategies will be implemented according to the child's needs.

## 8 School pastoral system

- A structured system of restorative approaches will assist in anticipating, identifying and monitoring potential areas of breakdown.
- Clear and consistent use of our behaviour ladder across school as a support and as celebration will ensure children understand our expectations.
- It is the role of all teaching, support staff and adults within the school to oversee the building, maintaining and restoration of relationships.

- Class teachers will play a key role in monitoring children in their class and offering appropriate support.
- Early intervention, involving teaching staff and parents/carers, may eliminate any crises.
- Lunchtime supervisors will report all instances of failure to meet the shared needs of the school or persistent unacceptable behaviour to the relevant class teacher and, if necessary, to the headteacher.

## **9 Exclusion procedures in a voluntary aided church school**

The use of exclusion as a sanction against misbehaviour is to be used as a last resort in the disciplinary process and all reasonable steps to avoid exclusion will be taken. The school adheres to the BOSS procedure for supporting a pupil at risk of permanent exclusion. It is vital that procedures are in place in order that Governors are prepared to act without delay and within the prescribed time limits.

- The Education Act 1986 makes it clear that only the headteacher has the power to exclude a child, either for a fixed period or on a permanent basis.
- The responsibility for setting up procedures for dealing with exclusions rests with the Governing Body.
- Delegated responsibility for exclusion will need to be made to an exclusion / discipline committee whose role is to hear representations from parents and the headteacher on individual cases of exclusion.
- The only options open to the committee are to confirm the headteacher's decision to exclude or to direct the headteacher to reinstate the child immediately or by a specified date.

## **10 Monitoring**

- This policy is monitored by the headteacher and teaching staff in the day-to-day running of the school.
- The school is a community and the broad principles within this policy apply to school activities both on and off the site.
- Areas of success will be reflected in the behaviour of the children and the caring atmosphere that prevails based on the relationships within the school.
- Areas of concern will be identified and reviewed on a continuous basis.
- Lunchtime supervisors are fully aware of the school's behaviour policy and the need to maintain a consistent approach to the children through restorative approaches (see appendix 1)

Signed \_\_\_\_\_ (Headteacher)

Signed \_\_\_\_\_ (Chair of Governors)

Date May 2018

Review Date May 2019



## Appendix 1

# Peacemakers, Peer Mediation and Restorative Approaches

These underpin life at Kirkby on Bain Primary School.

Conflict in school is a result of a breakdown in relationships and our emphasis is placed firmly on facilitating the rebuilding of relationships rather than placing blame or taking sides.

We have clear school expectations and a clear approach to **encouraging, fostering and maintaining positive relationships** between all members of our learning community. Our pupils know that they are expected to demonstrate our school's core Christian values at all times.

**Our expectations are as follows:**

- Each class will identify the **needs** (appendix 1) that are important to them. These will be discussed and displayed in the classroom. These should also be referred to throughout the day as and when needed in order to reinforce the message that everyone's needs are important and should be met.
- **Circle time** will be used regularly and be linked to the specific needs of the pupils in your class.
- **Emotions 'check in'** posters will be clearly displayed in all classrooms.

Every morning, children are asked to 'check in' by putting their name or picture on to the emotion poster that most reflects their feelings at that time. This is the minimum expectation. Some classes or children may choose to 'check in' after lunch or at any other points during the school day, dependent on the needs of the class or individual.

Staff should also 'check in' each morning and talk about the emotion they have chosen to model emotional intelligence and literacy and to illustrate that it is ok to feel different emotions at different times.



We are also going to introduce emotions boards into the playground to allow children to 'check in' and encourage emotional awareness and early intervention/support that will help to prevent incidences occurring.

Our Oak children are trained as **Peer Mediators** and, in addition to staff members, can help pupils work through disputes using the following approach.

This is the **Peacemakers** script to be used by anyone, child or staff, facilitating the mediation of a dispute.

Ask the following prompts, individually first:

- Tell me what happened
- What were you thinking at the time?
- What were you feeling at the time?
- Who do you think has been affected/hurt/harmed by what happened?

*NB: Do not ask your own questions, instead use their words and repeat key phrases to find out more. Leave gaps and don't be judgemental – you are facilitating only*

Then together:

- Repeat the same questions to each individual so that the others can hear their responses

Then, to both:

- What do think needs to happen to put things right?
- What might you do differently next time?

*Ensure you agree a "check in" time. This is a time that you will 'catch up' with the children involved and check that they are ok.*

## Appendix 2

### **Our Behaviour Code**

By consistently following our school values, I could:

- ❖ be awarded a certificate by Miss Day to celebrate about my amazing approach to school.
- ❖ be asked to go and talk to Miss Day about my brilliant behaviour.
- ❖ have my name moved on to the 'outstanding' sign.
- ❖ have my name moved on to the 'great choices' sign.
- ❖ be awarded a house point.
- ❖ be recognised and given praise for working hard or making a good choice

If I do not follow our school values, I will:

- ❖ be given a warning.
- ❖ have my name taken off the smiley face.
- ❖ miss a playtime.
- ❖ be asked to work in a different class.
- ❖ be asked to go and talk to Miss Day about my behaviour  
or
- ❖ be asked to come to a meeting with Miss Day and my parents to talk about my behaviour.

Outstanding

Great choices

A good day

Ready to learn

Think about it

Adult choice

Parent contact



**Kirkby on Bain Church of England Primary School**  
*'Learning together for life'*

**Love, Hope, Peace, Friendship,  
Forgiveness, Respect and Trust**

**We show our values by ensuring:**

- **We are gentle**
- **We are kind and helpful**
- **We are honest**
- **We always try our best**
- **We look after property**
- **We listen to people**