



Barham Primary School

Behaviour Policy

Aims and Values

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. Our school aims to provide a happy, safe and secure environment for all those who work in or visit it. As well as the school's aims stated in the prospectus and prefacing curriculum policies, we believe that it is important:

- a. for the happiness and smooth running of our school, that we foster positive caring attitudes to one another and the environment;
- b. to acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be respected, valued and enjoyed;
- c. to support each member who needs help and encouragement, in particular nurturing the self-esteem of all;
- d. to listen with care to the views and opinions of one another and to respect and value them;
- e. that we respond in a respectful, polite and thoughtful manner to one another; and
- f. that we all fulfil their responsibilities whether as pupils, teacher or helpers – with regard to
 - I. punctuality,
 - II. completing tasks to the best of ability;
 - III. taking responsibility for the buildings and equipment; and
 - IV. Cooperating with other members of the school community.

Rules

The school has a number of rules, but the primary aim of the behaviour policy is not a system to enforce rules. Rather, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy supports the school community in aiming to allow all to work together in an effective and considerate way. The following rules have been drawn up following consultations with the children:

1. Be safe
2. Be kind
3. Be fair
4. Be respectful
5. Be prepared to learn

In addition, each class is responsible for creating a 'Class Charter' which corresponds to the school behaviour policy and The UNICEF Rights of the Child. These will need to be reviewed annually in

September to maintain their relevance and ownership.
(RRS and SEAL materials can support this in the Autumn Term)

Our School Behaviour Charter

We have a right to be safe and responsibility to be gentle and honest.
We have a right to a good education and responsibility to work hard and look after property.
We have a right to give our opinions and responsibility to respect and include others.
We have a right to rest and play and responsibility to listen to others.
We have a right to rest and play and responsibility to respect and include others.

Encouraging Good Behaviour

As a school we use 'Good to be Green' to support our Behaviour Policy: See Appendix 1

We are aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved.

We recognise that the ethos of the school as a whole is central to establishing and maintaining high standards of behaviour.

Two ways that we try to encourage good behaviour are through the use of praise and a system of rewards.

Praise and Rewards

We praise and reward children for good behaviour in a variety of ways. Praise is given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements.

- Teachers congratulate children.
- Teachers give children Class Dojo Points.
- Teachers award stamps, stickers to children for consistent good work or behaviour, and/or to acknowledge outstanding effort and acts of kindness in school.
- The Early Years Foundation Stage (EYFS) has weekly 'Star of the Week' Assemblies where public mention and note is made of good examples, both of work and behaviour.
- Comments or 'head/deputy head' stickers in children's work are awarded.
- The children are given public praise, in front of peers/parents and carers
- There are regular 'Special Mention' Assemblies where public mention and note is made of good examples, both of work and behaviour.
- Children receive reward certificates or stickers for particular achievements. (Adults can respond to children wearing stickers, as an opportunity to give extra praise.)
- Children's achievements are recorded each week in class files. (These can be used at parents' evenings and to inform end-of-year reports.)
- Children are given opportunities for greater responsibility in school: e.g. playground buddies and other jobs of responsibility within the classroom or around the school.
- Children are given specific privileges in the use of school facilities or equipment.

- Dining staff and Teaching Assistants (TAs) give out stickers for good behaviour in the dining hall or in the playground at lunchtime.

NB food and sweets are not part of the reward system.

We always try to understand the reasons for the misbehaviour, so that we can deal with it most effectively.

Unacceptable Behaviour

There is no place for violence; bullying; homophobic bullying; bullying of pupils with special educational needs (SENs) or disabilities; sexist or sexual bullying; cyber bullying; harassment (related to race, religion and culture); vandalism; rudeness to adults, or bad language in the school community and these must always be discouraged. If anyone is observed being racist, homophobic or bullying this must be recorded on a red form and reported to Assistant Headteacher – Natalie Tyndale - or a member of core leadership team (CLT).

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Minor infringements will be dealt with by the adult responsible for the child at that time; sanctions to be used (in increasing order of seriousness) are:

- a verbal rebuke;
- withholding praise, if it is not deserved;
- repeating a task, if not done satisfactorily
- losing a privilege
- 'Time out' i.e. having to sit apart from rest of class for a time.

More serious contraventions of rules and all instances of 'unacceptable behaviour' must be dealt with in a more formal way as follows.

- Referral to Assistant Headteacher, Deputy Headteacher, Headteacher.
- Withdrawal of a major privilege.
- Withholding participation in a school trip or sports event that is not an essential part of the curriculum.
- Removal from place of problem for a longer period.
- Letter to parents. (A letter to parents is sent after the child has been on RED three days in a half-term.)
- Discussions with parents. (A meeting is arranged with the Assistant Headteacher, Class teacher and Parent if and when a child has been on RED 5 times or more in a half-term.)

Other considerations:

- If a problem of behaviour is exhibited on a regular basis (either in or outside of the classroom), then it may be worthwhile informing parents at an earlier stage.

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Articles 28 and 29: Education
Article 19: Be Safe*

- If the problem persists then the Special Educational Needs Coordinator (SENCO), Joe Napoleon/Tina Murray, will be involved and maybe outside agencies such as the Behaviour Team / Educational Psychologist. For some pupils who have a range of needs that require support from different agencies, it may be appropriate to assess those needs by using the Common Assessment Framework (CAF). Stage 5, the last resort, is an **in-school** exclusion of half a day/a full day or an out-of-school exclusion for two days leading possibly lead to a permanent exclusion.
- We avoid punishment of a whole group of children and encourage flexibility in the application of sanctions to suit individual circumstances.
- We are careful not to damage relationships and children's self-esteem by the use of sanctions.
- Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We should all be aware of the potential for problems, and try to minimise them. Such problems include the following.
 - When pupils wait in line and move about the school (e.g. for Assembly, PE, Dinner Time)
 - When pupils go out to play and come back in
 - We should also be aware of ways of defusing potentially 'high risk' situations, by removing individual children from a likely source of conflict (e.g. playground) for a short period of time.

Bullying

Bullying can happen anywhere. However, it prevents equality of opportunity and it is everyone's responsibility to prevent it from happening and to deal with it robustly when it does occur.

What is bullying?

The term 'bullying' has changed over time. The Department for Education defines bullying as follows.

- Repetitive, wilful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying.
- Intentionally harmful behaviour, carried out by an individual or a group.
- An imbalance of power leaving the person bullied feeling defenceless.
- The Anti-Bullying Alliance defines bullying as:
 - (i) intentional, repetitive or persistent; and
 - (ii) hurting of one person by another, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or emotional by a single person or a gang.

There are four main types of bullying:

Verbal: Verbal bullying is when someone is called names, threatened and made to feel bad

Physical: Physical bullying is when someone is hit, punched, pushed or have her/his personal items stolen and any other kind of physical, aggressive contact

Social: Social bullying is when someone is left out of games, deliberately ignored and has bad things spread about her/him and made to feel like an outsider

Cyber: With the technology age a new type of bullying was born; Cyber bullying. This type of bullying can be chat rooms, online, instant messaging, on a mobile phone or even e-mails.

All of these types of bullying can take the form of homophobia, racism or gender based bullying

Our approach at Barham is as follows.

- We encourage all children to approach adults when they are upset.
- Where bullying is suspected teachers will speak to all the children involved and try to find out the cause of the issue. This process will often involve discussions about what happened and why.
- Children will be encouraged to understand what has gone wrong, reflect and confront the impact of what they have done.
- All serious, reported incidents are recorded on 'red forms' which are regularly reviewed.
- If there are repeated issues involving the same child then the school uses social skills groups, increased playground supervision including peer mediators, play leaders, circle (social and citizenship) times in class, lunchtime clubs and on rare occasions of serious & sustained bullying children can be excluded.

Strategies for Reducing and Eliminating Bullying

Reasons for being a victim of bullying may include:

- (i) Race / Sex / Class;
- (ii) new child in school;
- (iii) child with family crisis;
- (iv) disability or difference of any kind;
- (v) children who are not assertive (timid), unlikely to fight back, children with few friends, anxious or fearful children, younger children and those outside a group.

Reasons for being a bully may include:

- (i) someone being a victim of violence
- (ii) a person enjoying the use of power / creating fear
- (iii) a child with low self esteem
- (iv) a child copying behaviour seen at home or on television

We firmly believe that prevention is better than cure, so we:

- (i) have organised/'zoned' playground activities with adult led and supervised team games as well as resourced quiet areas;
 - (ii) the use of peer mediators, playground buddies and play leaders (red caps);
 - (iii) regular training for staff in behaviour management, including identifying and dealing with bullying;
 - (iv) a Personal Social, Health & Citizenship Education curriculum which addresses social issues such as bullying and an annual anti bullying week; and
 - (v) regular class circle time which is used to address bullying and explore issues of feelings / friendship / asking for help when needed
- Pupils are regularly reminded of our referral systems for bullying: self-referral (this is when a child is directly involved in an incident); peer referral (when a child has witnessed an incident but is not directly involved); parent / carer referral (when a parent raises a concern about bullying). We have clear referral routes for all pupils if they feel victimised.

- We actively follow-up incidents as this is crucial to pupils feeling confident that the school has taken the incident seriously and that action will be taken.

Advice for Parents / Carers

Try to keep matters in perspective and be calm. As children are growing and learning social skills they can fall out and have arguments. This does not always equate to bullying and both sides of a story need to be heard before action is taken. We advise parents/carers to follow the school procedures for dealing with incidents and don't try to deal with them themselves as this method poses the risk of being accused of the parents being accused of bullying. Parents who approach other children or parents about issues very often make the situation much worse. Parents are encouraged not to give permission to their children when allegedly bullied to hit back, or to 'toughen up'.

Procedure for Dealing with Bullying

- All complaints to go to the Class Teachers before reporting them to the Headteacher as class teachers are often best placed to have a deeper understanding of the situations and to investigate.
- Members of school staff should establish the circumstances of the incidents by speaking to any adults or pupils who witnessed them. Records should be made of the content of the discussions and witness statements taken where appropriate.
- Stress that watching and doing nothing is supporting (some children prefer this as an option).
- Be aware and directly tackle any racist, sexist or homophobic language. This is unacceptable in our school.
- Involve parents and explain action taken.
- Give support to both the victim and the bully. The victim needs self-esteem and self-value. The bully needs to work with others (co-operation rather than competition).
- Follow up, to support the victim and prevent reoccurrence (monitor closely) by involving the Learning Mentor where appropriate.
- Make clear to parent the unacceptability of bullying, e.g. no 'hit him back' attitude.

Appendix 1 – Good to be Green!

Each day all children start on green

Reward:

- Each class has a smiley face chart
- Each child who stays on green all day is recorded on the chart
- Children who stay on green all week are recognised with a reward of choice by their class teacher on Friday
- Names of children who have stayed on green for a half a term are recorded in the behaviour file and receive a certificate in a rewards assembly

Sanction:

For persistently disruptive behaviour the child receives two warnings; then they receive a yellow card and miss playtime.

For serious incidents or continued disruptive behaviour the child is given a red card and an incident report form is completed and sent to the core leadership team (CLT) with details of sanctions and outcomes noted.

Possible outcomes for children following a red card:

- Reward card – tailored to individual needs of the child
- Meeting with parents
- Internal exclusion
- Exclusion from playtime
- Combinations of the above
- Exclusion from school for a fixed term
- Permanent exclusion

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Incident report Form



To be completed when a child is involved in a *red card* incident at school and to be handed to a member of CLT

Name/Surname(s): _____ Class : _____

Date: _____ Other children involved: _____

Type of Incident:

Continuous disruption to others' learning	Leaving without permission	Verbal abuse Pupil - adult
Continuous refusal to follow school rules	Other incident requiring CLT involvement	Violence Pupil - pupil
Theft	Verbal abuse pupil - pupil	Violence pupil – adult
Bullying (please specify type e.g. Homophobic)		

Please write full details of incident on reverse of this form.

Where did the incident take place?

Time:

Classroom	Dining Hall	Playground	Toilets	Lunchtime club
ICT Suite	Sports Hall	Corridor	Stairs	Library

Please describe the incident below:

How was it dealt with?

Name of person reporting incident: _____

Please complete the following for monitoring puposes

Male/Female	Pupil Premium	FSM	Ethnicity:	SEN	Looked after
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