



Grayrigg Church of England Primary School

Positive Relationships, Behaviour and Anti-Bullying Policy

It is important that great teaching should result in great behaviour, the most important part of “managing” behaviour is the way the teacher creates the school experience for the children. In the Great Teaching Toolkit 2020, Coe et al suggest 4 key areas required to be a great teacher, these are:

- “1. understand the content they are teaching and how it is learnt*
- 2. create a supportive environment for learning*
- 3. manage the classroom to maximise opportunity to learn*
- 4. present content, activities and interactions that activate their students’ thinking”*

It is impossible to separate the quality of learning and teaching from the behaviour. We know that success and intrinsic motivation lead to higher self esteem and therefore positive behaviour and vice versa: positive behaviour and attitude leads to better learning and success. Behaviour can not be separated from individual needs and therefore as a school we aim to improve our awareness of who is in the room and our understanding of each unique child in our school.

Our vision clearly states that “**every unique child (and adult) will be able to flourish:** Through this policy, we aim to enable this by knowing every child well and understanding their individual needs and exploring what may be the cause of any challenging behaviours or struggles the child may appear to be facing.

The first of the 4 points of our vision is:

Inspiring them all to reach further than they ever thought they could in all they do academically and personally. The first step towards developing positive behaviour is irresistible learning so it inspires children to want to learn and motivates them intrinsically.

HOW: *Teachers will ensure all students have the opportunity to be successful and will think outside the box when necessary finding areas of success to celebrate. Children who feel like they are not capable will develop negative attitudes to learning- we must make sure this is not the case.*

The second of the 4 points of our vision is:

Inspiring them all to look beyond what they already know, encouraging children to have confidence to explore beyond their own experiences. We aim for children to experience life beyond their locality but this starts with respecting the differences within our schools including the needs of all learners to be able to achieve.

HOW: *Ensuring low level disturbance is dealt with effectively, first and foremost this will be done through high expectations but also through the school's values of Justice and Belonging with children (in an age appropriate manner).*

The third of the 4 points of our vision is:

Inspiring them all to be confident to lead, having the confidence and courage to be the change and know that “what just-is, is not always justice”. For children to be good leaders they need to see the adults leading them as good role-models.

HOW: *Adults should treat children and adults with respect. If a child questions injustice, they should not be shut down but their contributions should be valued, listened to and where appropriate validated. Adults should model how to do this respectfully. Children should be celebrated when they model good leadership qualities inline with the school values of Justice and Belonging and challenged when they do not- as should adults.*

The fourth and final of the 4 points of our vision is:



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Ensuring we have created a place of true belonging so everyone's physical and emotional needs are met and all can flourish. Reflecting back to Maslow's Hierarchy of need, we all need to feel a sense of belonging and love to enable us to develop both self esteem and self actualization, and this will show in their behaviour.

HOW: Teachers will take time to build the relationship with the children and their families. Teachers will take time during move up week to connect with each individual, developing this further when the children join their class full time. Positive relationships will continue to be developed with families so that children can be supported as needed.

ETHOS CREW

In Year 6 all children automatically become Ethos leaders and are expected to uphold the school's values in all they do - they understand that they are now role models to the younger children and that this is an important responsibility - they are given a hoodie which they should wear with pride. The hoodies are presented in Collective Worship. They begin to recognise themselves as leaders of change. In Year 6 their focus within justice and Belongings are:

- Humility knowing they are part of a human family connected by Ubuntu¹
- Courage to follow their own path and lead others to be the change.

" I pledge to
do all I can so all know they belong
to challenge injustice when things are wrong
to be an example to those whom I lead
to plant and nurture each tiny seed
so from Tiny acorns, more Mighty Oaks rise
and all will leave Grayrigg with hope in their eyes. "

The honour of Ethos Leader is there for every child as we expect every child to be a good role model. It is not reserved for those with the best academic performance or those who the teacher selects. It is not a reward, it is an expectation which the older children rise to. They are the big brothers and sisters of the school, they view school as a family. A family which is built on love and respect for one another. The Ethos Leaders complete the Archbishop of York's award.

ETHOS CREW/MINI POLICE

Children in year 5 become members of the mini police/ethos crew. This involves working with the local constabulary. The children will be trained to deliver whole school training along with the Ethos leaders about various subjects including County Lines, equality, online safety, emergency calls and other areas that help them to become good citizens who can take responsibility for their own safety. They will be involved in assessing key developments required in school and the local area to keep everyone safe and happy. This role sits hand in hand with the Ethos Leaders but with a greater focus on developing their confidence with adults. A key part of this role which takes the behaviour expectations beyond that of "just behaving or not being naughty" is that they are expected to confront and challenge bad behaviour in adults e.g. asking them to keep the gates closed, reminding them, to hold hands with their younger children once they are beyond the gates. This is the first step to understanding that some behaviour should be challenged and referred to others e.g. school teachers.

As part of this work, the children also begin to discuss what sort of behaviours are harmful to others:

- Hurting someone else deliberately.
- Touching someone else inappropriately.
- Stealing someone else's things including school property.
- Doing anything that endangers or causes harm to another person.
- Using someone else's login and password to access their computer things.
- Using words/language or behaviour that is discriminatory or prejudiced.

¹ I am, because we are a zulu word that describe the connection of humanity and how our actions impact all our human family



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From 2023, they are also expected to encourage good behaviour in adults through encouraging them to use Sign Language to enable our school to work towards being a place of Belonging. The above rules as discussed with the ethos leaders and Ethos crew/mini police are the behaviours that will always be challenged.

In addition to our behaviour rules, we have expectations in the classroom. This is instilled through school by helping children to understand that we are fortunate to go to school every day and have the opportunity to learn. Teachers and adults

These were additional rules but they are now expectations that are based around the learning approach in school. All children are encouraged to wobble. Wobble refers to the moment in learning where things get hard and children are encouraged, expected and challenged to push through these wobbles².

Recognition and Reward:

The Ethos crew agreed that we shouldn't need rewards to behave - the reward is (in their words) being part of the Grayrigg family.

We want every child to recognise there is huge value in treating people with kindness and respect alongside understanding, accepting and celebrating our differences (this includes the needs of individuals). Our Curriculum includes opportunities for children to study and learn about people with amazing strength of character as role-models to aspire to be like, we are also working to improve representation of all people in the role models we use. We seek to use role-models who not only model great achievements but also exceptional values.

A weekly celebration worship is held at the end of every week. Everyone is celebrated but we have a few special awards (set by the Ethos Leaders) -

- The helping hands awards where a child can nominate another child or adult for doing something to help them: The purpose of this award is to move away from the egocentric concern of wondering "have I won an award!" to being happy for others and recognising when the action of another has a positive impact on you, or makes you feel a sense of belonging.
- The wobble awards where a teacher will nominate children who have really pushed themselves beyond their comfort zone even more than expected. This is not limited to one per class, these are given out as appropriate.
- The Guardian Angel award which isn't given out every week is only awarded to individuals or groups who have gone out of their way to be a good guardian to another, a courageous advocate or a great ally.

If a child has done something exceptional we will speak to the parents at the end of the school day or phone/email their parents/other nominated contact (e.g. grandparent) to share their success. We do not want children to judge themselves by material rewards but we do want them to know we are proud of them when they do well. ie. These only happen when something exceptional happens and it is up to each individual teacher. We may also use Tapestry to share special moments like these with the child's family. We may also use tapestry as a way of informing parents about the positive actions of their children.

Sanctions

Whilst we have high expectations, a parent may be interested to know what will happen if their child does not behave well at school. First and foremost, I must emphasise that we pride ourselves on knowing each individual. We do ask that you trust us. If your child has an issue with another child, tell us and we will deal with it. If the issue persists, come and see us again and we will sort it out.

Children do fall out and minor incidents and misunderstandings can easily be dealt with, if we all work together.

² Please note although wobbles are encouraged and children are supported to develop the resilience to face challenges as part of their learning, it is important to note that due to specific needs some children will struggle if expected to be comfortable with that sense of challenge or even wobble- please speak to SENDco about children if unsure.



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How can parents help?

- Always encourage your child to tell us immediately - it is much easier to deal with incidents immediately when they are happening, than 24 hours later. It also means we know to watch out for specific behaviours and causes.
- Keep talking to us.
- Be sensitive -of course nobody deserves to be hurt in any way - but you don't know the whole story, you will only know one side.

What not to do...

- Never speak to the other child about their behaviour. It is a school issue and the child is the responsibility of the school and their parents - not you, it also important to recognise that whilst you will always feel fiercely protective of your own child, school and the child's parents will have a better understanding of all life experiences, trauma and circumstances that may have led to this behaviour.

As a school we will

- Deal with the problem.
- Make sure your child is OK and talk and listen to you about any impact on your child.
- If there is a reason for the child's behaviour the school may run mediation between the two children involved for minor fall outs. There is nothing more powerful than open, honest conversations in a safe environment.
- When appropriate, school will learn from these incidents and respond through their curriculum and conversations with children to prevent incidents reoccurring, if this is the case we will not name children.

We will NOT

- Tell you the reason for the other child's behaviour - unless you need to know
- Tell you the exact outcomes for the other child. They will be dealt with confidentiality; if we talk to the other child's parents it will be confidential. We will not publically humiliate any child therefore if your child tells you we haven't dealt with it - ask us and we will reassure you it has been dealt with - just in a confidential manner. A courtesy I am sure you would expect if it were the other way round.

As a guide any issues of poor or unacceptable behaviour are managed in the following ways:

- 1) Immediate action is taken by members of staff in order to address the behaviour: with very young children, redirect them to another activity, ask them to come and work with you, etc.
- 2) Staff will talk and listen to the child in a calm way, addressing the behaviour and the problems it may have caused. This should, whenever possible, be done away from other children, i.e. at the side of a group, a separate place in the classroom etc.
- 3) Children are encouraged to consider their actions and talk about why they have behaved in that way.
- 4) Staff will continue to observe the child and monitor concerns.
- 5) If the incident is more serious the child may have a simple consequence or if an older child is involved the teacher will (when possible) liaise with them about an appropriate consequence, helping them to understand the impact of their behaviour on others.
- 6) If the inappropriate behaviour does not cease, the child will be sent to the Headteacher at that point and the incident and discussions will be logged on cpoms.
- 7) If a child's behaviour is repeatedly recorded, or if the head teacher feels it is appropriate, then they will speak to the parents, however, it is important to remember that if the behaviour is dealt with and the child has understood, then parents may not need to be informed and a line can be drawn under this for the child (it is important that it is finished with a view to start afresh unless it is a repeated incident or could be considered criminal in the adult world).
- 8) Should any member of staff have concerns about a child's behaviour they should involve parents at an early stage for an informal discussion in order to solve the problem before it escalates. If there are sufficient concerns this will be minuted as a team around the child meeting and further steps will be explored as part of an early help assessment exploring reasons for the behaviour. Only in extreme cases will a child be given a fixed term exclusion or permanent exclusion.



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Exclusion will be dealt with in accordance with DFE guidance: **Exclusion from maintained schools, Academies and pupil referral units in England**

Behaviour incidents should be recorded via cpoms if they relate to the harmful behaviours, safeguarding or a child's specific needs in order to enable school leaders to spot any patterns and enable them to support children. Behaviour is first and foremost a symptom of something else- at lower levels this can be boredom or a sense of injustice between friends BUT can also be a symptom of suffering discriminatory behaviour, issues at home, bullying and safeguarding. IN order to keep children safe, behaviour should be logged to support them, recording should not be done performatively- this is not appropriate. if they have reached sanction 5 then the child should be told: "We need to speak to the headteacher (or most senior member of the class), let's go and speak to them together." CPOMS should still be completed but a child should not be left worrying when the Headteacher is going to speak to them.

Approved by the Full Governing Body on: 28.11.2023

Signatures:

Head teacher

Chair of Governors
