



Positive Behaviour and Anti-Bullying Policy

We recognise that many children may have anxiety about returning to school and many will have found the experience of lockdown difficult. It remains our absolute priority to address this through teaching and dedicated time focused on children’s Social, Emotional and Mental Health needs. It is also paramount that when children do return to school we provide them with clear and consistent expectations, rewards and consequences which we all adhere to. This will help to make them feel more secure and ready to learn, and will ensure that we maintain the positive standards of behaviour that we have achieved across the school over the years. Due to Covid-19, our current risk assessments and procedures to maintain a safe environment mean that certain aspects of our usual behaviour policy need to be amended. Information on these amendments can be found below.

What our school policy says	Amendments due to Covid-19
<p>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:</p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Our values remain the same and children are being reminded of these values and the class/school rules when they return to school. Teachers are revisiting the school’s expectations and exploring new measures in relation to these for example. social distancing linked to physical safety.
<p>Practice</p> <ul style="list-style-type: none"> • 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 Plans (PRPs) to address their particular needs. • Staff will adhere to the procedures in the “Physical Restraint” document and training will be given. 	<p>As well as the above, we have:</p> <ul style="list-style-type: none"> • Increased the amount of dedicated values/mental health sessions in the class timetables. • Updated Positive Response Plans where applicable for individual children in line with the amended Covid-19 structures and risk assessments that are in place. • Carried out risk assessments on physical handling as this cannot be completely ruled out (this may be needed to be used as a last resort if the safety of children/adults is at risk). In these instances, staff will be provided with PPE in line with Government guidelines.
<p>Guidelines: Rewards</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Roles of responsibility (such as children taking the register to the office or being library monitors) will not be able to place due to children not moving around the school and not touching other children’s belongings.

<ul style="list-style-type: none"> • 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 every class are awarded the “Learner of the Week” award linked to the 4C learning behaviours. This is celebrated in school 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’. • 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. • 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/MM 	<ul style="list-style-type: none"> • Whole school assemblies will not take place, but assemblies will be done in classes using the same plan so that all children receive the same message. • House points will continue to be given to children but will be collected remotely and the winners will be announced to children in class each week. • Proud cloud and 4C cards will continue to be used as rewards, but will be managed by key staff in each class to avoid more than one person touching the cards/ proud cloud displays. When children complete their 4C card they will be able to tell their teacher which toy they would like and this will be put in an envelope for at least 48 hours before being sent home to reduce the risk of transferring the virus via the soft toys. • One learner of the week per class will still be chosen and announced within a class celebration assembly on a Thursday. Teachers will send a marvellous me rather than a physical certificate to the parents of the learner of the week. From 12th June, names of the learners of the week will also be announced in the school newsletter. • Unfortunately, monitors and top table cannot be used at lunchtimes as children are eating in their class bubbles.
<p>Guidelines: Sanctions (day to day positive behaviour management)</p> <p>If behaviour occurs that prevents others from learning the following will be employed:</p> <ul style="list-style-type: none"> • Step 1 – Two verbal warnings are given, children asked to make the right choice. • Step 2 – Child is given the opportunity to turn their behaviour around through discussion. • Step 3 –Five minutes time out in the classroom, immediately followed by a discussion with the child to resolve the situation. • 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. • Step 5 –Child stays in partner class to complete their work in there. • 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. 	<ul style="list-style-type: none"> • Steps 1-3 will be carried out as usual at a social distance in the child’s classroom. If the time out chair in the classroom is needed, it will be as far away from other children’s chairs/desks as possible, and will be a plastic chair which will be cleaned between uses. • Step 4 and 5 will be on a table just outside the classroom door, at least 2 metres from the next classes table. If this step is used, then a member of staff from the child’s class will supervise this to ensure that the child does not attempt to walk around the school. Resolution with the child can happen whilst out there. • If step 6 is needed, a call will be made to the HT/DHT/Inclusion and a member of that team will come to supervise withdrawal 2 metres away from the desk

<ul style="list-style-type: none"> • 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. 	<p>outside the child's classroom. The child's parents will be called.</p> <ul style="list-style-type: none"> • 'Personal Development, Behaviour and Welfare' meetings will continue to be held weekly.
<p>Guidelines: Sanctions (deliberate physical aggression towards a child or adult)</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Physical violence towards staff or pupils is not tolerated at Barncroft. This could result in direct transmission of the virus, and in dealing with/de-escalating acts of physical violence this could also risk direct transmission of the virus. • In these circumstances, a call will be made to the HT/DHT/Inclusion and a member of that team will come to supervise withdrawal 2 metres away from the desk outside the child's classroom. The child's parents will be called and group phone/video call may be considered if it is thought that external services/professionals, or multiple staff need to be involved. • Physical handling cannot be completely ruled out (may be needed to be used as a last resort if the safety of children/adults is at risk). In these instances, staff will be provided with PPE in line with Government guidelines.
<p>Guidelines: Sanctions (Missed learning)</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • If any child leaves the room, HT/DHT/Inclusion will be informed immediately by the teachers and parents will be called. • Any lost learning time due to behaviour will be made up at lunchtime as a detention on the desk used for withdrawal outside the child's classroom supervised by a member of Senior Leadership team (socially distanced). After school detentions for missed learning may be re-introduced as soon as it is safe to do so, but is not possible at the moment due to the need to ensure children do not walk through the school and parents do not wait on the school grounds.
<p>Guidelines: Sanctions (Offensive language and gestures)</p>	<ul style="list-style-type: none"> • The use of offensive language or gestures is not tolerated at Barncroft. This will result in a 15 minute lunchtime

<ul style="list-style-type: none"> • 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. 	<p>detention on the desk used for withdrawal outside the child’s classroom supervised by a member of the Senior Leadership Team (socially distanced). This should be on the same day as the incident if the incident happens during the morning, or the next day if the incident happens after lunch. After school detentions for offensive language/gestures may be re-introduced as soon as it is safe to do so, but is not possible at the moment due to needing to ensure children do not walk through the school and parents do not wait on the school grounds.</p>
<p>Lunchtimes and Playtimes</p> <p>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.</p>	<ul style="list-style-type: none"> • Any incidents of unacceptable behaviour at lunchtime or playtime will result in sanctions in line with the steps set out above. Time out/withdrawals at lunch/playtime will be within the children’s bubble zoned areas outside, or within the child’s classroom.
<p>Bullying</p> <ul style="list-style-type: none"> • The school has a zero tolerance approach to bullying. • 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. 	<ul style="list-style-type: none"> • Bullying is not tolerated at Barncroft and all aspects of the policy on relation to this here on the left remain in place. Any sanctions that involve withdrawals will take place directly outside own classroom, or inside classroom at lunchtime.

<ul style="list-style-type: none"> • 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 head teacher, Being barred from school during lunchtimes for a period to be determined by the head teacher, 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. 	
<p>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.</p>	<ul style="list-style-type: none"> • 'Personal Development, Behaviour and Welfare' meetings will continue to be held weekly.