

Grayrigg Church of England Primary School Positive Relationships, Behaviour and Anti-Bullying Policy

At Grayrigg we pride ourselves on the excellent behaviour of the children, however, this does not happen accidentally. It starts with the school's Christian values: friendship; forgiveness; truth and honesty; endurance and hope; compassion and respect; justice and peace; courage and humility.

Our school aims

At Grayrigg Church of England School we will aim to:

Inspire every child to reach further than they ever thought they could in all they do academically and personally. We strive to ensure every child has the opportunity to excel. We celebrate every unique journey of learning through Christian values of **hope, endurance** and **courage**.

Inspire every child to look beyond what they already know, encouraging children to have the confidence to explore the world beyond their own experiences through the Christian values of **respect, justice** and **compassion** with the confidence to tackle local, national and global issues preparing them for allyship in the ever changing world.

Inspire every child to be confident to lead: ensuring every child has the opportunity to view themselves as a leader having the confidence and courage to be the change, to recognise that they can make a difference and can inspire others to lead through **their humility, honesty, compassion, respect, integrity** and **hope**.

Inspire every child to work towards allyship recognising that we are all part of the human race and all deserve to be treated with dignity, to demonstrate humility in all they do and courage to challenge those who fail to treat all with dignity and respect.

Inspire every child to be happy and healthy remembering that every child deserves to fulfil their potential and to do this they need to know how to look after their bodies: physically; mentally; emotionally and spiritually.

School Christian Values

	Core values	Rules
Nursery	Friendship	To treat others how we would want to be treated. To always think about how our actions make others feel.
Reception	Generosity	To share with others willingly- share things, my time, my cleverness and anything else that might help another person.
Year 1	Forgiveness (and saying sorry)	To always say sorry if we break the friendship rules (on purpose or accidentally). To always forgive our friends when they are sorry.
Year 2	Trust and Honesty	To always tell the truth and be honest. To never ask or expect anyone to lie for us.
Year 3	Endurance and Hope	To keep going even when the going gets tough. To never say never, but to look for a way to make "it" happen.
Year 4	Respect and compassion	To understand that differences are what make us unique and special. To recognise the suffering of others and seek to do something about it.
Year 5	Justice and Peace	To ensure to be fair in all we do. To stand up against injustice when it appears.
Year 6	Humility and courage	To have the courage to follow the right path even when others don't. To recognise that each individual is unique. To be the change you want to see.
Big People	Integrity, service and wisdom	All decisions made will be made with integrity with the children of our school at the heart of every decision made. We promise to always "go the extra mile" for the children and community we serve.

These values mature with the children as they move through the school, as they move on they do not disregard the value rules from the previous year, they just adopt the new value rules for their new school year. The key to positive behaviour are the adults in school who, like the children, have their own Christian values but are expected to be excellent examples of ALL the values.

ETHOS CREW

In Year 6 all children automatically become Ethos leaders and are expected to uphold the Value rules - 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 they have all the school values with the addition of humility and courage which will help them work towards allyship.

“I promise to continue to be a good example, but also to recognise that as one of the oldest children in school I am now a leader and younger children might want to be like me. I am a leader of change for the better - I know that change starts with me and I will only do things for the right reasons. I will work towards ensuring our school is a place where everyone belongs and all are treated with kindness, respect and dignity and have the courage to challenge anyone who doesn't”

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 biannually.

STAY SAFE CREW/MINI POLICE

Children in year 5 become members of the mini police/stay safe crew. This involves working with the local constabulary. The children will be trained to deliver whole school training 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. The children receive full uniforms which they will wear to school when carrying out their duties. This role sits hand in hand with the Ethos Leaders but with a greater focus on staying safe. 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 that are not acceptable as part of our equality objectives and/or are used to hurt others.

In addition to our behaviour rules, we have expectations in the classroom. These were additional rules but they are now expectations that are based around the learning approach in school. All children are expected to wobble. Wobble refers to the moment in learning where things get hard and children are encouraged, expected and challenged to push through these wobbles. Teachers will use learning to learn weeks at the start of terms to ensure their current class is clear about the expected learning behaviours.

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. 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 in the Tiny Acorns or Acorns has done something exceptional we will speak to the parents at the end of the school day or phone 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. In the Oaks or Mighty Oaks parents will be e-mailed so that their family can let them know how proud they are. 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.

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

A Behaviour Record should be kept for any child that is causing concern; this record will record the child's behaviour, the action taken and the dialogue with parents. This information will then be used if additional support is required for a child. The responsibility for the behaviour log will lie with the child's main class teacher.

Approved by the Full Governing Body on: 15.11.2022

Signatures:

Head teacher

Chair of Governors
