



The Bliss Charity School Approach to Behaviour at Bliss

The Bliss Charity School aims to develop excellent behaviour-for-learning in the classroom, as well as encouraging exemplary conduct between pupils and the world around them.

To achieve these aims the school has ...

- A 'Metacognition Programme' that is focused on the growth of effective learning behaviours and the creation of lifelong learners.
- 'RESPECT Rules' that aim to build and sustain positive relationships between children, adults and the wider community.

The 'Metacognition Programme' and the 'RESPECT Rules' form the behaviour expectations at Bliss.

The Metacognition Programme:

The school's 'Metacognition Programme' is focused on the development of excellent behaviour-for-learning, by encouraging children to acquire the core attitudes and skills needed to self-regulate and succeed as independent learners. A cyclical, whole-school calendar for the 'Metacognition Programme' is established and the incremental acquisition of these attitudes and skills forms the school's main reward system for individual pupils (see section 4 of our Behaviour Policy - <https://www.bliss.northants.sch.uk/index.php/information/behaviour>).

Attitudes					Skills				
Curious	Empathetic	Enthusiastic	Independent	Open minded	Applying	Aware of Learning Styles	Collaborating	Communicating	Creating
Pride in myself and others	Reflective	Resilient	Responsible	Risk Taker	Making Choices and Decisions	Questioning	Reasoning	Researching	Self Managing

RESPECT Rules:

The school's 'RESPECT Rules' (*Respect yourself, each other, our school, our community and our world*), are focused on conduct, setting high expectations for all members of the school community. To embed these rules, the separate elements of the 'RESPECT' motto are focused on at different times during the school year (e.g. Term 5 = *Respect our community*). Exhibiting the school's 'RESPECT Rules' is linked to the school's collective – house-based – reward system (see section 4).

With both the 'Metacognition Programme' and the 'RESPECT Rules' at the heart of the school's character development education and its spiritual, moral, social and cultural (SMSC) provision, pupils at Bliss develop effective self-regulation regarding their learning - and towards each other - on their journey through the school. This can be seen in the excellent behaviour observed in lessons and around the school, and the very low level of recorded unexpected behaviour incidents.





Behaviour and Anti-Bullying

Pupil conduct and behaviour at The Bliss Charity School is positive and the children all get along really well with each other the vast majority of the time. However, there will be occasions when pupils 'fall out' and someone becomes upset. When this happens, it is important for both children – and parents/carers – to respond in the correct way so that any issues are resolved as quickly as possible.

Children ...	Parents/Carers ...
<ul style="list-style-type: none"> Follow the school's 'RESPECT Rules' at all times and use the attitudes and skills from our metacognition programme to help you get along with others. Remember to treat classmates and other pupils how you would like to be treated yourself. Remember that 'falling out' is part-and-parcel of growing up. While no-one likes being upset, you and the person/people who has upset you are probably still friends really and this disagreement will more than likely just be a temporary one. Try not to overreact as it may ruin your friendship. Be open and honest about anything you may have done (there usually are two sides to every story). Recognise the difference between someone being nasty to you once and bullying. Think about our anti-bullying assemblies and remember our STOP message: <u>S</u>everal <u>T</u>imes <u>O</u>n <u>P</u>urpose. Trust the adults in school to deal with your concerns – things can always be sorted out once adults in school know what is going on. Again, remember our STOP message: <u>S</u>tart <u>T</u>elling <u>O</u>ther <u>P</u>eople. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Don't wait to tell someone! Tell someone in school <u>the moment</u> it happens – don't wait until you go home as this just slows things down. If you tell an adult in school immediately, they can investigate it properly while other children are still around and things may have been seen/heard – and remembered – by others. Be brave enough to deal with situations on your own. Can you use any of our metacognition skills and attitudes? For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school yourself. Use the 'Wellbeing Wheels' on the playground and in the classroom to help deal with situations and feelings that may lead to negative behaviour. 	<ul style="list-style-type: none"> Remember that 'falling out' is part-and-parcel of growing up. While it is not nice to see your child upset, it is important not to overreact. The best thing to do is to share the information your child has reported to you the next day with the class teacher. Class teachers are the best people to talk to about behaviour issues. If the situation does not get resolved satisfactorily, a senior leader can be involved alongside the class teacher. Be open to the possibility that your child may have done something too (there usually are two sides to every story) and that you may not have all the facts. Children can misunderstand situations and sometimes only report things from 'their point of view'. Recognise the difference between an isolated incident of spitefulness and bullying (see below). At Bliss, bullying is defined as '<i>deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves</i>'. Thankfully, genuine cases of bullying at our school are very, very rare. Applying our STOP message (see below) helps both children and adults see what bullying is and what bullying is not. Trust that the adults in school have the ability – and the experience – to deal appropriately with unexpected behaviour. School staff will always try to resolve incidents they become aware of and, if the incident is deemed serious enough to include home, a phone-call will be made to discuss the issue with the parents/carers of all involved. Encourage your child to report any concerns they have directly and immediately to adults in school – children need to report any issues they have 'in the moment' and not wait until they get home. It is much more difficult for school staff to deal with things 'after the event' Empower your child to deal with situations independently through the development of our metacognition skills and attitudes. For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school themselves.