



*Love Life  
Love Learning  
Grow in Faith*

## School Behaviour & Discipline Policy – Governor Statement of Principals 2017

### School Aims

The policy on behaviour and discipline should support, uphold and enable the school to fulfil its aims, and directly affects those in bold:

1. **Attitudes** - to foster in children and staff
  - <sup>a</sup>love of learning
  - **<sup>b</sup>high self esteem**
  - **<sup>c</sup>high expectations**
  - <sup>d</sup>high level of motivation
  - <sup>e</sup>risk taking
2. To create an **environment** which is
  - <sup>a</sup>welcoming
  - <sup>b</sup>loving
  - <sup>c</sup>caring
  - <sup>d</sup>supportive

- <sup>e</sup>open & honest
  - <sup>f</sup>trusting
  - <sup>g</sup>safe
  - <sup>h</sup>challenging
  - <sup>i</sup>positive
3. To **understand, respect and value difference** in <sup>a</sup>individuals, <sup>b</sup>cultures and <sup>c</sup>beliefs.
  4. **Equality** of opportunity for all (no discrimination on any grounds including <sup>a</sup>gender, <sup>b</sup>race, <sup>c</sup>creed, <sup>d</sup>culture, <sup>e</sup>level of ability, or <sup>f</sup>disability).
  5. <sup>a</sup>To attain high levels of **achievement** - to **develop each child's** <sup>b</sup>intellectual, <sup>c</sup>physical and <sup>d</sup>spiritual potential to the full through a <sup>e</sup>broad and balanced curriculum **delivered <sup>f</sup>effectively**, <sup>g</sup>utilising the latest technology where appropriate.
  6. To develop the **key skills** of <sup>a</sup>problem solving, <sup>b</sup>communication, <sup>c</sup>team work, <sup>d</sup>independence, <sup>e</sup>self motivation and <sup>f</sup>initiative.
  7. To nurture **links** between the school and <sup>a</sup>parents, the <sup>b</sup>local community and the <sup>c</sup>parish church.
  8. To promote a **Christian ethos** and to apply it to every aspect of the school.

## Policy Aims

The policy should seek to secure that the school is:

- A place of Christian love, grace, care, peace, empathy, sensitivity, understanding, compassion, forgiveness and respect
- Secure, supportive and safe
- A safe, orderly learning environment free from disruption
- Positive (seeking to praise and celebrate good behaviour), happy and enjoyable
- Fair, transparent in policy & consistent
- Inclusive (no discrimination on the grounds of disability, race, sex or creed)
- A place that accepts & values difference and the individual

Expectations of behaviour should be clear and high and the school should seek to work closely with parents/carers when behaviour is inappropriate, any sanctions should be applied fairly, consistently, proportionately and reasonably (taking into account SEN, disability and the needs of vulnerable children and offering support as appropriate)

The school aims for its pupils are:

- They are valued and self esteem is built up so that children have a positive self image
- Individuals are respected, good behaviour is praised and celebrated, but inappropriate behaviour is challenged
- Children who persistently struggle to behave appropriately should be given the support to help them to overcome their difficulties

- That they are nurtured to be loving, caring, respectful, forgiving, responsible and compassionate citizens and develop increased independence in forming and sustaining positive relationships & managing conflict
- That they learn that their choices and behaviour have consequences and that it is important to take responsibility for the choices made and repair any harm or damage caused by bad choices/behaviour
- They get the opportunity to reflect on and learn from mistakes made

## **Behaviour**

Pupils should always demonstrate politeness, good manners, and consideration for all - other members of the School, visitors and the general public. Use of inappropriate language is not acceptable.

## **Bullying & Behaviours Which Will Not Be Tolerated**

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Bullying differs from teasing/falling out between friends or other types of aggressive behavior because

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

## **Behaviour often associated with bullying**

### **Baiting**

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

### **Banter**

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

### **Types of Banter**

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

## What does bullying look like?

Bullying behaviour can be:

- Physical - pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber - posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

*(adapted from NCC Guidelines for the Development, Implementation and Review of An Anti-bullying Policy. August 2017)*

This school will not tolerate such behaviour and immediate action will be taken. Any pupil, member of staff, or parent aware of such a situation is urged to contact school.

Other Behaviours which will not be tolerated:

- Refusing to co-operate with an adult
- Being purposely violent or hurting others
- Being racist to others
- Being abusive to others

- Deliberately damaging or taking school or other people's property

### **General principles about the promotion of good behaviour at Linby cum Papplewick Primary School**

- All staff should work within the Mission Statement and values of the school.
- All staff should provide a positive encouraging atmosphere with a collective responsibility for promoting and maintaining good behaviour throughout the school.
- All staff should model the types of behaviour themselves.
- All staff should establish positive relationships with the children based on mutual respect.
- The behaviour policy should underline the school rules and affect the conduct of the children.
- All members of staff need to apply the school rules consistently but there should be an understood flexibility in the use of sanctions to take account of individual circumstances.
- Teaching staff should recognise that good classroom management is important in maintaining an orderly and fair environment.

- Teachers should plan and deliver interesting, high quality lessons, recognising that good classroom management is essential to maintaining good behaviour.
- The responsibility of managing classroom behaviour and the behaviour of individual pupils in the class and discipline is the class teacher's. The role of the teaching assistant is to support the class teacher in this (good communication and direction from the class teacher is paramount).
- Staff will give victims of bad behavior the opportunity to voice how the behavior affected them.
- Staff will help children to identify their needs and what caused them to make poor behavioural choices and then focus on emotional restoration.
- In resolving the result of poor behavior staff will model and equip children to be more independent in resolving problems following poor choices thus increasing emotional intelligence.
- In year 6 'Helping Hands' may facilitate emotional restoration through mediating and enabling the restoration of friendships at break times
- Poor decisions, mistakes, poor behavior and conflict are all opportunities for learning

*"No one is exempt from the rule that learning occurs through recognition of error." Alexander Lowen, Bioenergetics*

*"We do not learn from experience...we learn from reflecting on experience." John Dewey*

*"Many times what we perceive as an error or failure is actually a gift. And eventually we find that lessons learned from that discouraging experience prove to be of great worth." Richelle E. Goodrich*

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