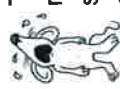


To Achieve Our Aims We will

- Model positive attitudes towards others.
- Keep vigilant for the signs of inappropriate behaviour, taking early action to prevent small issues from escalating.
- Always investigate and deal with issues that are reported, helping children to learn from each situation and teaching them to apply this learning to new situations.
- Use rewards and sanctions in a consistent manner to help children appreciate that choices have consequences.
- We will develop whole-school awareness through assemblies, PSHE, class discussions and discussion with children when issues have arisen.
- We use four animals to explain to children the different react to conflict that they can choose:



The mouse that represents the passive response, where situations remain unresolved and leave the child vulnerable to continuing problems.



The lion that is the aggressive response always leading to further trouble.



The fox that is the cunning response where children try to get their own back. This only ever escalates problems further.



The wise owl represents the response that we are looking for. It involves the child stopping to explore the choices before them, making wise decisions and predicting the consequences of their actions.

We have one over-arching, *catch all* school rule:

“Everyone will act with kindness and consideration to all people at all times.”

How does this rule work?

Everyone The rule includes *Everyone* because we expect all members of our community to relate positively to each other whether children or adults, including staff, governors and parents.

Will The rule uses the word *Will* because we want everyone to understand that this is our minimum expectation rather than a hope or aspiration.

Kindness and Consideration Inappropriate behaviour, in whatever form, is always unkind and inconsiderate both to other people but also to the person causing the problem as it demonstrates a lack of self-respect.

All People This means that we all have a duty to treat everyone with respect and kindness, not just those that we like or are kind to us.

At All Times It is easy to be kind and considerate when everything is going well, but much harder to achieve this when things go wrong, but this is our expectation.

How We Develop Positive Relationships And Good Behaviour

We believe that the role of our school goes far beyond developing children's academic ability. Supporting children to learn how to develop positive relationships is of equal, if not greater importance. Children learn through experience and are all at different stages on their journey of learning how they fit into the world, and how they relate to others. This process of self-discovery means that they will, from time to time, behave inappropriately as they explore relationships with others. It is the role of all the important adults in children's lives to support them to develop positive relationships and therefore good behaviour.



This leaflet summarises the way in which Astley School supports children to learn how to make wise choices, develop positive relationships and demonstrate good behaviour.



We want to equip our children for the future by training them to deal more independently with problems that they encounter now.

We Want Our Children:

- To be in control of their own emotions, solving their problems calmly by negotiation and discussion, avoiding aggression.
- To show increasing levels of independence and skill at managing their relationships with others.
- To be kind, honest and fair, showing pride in themselves and respect for others
- To have the courage to tell the truth in difficult circumstances.
- To stand up for what they know is right, learning to respond with appropriate assertiveness, rather than aggression or passivity.
- To learn that they have the right to be safe and happy, but they also have the responsibility to ensure that others are safe and happy.
- To understand that, at every step, they make choices.
- To understand that choices have consequences, some of which have good outcomes and others which do not.
- To learn that they define themselves by the choices that they make.

Which Behaviours Are Inappropriate?

- Being uncooperative.
- Behaving in any way that makes others feel uncomfortable.
- Showing lack of respect towards yourself, towards others or towards the property of others.
- Disrupting learning.
- Not telling the truth.
- Using language that offends, or is likely to offend others.
- Harming other people, or yourself, physically, mentally or emotionally.

What Is Bullying?

Bullying is sustained and systematic behaviour that is designed to intimidate another person. Such behaviour might be:

- Attempting to isolate or exclude others with intent to hurt or upset.
- Attempting to dominate or be controlling – this may include attempting to use others, sometimes in a devious way, to bring unequal influence on one other person [e.g. spreading rumours or talking about another individual in an unkind manner].
- Unprovoked name-calling.
- The use of physical aggression towards another.
- Making fun of, or laughing at another person.

Our Three Step Approach

- 1** When an issue arises, we ask the children to tell each other how they feel and attempt to come to solutions by themselves in a calm manner.
- 2** If this doesn't work, we encourage them to come immediately to an adult who will bring both children together, help them to talk through the situation, exploring the choices made and the resulting consequences. The adult will ensure that the children arrive at an agreed version of the events and find the best solution.

3 We use rewards and sanctions to help children to understand that choices have different consequences. Rewards and sanctions will vary depending on circumstance.

Rewards might include: Verbal praise, the use of stickers, being sent to a senior member of staff, the awarding of team points or recognition in assembly.

Sanctions may include: a verbal reprimand, the missing of playtime or being asked to work in a different part of the room. For more serious issues the child will be sent to a senior member of staff.

If problems persist, parents will be contacted to assist in creating a Behaviour Action Plan.