Birkbeck Primary School

Behaviour and Anti-Bullying Policy

February 2019
To be reviewed February 2020
At Birkbeck Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, Birkbeck Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

This policy document has been prepared by and for the Head Teacher, staff and Governors of Birkbeck Primary School following a process of consultation with staff, parents and children. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

1. **Aims**

   The aim of Birkbeck Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly.

   We are a caring community, whose values are built on mutual trust and respect. The School behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote a positive learning environment where all feel happy, safe and secure.

   We recognise our responsibility in playing a part in promoting spiritual, cultural, emotional, psychological, physical and moral development of young people. Pupils should be assisted in developing a clear and acceptable view of what is right and wrong, appreciating the needs of others and of society around them.

   We promote positive behaviour through our PSHE curriculum, Circle Time sessions, assemblies and throughout school life.

   The school has a Home School Agreement that outlines the responsibilities of staff, parents/carers and pupils. Within this agreement all parties share responsibility for maintaining good discipline.

   The Governing Body at Birkbeck are committed to supporting the development of behaviour and anti-bullying strategies.

2. **Class Charters**

   At the beginning of each academic year the class teacher and his/her pupils agree to their class charters. These are displayed in the classroom.

3. **Expectations**

   At Birkbeck Primary School we will:

   - Treat each other with respect at all times, therefore providing a positive role model for the children and each other;
   - Reward good behaviour;
   - Provide encouragement and stimulation to all pupils;
• Treat all children fairly by applying this policy in a consistent way, taking into account individual needs;
• Not apply ‘blanket punishments’;
• Ensure that each class has its own classroom charter;
• Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

4. A Positive Approach
The core beliefs of Birkbeck Primary School are that:

• Behaviour can change and that every child can be successful;
• A positive system of verbal praise or rewards will increase children’s self-esteem and thus help them to achieve more;
• Celebrating success helps children to achieve more;
• Using Circle Time to support pupils’ understanding of PSHE themes
• Being aware of each child’s needs and their individual circumstances helps us to act in the fairest way;
• Reinforcing good behaviour helps our children feel good about themselves;
• Pupils are listened to.
• A Restorative approach should be used whenever possible.

6. Reward System
Rewards should cover the broadest possible range of achievements and therefore be accessible to all pupils.

7. Consequences
Consequences should be applied fairly and consistently and be appropriate for the age and stage of a pupils’ development.

In serious incidents, or incidents which are repeated following work in partnership with parents, the Head Teacher may need to take more formal measures such as internal or external exclusion. However, it should be recognised that this is a last resort and will only be used when the Head Teacher deems it necessary.

Incidents which could instantly put a child at risk of exclusion may include:
• Causing deliberate serious harm to self, others, including staff;
• Racist behaviour (type B);
• Repeated proven bullying;
• Possession of a prohibited item – knives or weapons; alcohol; illegal drugs; stolen items; tobacco/cigarette papers/e-cigarettes; fireworks; pornographic images (see ‘screening, searching and confiscation’ section).

All incidents must be reported back to the class teacher and logged in the relevant behaviour records on CPOMS, the School’s electronic tracking system, with the date of the incident and any action taken so that an ongoing record is kept.

If a pupil is repeatedly logged as having negative behaviour on the system a behaviour review will take place to discuss appropriate strategies; this may lead to a pupil being place on a Behaviour Report. This decision is made by the Head Teacher or Deputy Head Teacher. The Behaviour Report will monitor each session during the school day and an improvement in behaviour outcomes is expected. Multi-agency support may also be sought to support a pupil.
Birkbeck School has overarching values of respect, resilience and equality. Our school motto is:

‘Dream, Believe, Achieve’

9. Behaviour
Our aim is for all aspects of school to be a positive experience for all our school community and therefore positive behaviour is promoted at all times and School Rules must be followed. The management of behaviour starts with the behaviour management skills of all staff.

Birkbeck uses a Restorative Justice approach to behaviour and uses 5 questions with pupils:

1. What happened?
2. What were you thinking/feeling?
3. What needs to happen to put things right?
4. What are you going to do differently next time?
5. What do you/they need to do differently next time?

Pupils (with adult guidance) decide on the most appropriate consequence for any negative actions.

In order for a situation to be dealt with effectively and appropriately, all incidents must be reported within one school day. Incidents that happened ‘a few days ago’ are not easily resolved. Children must report incidents immediately to a member of staff.

Parents who need to report incidents should discuss them with the class teacher in the first instance. Concerns raised by parents will be recorded on CPOMS by the class teacher and will be reported to other staff (e.g. Head Teacher) as appropriate.

The staff member will discuss the incident with the children concerned and take appropriate action which aims to be sensitive to the needs of all those involved.

A multi-agency assessment may be considered for pupils who display continuous disruptive behaviour.

10. Playground Behaviour
Playground equipment is provided and pupils are expected to play sensibly and share space and equipment responsibly.

Pupils are expected to ask permission before entering the building during break times e.g. to return to their classroom. After the bell has been rung, the children will line up in their class lines. The children should walk into school in a quiet, orderly manner.

Pupils whose behaviour is deemed inappropriate in the playground may have appropriate sanctions applied by the duty member of staff. The behaviour and actions taken will be reported on the CPOMS system. More serious incidents will be reported to the class teacher and a member of the Senior Leadership Team.

Equally children who demonstrate good behaviour will be reported back to the class teacher and will be rewarded through the class reward system.
11. Wet Playtimes
Pupils are expected to engage in a quiet activity (wet playtime equipment is available in each class). Class teachers should ensure that pupils are clear about the codes for wet playtimes in the classroom area.

- Pupils should remain in their own classroom area, a few pupils may use the corridor area;
- Pupils should remain seated as much as possible;
- Any movement around the classroom should be calm and orderly;
- Pupils will only use the equipment, games and resources designated by their teacher for the wet lunchtime period;
- For safety reasons, scissors, paint, glue or the computer should not be used;
- Pupils will take turns to use the toilet to avoid overcrowding;
- Pupils should clear away when asked to do so by the lunchtime staff.

12. Behaviour outside school
When on visits pupils are expected to behave in an appropriate manner as they are representing the School.

Before setting out on a visit the pupils should be reminded to:

- Thank any adult who has helped;
- Be aware of other groups and visitors and respect their needs;
- Be sensible, quiet and polite;
- Move in a calm, orderly manner at all times;
- Keep to their group and do as their leader asks them.

Pupils are also expected to behave in a polite and orderly manner when they are on their way to and from the school. This also means that their behaviour outside the gates, when leaving school should always be of a high standard.

During these times they are wearing their school uniform and poor behaviour has a detrimental effect on the general ethos of the school. Any non-criminal bad behaviour which takes place off site but is witnessed by a member of staff or reported to the school can result in sanctions and other actions being taken, including notifying the police.

Parents/carers are expected to support and model the School’s behaviour expectations and to provide positive role models for pupils. Any issues regarding inappropriate behaviour by parents should be referred immediately to a member of the Senior Leadership Team.

13. Screening and Searching Pupils
School staff can search any pupil for any items if the pupil agrees, such as a pupil emptying pockets, looking in a pupil's bag.

Staff have statutory power to search pupils or their possessions without consent where there are reasonable grounds for suspecting that the pupil may have a prohibited item (knives, alcohol, illegal drugs, stolen items, tobacco or e-cigarettes, fireworks, pornographic images, weapons that could cause harm to self or others). Only an authorised staff member can search a pupil without their consent and this should be carried out with a witness present.

Banned items will be made clear to parents/carers via communications such as the newsletter.

Prohibited items can be confiscated if found. If a pupil refuses to be screened the school may refuse to allow the pupil on the premises.
14. Reasonable Force
Staff have powers to use reasonable force to prevent pupils hurting themselves or others, from damaging property, or from causing disorder. 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 individual circumstances.

On rare occasions it may be necessary to resolve an incident using physical contact with a pupil. Force can be used to either control or restrain e.g. when a pupil refuses to leave a room when instructed; prevents a pupil disrupting a school event; prevent a pupil from attacking a member of staff; to stop a fight; to restrain a pupil at risk of hurting themselves through physical outbursts.

Force should never be used to punish a pupil and reasonable adjustments should be taken when incidents involve SEN or disabled pupils, this is a legal duty.

All use of reasonable force should be recorded in the Physical Restraint Log. (See separate ‘Physical Restraint’ policy). Staff should ensure that the Senior Leadership Team are immediately alerted to any concerns. Parents will be informed of occasions where reasonable force has been used.

There are occasions when physical contact with a pupil is necessary e.g. to demonstrate a technique in a PE lesson. These examples are not connected to the use of physical force.

15. Complaints made against staff
All complaints against will be thoroughly, speedily and appropriately investigated. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response. The Head Teacher and governors will consider whether the staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against the staff member.

16. Anti-Bullying Strategy
In common with all other schools, we recognise that some pupils at the School will experience bullying of some kind. It also needs to be understood that unkind behaviour such as impulsive, accidental actions may not be acts of bullying.

The staff and Governors of Birkbeck School are committed to ensuring children have a happy time at school, free from harassment or bullying.

Since bullying is a serious issue, yet not necessarily obvious and observable, it needs to be dealt with sensitively and effectively.

All children have a right to a secure and safe environment, free from fear and abuse.
All children at Birkbeck will be made aware of the issues of bullying through assemblies and our Personal and Social Education curriculum (PSHE), Circle Times and participation in National Anti-Bullying Week.

Several forms of bullying can be identified:-

- Physical abuse – pushing, hitting, kicking, biting, spitting etc;
- Verbal abuse – name calling, taunting, teasing etc;
- Emotional abuse – non verbal signals, being left out of activities;
- Taking other peoples possessions without asking;
- Damaging property;
- Intimidation of any kind;
- Extortion;
- Racist;
- Homophobic;
- Sexual;
- Faith based;
- Disablist;
- Gender;
- Geographic; • Body Image; • Cyber - bullying via phone, internet.

Bullying is a series of repeated incidents against one child by one or several other children.

All staff must be alert to signs of bullying and take immediate action including reporting concerns back to the class teacher.

In cases of reported bullying:-

| The person who the incident is reported to will: | Reassure the victim that it is right to tell and that the matter will be handled sensitively.  
| | Listen carefully to both parties recording as many details as possible using the Restorative questions.  
| | Affirm the victim’s self-worth offering comfort and support.  
| | Confirm the School's firm policy towards such behaviour.  
| | Inform a member of the Senior Leadership Team about the incident.  |
| The Senior Leadership Team Member will: | Use the Restorative Justice conference to deal with the Perpetrator and give the Victim a voice.  
| | Draw up a contract of ‘promises’ which will be monitored on a regular basis with all involved.  
| | Alert all staff as appropriate.  
| | Speak to parents as appropriate.  |
| The Head Teacher will: | Make arrangements for support programmes when they are deemed to be appropriate.  
| | Discuss incidents with parents as appropriate.  
| | Exclude pupils internally or externally from school for serious or repeat offences.  |
### 17. Anti-Racism Strategy

Racist behaviour can take a variety of forms. Some are more blatantly offensive than others; however, some apparently harmless incidents can be damaging in the long term.

At Birkbeck we have classified some types of behaviour as ‘Type A’ and others as ‘Type B’. Below are examples of the kinds of incidents that our School might encounter:

| **Type A** Straight to a member of the Senior Leadership Team | • Derogatory name-calling, insults, racist jokes and language.  
• Racist comments during discussion in lessons.  
• Ridicule of an individual for cultural differences, for example food, music, dress.  
• Refusal to co-operate with others because of their ethnic origin.  
• Provocative behaviour, such as wearing racist badges or insignia.  
• Bringing racist material, such as leaflets, comics or magazines into school.  
• Racist graffiti.  
• Verbal abuse and threats. |
| --- | --- |
| **Type B** Straight to the Head Teacher | • Inciting others to behave in a racist way.  
• Attempts to recruit other children to racist organisations and groups.  
• Physical assault against a person or group because of colour and/or ethnicity. |

### Procedures for Dealing with and Reporting Racial Incidents

| The person who the incident is reported to will: | • Listen carefully to both parties recording as many details as possible in order to establish what has happened.  
• Confirm the School’s firm policy towards such behaviour.  
• Affirm the victim’s self-worth, their culture, religion, ethnicity.  
• Inform a member of the Senior Leadership Team about the incident.  
• Complete necessary documentation relating to the incident. |
| --- | --- |
| The Senior Leadership Team Member will: | • Reaffirm the victim’s self-worth, their culture, religion, ethnicity.  
• Decide, in consultation with other staff and the victim whether any support or counselling is needed.  
• Explain fully to the perpetrator the wrong done, in line with the disciplinary code.  
• Decide, in consultation with other staff what actions the school will take to discipline the perpetrator.  
• Inform the parents verbally or in a letter about the incident and the actions the school is taking to discipline the perpetrator.  
• Refer incidents to the Head Teacher as appropriate. |
<table>
<thead>
<tr>
<th>The Head Teacher will:</th>
<th>Complete necessary documentation relating to the incident.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make arrangements for support programmes when they are</td>
<td></td>
</tr>
<tr>
<td>deemed to be appropriate.</td>
<td></td>
</tr>
<tr>
<td>Discuss incidents with parents as appropriate.</td>
<td></td>
</tr>
<tr>
<td>Exclude pupils from school for serious or repeat offences.</td>
<td></td>
</tr>
<tr>
<td>Report to the Governors regarding Racist incidents.</td>
<td></td>
</tr>
</tbody>
</table>

18. Monitoring and evaluating
We will regularly monitor our behaviour system for rules/rewards and consequences. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff/parents/pupils;
- Feedback from classroom observations;
- Questionnaires from parents/staff/pupils;
- Monitoring of negative incidents logged on the School’s behaviour tracker (CPOMS);
- Number of pupils sent to the Head Teacher or senior staff;
- Feedback/comments from visitors to the school and the wider community.

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustments when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

19. Reviewing the Policy
Parents, children, staff and Governors have been involved in reviewing this policy.

<table>
<thead>
<tr>
<th>Written</th>
<th>February 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Review</td>
<td>February 2020</td>
</tr>
</tbody>
</table>

‘Behaviour and discipline in schools’ DfE (January 2016)
‘Screening, Searching and Confiscation’ DfE (September 2016)
‘Use of reasonable force’ DfE (July 2013 – reviewed 2015)