



Balksbury Federation Behaviour and Anti-Bullying Policy

It is our aim at Balksbury Federation to provide a respectful, safe and positive learning environment for our children and we are committed to improving outcomes for our federated community. The federated community accepts this policy and seeks to create an environment in the federation which encourages and reinforces positive behaviour.

In order to ensure that this is so, we have agreed procedures to create a calm, secure and happy working environment for all.

Aims:

- To create an environment which encourages and reinforces good behaviour in which learning and teaching can take place in a safe and happy environment
- To define acceptable standards of behaviour and reinforce good behaviour by providing rewards for children of all ages and ability
- To encourage consistency of response to both positive and negative behaviour resolving behavioural problems in a calm and caring manner as they occur with the expectation of achieving an improvement in behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that vulnerable and SEND children receive behavioural support which is relevant to their specific needs
- To ensure that the federation's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Therefore, the federation has a central role in children's social, moral and spiritual development, as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

Our Ethos

All adults within our federation have a responsibility to model high standards of behaviour both in how they deal with children and with each other. As a staff we recognise that our behaviour has an important influence on children. We will ensure that we:

- Create a positive ethos and culture within our federated community that has realistic expectations
- Show all within the community that all individuals are valued
- Provide a caring learning environment that ensures the fair treatment of all groups of children

Our Classrooms

As a staff, we recognise our classroom environment should be a positive experience for every child. All adults working within the classroom should create relationships with children that encourage good behaviour. Strategies used should include the arrangement of furniture that is conducive to on-task behaviour, and a tidy purposeful learning environment. Displays should encourage enthusiasm and an active participation for learners. During lessons praise should be given to encourage good behaviour as part of expectations for good work.

Positive Behavioural Rewards:

At Barksbury Federation, children behave well. Our curriculum is used to reinforce our high expectations of how children interact respectfully and positively with each other. Children learn that excellent behaviour enables them to make quicker progress in their learning. They are taught to understand how our Federation Values are where we reflect on relationships with ourselves and others around us.

A Code of Conduct and Behavioural Expectations are displayed in each classroom to encourage children to do their best. We aim to teach children how working together around the code enables us to be a cohesive community.

Code of Conduct

Mutual Respect	We will respect ourselves, peers, adults and property (both ours and others)
Honesty	We will be truthful at all times and realise that not telling the truth causes situations to become worse
Safety	We will ensure our own and others safety at all times
Achievement	We will work hard at all times to achieve our best

All children are encouraged to exhibit good behaviour and to feel valued for their contribution to the life of the federation; this is reinforced with a system of praise and reward for all children. Each class follows the Federation Behaviour Code and rewards are negotiated within each class and vary according to the age of the children. House points, tokens, stickers, marble jars to earn class rewards, are examples of the types of incentives used within the class to reward individual children and the whole class.

- At our weekly Celebration Assembly, children are awarded Achievers Certificates for school work and attainment. In addition, weekly Good Behaviour and Values Certificate, for good behaviour, being helpful and kind, teamwork and following the Code of Conduct and Federated Values

Other rewards, which are used to reinforce positive behaviour:

- Headteacher's Award for outstanding work (children are sent to the Executive Headteacher by a member of the teaching team)
- Bronze, Silver and Gold Citizen Awards
- Outstanding Barksbury Citizenship Award

Sanctions:

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. The class teachers deal with minor breaches of discipline in a caring, supportive and fair manner, having regard for the age of the child.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy in a timely fashion; each child will be given the opportunity to have their turn to recount the events that have happened and state their feelings; all staff will ensure that the reasons for the sanction are made clear to the child. Therefore, misbehaviour is treated individually according to the child's specific needs; all staff are aware of these needs. Generally, children are reminded that they are responsible for their own actions and that rule breaking has consequences.

Code of Conduct and Behaviour Consequences:

The children's Code of Conduct consists of four simple concepts which are embedded within interactions which take place in the federated community:

1. **Mutual Respect** – We will respect our peers, adults and property (both ours and others)
2. **Honesty** – We will be truthful at all times and realise that not telling the truth causes situations to become worse
3. **Safety** – We will ensure our own and others safety at all times
4. **Achievement** – We will work hard at all times to achieve our best

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the federated community. In an environment where respect is central, loss of respect has an impact on the ethos of the Federation.

The use of sanctions is always carried out in line with the 'Three step Behaviour Consequences' which is displayed clearly in each classroom and also on the playground:

1. My teacher will speak to me quietly about my behaviour. This is the time for me to think about what needs to change. My teacher will support me in making the right choices.
2. If I do not make the right choices, then I will be on Stop and Think and my teacher will talk to me at playtime.
3. If I continue not to follow the rules then I will work in another class and will be on Stop and Think at playtime with my Year Group Leader.

Sometimes there might be occasions when my behaviour is more serious and I am sent straightaway to my Year Group Leader, Deputy Headteacher or Headteacher.

Stop and Think is characterised by certain features: -

- A period of time will be given for reflection 'Stop and Think time'
- A clear explanation of why the sanction is being applied with reference to the Code of Conduct and the Three Step Behaviour Consequences
- A reparative discussion about what changes in behaviour are required to avoid future sanctions

Occasionally there may be children who will need an Individual Behaviour Management Plan (IBMP) and the support of the parents, additional support services (Primary Behavioural Support Service, Child and Adolescent Mental Health Service, NHS) and teachers to achieve these goals.

Where unacceptable behaviour persists, despite the response of appropriate classroom management practice: the child will be referred immediately to their Year Group Leader for 'Stop and Think' reflection time. Where a child does not respond to reflection time, it may be necessary for the parents to meet with one of the Federated Behaviour Leads, a Deputy Headteacher or Headteacher. In the first instance, a Learning Provision Plan (LPP) may be written in collaboration with parents so that a consistent and unified approach may be adopted. It may be decided that a period of fixed term exclusion will be arranged, but this is a last resort measure and undertaken in consultation with the Hampshire Educational Inclusion Service (EIS).

Our federation embeds a range of opportunities for teaching children about relationships, sex and health education in a child's personal development. Should behaviour include harmful sexual behaviour, this will be sanctioned on a case by case basis and will include working with parents, and appropriate outside agencies.

No incident that is, or appears to be prejudicially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation. They should make explicit that any such behaviour is unacceptable and contravenes the federation's vision, culture and ethos. If the member of staff is unable to resolve the matter, it should be referred to the Leadership Team. Staff should explain why prejudice-based behaviour is unacceptable and all parents notified of the incident and action taken.

Lunchtimes and Break times

At break times and lunchtime supervision is by staff across the federation. If a child is misbehaving the staff should remind children of the standard of behaviour expected. Repeated minor problems may result in the child being given a 5 minute 'time out'; which should defuse the situation. If the misdemeanour is more serious, the child is sent to a senior member of staff where a discussion would take place.

Communication and Parental Partnership

We give high priority to clear communication within the federation and to a positive partnership with parents since they are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child across the federation are aware of those concerns, and of the steps which are being taken in response. We believe that a positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems; the federation will communicate policy and expectations to parents and where behaviour causes concern, parents will be informed at an early stage and given an opportunity to discuss the situation.

Preventing Bullying

We will not tolerate bullies within our federation, but realise there are underlying issues which cause a child to become a bully. Our procedures are detailed within our policy. During the Summer Term, an Anti-bullying Day will take place when a child friendly version of the policy will be shared with the children.

Definition of Bullying

Bullying is the wilful, conscious desire to hurt, or threaten or frighten someone else over a period of time. A bully has power over his victim and lacks empathy and guilt. It is important that all children and adults are aware that bullying will not be tolerated. This is reinforced by a positive ethos regarding acceptable behaviour inside and outside school.

Philosophy

At Barksbury Federation we are building a federated community where members: -

- Value our Federation Values of 'Perseverance', 'Collaboration' and 'Respect'
- Mutually respect each other
- Value each person's individuality and the contribution they make
- Treat each other with respect and courtesy

Aims

- We aim to provide a safe, calm learning environment where everyone feels valued
- Consideration towards others, politeness and co-operation are expected at all times

- Staff will demonstrate these qualities in the way they respond to the children, members of staff, parents and other adults involved in the federated community
- Positive behaviour will be promoted so children know what acceptable behaviour is

Good Practice to discourage bullying

- Adults model what acceptable behaviour looks like
- Positive behaviour is rewarded
- Bullying is explored through role play in PHSE and our Anti-bullying Day
- Regular circle time giving children opportunities to discuss how they feel

Awareness

All staff need to observe carefully for: -

- Children who bully either physically or verbally
- Victims
- Times when bullying may occur

Action

If a case of bullying is reported: -

- Take the report seriously and report it to the Behaviour Lead, a Deputy Headteacher, or Headteacher
- Listen carefully and record incidents on CPOMS
- Mediate between the two parties concerned helping the victim to tell the bully what they have done and how it makes them feel

In order to make the unacceptable nature of the behaviour and the consequence of any repetition clear to the bully:

- Observe the children concerned and alert other adults involved, to monitor the success of the intervention
- Inform parents of both victim and bully
- Ensure a bullied child is introduced to a group of friends and mentor
- Use children as a positive resource in role-play circle time

Cyberbullying

Balksbury Federation recognises that Cyberbullying as a form of bullying. It has a potentially bigger audience, and more accessories as people forward on content at a click. All forms of bullying (including cyberbullying) is handled as a community issue for the whole federation. The federation also recognises that, although Cyberbullying is likely to take place outside of the school day, it can be indicative of an issue within the federation.

Because of the federation's filtering processes and Mobile Phone Policy, it is highly unlikely that cyber bullying could take place during the school day. However, cyber-bullying which takes place outside school may still come under school's Behaviour and Anti-bullying Policy. For example, if a child:

- Is taking part in any federation organised or federation related activity
- Is travelling to or from the federation or is wearing (or expected to wear) federation uniform
- Is in some other way identifiable as a child who attends the federation

Or when a child's conduct:

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

If the federation believes that the police need to be involved, the police or PCSOs will be contacted directly, or parents will be advised to contact.

Balksbury Federation recognises that it has a responsibility to:

- Educate children on respectful and safe behaviour online explicitly through the Computing and Health and Wellbeing curriculum but also implicitly through assemblies and the federated 'Think Before you Click and be SMART' procedure
- Maintain a culture and ethos where no form of bullying is accepted and ensure that the federated community understands that this extends to Cyberbullying
- Support children and parents
- Offer support to children who have been the victims of instances of Cyberbullying

The federation offers support to parents on how to help their children engage safely and responsibly through technology:

- Parent Esafety campaign leaflets are accessible under the 'Community' tab of the federation website
- Esafety newsletters created by the DSL to support parents in tackling current issues which arise within the federated community
- Communication with families of whole year group and provision of relevant support guides when issues arise

All instances of Cyberbullying are referred to the Leadership Team for investigation. There is a clear and consistent approach when dealing with suspected or confirmed instances of Cyberbullying, whether these are raised by the children themselves or other family members:

- 1.) Discussion with parents of all children involved to gain full understanding of incident/s. During this discussion, where it is deemed that specific evidence would support investigation, the Leadership Team may request that parents send in screen shots of interactions
- 2.) Discussion with children involved and next steps identified. These may include, but are not limited to, sanctions for individual children, a year group assembly with a member of the Leadership Team, additional Esafety Talk Toolbox sessions within classes, emotional support for victims and support for perpetrators
- 3.) Support materials are shared with the parents of the children involved and also pre-emptively with the wider peer group
- 4.) The Esafety curriculum is reviewed and relevant changes made

Policy Review Autumn 2026