



Positive Behaviour and Anti-Bullying Policy

Barley Barkway VA Church of England First Schools

Updated: November 2017

Next Review: November 2019

This Policy has been reviewed through regular consultation with all the children and staff through mixed-age Pupil Council meetings and staff development meetings. The views of parents/carers and governors have been sought through meetings and Governor Monitoring days. At Barley Barkway Schools we are proud to receive very positive feedback about the behaviour of our children on a regular basis. This feedback has come from, parents, staff, governors and members of the community, including the Church community, local authority advisers and health professionals, and from members of the public who come into contact with the children. The aim of this policy is to sustain high standards and expectations of behaviour and to keep refining our practice.

Aims of the Policy

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish
- To enable children to develop a sense of self-worth and respect similarities and differences
- To produce an environment in which all children, staff, parents/carers and governors feel safe, secure and respected
- To help children develop self-discipline, with an understanding of the effect of their actions on others and sensitivity to other children's situations

Code of Conduct

- Treat everyone at the school with kindness and respect
- Respect school property and the property of others
- Always walk quietly and sensibly round the school
- No physical contact with other children, unless in appropriate games or when looking after another child
- In exercising responsibility for the care of the school premises, children and staff are encouraged to feel a sense of ownership for the school and its environment

School rules

- We will always try our best
- We will listen carefully
- We will be polite and kind to everyone
- We will look after the things we have in school
- We will work and play together well
- We will be organised and ready to learn

RESPONSIBILITIES

Responsibilities of the children

- To follow the school rules to the best of their ability
- To treat adults and other children with respect and politeness
- To do as they are asked by the adults in the school
- To help make the school a clean and pleasant place to be
- To take responsibility for their own learning and behaviour
- To work and play well with all other children

Responsibilities of the staff

- Treat all children fairly and respectfully
- Play an active part in the school team to build a sense of community and consistently apply the agreed standards and policy for behaviour
- Have a responsibility to model the type of behaviour felt to be acceptable
- Provide challenging and interesting lessons and curriculum
- Recognise that each child is an individual and enable them to do their best
- Recognise and take into account any children with a special educational need/disability
- Record any incidents of inappropriate behaviour or bullying and discuss with the headteacher or senior teacher
- Deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties

Responsibilities of parents/carers

- Ensure that the children arrive on time for school and ready to learn
- Encourage respect for other people
- Keep the school informed of any behaviour difficulty or trauma that their child might be experiencing at home, which could affect their performance or behaviour at school
- Encourage the children to sort out any difficulties without hitting, fighting or using inappropriate language, at home or in school
- Discuss any behavioural issues with the school staff, rather than trying to sort out themselves
- Encourage the children to appreciate the importance of education and to praise them for their efforts and achievements
- Encourage the children to talk about school and listen to what they have to say each day

Unacceptable behaviour

Disobedience
Biting, spitting, hitting and kicking
Foul language and swearing
Making unkind remarks
Damaging property
Answering back
Rudeness or aggression to an adult or child
Stealing
Truancy
Racist comments or comments about a disability
Ganging up and bullying

Promoting Good Behaviour

Behaviour is regularly discussed and reviewed with the pupils through Pupil Council meetings, assemblies and classroom discussions
Achievements will be recognised and praised by class reward systems and through public acknowledgement in weekly Golden Assemblies and assemblies for parents and governors
Pupils will show their work to other teachers and the headteacher
Good Behaviour for learning is encouraged in all learning activities and in Golden Assemblies
Good results in recorded work will be shared with parents and photocopies sent home
Regular praise and reinforcement of good behaviour from all staff
Responsibilities throughout the school
Older pupils taking responsibilities as good role models for younger pupils
Use of Circle Time approaches, Pupil Council meeting discussion and the PSHE curriculum
Lunchtime behaviour is included as an integral part of the school's behaviour policy and systems. Staff attend regular meetings and training sessions to ensure good teamwork throughout the school to ensure positive lunchtime experiences for all children
Lunchtime clubs encourage active and positive participation

Ways in which we manage inappropriate behaviour

Frown and shake head
Distraction
Strategic ignoring
Giving take up time where appropriate (particularly for children with additional needs)
Praise those getting it right to model appropriate behaviour
Express dislike about the behaviour, rather than the child
Child works on their own
Child apologises to another child or adult verbally or by writing a note, card or letter
Child given responsibility to look after another child they have hurt
Missed playtime, or part of playtime
Time out at playtime
Imposition of suitable punishment to fit the inappropriate behaviour E.g. clearing up mess, completing work
Loss of all or part of a privilege e.g. playtime. class treat, Golden Time. Children should not be withdrawn from curricular activities.
Behaviour diary will be kept for repeated incidents
Specific targets set for successful behaviour

Extra meetings with parents to discuss common strategies, which may involve the headteacher as well as class teacher to discuss common strategies for home and school
Child taken out of class or playtime to work or play on own, for a fixed period of time
External agents and professionals, such as the educational psychologist, specialist advisory teacher, behaviour support team, health professionals will be consulted to help the school personalise the behaviour policy for individual children
Specific risk assessments will be carried out to ensure the safety of all children

All children and staff in this school have the right to be safe and if the behaviour of a child seriously impacts on this, then a fixed term exclusion may be appropriate. This strategy will be used as a last resort and will be mindful of local authority exclusion guidance and the Equalities Act. In very exceptional circumstances, a permanent exclusion may be considered.

Anti-Bullying Policy

Introduction

Barley Barkway First Schools are committed to providing a safe, positive, valuing and inclusive environment for all pupils, staff, parents/carers and governors
All bullying behaviour is unacceptable in this school. Bullying is a shared problem and the school community needs to work together to resolve any incidents

Children and adults are capable of bullying. Adults should set a good example to children
Anti-bullying approaches will be consistent with the values of our community and preparing children for life in an inclusive society. They will incorporate an acceptance and valuing of difference and the role of forgiveness

Bullying may be experienced as a victim, perpetrator or bystander

Definition of bullying

- 1. Bullying is intentionally hurtful.** It is the deliberate and unprovoked behaviour which can cause physical and emotional or mental hurt to the victim. It violates another person's rights and freedom.
- 2. Bullying is usually a repeated experience.** Bullying behaviour is usually persistent or repeated, however, on occasions there can be single incidents which constitute bullying, as the intimidation continues beyond the incident.
- 3. Bullying involves an inequality of power.** Those involved in bullying have power over the victim, who may find it hard to deal with the offending behaviour. Some power imbalances may be subtle and build up over time. Bullying behaviour can involve individuals or groups.

Examples of bullying include:

Verbal bullying- such as name-calling, mimicking, putting people down, saying unpleasant things about family or appearance, anonymous notes and texts, humiliation, blackmail, nasty remarks on the internet

Physical bullying- such as deliberately hitting, hurting, hair pulling, pushing around, kicking, deliberately disrupting play or work

Psychological bullying- such as intimidation, threats and looks to make someone feel uncomfortable or fearful

Examples of how we deal with incidents of bullying

Discuss separately with the victim, perpetrator and bystanders and give time so that everyone has their say

Reassure the victim they have done the right thing telling someone

Discuss with the bully and victim together, if appropriate and after some time

Inform parents of the bully and victim and work on resolution together

Bully apologises verbally or in writing to the victim

Opportunities for the pupils to work and play together will be sought to resolve issues and move on feeling safe

Wider bullying issues will be discussed in Circle Times and assemblies

ROLES AND RESPONSIBILITIES

Role of the Headteacher/Senior Teacher

To implement this policy and to ensure all staff are aware of the policy and follow its procedures

To ensure all pupils understand that bullying is wrong and unacceptable

Set a climate for success to prevent bullying as much as possible

Record incident of bullying behaviour and discuss with parents/carers

Liaise with external professional to support this work with pupils with additional needs

Role of Governors

To support the headteacher/senior teacher in attempts to eliminate bullying behaviour

Monitors incidents of bullying and review effectiveness of the school policy regularly

If a request is made from a parent/carer to the Governing Body about an incident of bullying, they will notify the headteacher and ask them to investigate. Governors will report back to parents within ten days.

Role of staff

Bullying will be taken seriously by all staff, who will intervene to prevent incidents happening

If staff witness an alleged act of bullying, they will ensure they support the victim and discuss the viewpoints of the victim, perpetrator and bystanders

Information about incidents which could be bullying will be discussed with the headteacher/senior teacher and recorded factually

Bullying incidents will be monitored by the headteacher and senior teacher, to ensure that all pupils concerned can move on, prevent further incidents and establish a climate of trust

Staff will use the PSHE curriculum to prevent bullying issues from arising and build resilience among the pupils

Role of parents

Parents should listen carefully to their child if they feel they have been bullied and reassure them

It is helpful if parents establish the facts from their child's perspective

Parents should contact their child's teacher to discuss

Our policy will work best if parents actively support it and encourage their child to be a positive member of the school community