

Behaviour Policy and Principles

At Barkisland CE VA Primary School we firmly believe that effective teaching and learning will only take place if pupil behaviour and conduct is strong. Therefore it is everyone's responsibility to support children to make the right choices about their behaviour. It is our belief that when children's successes and achievements are praised and recognised, this will self-manifest, and children will strive to become the best that they can be in all that they encounter!



Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. 'Valuing all God's children, Summer 2019'

It is the responsibility of **all** adults in school to implement our behaviour policy **consistently** throughout the school.

Vision and Values:

Our school vision is 'We believe, We nurture, We succeed', alongside our values, this underpins the way in which all members of the school community conduct themselves in school. They clearly state how we should behave and act both inside and outside of school.



Aims:

- To encourage a calm, purposeful and happy atmosphere in school.
- To promote high standards by modelling positive behaviour at all times.
- To encourage high standards of work and behaviour through positive reinforcement and a strong culture of praise.
- To encourage independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- That the foundations of all that we do will be built upon mutual respect, between all members of the school community.
- A consistent approach to behaviour supported by parental cooperation and involvement.
- That all members of the school community enjoy coming to school and feel safe and supported at all times.

STRATEGIES:**PASTORAL SUPPORT**

At Barkisland, we recognise that in order for children to successful across the curriculum and behaviourally, their well-being and emotional needs must be met. We have a dedicated Pastoral Support Worker in school every day in order to support children and families with varying pastoral issues. This could be support with dealing with bereavement, family separation, friendship issues, self-regulation, attendance, anxiety etc.

POSITIVE REINFORCEMENT**Class Reward Systems**

Each class has their own bespoke class reward systems which promote positive behaviour and hard work. This will vary from class to class, but may include ‘marbles in the jar’, children moving to different sections of a chart etc.

Stickers and stamps also recognise positive work and behaviour. Verbal praise and written praise are also strong features within school.

House Points

Every child is allocated a ‘House’ as they begin at Barkisland School – Maude, Founders or Whitworth’. Children can earn House Points for excellence in their work and conduct. These House Points are collated each week and the totals are shared each Friday during merit assembly. The winning house at the end of each half term are able to come to school in non-uniform.

Merit Certificates

Children can be awarded a merit for outstanding work or behaviour. Children who have been awarded a merit will visit the Headteacher with their work. The Headteacher will spend time with each pupil, reinforcing the successes achieved. The child will receive a merit sticker on their work and one for themselves to wear. The child’s parents/carers will be notified via a text each Thursday if their child has been recognised for a merit. The parents/carers are invited to attend the Friday morning merit assembly. All parents/carers are welcome to attend the assembly each Friday irrespective if their child

is being recognised. Children who have received a merit over the course of the week are celebrated with the whole school and show off their work. They also receive certificate to further cement the praise and recognised success.

There are no limits on how many times a child can be awarded a merit, but children are only awarded a merit when their work or behaviour is outstanding. This will vary for each individual in school. Children can be awarded a merit for absolutely anything which is recognised as outstanding.

_____ of the Week

Each half term, a focus area is chosen to recognise and celebrate successes. We acknowledge and celebrate that all children are unique and this reward system supports this. Focus areas could be: Reader, Sports person, Musician, Linguist, Polite Person, Writer, Theologian, Scientist, Creative Person, Mathematician etc. Children are awarded this accolade through their class teacher and they are awarded a certificate in merit assembly. The child's parents/carers will be notified via a text each Thursday if their child has been chosen. The parents/carers are invited to attend the Friday morning merit assembly.

This system is managed by the Year 6 pupils.

Core Value Badges

We have ten core value badges to represent each of the core values. Any member of the school community can nominate pupils to receive a core value badge. Each half term, the badges are awarded during the last merit assembly of the half term.

Attendance

Annual attendance of 100% is celebrated at the end of the school year with a certificate and a prize. For more information regarding how we monitor and manage attendance, see our Attendance Policy available on our website.

Pupil Voice

Pupil Voice has taken a new direction. All pupils are automatically a member of the School Council when they join our school. Twice a half term, there will be a key theme to discuss in class and at home. Mrs Nicoll will then lead 'drop-in' sessions where children can put forward their ideas and thoughts in order to bring about change.

Another addition to pupil voice is our Learning Detectives. Pupils will apply to become a learning detective for a particular area of the curriculum. Over the course of the year, the Detectives will spend time with the Subject Leader and help to monitor the curriculum and learning.

From these additions we hope that we can gather the views of our pupils more frequently aligning to aspects and areas of particular interest to them. This way, we envisage that our pupils can be the driving force in school to bring about change.



Responsibilities

If children are encouraged to take on responsibilities, it promotes our core values, pride and supports our children to become responsible citizens. Children whose behaviour is exemplary will be chosen to take on additional responsibilities. These responsibilities will include, but are not limited to: Barkisland Buddy, Playleader, Befriender, selling poppies (or other charity items), Worship Leaders, monitors (for a variety of things), sports leaders etc.

SANCTIONS AND CONSEQUENCES

Although the emphasis is on encouraging and rewarding positive behaviours, at times, it may be necessary to issue consequences for specific behaviours which are not in line with our core values. The consequences are issued to give pupils the opportunity to reflect on their behaviour choices and give support or strategies so that the unacceptable behaviour does not reoccur.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm - all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences - a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices - remind the pupil they need to make good choices.
- Fresh start - every child must feel that every day is a fresh start.
- Inappropriate behaviours need to be logged via the CPOMS system.

Some inappropriate behaviours are more serious than others and the sanctions applied may differ. The frequency of the inappropriate behaviour may also determine the level of sanction.

Possible Sanctions and Consequences

- Verbal warning and reminder of acceptable behaviour
- Loss of a break time (including lunchtime)
- Child to complete work in another classroom or during a break time
- Work to be completed at home
- Loss of privileges / responsibilities
- Child to spend time reflecting or completing work in the Headteacher's Office
- Phone call / letter home
- School based community service e.g. tidying a classroom
- Home / school diaries and communication book
- Fixed term exclusion
- Permanent exclusion

With all misbehaviours, pupils are expected to apologise appropriately for their behaviours to anyone involved. This could be a verbal apology or a written apology.

School do not routinely share every misdemeanour with parents/carers. However, at times, it may be necessary to inform parents/carers about their child's inappropriate behaviour. This is usually if a child's behaviour is not improving or worsening. It is vital that the school and family work together to support the child to improve their behaviour choices. This may be in the form of a phone call home, a meeting with the Headteacher, home school diaries etc. It is important that together, families and school try to ascertain the reasons why a child may be finding it difficult to control their behaviour and support the child further so that behaviours improve. Poor behaviours are often an indication of an unmet need at school or at home.

Acts of intentional violence to another pupil will usually be dealt with by a member of the Senior Leadership Team.

If a pupil has damaged school property or property belonging to another child, either intentionally or through inappropriate behaviours, school will work with parents/carers to come to an arrangement to replace/repair the damage.

Special Education Needs

Children who have special educational needs may require different approaches to manage their behaviours. These may look very different to the typical approaches which are often used in school and will be very specific to the child's individual needs.

If this is the case, the child should have an Individual Behaviour Plan which details the specific targets for the child and the way in which school will deal with this. This plan will be shared with the child's parents/carers and other relevant staff in school. These plans need to be reviewed at least termly, but more frequently if not having the desired impact. The school's Inclusion Manager will support with this process. It may, at times, become necessary to involve outside agencies to support with behaviour such as Education Psychologist, Behaviour Support etc.

Child on Child Abuse

Child on child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18.

Child on child abuse is most likely to include, but may not be limited to:

- bullying
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting.
- initiation/hazing type violence and rituals

School staff have received training in recognising the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

Staff understand, that even if there are no reports of such abuse in school it does not mean it is not happening, it may be the case that it is just not being reported. Staff are aware that it is important that if staff have any concerns regarding peer-on-peer abuse, they speak to a designated safeguarding lead.

Staff are clear that whilst these may be responded to through behaviour management processes, there is also a need for this information to be shared with the DSL in order to address any underlying safeguarding concerns.

School staff are particularly vigilant of students with identified Special Educational Needs and/or Disabilities who may be particularly vulnerable to peer on peer abuse.

Such behaviour should never be considered as 'banter' or part of growing up. Peer-on-peer abuse often meets the threshold for the recording and investigation of criminal offences by the Police.

Staff becoming aware of any incident of peer-on-peer abuse must follow the safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST and potentially the Police, should criminal offences be identified.

Peer-on-peer allegations that do not meet the threshold for police investigation will be subject of internal school investigation by the Designated Safeguarding Lead and/or senior leaders at the school.

All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting peer on peer abuse, nor should a victim ever be made to feel ashamed for making a report.

Pupils Conduct Outside of School

We expect the pupils of Barkisland School to uphold our core values both when they are in school and when they are out of school. If a child's behaviour does not support the core values outside of school, we may choose to discipline the pupils as appropriate. This includes when:

- Pupils are representing the school at an event e.g. sporting, musical
- Pupils are representing the school on a trip
- Pupils are travelling to or from school
- Pupils are wearing school uniform
- Pupils are in some other way identifiable as pupils of Barkisland School.

If pupil's behaviour is such that it:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school,

(whether or not the pupil is identifiable to the school) discipline and sanctions will be applied.

The discipline and/or sanctions would only ever take place at school.

The use of Social Media and Online Messaging Platforms

Increasingly, children are having access to online platforms for communicating with their friends. At times, pupils may choose to use these platforms to behave inappropriately e.g use of unkind or unpleasant messages, name calling etc. Often these issues do end up coming to the school's attention. Where this takes place, school will try to ascertain the facts and inform parents accordingly. It may also be necessary to speak directly to the children involved about appropriate use of technology and plan in some follow up work around this. Many popular social media and messaging apps have an age restriction of 13. This age restriction is in place to protect young children, as primary school-aged pupils are often not mature enough to navigate the complexities and potential risks of these digital tools. We would advise parents and carers to closely monitor their child's online activity and usage of social media and messaging apps and to ensure that their child is only using age-appropriate platforms having open conversations about online safety and responsible digital citizenship.

Fixed Term and Permanent Exclusions

In serious or severe cases it may be necessary to exclude a child from school. Only the Headteacher can decide to exclude a pupil (or the most senior teacher acting in that role in the absence of the headteacher).

A fixed term exclusion is an exclusion from school for a set period. This cannot exceed a total of 45 school days in a school year.

There may be exceptional circumstances in which the Head teacher feels it is appropriate to permanently exclude for a serious breach of the Schools Behaviour Policy. The decision to permanently exclude should only be taken:

- In response to serious breach or persistent breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Confiscation and Searching

School staff are able to confiscate, retain or dispose of a pupil's property, as long as it is reasonable to do so. This would only be the case if a pupil's property was having an adverse effect on their learning or that of others or if it posed a danger to themselves or others. In most cases, the item would be confiscated and retained for a short period of time. The item may be handed directly back to the parents/carers.

If the school suspects that a child has a prohibited item in school (such as knives and weapons, stolen items etc), then this search can be done with or without the child's permission. This would usually be carried out by a member of the Senior Leadership Team. Parents/carers would be informed if this occurred.

Reasonable force

In order to maintain the safety and welfare of our pupils, it may be sometimes necessary to use reasonable force on a pupil (as permitted by law). This is only to be used when all possible options have been exhausted or if pupil safety is in immediate jeopardy.

The DFE's most up to date guidance Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013 states:

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force².
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
 - In a school, force is used for two main purposes – to control pupils or to restrain them.
 - The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
 - The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Following the event the incident must be logged on CPOMS. Parents/carers would always be informed if reasonable force had been used on their child.

The guidance also states:

Staff training

Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

****Should the use of reasonable force become more regular at Barkisland, specialist training would be undertaken by key members of staff dependent on need****

Recording Arrangements

We use the CPOMS system for recording inappropriate behaviours of our pupils. This is a secure system. This system allows staff to record specific incidents and/or concerns. The relevant staff members are then alerted to the incident. Where actions are required, these are also logged onto the system. This system allows staff to review pupils' behaviours to identify patterns or triggers so that the appropriate supportive mechanisms can be put into place.

This policy should also be read alongside the following policies:

Anti-Bullying

Attendance

Exclusions

Child Protection

Safeguarding

Managing Allegations

Equality

Gender

Radicalisation and Extremism

This policy has been written with reference to:

Equality Act 2010, Education and Inspections Act 2006, Education Act 2011, Behaviour and Discipline in Schools – advice for Headteachers and school staff 2022, Screening, Searching and Confiscation – advice for Headteachers, staff and Governing Bodies 2022, Use of Reasonable Force – advice for school leaders, staff and Governing Bodies 2013 and Exclusion from Maintained schools, academies and PRUs in England – a guide for those with legal responsibilities in relation to exclusion. Valuing all God’s Children 2019.