

Beverley St Nicholas Primary School



Good behaviour and
anti-bullying guidebook

A parent and
pupil guide



SCHOOL VISION STATEMENT

Our vision at Beverley St Nicholas Community Primary School is to create a warm, supportive, nurturing, secure and happy learning environment where everyone feels valued and is encouraged to recognise and achieve his/her full potential.

OUR AIMS ARE:

To provide a happy, caring and stimulating environment where quality relationships are important and each individual is valued and respected.

To enable everyone to experience success and help pupils develop lively, enquiring, imaginative and creative minds and reach their full potential.

To prepare children for the challenges and opportunities of adulthood in a changing world.

To provide an exciting, broad, balanced and relevant curriculum appropriate for individual needs.

To fulfil potential in all areas of school life.

To work together in partnership with parents so that they are fully informed and involved in their children's education.

Dear Parents, Carers and Pupils,

This booklet is designed to tell you about the key features of our school Behaviour Policy and Anti-bullying Policy. These have been put together with the help of the teaching staff, governors and children at our school and are designed to ensure that we 'provide a happy, caring and stimulating environment where quality relationships are important and each individual is valued and respected'.

At our school, we believe that it is important to have high expectations of behaviour and believe that pupils learn best when everyone in our school environment feels happy, safe and motivated to learn. We actively teach these skills through the SEAL (Social and Emotional Aspects of Learning) programme.

We ask that you take a little time to familiarise yourself with the content of this booklet so that everyone in our school family is familiar with our expectations and procedures. It is only through the support of everyone in our school community that we can continue to promote high standards of behaviour and ensure that our school remains a happy place to learn.



Code of Conduct - Key Stage One

We will always do as we are asked by adults working in our school.

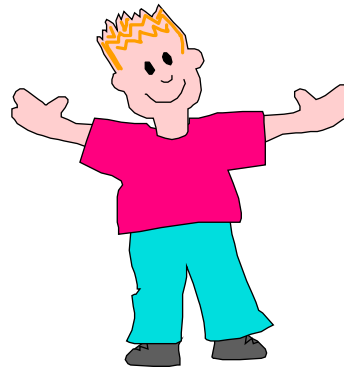
We will be caring and polite to others.

We will use a quiet voice in the classroom and listen to others when they are speaking.

We will look after equipment in the school and help to keep the school tidy.

We will walk carefully inside the school.

We will work hard and always try our best.



Code of Conduct - Key Stage Two

We will always do as we are asked by adults working in our school.

We will be polite to everyone and caring of others at all times.

We will make it easy for everyone to learn and for the teacher to teach.

We will take care of the school, its belongings, other people's belongings and their work.

We will remember to listen to others when they are speaking and wait for our turn to talk.



Our Positive Behaviour Programme

Children work well when there is a recognised behaviour management framework, where they know that there are limits to what is acceptable and where they feel happy and safe. The staff at Beverley St Nicholas School would like all children to come to school to enjoy learning. As part of the SEAL Programme we teach positive behaviour and how to deal with different emotions. This helps children to recognise how they are feeling and make the correct behaviour choices. It also helps them become happy, confident, successful learners.

The SEAL programme is taught throughout the school and contains seven different themes:-

Autumn Term

- New beginnings
- Getting on and falling out
- Say no to bullying

Spring Term

- Going for goals
- Good to be me

Summer Term

- Relationships
- Changes



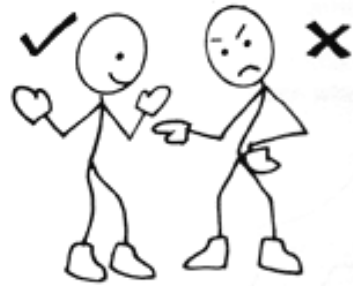
Self-awareness
and self-esteem

Children are taught how to show awareness of their own feelings. Through regular SEAL lessons, pupils are helped to develop their own self-esteem.



Appropriate
expectations

Children grow up physically, intellectually, socially and emotionally at different rates. If we expect too much of a child, it can lead to rebellion, frustration, anger and despair. It is therefore important to recognise and celebrate each small step in their learning.



Positive discipline

All children need discipline to learn which behaviours are acceptable. Positive discipline focuses on praise, rewarding their efforts, giving choices, negotiating and awarding responsibility. There are also fair penalties for poor behaviour.

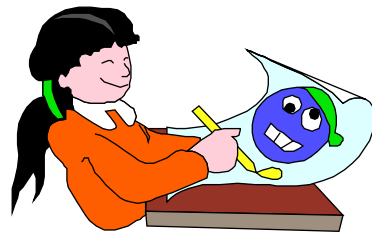


Empathy

Empathy is the ability to sense how someone else is feeling. Children are taught that they don't have to agree with what someone else thinks, just be sensitive to the way that person feels and accept it.

How we implement our Positive Behaviour Policy

- Pupils are involved in the setting of school and classroom rules so that they feel ownership of them.
- Pupils follow the Code of Conduct and take part in making decisions based on these rules.
- Pupils are encouraged to work co-operatively with each other and with staff.
- Pupils are encouraged to have high expectations of themselves and others.
- Pupils are actively taught the rules, the rewards of abiding by them and the consequences of breaking them.



Rewards

We believe in a positive reward system to promote good behaviour, raise self esteem and modify undesirable behaviour. We therefore use a system of merits and good work assemblies.

Merits

Merit points are awarded at the discretion of any member of staff and are recorded by the class teacher. The following is a list of some things that merit points could be awarded for.

- Trying hard with learning.
- Reinforcing good attendance patterns.
- Good behaviour or improved behaviour.
- Helpfulness.
- Showing initiative.
- Politeness.
- Conforming to the Code of Conduct.

Once awarded, merit points cannot be taken away. For every 20 merits received, the child receives a certificate and for every five certificates, they receive a prize and a super certificate.

Other strategies to promote good behaviour

These strategies are a result of discussions in staff meetings, and with the children.

To promote good behaviour, our school:-

- Holds frequent assemblies about behaviour.
- Encourages the use of playtime games.
- Teaches anti-bullying strategies.
- Promotes racial equality and deals severely with any racial incidents.
- Uses Individual Behaviour Plans for specific children who have specific behaviour needs.
- Encourages children to look after property, e.g. customise their own sandshoes.
- Appoints adult mentors/counsellors for vulnerable children.
- Trains children to be 'Peacemakers', who will assist others in finding peaceful solutions to playtime problems.
- Teaches children to arbitrate.
- Develops peer support through Circle Time activities.
- Provides a curriculum enrichment area that promotes cooperation, team work, and positive behaviour.

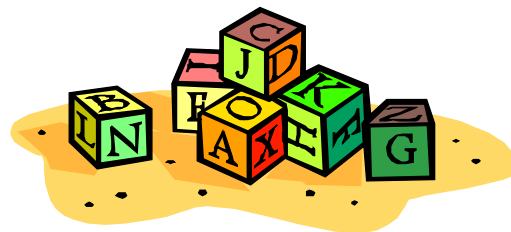


Consequences of inappropriate behaviour

For low level disruption, action is usually taken by the class teacher. For more serious behaviour, e.g. racism, bullying, violence, aggression and swearing, this is automatically dealt with by a senior member of staff.

At St Nicholas Primary School, we recognise that *all* children make mistakes and we deal with each incident individually. We therefore do not contact parents as a result of every incident that takes place.

Each Key Stage coordinator has a 'behaviour book', for persistent inappropriate behaviour, or more serious incidents.



Consequences of not following the Code of Conduct

1. Warning.
2. Time out of activity.
3. Time in another classroom.
4. Part or all of playtime missed.
5. Name in behaviour book.
6. Letter sent home if name appears frequently in the behaviour book. Child is also involved in a separate Circle Time activity to discuss his/her behaviour.
7. Child sent to see a member of leadership team.



Yellow Cards

Children with specific behaviour needs are placed on a yellow card system. If a child refuses to do as he/she has been asked by an adult, the adult then shows the child the yellow card. The child is then asked again. If the child then follows the request, no further action is taken. However, if the child refuses again he/she has made a choice to stay inside for three playtimes. A letter is sent, by post, to the parent/carer, outlining the incident which necessitated the yellow card.



Bullying

Bullying is anti-social behaviour and can affect everyone. We believe bullying to be unacceptable and will not tolerate it within our school. We therefore take all accusations of bullying very seriously.

Bullying is defined as deliberately hurtful behaviour, *repeated over a period of time*. This is different from friendship issues, for example, falling out.

Bullying can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim or coercing the victim into acts which they do not wish to do.

Bullying is often referred to as 'the silent nightmare' because many children (and quite a few adults) are too ashamed to admit that they are being bullied. On top of this bullying is a secretive activity - bullies do not take the risk of being spotted by anyone capable of stopping them.

How can parents tell if their child is being bullied?

Warning signs:

- Not wanting to go to school.
- Avoiding particular lessons or days.
- Taking long or different routes to and from school.
- Being very late for school, hanging back or returning late from school.
- Avoiding friends and other children.
- Having 'mystery illnesses' - non-specific pains, tummy upsets, headaches.
- Having unexplained cuts and bruises.



- Torn and damage clothing and belongings.
- Having 'misaid' books, equipment and belongings.
- Asking for extra pocket money or sweets without giving clear reasons.
- Under-achievement.
- Personality changes - irritable, withdrawn, tired, poor sleeping, weepiness, crying outbursts, loss of appetite, forgetfulness, appearing distracted.
- Temper outbursts, abusive language, impulsive hitting out.
- Lack of confidence, making excuses for not going out to play or meeting other children.
- Nightmares.
- Bed-wetting.



What can parents do about bullying?

- Discuss it with the child - do not ask straight out, "Is someone bullying you?" as the shame associated with bullying is to do with the fact that the child cannot 'stick up for themselves'. Instead, ask "Is anyone in your school being nasty to other children?" Listen carefully to the answers and try to get the name or names of children who bully other children.
- Sympathise, listen carefully and try to calmly ascertain the facts.
- Reassure the child that the bullying will stop.
- Try to help the child use it as a learning experience and to see it as a problem to be solved.
- If the bullying has been going on for a long time or is very unpleasant, go straight to the school and discuss it with the Headteacher or another senior member of staff.
- If the bullying is happening in school (and most bullying does happen during school hours), or on the way to and from school then try to work out a plan with the teacher for dealing with it.

- Start to keep a record of the incidents of bullying, listing WHO, WHEN, WHERE and HOW. This is a painful thing to do but it does provide good 'ammunition' if the bullying does not stop.
- It is better if the children can overcome the problem for themselves - that is without your direct and obvious help. If you do have to provide direct help, do it tactfully. So, for example, if you decide to collect your child from school do not linger outside the school gates; try to wait around the corner instead.
- Do not advocate a 'hit them back' policy.



How can children help themselves to avoid bullying?

If your child is being bullied it is helpful to teach some basic strategies. It is best to warn and advise children how to cope well in advance.

This teaching should start with the strong message that bullying is very, very wrong and that the child should never feel ashamed to tell you if they are being bullied. Please make sure that this message is completely understood.

Possible strategies:

- Always tell an adult you trust if you are bullied.
- Stay with your friends and all of you say "NO" to the bully. Remember, there is safety with other people: bullies are cowards who do not like to be watched.
- Avoid going into places where bullying happens; certainly do not go into them alone.
- Practise saying "NO" to the bully. Speak slowly, clearly and firmly. It sometimes helps to rehearse this in front of a mirror.

- Try not to lose your temper; stay calm. Crying and running away often gives free entertainment. Look the bully in the eye, stand up straight, try to look confident and walk away quietly.
- Do not try to fight back.
- If things are forced from you or you feel you cannot refuse, do not fight to get them back. Tell an adult the truth and ask for help as soon as you can.
- If you are bullied by being called a name, ignore them. The best that the bully can hope for is to see you get upset. Ignoring can be very difficult but try hard.
- Ask yourself if your behaviour is inviting bullying. Could you change your behaviour in any way?

The best strategy is not to be alone in places where bullying flourishes. So encourage children to stay with friends and make sure they all support each other against bullying.



Procedures

The following steps will be taken when dealing with suspected cases of bullying:

- If bullying is suspected or reported, the incident will be investigated immediately by the member of staff who has concerns.
- A clear account of the issues will be recorded and given to the Headteacher.
- A senior member of staff will investigate the incident further and will talk to all concerned. Strategies will then be put in place to support all parties involved.
- Class teachers will be kept informed.
- Parents will be informed.
- Sanctions will be used as appropriate.

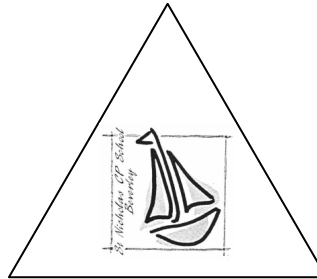
Pupils who have been bullied will be supported by:

- Offering the opportunity to discuss the experience with a 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 they became involved.
- Recognising the inappropriate behaviour choice and the need to change.
- Informing parents/guardians to help change the attitude of the pupil.

Child



Parents/
Carers

School

Remember, behaviour is managed most effectively when there is a partnership between the child, parents/carers and the school. Effective communication is at the heart of this.

Should you want to discuss any concerns you have, please do not hesitate to contact us on:-

01482 862882

Email:- beverleystnicholas.primary@eastriding.gov.uk