



## School Behaviour Policy

*“Pupils’ personal development and well being are outstanding. They feel extremely safe at the school; they play and work exceptionally well together. Their behaviour is excellent and they are keen to learn.” (Ofsted inspection, June 2008)*

Behaviour is the way we act and respond to people and to situations we find ourselves in. In any scenario an individual always has a choice about how to behave.

### Behaviour expectations

- We set very high standards for children’s conduct from the moment they are admitted to the school.
- We view our school as a large family. As in a smaller family, we would like everyone to show care and concern for their ‘brothers and sisters’.
- Bullying is never tolerated at our school.
- Staff always look to praise children for their good behaviour, and in so doing, encourage and reinforce that behaviour.
- Children who let themselves down in class through making poor choices are given one clear warning about their conduct. If this does not lead to an improvement in their attitude a sanction is imposed.

A common saying which is frequently repeated at our school is *‘Treat other people the way you would like to be treated yourself.’* Children are taught about the difference between right and wrong during Personal Health and Social Education lessons in the classroom and through the interactive assemblies which they attend. In assembly, through the use of stories and role play, children are shown that in all situations they have a choice regarding how they behave. They are actively taught strategies for how to deal with any conflicts or disagreements that may arise. They are also informed about how to self-manage tricky emotions, such as anger or frustration. We teach children to be assertive, rather than aggressive. All children have a right to confront, using speech, another child who is not showing them kindness and respect. We guide children to behave in a controlled, rather than confrontational, way and teach them to be clear and forthright in what they say, using such phrases as *‘Don’t do that. I don’t like it because . . .’* Our intention is to help pupils develop empathy for, and understanding of the feelings of others.

Should a problem occur between two or more children at school which parents are unhappy about, they are asked to refer this problem to their child’s teacher. We strongly advise parents not to approach other children, as this may lead to the problem escalating. Problems that persist following referral to the class teacher, and more serious difficulties, should be reported to the Headteacher or the Deputy Headteacher. All difficulties that are reported will be fully investigated and parents informed of the outcome of that investigation.

In order for all pupils to learn well it must be safe for anyone to make a mistake, get something wrong, or not understand something. Pupils are expected to show kindness and respect to their peers and never to laugh at a classmate who makes an error. At all times we encourage children to be responsible for their actions.

## **Rights and responsibilities**

- All members of the Barnes Primary School family have a right to expect to:
- feel safe and secure at all times
- be treated with kindness and respect by others
- be listened to if a problem arises
- be given time to explain their actions
- be able to learn without being disturbed by others.

Alongside this all members of the Barnes Primary School family also have a responsibility to ensure that they:

- uphold the rights of others
- treat other people the way they would like to be treated themselves
- talk things through if a problem arises and try hard to see things from the other person's point of view
- inform staff if they feel they are being mistreated by others (often this will be their classteacher)
- try to sort out little misunderstandings or tiny problems without feeling a need to always inform a member of staff
- respect the right of others to learn.

It is particularly important that pupils inform staff if they have a problem that they cannot sort out themselves. Staff can only act on what they see themselves and what they hear from the pupils.

## **Our simple behaviour rules**

- Always try hard to do your best
- Treat other people the way you would like to be treated yourself – with kindness and respect
- Show respect to other people, their possessions and school property
- Try to be helpful at all times
- Ask for help, or tell an adult, if you are unhappy or if you feel you are not being treated well
- Accept responsibility for your actions.

## **What happens if things go wrong**

Whilst we are proud that pupil behaviour was identified by Ofsted as a significant strength of the school, we are not a complacent organisation. We are also pragmatic and appreciate that sometimes things can go wrong when children are together five days a week for a thirty-nine week school year.

Our pledge to parents is to do everything possible to:

- encourage, acknowledge, thank and reinforce good behaviour
- ensure that pupils are well supervised at all times
- pre-empt any problems that might arise before they occur
- spot any signs of bullying, or any signs of a child being treated unfairly
- deal fairly with everyone involved if there is a problem and ensure that everyone has a right to speak
- use a restorative justice style approach, providing the opportunity for anyone who is a victim of poor behaviour to be supported to confront the person who has mistreated them

- investigate any problem very carefully and sensitively before reaching a conclusion about what occurred
- deal firmly, but fairly, with children whose actions cause upset and distress to others
- use any problems that do arise as an opportunity for learning.

At playtimes and lunchtimes, when children's time is less structured the management of the school is committed to:

- ensuring that each playground has an experienced playground supervisor working alongside other staff members at all times
- supervisors establishing clear expectations for members of their team and training them up so they are effective
- staff leading structured games and play, whenever feasible, to keep as many pupils as possible occupied.

We will adopt a graded response to poor behaviour on the playground

- In the first instance a pupil who is failing to fulfill their responsibility to behave well will be given a clear warning
- If the poor behaviour persists the child concerned will be removed from the playground for the duration of that playtime or lunchtime
- The child will be sat by a staffroom and given some time out to think about their behaviour and their responsibilities
- The reason for this removal will be clearly explained to the child and (s)he will have a chance to explain why (s)he chose to behave in this way
- If the incident is of a more serious nature, such as the discovery of prolonged bullying, or a fight, the child will be removed from the playground for a longer time period and parents will be informed. The length of time off the playground will be determined by the nature of the offence caused and any previous behaviour concerns that may have arisen. On these occasions our intention is to work in partnership with children and their parents, engaging in a joint problem solving approach designed to lead to improvements in the behaviour of the child concerned
- In the most extreme cases parents may be asked to remove their child from the school premises at lunchtimes for a set period of time. During the last five years this course of action has never had to be taken. It is stated here very much as a last resort, but it will be used if all other strategies have been tried.

### **Expectations of parents**

- We wish to work in partnership with parents and would request if any problems do arise that parents follow the protocol below:
- alert issues to school staff quickly
- try to remain calm and objective about what has happened and keep what has occurred in proportion
- adopt a collaborative, problem solving approach
- avoid any actions that might inflate the problem, such as publicizing it to others by e-mail, twitter or on Facebook, as such actions can cause a great deal of bad feeling.

## **Bullying – a simple definition**

In simple terms bullying can be described as deliberately unkind behaviour towards another. This can be through looks, words or deeds. Persistent bullying is when one person adopts a consistently unkind approach to another over a prolonged period of time.

We will use circle time (part of personal, social, citizenship and health education) to assist pupils to appreciate this definition by discussing real and imaginary examples.

## **Name Calling Statement**

- Name calling is a bullying behaviour.
- It is verbal abuse.
- It is not acceptable behaviour.
- Children who name call have not learnt a simple and very important rule about living as part of a large school family: everybody has a right to be treated with kindness and respect.

When somebody abuses you or your family it makes you feel hurt, upset and angry.

That person is trying to take away your self-confidence.

Sometimes name calling may start as fun, but it almost always causes distress and it often leads to more serious things happening, such as fighting.

## **We will never tolerate verbal abuse at our friendly, polite school.**

Pupils will be taught the following strategies to empower them to deal with any verbal abuse that arises.

### **Way of dealing with verbal abuse:**

- Do not name call back – this makes things worse.
- Tell the person who called you a name “*Do not be rude and offensive.*”
- Be assertive (speak clearly and firmly), but avoid being aggressive (never be threatening or place your hands on the other person)
- If you can manage it try not to show the other person that you are upset
- Tell a friend so that you have some support
- If it is silly behaviour try to ignore it, but if it continues tell a staff member that it is happening
- Whenever you can try to sort things out without telling a staff member
- Talk to your parents about it only if you feel you need their support
- Be proud of who you are. Remember: it is the person who is calling you a name that has the problem, not you.

## **The school’s response to name calling**

- Children who name call will miss their playtimes for a day
- If they continue to name call their parents will be called to the school to discuss their behaviour.

A copy of this name calling statement is displayed in all classrooms.