

Our core Christian Values feed directly into our relationships with pupils and each other. They have a direct impact on our children and their attitude to learning and life. Used positively they can have a big impact on behaviour management.

## Responsibility

- For one's own actions
- As adults to model behaviour
- For making the right choices
- For telling the truth
- Sharing responsibility for our environment
- Making the classroom/school/ community a safer, better place to be.

## Empathy

- Compassion/awareness of others
- Support of those with emotional trauma

## Trust

- Feeling safe
- To do the right thing
- How can we build trust

## Respect

- 2 way - adult:child
- For others
- For school environment
- For property

## Forgiveness

- Not holding a grudge
- Tomorrow is a new day
- Fresh start

## Perseverance

- To help those needing support through difficult times
- To encourage children to keep going
- With those who have challenging behaviour

*Positive  
Behaviour  
Management at  
Landscape*

- **Justice** - actions must have consequences
- **Courage** - feeling safe
- **Honesty** - taking responsibility/always tell the truth

The staff and governors strive to develop an ethos that will encourage good behaviour in our school. Through our positive behaviour and anti-bullying policy we aim to help children develop the values and principles that will guide them through the difficult decisions of life and enable them to make a full and positive contribution to society.

Our core Christian values of **empathy, trust, perseverance, forgiveness, respect and responsibility**, inform all aspects of our positive behaviour and anti-bullying policy. There are opportunities for the children to reflect on how collective worship informs behaviour relationships throughout school life and the impact can be seen when children can talk about Christian values and stories in relation to the choices that they make.

This policy should be read alongside our SMSC development policy as there are direct links to be made.

To promote excellent behaviour Landscope strives to:

- provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- nurture children towards positive self-confidence and pride as learners and to help each other to mature socially and emotionally
- encourage children to consciously reflect on their behaviour and empower them to understand that it is within their control to make good choices
- provide a rich, varied and creative curriculum, combining excellence in teaching with enjoyment of learning
- secure high levels of achievement for all pupils
- secure an inclusive learning environment and support individual children under the Equality Act 2010, including pupils
  - i) with Special Educational Needs and/or disabilities
  - ii) with English as an additional language (EAL)
  - iii) from an ethnic minority
  - iv) who are gifted and talented
  - v) at key times of induction, transition, transfer and individual need
  - vi) children looked after / privately fostered
- teach positive behaviour, with appropriate teaching styles and strategies, giving support to individuals and groups as necessary

- enable children to understand what it means to be a good citizen and to put this into practice both at school and in the wider community
- develop in children an understanding of and respect for the religious, spiritual, moral and cultural values of others and to consider thoughtfully their own values, beliefs and attitudes,
- encourage children to appreciate our natural environment and understand the importance of conservation.

Our purpose is to ensure a harmonious school where the rights of individuals are promoted, including wellbeing, participation, relationships and self-esteem (Unicef key areas of impact, Rights of the Child). The whole school community works to maintain:

- a safe and secure school environment conducive to effective and stimulating teaching and learning;
- the school's highest expectation of all pupils in all areas of school life including behaviour;
- a fair, consistent, clear and calm approach to discipline from the school;
- the expectation that adults in school will set children a good example;
- positive and productive relationships with all involved in helping the child adjust behaviour;
- a culture of respect between staff, pupils, parents and the community as a whole;
- the freedom from physical and verbal abuse in and out of school.

In addition, parents are entitled to early notification from the school of any problems with their child's behaviour as well as opportunities to work in partnership with the school to help address difficulties.

We encourage pupils to:

- develop responsibility for their own behaviour
- develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- develop respect for others
- develop positive attitudes
- develop a co-operative and collaborative mind-set

- develop an effective range of strategies for dealing with problems

Adults will:

- model consistently high standards of behaviour, values and ethos
- encourage and support all children
- provide children with a consistent framework of expectations throughout their time at Lanscove C of E Primary School
- be consistent in following the agreed procedures for rewards and sanctions
- make sure that opportunities and guidance is given children so that children can become more responsible for their own behaviour e.g. circle time, peer mediation, Thrive, nurture groups...

The purpose of the policy demands a positive approach of encouraging good attitudes, rewarding and praising where possible and setting good examples at all times. However, when dealing with misbehaviour it must be understood that:

- No child has the right to persistently disrupt the schooling of, or to cause wilful distress to, any other pupil.
- A teacher, school employee or helper should not be expected to suffer distress on account of the behaviour of a disruptive pupil.
- No pupil should expect to receive a disproportionate amount of teacher-time over a prolonged period.

**REWARDS:** Praise can be given in many ways and might include the following:

- A quiet word.
- Stickers.
- A written comment on a piece of work in general terms - 'well done', or in a more detailed way, picking out specific points or ideas that gave pleasure.
- A visit to other members of staff or the Headteacher for commendation.

- A public word or praise in front of a group, a class or the whole school. EG: celebration assemblies, class reward schemes.
- Public acknowledgement by giving some special responsibility.
- Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes.
- A letter to parents informing them specifically on some action or achievement deserving praise.
- Courtesy cup award

In encouraging a caring attitude, responsible behaviour and hard work, staff may note achievements of children via certificates. Each week such achievements are recognised by the presentation of certificates and a cup during each Friday celebration worship.

The children's School Ethos Committee and Ethos team are recognised as having a key responsibility to play in helping the staff to ensure that our values and ethos are lived out through daily life.

The task of being a play leader, having responsibilities such as School Ambassador, shall be allocated to Year 6 children in the first instance, for particular 'jobs' in the school and these roles shall be recognised as positions of responsibility and honour. School councillors and the Eco Committee will also be recognised as having a responsible role.

**Sanctions:** when things go wrong members of staff must keep each other informed of any changes in a pupil's behaviour/demeanour. All staff will make use of

- Think Zone logs: to record silly/low level behaviour and Think Zone activity that has been given
- Behaviour logs: to record any serious incidents of unacceptable behaviour, this could include: swearing/verbal abuse, bullying, racism, physical harm.
- Behaviour care plans where necessary
- Close relationships with external support services, such as the Inclusion Hub, Educational Welfare, Behaviour Support team and Psychological Services will be maintained.

- Close co-operation with parents is important and every possible effort will be made to encourage their support and understanding. Every opportunity should be taken to bring about a combined responsibility between home and school.

In all disciplinary actions it is essential that the child understands fully that it is his / her behaviour which is not acceptable, not him / her as a person. Where applicable, a child should be reprimanded privately in order to avoid a situation of peer-group admiration or ridicule.

**If a strong reprimand is not sufficient or appropriate, available sanctions include the following:**

- Immediate checking of misbehaviour - including verbal and non-verbal, individual and public indications of disapproval.
- Class sanctions including sad/happy side which linked to missing a proportionate amount of break time.
- Think zone activity will be given to allow children to consider how they could have done things differently.
- Isolation from fellow pupils within the school day.
- Withdrawal from the class or an activity.
- Loss of privileges that includes the exclusion from representing school teams.
- Referral to the Headteacher and the child being put on report. Parents will be sent a daily record of their child's behaviour.
- Temporary exclusion from school to allow consultations to take place.

## **Anti-bullying Policy**

Rationale:

This policy should be read as part of the school policy on Positive behaviour management at Landscope . It provides guidance for staff to ensure that the school has a consistent & acceptable approach that supports the bullied & the "bullier".

A definition of bullying: Bullying is repetitive behaviour designed to hurt or undermine someone else. This can be physical, emotional or mental and can take place face to face or online. It is persistent. It is an action that involves a real or perceived power imbalance.

The following steps may be taken when dealing with incidents. However, all cases need to be judged on their individual merits:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded in our behaviour log and the head of school will be informed.
- The head of school will interview all concerned in order to reach a agreed version of events and will record the incident
- All staff will be kept informed so that they are aware of the incident & alerted to further occurrences
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation will all parties concerned
- Counselling & the development of social skills & empathy will also be used with all parties as required ( Thrive and BST, nurture groups, anger management courses, will be used to support such children)

Pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil

The following disciplinary steps can be taken:

- official warnings to cease offending
- lunchtime detentions
- withdrawal from class for a fixed period
- minor fixed-term exclusion
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- it is hoped that we will not have to consider permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, Anti-bullying week, Safer Internet week and other subject areas, as appropriate, in an attempt to highlight that it is wrong & unacceptable.

### **Monitoring, evaluation and review**

The school will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Reviewed April 2018

Reviewed Sept 2017

Date of next review: Sept 2019