

Barncroft Primary School



Positive Behaviour and Anti- Bullying Policy

Should be read in conjunction with the Equalities Policy

Document Information			
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Our vision is to be an inclusive school in which all children enjoy an outstanding learning experience, make good progress and leave us as responsible happy citizens. In order to achieve this, we have the highest expectations of behaviour of children and of all stakeholders, which are constantly reinforced. A clear code of rewards and sanctions are in place that develops children's awareness of cause and consequence alongside their personal and social responsibilities.

Values

All children and stakeholders are expected to uphold the school's six values which contribute to the success of our school vision and underpin both British Values and SMSC:

1. Respect for physical safety
2. Respect for people's feelings
3. Respect for the truth
4. Respect for each other
5. Respect for ourselves
6. Respect for the environment

Aims

- To nurture children's confidence within a happy and caring environment where respect is shown to all.
- For children to be emotionally intelligent, building relationships and developing empathy, tolerance and co-operation in line with the school values and British Values.
- For children to have a sense of fairness and responsibility, understanding appropriate ways of managing conflict when it arises.
- To promote a positive approach to challenges enabling life long learning.
- For children to understand how to respect their environment, their belongings and the belongings of others.

- To promote children's Spiritual, Moral, Social and Cultural development and well-being.

Practice

- All members of the school community are expected to show respect and courtesy for one another.
- Every member of the community is aware of the school rules and the consequences of unacceptable behaviour.
- Weekly values based learning takes place every Friday, focusing on developing children's understanding of the six values and the skills needed to consistently demonstrate these values.
- Children who present challenging behaviour will have a **Positive Response Plan** (PRPs) to address their particular needs. Parents and staff will be involved in the formulation of this (and external agencies where appropriate).
- If necessary, the school will seek advice from outside agencies to meet the needs of an individual child.
- Staff will adhere to the procedures in the "Physical Restraint" document and training will be given.
- As part of the school's admission process, all parents receive a copy of this policy and by signing the home/school agreement they agree to uphold all the policies of the school.

Guidelines: Rewards

- All staff work to encourage a strong community ethos both within the classroom and around the school.
- Children are actively involved in formulating class rules. By signing up to these the children show their agreement and recognition of their rights and the rights of others.
- Children are consistently praised and rewarded for good behaviour. This includes:
 - ❖ House points for the six values based behaviours
 - ❖ 4C card signatures/ moving your name on the class 4C display for demonstrating the school's four learning behaviours: Critical thinking, Creative thinking, Collaborative thinking and Caring thinking.
- Every week children from across all classes are awarded for good learning behaviours linked to the 4C learning behaviours. This is celebrated in school during celebration assembly and is published to parents.
- To ensure that the children develop as responsible members of society, each child will belong to one of four houses. Children can be awarded one or two house points by staff for the way in which they behave. Weekly and Half Termly house winners will be celebrated in assembly.
- Every classroom will have a Barncroft logo displayed in the classroom with the children's names on. All children start each morning and each afternoon on the logo in order to demonstrate being part of the community and the minimum expectations of that community. Children are able to move their name up to the 'proud cloud' for consistently demonstrating the school values and the 4C learning behaviours at a high level. For children who continue to excel in these areas, they are able to move their name further up to 'out of this world'. The names of children who have achieved 'out of this world' three times in any given week will be displayed in the hall. Each half term the child in each class who has been on 'out of this world' the most times will be receive a reward.
- Children who demonstrate the six values in all aspects of school life will be eligible to nominate themselves for roles of responsibility such as prefects, school council, playground buddies or dinner hall helpers.
- Each week, children who have consistently demonstrated the six values during lunchtimes that week will be chosen for 'Top Table' the following week.

- Children who demonstrate the school's values outside of school will be given a community award e.g. mood boards, worry monsters and 'mindful me' time.
- The Inclusion Team will use various assessment methods to identify and support those children who are having difficulties.
- Within class the following strategies may be used as appropriate:
 - ❖ Marbles in a jar
 - ❖ Fab phone calls / text messages/notes or postcards home
 - ❖ Star of the day
 - ❖ Marvellous Me badges

Guidelines: Sanctions (day to day positive behaviour management)

- Every classroom will have a Barncroft logo displayed in the classroom with the children's names on. All children start each morning and each afternoon on the logo in order to demonstrate being part of the community and the minimum expectations of that community.
- If behaviour occurs that prevents others from learning the following will be employed:
 1. Step 1 – Two **verbal warnings** are given, children asked to **make the right choice**.
 2. Step 2 – Child is given the opportunity to **turn their behaviour around** through discussion.
 3. Step 3 –Five minutes **time out** in the classroom, immediately followed by a discussion with the child to **resolve the situation**.
 4. Step 4 – Five minutes **time out in partner class** (parallel class) or with phase leader, immediately followed by a discussion with the child to **resolve the situation**.
 5. Step 5 –Child stays in **partner class to complete their work** in there.
 6. Step 6 - Removal to DHT/ HT/ Inclusion for **withdrawal** and a phone call home. Period in time out will be decided based on the behaviour exhibited and the activities taking place back in their class.
- At each stage staff are expected to use the specific words shown in bold with the children in order to ensure a consistent shared language across the school.
- If a child reaches steps 4- 6 this will be recorded and monitored through the weekly 'Personal Development, Behaviour and Welfare' meetings.
- If a child reaches steps 5- 6 the teacher is required to have a discussion with a member of the Inclusion team (the same day if possible) following the 'Antecedent Behaviour Consequence and Communication' (ABCC) process. This will be recorded and monitored through the weekly 'Personal Development, Behaviour and Welfare' meetings.

Guidelines: Sanctions (deliberate physical aggression towards a child or adult)

- We have a zero tolerance attitude to wilful violence against pupils and adults.
- An incident of physical aggression intending to cause harm will mean instant withdrawal and a phone call home. The period of time in withdrawal will be decided based on the behaviour exhibited. Parents will be called in if the incident is severe and exclusion may result.
- Supervision of a member of SLT if we consider this to be appropriate.
- Where there are ongoing difficulties or incidents of deliberate physical aggression towards a child or adult, parents will be asked to attend a meeting with a member of the Senior Leadership Team in order to reach a satisfactory resolution.

Guidelines: Sanctions (Missed learning)

- If a child refuses to come into the classroom, or leaves the classroom without permission, the child will be given a five minute warning, after which time the

parent will be called. This is to be monitored and recorded in the communication folder.

- If a child continues to refuse to turn the behaviour around, the parent may be asked to come into school.
- Any time lost whilst the child is outside of the classroom will be monitored and will result in a detention of the same length after school.
- A phone call or text message will also be sent to the parents on the day of the detention to remind them.

Guidelines: Sanctions (Offensive language and gestures)

- The school will have a zero tolerance approach to offensive / discriminatory language and gestures.
- The sanction of a 15 minute detention will result on the day of the offence.
- The school day will be treated as three sessions; am, lunch, pm. Therefore it is possible to accrue 45 minutes of detention time.
- Parents will be rung by the adult who witnessed it or by one of the Inclusion Team if this is not possible.
- The detention will be supervised by the class teacher in their room or by the year group partner if the class teacher is absent from school.
- In the case of allegations of swearing being made by parents or other children, the child will be spoken to but no sanction will be imposed.

Lunchtimes and Playtimes

The same high expectations of behaviour and values are expected during both structured and unstructured times of the day. Specific incidents that occur during unstructured times will be dealt with during the following playtime/lunchtime and will not therefore impact on learning time in lessons.

The school has a zero tolerance approach to bullying.

Schools in England have a legal duty to ensure the safety of all children and young people and to prevent all forms of bullying. Head teachers also have powers to respond to bullying outside of school premises, and to search for and confiscate items that may have been used to bully or intimidate (The Education and Inspections Act 2006: The Education Act 2011).

A definition of bullying:

Bullying is unwanted, aggressive behavior among children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems.

In order to truly be an act of bullying the following three characteristics must be present:

- Repetition – a bully picks on his or her target every day and/or every time they are together.
- Power imbalance – The target always loses because the bully is bigger and stronger (physically or socially).
- Intent to harm – The target is always afraid and is upset because of what the bully has threatened to do.

Types of Bullying

Physical

Physical bullying is the most obvious form of bullying. It occurs when kids use physical actions to gain power and control over their targets.

Physical bullies tend to be bigger, stronger and more aggressive than their peers. Examples of physical bullying include kicking, hitting, punching, slapping, shoving and other physical

Verbal

Verbal bullies use words, statements and name-calling to gain power and control over a victim. Typically, verbal bullies will use relentless insults to belittle, demean and hurt another person. They choose their targets based on the way they look, act or behave. It's also not uncommon for verbal bullies to target pupils with special needs.

Research has shown that verbal bullying and name-calling has serious consequences. In fact, it can leave deep emotional scars.

Social

Social Bullying is a sneaky and insidious type of bullying that often goes unnoticed by parents and teachers. Sometimes referred to as emotional or relational bullying, social bullying is a type of social manipulation. Social bullies often exclude others from a group, spread rumours, manipulate situations and break confidences. The goal behind a social bullying is to increase their own social standing by controlling or bullying another person. A child who is experiencing social bullying is likely to be teased, insulted, ignored, excluded and intimidated.

Cyber

When a child uses the Internet, a mobile phone or other technology to harass, threaten, embarrass or target another child, this is called cyberbullying. If an adult is involved in the harassment this is called cyber-harassment. Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts.

Cyberbullies often say things that they do not have the courage to say face-to-face because technology makes them feel anonymous, insulated and detached from the situation. As a result, online bullying is often mean and cruel. To the targets of cyberbullying, it feels invasive and never ending. Bullies can get to them anytime and anywhere, often in the safety of their own home. Consequently, the consequences of cyberbullying are significant.

Sexual

Sexual bullying consists of repeated, harmful and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning and pornographic materials. For instance, a bully might make a crude comment about a girl's appearance, attractiveness, sexual development or sexual activity.

Prejudicial

Prejudicial bullying is based on prejudices children have toward people of different races, religions or sexual orientation. This type of bullying can encompass all the other types of bullying as well including cyberbullying, verbal bullying, social bullying, physical bullying and sometimes even sexual bullying.

When prejudicial bullying occurs, children are purposely targeting others who are different from them and singling them out. Any time a child is bullied for his race, religion or sexual orientation, it is recorded and reported.

Prevention

Bullying can threaten childrens' physical and emotional safety at school and can negatively impact their ability to learn. We believe the best way to address bullying is to stop it before it starts. For this reason Barncroft Primary school puts into place many strategies to prevent bullying, e.g.

- **Building a safe Environment** – we establish a school culture of acceptance, tolerance and respect . We use staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and close links with our local PCSOs to establish a positive climate at school. We continually reinforce positive social interactions and inclusiveness.
- **Educate children, Staff and Parents** - we build bullying prevention material into the curriculum and school activities. Train teachers and staff on the school's rules and policies. Give them the skills to intervene consistently and appropriately.
- **Clear Policies and Rules** - at Barncroft we have a clear vision statement, code of conduct, school wide rules, and a bullying reporting system. These establish a climate in which bullying is not acceptable.

Identification and reporting of Bullying

By highlighting the impact of bullying on children in schools, communities and in cyberspace, the school aims to :

- To empower children to make a report bullying – whether it is happening to them or to someone else, face to face or online;
- To help parents and carers have conversations with their children about bullying – both as a way of preventing bullying, and to help children who are worried about bullying;
- To encourage 'open discussions' where all children and young people are given a safe space to discuss bullying and other issues that affect their lives, and are supported to report all forms of bullying;
- To equip teachers to respond effectively when children tell them they're being bullied; and
- To raise awareness of the impact of bullying on children's lives if they don't tell anyone it's happening.

Strategy for Dealing with Bullying

In dealing with bullying, staff at Barncroft Primary follow these fundamental guidelines.

- We never ignore suspected bullying.
- We do not make premature assumptions.
- We listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- We follow up proven cases to check bullying has not returned.

- We keep detailed records.

In response to a complaint of bullying a senior member of staff will undertake a full investigation, keeping detailed records and applying sanctions as necessary.

- Parents will receive an acknowledgement of the report within 24 hours
- A full investigation will be conducted within 3 school days.
- A written outcome will be sent to parents within 5 school days.

The investigations may involve:

- Discussing the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
- Identifying the bully/bullies and any witnesses.
- Interviewing witnesses.
- Discussing the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
- If the bully admits to the bullying, making it understood that bullying is not acceptable at Barncroft Primary and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
- If the allegation of bullying is denied, investigating further. If there is sufficient evidence that the bullying occurred, applying relevant sanctions.
- Holding separate discussions with parents of bully and victim.

Sanctions for the bully include:

- Withdrawal from school clubs
- Loss of break times for a period to be determined by the headteacher.
- Being barred from school during lunchtimes for a period to be determined by the headteacher.
- Fixed period of exclusion from school.
- A Support Programme for the victim with a mentor/named person (usually a senior member of staff) monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
- A Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.

Monitoring the policy

All incidences of poor behaviour are discussed and recorded weekly during the 'Personal Development, Behaviour and Welfare' meetings. Actions are put in place, and the impact of the actions monitored the following week. This includes incidents of withdrawal, exclusion, welfare concerns, discriminatory or bullying behaviours. This will then be reported to Governors.

Further information on children's attitude to school and the behaviour policy will be gathered from the Pupil Attitude Survey. Outcomes from this survey will be discussed by the Leadership Team and reported to Governors. The behaviour policy will be reviewed every 2 years.

