



Little Gaddesden

C. of E. Primary School



Approved: March 2019

Review by: March 2022

GOVERNING BODY BEHAVIOUR PRINCIPLES

The governing body behaviour principles are embedded within the school's Christian Vision Statement. This was developed following consultation with staff, parents and pupils and is reviewed annually by Governors.

In summary, the school's vision is for all pupils to become "creative thinkers, confident individuals, independent learners, gaining excellent results. On a day-to-day basis, pupils and staff are guided by the school's "Golden Rules". As a Church of England School, they are based on Christian values and give children an enduring moral compass, as well as underpinning their spiritual, social and cultural development.

The school's behaviour policy enables pupils to experience first-hand what key values mean (including democracy, the rule of law, individual liberty, and mutual respect and tolerance) and how to live by them on a daily basis.

The full vision statement is available on the school website and the "Golden Rules" are explained in more detail in the Behaviour, Discipline and Anti-Bullying policy below.

BEHAVIOUR, DISCIPLINE AND ANTI-BULLYING POLICY

1. INTRODUCTION

1.1 The Aims of the School.

At Little Gaddesden Primary School we aim to establish a safe, supportive working environment in which learning without disruption is a right for all pupils and teachers. An environment in which children are:

- Encouraged to live out our Christian Vision
- motivated to achieve within a broad and balanced curriculum
- challenged by high expectations
- encouraged to be active, caring and self-disciplined members of the school community
- helped to develop spiritual and moral awareness.

Our aim is to create a safe environment where children can achieve their full potential in a climate of mutual respect.

1.2 To do this we will provide opportunities for each child to:

- work effectively with others and to become increasingly responsible for their own learning
- form and maintain effective, fulfilling relationships based on respect for themselves and others at home, school and in the community
- develop the ability to relate to others and work for the common good

- combat racism and promote equal opportunities through teaching and learning about fairness, justice, rights and responsibilities and through developing an understanding and appreciation of diversity
- respond positively to opportunities, challenges and responsibilities and to cope with change and adversity.

The behaviour policy is a whole school policy which needs to be supported and observed by all members of the school community – teachers, non-teaching staff, parents and children. The policy establishes the agreed ways in which all members of the school community will contribute to the learning environment.

1.3 Through our behaviour policy we aim that all children:

- show respect for others e.g. listening, taking turns, working co-operatively
- act with consideration towards each other
- tell the truth
- take personal responsibility for actions
- show self-discipline
- foster a sense of community
- help others when necessary
- show respect for property

1.4 This policy behaviour rejects the following behaviour:

- Bullying, whether physical, verbal or exclusive
- Racist, sexist or homophobic behaviour
- Using foul or unacceptable language
- Rudeness or aggression
- Damaging property
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty

We believe that everyone within the school community has the right to respect from others, the right to learn or to teach and the right to feel safe. With these rights go responsibilities – to help others feel safe and happy, to help others learn, to show respect for people, to show care for other people's property and to look after the school buildings, furniture and equipment. Children are encouraged to take on these responsibilities and be responsible for their own behaviour when the desired behaviour is not exhibited. Children are also encouraged to be independent - to learn how to sort out problems by themselves and know when and how to seek adult intervention.

2. THE GOLDEN RULES.

2.1 All children are expected to follow the **Golden Rules**. The Golden Rules are as follows:

- **Do** be gentle **and don't** hurt anybody
- **Do** be kind and helpful **and don't** hurt people's feelings
- **Do** be honest **don't** cover up the truth
- **Do** work hard **don't** waste time
- **Do** look after property **don't** waste or damage things
- **Do** listen to people **don't** interrupt

All children receive 20 minutes Golden Time each week as a reward for good behaviour.

2.2 Rewards and Sanctions

When a child breaks a Golden Rule, they are given a warning. If the behaviour persists, two minutes Golden Time is taken away. Children can lose a maximum of 12 minutes per week. Golden Time is not restored once lost.

If the child continues to misbehave after the removal of two minutes Golden Time, another warning is given, followed by removal of two more minutes and "time out" in another classroom. "Time out" sheets are filled in by the child when there, recording what they did wrong and what the correct behaviour should have been.

Teaching Assistants and lunchtime supervisors follow the same guidelines and notify teachers of any minutes lost.

If these strategies do not lead to a modification of behaviour then the following may be considered:

- a referral to the head teacher
- a telephone call to the parents

3. HOW GOOD BEHAVIOUR IS ENCOURAGED

Children are encouraged to behave well by regular reference to **the Golden Rules**.

They are given opportunities to discuss the importance of good behaviour in PSHE lessons, Circle Time and assemblies.

The following strategies are used to encourage good behaviour:

- setting up strong classroom routines in the 'establishment phase' of the school year
- ensuring that rules and routines in each class conform to whole-school policy
- emphasising that behaviour is a 'choice' for which the child is responsible
- involving all staff in the process
- setting up clear 'time out' procedures.

4. BULLYING AND RACIAL HARASSMENT

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups). This can include the use of social networking media via the internet and mobile phones (known as cyber bullying). Cyber-bullying is when a person or group of people threaten, tease, embarrass, or abuse someone using ICT – in particular mobile phones, the internet and social networking sites.

Single incidents of verbal or physical attack and behaviour which are hurtful but not intentional will also be taken seriously and dealt with according to the principles outlined in the school's Behaviour, Discipline and Anti-Bullying Policy.

4.1 Aims and Objectives

Through our Policy, reporting and everyday practice as a school, we will aim to ensure that:

- we build and maintain an anti-bullying ethos in our school
- our opposition to bullying is made clear
- the reasons for our objections to such behaviour are explained
- steps are taken to ensure, as far as possible, that such behaviour is not repeated
- the parents of the offender are informed of the school's policy not to tolerate such behaviour
- children who have been bullied - and their parents - are supported
- the nature and response to an incident is made known to other staff
- we use the curriculum to reinforce the ethos of the school, whether directly within lessons in class time or circle time
- we fulfil our legal requirements and statutory duties

The School will endeavour to ensure that its response to bullying is clearly understood by all members of the school community and that everyone is clear about their role and responsibilities in preventing and responding to bullying. We aim to have a happy and secure school in which everyone feels welcome and respected.

- All members of the school community need to understand what constitutes bullying and be alert to signs that bullying is taking place. The school should ensure that its response to bullying is clearly understood by all members of the school community and everyone should be clear about their role and responsibilities in preventing and responding to bullying
- Staff must ensure that all reported incidents of bullying are followed up
- Facts must be established clearly, taking separate accounts from targeted pupils, perpetrators and witnesses
- Victims must be offered comfort, support, advice and concrete help, including strategies for preventing and dealing with bullying
- An incident log to record and monitor all incidents of bullying will be kept
- Playgrounds are areas where bullying is most likely to occur. Pupils report name calling to be more distressing than physical assault. Name-calling is used in the initial stages of bullying to test out the response of the supposedly vulnerable. Good supervision at this stage prevents escalation into crisis and can prevent disputes carrying over into classroom disruption.

4.2 Roles and Responsibilities

4.2.1 Pupils

The School will ensure that:

- Pupils are involved in the development and reviewing of behaviour and anti-bullying policies and practice (in particular through the meetings of the School Council)
- Pupils have opportunities to learn about what constitutes bullying and what to do about it
- Pupils have opportunities to develop the skills to resist bullying and to deal with bullying
- Pupils are made aware that knowing about bullying by or to others and doing nothing is unacceptable
- Victims and witnesses of bullying know that it is 'OK to tell' and that they will receive practical help if they do so
- Pupils understand that things **CAN** be done to stop bullying and that this not only affects the bully or child being bullied, but **everybody's** behaviour.

Much of the above will be taught and discussed during assembly, circle time and discussions with small groups and individuals.

Anyone who bullies will be made aware of their actions. It will be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. It is recognised, however, that some children who exhibit bullying behaviour are themselves in need of help and support and that the School has a responsibility to ensure that they receive it.

4.2.2 Staff

The staff will act and be seen to act firmly against bullying wherever and whenever it appears. Individual members of staff will try to be alert to signs of bullying and act promptly and firmly against it. All incidents of bullying should be recorded in the specific book which is kept in the School Office. The Headteacher should be notified of all bullying incidents when they occur. The staff are expected to act as positive role models for the pupils.

- Each class teacher will clarify and agree classroom rules and consequences based on rights, responsibilities and Golden Rules as specified in the Policy, at the beginning of each academic year
- Staff will work together to actively promote and 'model' positive behaviour, attitudes and values
- School assemblies will focus on positive behaviour and heightening awareness of rights, responsibilities and rules as well as bullying and its consequences
- Teachers will talk with their classes about bullying and what they should do as an individual if they are bullied, or witness, or are aware of any bullying.

4.2.3 The Head Teacher

The Head Teacher will review annually the policy, practice and methods of reporting incidents and will keep a bullying and racist incident record. The Head Teacher will report to the Governing Body on: a) the above review; b) variations in the number of reported incidents over a given period of time, usually a term; and c) consideration of any action which needs to be taken to reduce the risks of incidents of bullying taking place.

- Ensure evidence of the impact of anti-bullying policy and practice is reflected in the SEF (see Preventing and responding to bullying) policy and practice guidance from Herts for Learning (HfL)
- Report serious bullying and racist incidents to the Local Authority

The School will make these points clear to parents through letters, group meetings (e.g. initial meeting with parents of new entrants), and individual meetings with the classteacher / Headteacher.

4.2.4 Governors

The governing body has an important role to play in ensuring the school policy is operated by the staff and that it is effective. It should review the policy regularly, consulting all interested parties in revising the policy as necessary; help to explain and comment on the policy to all interested parties; and ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy.

4.2.5 Parents

Parents, carers and families have an important role to play in helping the school deal with bullying. They should:

- discourage their children from bullying behaviour at school, at home or elsewhere
- take an active interest in their children's school life, discuss friendships, how playtime is spent and the journey to and from school
- watch out for signs that their children are being bullied, or are bullying others
- contact the school at the first sign if they are worried that their children are being bullied or are bullying others.

4.2.6 Bullying outside the school's premises

Although the school is not directly responsible for bullying off the premises, if brought to the notice of the Head or member of staff it will be dealt with sympathetically and action will be taken when appropriate.

(This policy should be read in conjunction with the following policies: Equality Objectives, Child Protection, PSHE, and Complaints Policies)

4.3 Links with Home

All parents are issued with a summary Behaviour, Discipline and Anti-Bullying Policy included in the 'Welcome Pack for New Pupils'. In addition, parents and pupils are asked to sign a 'Home School Agreement', which is also included in the Welcome Pack.