



Barnsbury Primary School and Nursery

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Governor responsibility:	Full Governing Body
Reviewed by:	Inclusion Leader
Review period:	Annually
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Reviewed:	Autumn 2022
Next Review:	Autumn 2023

PURPOSE OF THIS POLICY

This policy is to be read in conjunction with the Teaching and Learning Policy as together they establish the general ethos of the school. This policy provides a framework for establishing a happy, secure and caring environment where all know what is expected of them. Please also refer to the Home/School Agreement. This part of the policy was formulated in consultation with the whole school community, with input from members of staff, governors, parents/carers and children. The children's contribution has been developed during PSHE lessons and circle times and taken to school council meetings.

CULTURE AND ETHOS

At Barnsbury Primary School and Nursery, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them to maximise their potential.

The school embraces the **Values Education**, which encompasses all interactions in school, between pupils and staff, amongst staff and amongst pupils. We aim for our Values to show through everything we do. We teach this through a two-year cycle, the school focuses on a half termly Values which are explored through assemblies, class reflection, PSHE lessons and circle times.

Barnsbury Primary School and Nursery takes a positive attitude towards behaviour management and discipline. We are committed to providing an environment where all pupils are **valued** and are able to learn and play together in a **caring, happy, co-operative** and safe atmosphere. It is the **responsibility** of children, staff, governors and parents to ensure that high standards of behaviour are maintained in an atmosphere of mutual **respect, trust**, openness, fairness and consistency.

WE AIM TO DO THIS BY:

- Ensuring that everyone feels safe and secure
- Helping all children develop appropriate and relevant social skills
- Ensuring that relationships within school are based on mutual **respect** and **trust**
- Involving parents and the community and ensuring that communication between home and school is clear, open and **honest**
- Creating a **friendly** and **peaceful** environment in which children want to participate and belong: - in the classroom, playground and dining hall
- Creating an interesting and stimulating environment in which children want to learn
- Rewarding and praising good behaviour and choices

- Developing pupil voice within the school so that children have a say in what happens in school
- Encouraging children to **care** for others and to **understand** and **tolerate** diversity
- Modelling **values education** to the children in terms of all adult interactions and direct teaching of Values in assemblies and lessons
- Providing children with the language and skills to solve their problems calmly, openly and with **understanding**
- Creating opportunities to share feelings and talk about strategies to help solve problems e.g. circle time
- Encouraging pupils to take **self-responsibility** for the consequences of their actions and choices and developing collective responsibility
- Rejecting all forms of bullying and anti-social behaviour, feeling confident to seek support from the school should they feel unsafe.

REWARDS: Catching children being good!

Catching children being 'good' and rewarding positive attitudes, thoughtfulness, patience, positive behaviour, effort and quality of work is fundamental to our ethos. We have therefore developed several reward systems to celebrate success:

Celebrating success as a school

Each week during our Celebration Assembly, we present awards for each class.

- Star of the Week Award - nominated by the teacher for a pupil who has tried their very best and has demonstrated good attitudes to school life and learning.
- Effort award for children showing great effort and Growth mind-set.
- Value Award - this may be nominated by the teacher or the class and will be given to the person who is best demonstrating the school's values.

Behaviour System

Each class has a planet system with five planets displayed in every classroom. At the beginning of everyday all the children's names are displayed on the Earth planet. Children are rewarded for making good choices, with praise and positive attention, and their name is moved onto the higher planets (firstly Purple and then Gold). Those children on the Gold planet at the end of the day receive a sticker in Key Stage 1 and receive a house point for their house. In Key Stage 2, the children receive a house point; these are then recorded on a chart in the classroom. At the end of each week the points will be counted and the winning house will be announced in assembly the following Monday.

Wow cards are awarded for children (or staff) who do something extra special, show the schools values, complete a difficult challenge or complete an outstanding piece of work.

At all times teachers and staff are modelling good behaviour and social skills, raising children's thoughtfulness of others and helping children understand which behaviours are acceptable in a social situation.

For some children the transition from home life to having to share the attention and care of the adults at school with so many other children can be a big step to achieve.

For times when children choose not to follow the school's rules as agreed, there is a sanction system based on modelling good behaviours for children, giving choices and discussing their responsibility, consequences and impact of their actions. This system was developed, involving all staff and children, and will be regularly reviewed by the Senior Leadership Team. The procedure follows simple steps. If the pupil chooses to continue with the undesired behaviour at each level, then they move to the next step.

1. Teacher praises desired behaviour near the pupil.
2. Teacher will give a clear warning look.
3. A verbal, direct reminder of the desired behaviour is given.
4. Children's names are moved down to the lower planet and the teacher will explain why they have done this and remind what is expected in terms of behaviour. If the child chooses to behave in the correct way, they will be praised for making the right choice and will earn the right to move back up the chart.
5. If unwanted behaviour continues, the teacher will give another verbal warning.
6. If the undesired behaviour, then continues the child's name should be moved down to the black planet.
7. If the child is moved to the black planet, the class teacher will phone home at the end of the day to inform the parent/carer about how their child's behaviour choices.
8. The child still has the opportunity to make good choices, during the day and move back up the planet chart.
9. If the child on the black planet continues to show unwanted behaviour they will be removed from the room and be sent to the parallel class to complete their work.
10. If disruption continues then the pupil will be sent to the Year group leader, and then the Deputy Head or Headteacher, the parent/carer phoned and he/she will miss all their playtime.
11. Serious incidents i.e. deliberate aggressive or physical harm to another child, bullying, defiance or rudeness to staff or swearing, mean a senior leader will be called or the child will be taken to the Headteacher, Deputy (or a Senior Teacher in their absence). We wish to make it very clear that all children have the right to be safe in school and that bad language is not acceptable, as it does not show respect to others.

At Playtimes

Mid Day Supervisors (MDS) follow a similar step system and move children between the planets. The class teachers are informed of any children moving 'down' the chart by the midday supervisors at the end of lunchtime. In KS2, a lunchtime supervisor will ask children to take time out in the playground to prevent any incident from escalating or will be given the choice to use the calming room for some quiet time of reflection. The MDS will talk through with the child the incident to help them understand, problem solve and take responsibility for their part in the situation. Our ELSA or HSLW will be supporting in the 'calm room' and give some strategies for calming and reflecting.

If a child has their name repeatedly in the central log, the Head teacher will arrange to meet with the parents.

Exclusions

If a child is finding it hard to behave within the agreed rules on a regular basis, we may need to involve outside agencies and draw up an individual behaviour plan. Temporary, or in extreme cases, permanent exclusion would be the final step. In such circumstances, the Governors will follow the procedures laid down for all Surrey schools by the L.E.A. in the Exclusions Manual.

A new day, a fresh start!

We would hope that most issues are dealt with on the day of incident, as we want each day to be a clean fresh start for everyone. However, some incidents can be more difficult to investigate and it can take longer to fully investigate all concerned before instigating the necessary sanctions.

Issues out of school hours

Issues out of school hours should be referred to the Head Teacher. He/she may choose to act if the child is:

- On the way to/from school, including travelling on organised school transport.
- Wearing school uniform and therefore representing the school in the eyes of the community.

We would advise parents to inform the school of any out-of-school incident which may affect relationships.

Inclusion

For some children in school individual behaviour plans are in place and these pupils are not expected to follow the school's behaviour policy. (see Inclusion Policy)

DEALING WITH BULLYING

Roles and responsibilities.

The head teacher – has over all responsibility for the policy and its implementation and liaising with parents/carers, LA and outside agencies. The Anti-bullying leader who will have general responsibility for handling the implementation of this policy.

The Anti bullying leader in our school is the PSHE leader.

Their responsibilities are:

- Policy development and review, involving pupils, staff, governors and parents.
- Implementing the policy.
- Evaluation of policy and review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Sourcing, assessing and coordinating training for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

There is a nominated governor with the responsibility for Anti-bullying/behaviour.

The child friendly version, created by the school council is shared with every class in the school (see below). A parent guide to bullying is available for parents on the school's website. Parents will be encouraged to contribute by taking part in parent meetings and written consultations. There is an Anti-bullying section on the school's website for further information.

What is Bullying?

We regard bullying as any antisocial behaviour directed towards others. In its extreme, it is repeated and persistent abuse, physical or psychological, carried out over time by individuals or groups on those who are not equipped to deal with it. Bullying causes misery, fear, stress and insecurity to the victim and is unacceptable behaviour in our school community.

It is important to recognise that there is a distinction between bullying and the more commonplace arguments between children or friendship issues. Bullying differs from teasing/falling out when there is a deliberate intention to hurt or humiliate, there is a power imbalance that makes it hard for the victim to defend themselves, it is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – or if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying when children with disabilities are involved. If the victim might be in danger, then the intervention is urgently required.

Although bullying can occur between individuals, it can often take place in the presence of others who become 'bystanders'.

Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special educational need or disability.
- Bullying related to appearance or health.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Online bullying.

There is no hierarchy of bullying – all forms are should be treated with equal seriousness and dealt with appropriately. Bullying can take place between young people, between young people and staff, between staff and between individuals and groups.

The school regards instances of bullying as a serious matter. We encourage children to speak out when confronted with a problem, either to a friend, a parent, or a member of staff. The teachers are also alert to signs that a child is unhappy and may talk sensitively to the child if suspicious. The children can use the 'worry monsters' if they have a concern that they want to share with an adult.

If parents find a problem, the school encourages them to share their thoughts. The school also needs to be informed of incidents outside school, which may affect relationships during the school day. To encourage a culture of openness, our school has an open-door policy and adults are available and accessible for pupils to talk to informally at planned times across the school day e.g. before break times. Proactive elements are also planned into the curriculum, equipping pupils with a variety of skills to deal with such situations, e.g. through Values Education, PSHE lessons, circle time and special weeks e.g. Anti-bullying week.

We teach our pupils that all children have the right to:

- Be physically safe.
- Keep their own possessions.
- Be free of insult, derogatory terms and teasing.
- Be able to associate with others for companionship and friendship by choice.

Victims are victims because they are unable to deal with the situation and cannot "stand up for themselves." Advice to "hit back" or "turn away" will not work and the situation may become worse. In the long term these children need a social skills programme in order to help them form relationships. When identified these are actively planned for individuals and through PSHE and Social Skills/Circles of Friends.

What do we do if it happens?

The traditional method has been to put in a consequence for the bully, however research shows that the bully feels more aggrieved and therefore may seek revenge on the victim. It therefore becomes even less likely that the victim will report any further incidents, and the victim will not feel more secure. It is necessary to work with the bully/ies positively in order to change their behaviour in a way that makes them feel less inadequate while making the life of the victim more secure. However, it is imperative that the child who is demonstrating bullying behaviour is made to be aware of the sanctions and impact of his/her behaviour choices

As with all life situations, there is no one way of dealing with these issues and teachers use their extensive knowledge of our pupils and their professional judgement in reaching resolution. In all cases of bullying, it is important that the wishes of the victim are considered in reaching a resolution. The ultimate aim is to stop future occurrences and enable the victim to feel secure.

Our school has well publicised and clear systems to report bullying, for a teacher, parent and child guide. These are designed to help the victim and their families as well as support the bully or bystander to make better choices.

The following method is a "step by step" guide to investigating and resolving conflict and is one which is frequently used by staff and can be evidenced as successful. All incidents of bullying are recorded by class teachers and Senior Leaders on CPOMS.

STRATEGY FOR DEALING FAIRLY WITH VICTIMS & BULLIES

What to do if you are told that a child is being bullied.

If a parent comes to tell you that their child is being bullied they will be naturally be concerned and will want reassurance that something will be done about the situation. The parent may not always have all the facts, especially if they have a very young child. It is important to:

- Take what they have to say to seriously.
- Give them some proper time to discuss their concerns (if you can't give them the right amount of time when they approach you with their problem, arrange a time when you can have a proper meeting).
- Ask the following questions.
 - How long has the bullying been going on?
 - What has been happening
 - Where is it happening
 - Who was involved?
 - Were other pupils around at the time?
 - How is it affecting the child?
 - Did the child tell a teacher or any other adult?
- Tell them how you will follow this up and a give them a timescale with when you will get back to them to discuss your findings of the situation.

You will then need to talk to

- The pupil
- Bystanders who were named as being present
- Other staff, learning support assistants and playground supervisors
- The pupil accused of bullying behaviours

Keep notes on the conversations you have with all of the people involved, including each time you speak with the parents. Keeping notes enables you to remember what has been said and by whom and provides evidence of previous incidences that may help to identify possible patterns in behaviour.

If a child comes to tell you they are being bullied, you should assure them that they have done the right thing in telling you and reassure them that you will investigate what they have disclosed, by following the same procedures as above.

Ways to help them could include

- To find them a buddy
- To give them a teacher to report to if they feel under pressure
- To find them things to do at break and lunchtime so they are not alone (do not take the child who has reported being bullied off of the playground, their routine should not be affected).

Report back to the parents with your findings. If it is deemed to be a bullying incident tell the parents what will happen next and encourage them to continue to keep open communication with you, so you are both fully aware of the situation if it should continue.

Sanctions will depend on the nature of the bullying. A member of the SLT should be consulted and the child's parents informed.

STRATEGIES FOR PREVENTING BULLYING

In addition to the Values, which are at the heart of the school ethos, we also use the following strategies to help prevent bullying:

- Worry monsters ‘
- Annual Anti bullying week held in November, linked to an appropriate value such as care or respect.
- School Council
- PSHE lessons
- Circle time
- Self esteem groups
- Anger management one to one sessions/ ELSA
- Social skill groups
- Peer mentors
- Information and guidance for parents, as well as listening and responding to parents' views.

LINKS WITH OTHER POLICIES

- PSHE policy
- Safeguarding policy
- Equal opportunities policy
- Confidentiality policy.
- Teaching & learning policy

The school council have worked together to create an advice poster for children who might be being bullied, as well as clearly defining what bullying is.



School council advice for other children on bullying

What is bullying?

If someone is showing bullying behaviour, they will normally do one or some of these things more than just one time.

- When people call you nasty names.
- If someone makes fun of you or make you feel uncomfortable.
- Someone might take something that belongs to you and keep it for themselves or hide it from you on purpose.
- People might whisper about you or tell other people things that aren't true to make them not like you.
- They might text or message you nasty things.
- Someone might hit or kick you lots of times.

What you should do if you think you are being bullied.

- ✓ Ask them to stop doing it – make them aware they are upsetting you.
- ✓ Walk away from them.
- ✓ Ignore them.
- ✓ Don't play with them
- ✓ Tell a friend, they can help you.
- ✓ Tell a teacher.
- ✓ Tell your mum/dad or another adult
- ✓ Use the 'let it out box' to share your problem and someone try to help you solve it.

What you shouldn't do if you think you are being bullied.

- Don't do the same thing back to them. Remember our values.
- Don't worry on your own.
- Don't keep it to yourself.

