

## RESOLVING CONFLICT

At Hartsbourne we use a variety of methods to resolve conflict, including:

- \* A whole-school Code of Conduct (Rainbow Rules)
- \* Regular Personal, Social, Health Education lessons
- \* Whole-school assemblies to reinforce School Rules
- \* Agreed classroom rules
- \* Circle Time
- \* Circle of Friends
- \* Teaching children to 'tell' ('Telling' school)
- \* Establishing trust through active listening, responding consistently in line with school policy
- \* Encouraging discussion, challenging excuses
- \* Expecting honesty
- \* Support of external agencies (eg Behaviour Support Team)

### Supporting Pupils



A variety of strategies will be used to support children's relationships at school and all staff will develop and reinforce positive values, emotional intelligence and higher order thinking skills for themselves and the pupils in their care.

Specific support for pupils who have been the target of poor behaviour and/or negative attention as well as the perpetrators of such behaviour are set out in our Positive Behaviour Management Policy.

Developing appropriate behaviour and social skills is a learning process for many children. Once resolution of an incident has been achieved, and children have been made aware of the consequences of their choices, all pupils are entitled to a 'fresh start'. This is to prevent 'labelling' of specific pupils and ensure that incidents do not 'drag on' indefinitely.

# Hartsbourne Primary School

## Behaviour Matters

### A Leaflet for Parents

During their time at Hartsbourne, there is a need for children to have clearly defined standards of behaviour and all staff to have clear guidelines to follow. Our beliefs in this area are clearly stated in our behaviour policy and Rainbow Rules which are set out below:

- ⇒ Respect everyone and treat them with kindness.
- ⇒ Always take good care of our school.
- ⇒ Important to do everything possible to make it easy for the children to learn and the teachers to teach.
- ⇒ Names are special – use appropriate ones when speaking to or referring to others.
- ⇒ Be careful with your own and others' property at all times.
- ⇒ Only treat others as you would like to be treated – keep hands, feet and comments to yourself.
- ⇒ Walk quietly and sensibly around school.

#### Aims and Priorities of the School:

- ◆ For children to develop a moral and social framework within which initiative, responsibility and sound relationships can flourish.
- ◆ To enable children to develop a sense of self worth and a respect and tolerance for others.
- ◆ Seek to resolve incidents and repair relationships wherever possible.
- ◆ To produce an environment in which children feel safe, secure, respected and able to learn.

#### WORKING WITH PARENTS

Parents have a vital role in promoting good behaviour in school and effective home/school liaison is very important. The school has a right to expect that parents will give their full support in dealing with their child's behaviour.

### **We expect Parents to:**

- \* Keep us informed of behaviour difficulties at home.
- \* Inform us of any trauma which may affect their child's performance or behaviour at school e.g. separation, bereavement, death of a pet.
- \* Inform us about their child's health and any absences connected with it.

### **Home/School Liaison:**

The School will endeavour to achieve good home/school liaison by:

- \* Publishing our Home School Agreement
- \* Keeping parents informed through regular communication and celebration
- \* Promoting a welcoming environment within the school
- \* Regular constructive and positive comment(s) on their child's work and behaviour
- \* Encouraging parents to come into school on occasions other than parent's evenings

### **UNACCEPTABLE BEHAVIOUR**

It is important to be clear about the difference between bullying and children not getting on together. **Bullying behaviour is usually deliberate, planned and persistent.** The perpetrator may be motivated by a range of issues, but usually wants to cause physical, verbal or emotional hurt. In no particular order, unacceptable behaviour is considered to be:

- Deliberate disobedience
- Refusal to follow school rules and codes of conduct
- Physical violence, temper tantrums
- Foul language and swearing
- Making unkind remarks, put-downs, insults
- Damaging and defacing property
- Answering back, rudeness, aggression to adults and others
- Stealing
- Racist and sexist comments, promoting stereotypes
- Joining gangs and any bullying behaviour

**NB: Not all hurtful behaviour is bullying but hurtful behaviour will always be addressed.**

### **A Definition of Bullying Behaviour:**

**Bullying is deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves and usually falls under the following categories:**

**Physical** (Punching, kicking, pushing etc., inappropriate touches, damage to property or things).

**Verbal** Threatening to hurt someone, demanding things or money, humiliating/embarrassing someone, put downs, name-calling, insulting, sarcasm, mimicking, spreading rumours, racist/homophobic/ sexually offensive remarks.

**Emotional** Stealing, excluding someone, pulling faces, refusing to touch someone's things, whispering, blackmailing, offensive graffiti, inappropriate e-mails, texts.

**All reports of bullying and racist behaviour will be taken seriously. All racist incidents will be reported to the Head teacher for appropriate recording as well as to ensure the situation is dealt with at all levels.**

**Possible signs that a child is being bullied might include:**

- Sudden changes in behaviour (aggressive/tearful/clingy)
- Avoiding eye contact
- Deterioration of work, poor concentration
- Task refusal
- Refusal to go out at playtime
- Inexplicable tummy-aches, feeling unwell
- Increase in anxiety about going to school
- Uncharacteristic desire to be with an adult
- Unexplained injuries, bruises, marks
- Loss of or damaged personal property
- Loss of appetite