

ST BARNABAS CE PRIMARY SCHOOL

BEHAVIOUR POLICY

Our Mission Statement

At St Barnabas all children are valued as individuals made in the image of God. We educate and develop the whole child in order to be the best that they can be. We promote a spirit of belonging and encourage children to be aware of the needs, feelings and rights of others, and so make a positive contribution to society.

Christian values are central to the ethos of our school, especially those of: community, friendship, forgiveness, truth, courage, thankfulness.

Our School Rules

At St Barnabas CE School we:

- are kind, helpful and polite
- follow instructions
- do not hurt anybody
- move in and around school safely and quietly
- look after the school and equipment
- try our best

Each class has a few of their own class rules. Classroom rules are agreed at the start of the year between children and class teachers. They are referred to regularly in order to keep them at the forefront of general classroom behaviour.

Principles of the policy

In addition to our mission statement and values, our Behaviour and Discipline Policy is based on the following principles:

- St Barnabas CE Primary School is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability.
- The school provides a safe and orderly environment which will enable everyone to work and learn, free from disruption from others.
- Pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self-discipline and to take responsibility for their actions.
- The school works in partnership with parents/carers and families and with other agencies who may be involved with a pupil.
- The school Behaviour Policy is based on the principles of positive behaviour management and restorative practices. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

The Behaviour Policy should be read in conjunction with the following policies:

- Anti-Bullying
- SEN
- Single Equality Scheme
- Safeguarding
- Complaints / Parental Concerns

Promoting Positive Behaviour

At St Barnabas CE Primary School we believe that good behaviour needs to be modelled and taught.

This takes place throughout the curriculum, particularly through collective worship, work on values, and PSHE lessons. Positive relationships are essential to behaviour management and time is spent developing these relationships.

Rewards and Sanctions

We use a series of rewards and sanctions to support children's learning about behaviour.

Our reward systems strive to foster intrinsic motivation wherever possible, i.e. children making good behaviour choices because it is the right thing to do and it feels good, rather than wanting to get a specific external reward. External rewards (stickers, certificates, prizes) are used to reward consistently positive behaviour. As well as the rewards (positive consequences) detailed in the 'Going for Gold' poster, rewards may also include

- Children being sent to the Headteacher or Deputy Headteacher for good work or good behaviour.
- Children regularly praised for specific learning or behaviours that are observed.
- An 'Achievement Award' at the Friday Celebration Assembly to which parents are invited.
- Children being awarded 'crystals' for their team which are then counted up weekly and the winning team announced in assembly.

Sanctions (negative consequences) are given where necessary and we seek to make this relevant to the behaviour which has caused an issue.

We seek to support children to understand the impact of any unwanted behaviours on others. To that end, we resolve disputes between children through restorative conversations that seek to repair the harmed caused (see Appendix 3). By creating empathy and understanding, the incident is less likely to be repeated.

Going for Gold

The main rewards and sanctions are detailed in our 'Going for Gold' approach to behaviour (Appendix 1). Children progress up and down the stages throughout the day and are awarded a ClassDojo at the end of the day to match the stage they finish the day on. A negative ClassDojo is awarded if children have reached yellow, orange or red at any point of the day and the appropriate sanction is put in place. When this happens, children are supported and encouraged to move back onto green (positive) as soon as possible. This means they may also receive a positive ClassDojo at the end of the day to acknowledge their efforts. Parents are able to view their child's ClassDojo through an app and are informed about the reason for a negative ClassDojo. Children re-start on green each day.

Appendix 2 details other strategies that are used in school to promote positive behaviour.

Parents/Carers

St Barnabas C of E Primary School aims to work in partnership with parents at all times. Parents/carers are expected to support the school in upholding the school/class rules and creating an orderly climate for learning. All parents/carers are asked to sign the Home/School Agreement when their child starts at St Barnabas CE Primary School and in doing so agree to support the school in the implementation of the Behaviour Policy.

Parents/carers are informed about their child's positive and negative behaviour choices promptly and we hope that parents will support the school's policy by praising their child for positive choices or speaking to their child about negative choices that they have made.

Pupils requiring Additional Support

St Barnabas CE Primary School recognises that some pupils may require additional support in order to conform to the expectations of behaviour of the school. Pupils who require additional support may be:

- Offered support from a pastoral leader/senior leader with individual targets which will be regularly monitored. These may be recorded as part of a Home/School link book, an Individual Behaviour Plan or a Pastoral Intervention.
- Referred to the SENCO for an assessment of their needs (see SEND Policy/ School Offer)
- Referred for a multi-agency assessment
- Referred to alternative education provision

The school will regularly review all pupils who are referred for additional support in order to ensure that their needs are being met. This will be in partnership with parents. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact .

Restraint of pupils

At St Barnabas C of E Primary School we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure. In accordance with the Education and Skills Act 2006 any member of staff may, on occasion, need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body an Incident Report Form will always be completed and parents informed. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. As a mainstream school we do not routinely train our staff in positive handling but will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary.

Dealing with items that should not be in school

The staff reserve the right to screen all pupils for objects that may potentially cause danger to a pupil or to others – this may involve asking pupils to turn out their bags or pockets, or searching other pieces of property.

It may very occasionally be necessary to search a pupil with their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying an item that causes concern to the school or may be dangerous to the pupil or another staff member.

Confiscation and Disposal

Staff at St Barnabas C of E Primary School have the power to confiscate any item which is illegal or is not appropriate to have in school (see above). In most circumstances staff will confiscate items and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply. Illegal items (weapons or substances) will be handed to the Police.

Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, eg chewing gum) will be disposed of. High value items (£20+) eg mobile telephones, MP3 players etc, which are confiscated will be held securely until a parent/carer makes arrangements to collect them. Low value items will be disposed of.

Behaviour Out of School

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. St Barnabas CE Primary School cannot be responsible for pupil behaviour out of school hours but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve St Barnabas CE Primary School pupils.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO (Local Area Designated Officer) and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

Data

The school collects a range of behaviour data including:

- Exclusions, both external and internal
- Attendance and punctuality, including punctuality to lessons
- Behaviour, attendance and progress data of those pupils attending alternative provision
- Incidents, rewards and sanctions

Data is analysed at individual pupil level by the Senior Leadership Team, (SLT) and is used to inform referrals to school based interventions, SEND arrangements and referrals to outside agencies. Data is analysed on a whole school basis by the member of SLT with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure. Data is presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy.

Exclusions

St Barnabas C of E Primary School is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted. Where exclusion is used the school conforms to the Local Authority and DfE Guidance.

The different types of exclusions are

- **Internal exclusion:** Pupils work in a location other than their usual classroom for a certain period of time (e.g. a lesson/ half a day/ a day) or miss breaktime.
- **Fixed term exclusion:** Pupils are excluded from school for a set number of days, depending on the nature of the behaviour and any previous exclusions. This is used to send a clear message that a particular behaviour is not acceptable in school. This also includes lunchtime exclusion where a parent will be asked to take their child home for the lunchtime period.
- **Permanent exclusion:** This is extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school works with the Local Authority to facilitate a 'managed move' to another local school or a referral to alternative provision which may make permanent exclusion unnecessary.

If pupils are excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents/carers can be fined if pupils are found in a public place during an exclusion). From Day 6 of exclusion the pupil will be supported via arrangements made within between the Local Authority and the school. In the event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision.

Reintegration interviews are considered to be a vital part of the return to school and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful re-admission. At St Barnabas CE Primary School, we seek to hold reintegration meetings in a restorative way and expect parent/carers to attend these meetings.

Roles & Responsibilities

All staff play an important role in positive behaviour management and discipline. Class teachers will, in the first instance, manage the behaviour of their pupils. If behaviour continues to be poor, Senior Leaders may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring a positive learning environment.

Legislation

This policy is compliant with the following guidance

[DfE 'Behaviour and Discipline in Schools' 2016](#)

[DfE 'Use of Reasonable Force in Schools' 2013](#)

[DfE Screening, Searching and Confiscation' 2018](#)

[DfE 'School Discipline and Exclusions'](#)

[DfE 'Exclusion from maintained schools, academies and pupil referral units in England' 2017](#)

Review and Evaluation

This policy is subject to regular review and evaluation by Governors, SLT & Staff.

Policy approved and adopted: April 2018

Due for review: April 2020

Going for Gold

	COLOURS	BEHAVIOURS	CONSEQUENCES
	Gold Outstanding	<ul style="list-style-type: none"> Consistent silver behaviour Consistently showing good attitudes to learning Consistently demonstrating our school values Consistently being a good role model Consistently going 'above and beyond' expectations Leading by example and encouraging others Consistently wearing the correct school uniform 	<ul style="list-style-type: none"> Gold dojo = 5 3 Golds /term = Golden Certificate Awards and prizes for 100, 250, 500, 750, 1000 dojos in total.
	Silver Wow!	<ul style="list-style-type: none"> Consistent bronze behaviour Being resilient—not giving up when something is hard Taking risks with learning—trying new things Being a reflective learner—thinking about how I can improve my learning 	<ul style="list-style-type: none"> Silver dojo = 4 Praise Awards & prizes (see Gold)
	Bronze Great Day	<ul style="list-style-type: none"> Consistent green behaviour Showing kindness and consideration to others. Making positive contributions in lessons Being an independent learner and thinking for yourself. Being a good role model to others Demonstrating our school values Having the correct equipment for your class (e.g. reading book, PE kit) 	<ul style="list-style-type: none"> Bronze dojo =3 Praise Awards and prizes (see Gold)
	Green Ready to learn Each day starts green	<ul style="list-style-type: none"> Being polite and respectful Following adults' instructions Trying our best Actively working well in pairs and groups Showing good listening to all Sharing Moving around school safely and calmly Treating the school environment and equipment with respect and care 	<ul style="list-style-type: none"> Green dojo =2 Certificate for staying on green or above for a whole half term. Awards and prizes (see Gold)
		WARNING!	Time to change your behaviour!
	Yellow Think about it	<ul style="list-style-type: none"> Distracting others from learning Talking over someone Answering back Not trying your best Not co-operating with others Not moving around school safely and calmly Not following adults' instructions Coming inside at breaktimes without permission 	<ul style="list-style-type: none"> 1st time = Warning 2nd time = 5 minutes reflection time* Negative dojo (-1) Catch up room to complete work
	Orange Reflection time	<ul style="list-style-type: none"> Name calling or unkindness to others Taking or damaging property Being disrespectful or rude Repeated yellow behaviour 	<ul style="list-style-type: none"> 10 min reflection* Reflection time with teacher on return Teacher informs parents Negative dojo (-1) Catch up room
	Red Serious Consequence	<ul style="list-style-type: none"> Repeated orange behaviour Swearing Fighting or deliberately hurting others Leaving class without permission Intimidating others Bullying (verbal, physical, emotional and cyber bullying) Racist or homophobic incidents Any other type of discrimination 	<ul style="list-style-type: none"> Negative dojo (-1) Senior Leader involvement Senior Leader contacts parent Lunchtime detention/ Internal exclusion/ External exclusion/ Exclusion from school visit

*Reflection time at teacher's discretion

APPENDIX 2

STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

Good practice for positive behaviour management at St Barnabas includes the following:

- Opportunities are taken by all staff to model and build positive relationships with pupils.
- Pupils are addressed courteously and with respect.
- Staff avoid shouting and escalating situations.
- Staff have high expectations of work and behaviour.
- Children understand class and school routines.
- High quality teaching and curriculum encourages good behaviour. The teacher makes learning interesting and accessible to all.
- Classrooms and central areas are tidy and well looked after to encourage children to respect their environment
- Rewards and sanctions are applied consistently (although some degree of flexibility is used for children with additional needs).
- Praise is used frequently and staff emphasise positive behaviours and attitudes.
- Pupils are known well and their needs understood, (SEND/mental health etc). Staff use strategies recommended in Behaviour Plans.
- Staff use language, tone, posture, body language which is warm, calm, open and engaged.
- When correcting pupils, staff will focus on the behaviour, not the pupil. Staff avoid punishing the whole class for the actions of a few.
- Staff take the opportunity to reflect when strategies are not working – they are not afraid to admit it if something has gone wrong and will seek advice in order to change practice for the next time.
- Staff will intervene whenever incidents occur, regardless of whether children are in their class and follow correct procedures in order to resolve them.
- Staff have access to appropriate CPD in behaviour management and mental health.

BREAKTIMES

- Children are supported to have purposeful play and appropriate social interactions through the use of a variety of spaces in our grounds; having a range of equipment to play with and people to facilitate play.
- Children are collected promptly from the playground and led calmly into class
- When problems arise, children are encouraged to speak to an adult who will then have a conversation to help children to resolve the problems and remind them of our expectations.
- Incidents of positive and negative behaviour are communicated to the class teacher to feed into 'Going for Gold'.

APPENDIX 3

RESTORATIVE PRACTICE

At St Barnabas CE Primary School we use restorative practices to build our community and to strengthen and repair our members' relationships. One of the methods that we use to build relationships is to have a daily 'check-in', in order to give each pupil a voice and help pupils to know, understand and respect each other.

We use incidents of negative behaviour as 'teachable moments' and use restorative dialogue to help the 'wrongdoer' to learn the effects of their behaviour on others and take responsibility for putting it right.

In a restorative conversation we use questions such as the ones below as a guide:

- **What happened?**
 - **What do you think about this now?**
- **Who has been affected by what has happened?**
 - **How have they been affected?**
- **How are you feeling now about what happened?**
- **What do you need to do to make things right?**
 - **What needs to happen next?**

We try to avoid asking 'Why'? e.g. why did you do this?