



*"Barnabas, the Encourager"*

## **ST BARNABAS CE PRIMARY SCHOOL BEHAVIOUR POLICY**

This policy is a temporarily adapted version of our main policy to respond to the reopening of schools during the COVID -19 Pandemic.  
Any adaptations to our usual policy are written in red.

### **Our Vision and Values**

**Our vision is to ignite curiosity and delight in learning so we are ready for an ever changing, challenging world. We will build each other up to be unique individuals in a diverse community - showing resilience and working positively together to make every day count.'**

**Our core values of *creativity, courage* and *compassion* underpin our vision.**

### **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.
- *Our environment has needed to be radically altered to offer the safest operating procedures for pupils and staff which may not be those best designed for optimal learning or wellbeing but are in accordance with government guidance issued.*
- 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

## **School rules**

Our rules are few so that they can be easily remembered and understood by everyone. These rules are referred to frequently in dialogue about behaviour so helping children to understand what these rules look like 'in action' and why they are important.

Our rules are: **Ready    Respectful    Safe**

We follow the principle of praising in public and reprimanding in private (pip & rip)

**These rules still underpin everything we do but **Be Safe** now includes the following:**

- **Wash hands using soap for at least 20 seconds (sing 'Happy Birthday' twice)**
- **Wash your hands when you get to school, when you have coughed or sneezed, before eating, after playtime and at other times when an adult asks you to.**
- **Don't touch or hug other adults or children**
- **Try not to touch your face with your hands, especially your mouth, nose and eyes.**
- **If you need to cough or sneeze use a tissue and then put it in the bin. If you don't have a tissue then cough or sneeze into your elbow/ upper arm. Immediately wash your hands.**
- **Only one person in the toilets at once. Always ask an adult if you need to go to the toilet. Flush the toilet after you have used it and wash your hands.**
- **Follow instructions about staying within your group even if you have friends you want to be with in another group.**
- **Don't leave the classroom without permission**
- **Don't touch other people's items e.g. water bottle, pack-ups, pens, books**
- **Only use the equipment in the classroom or outside that an adult tells you is safe to use. The big play equipment, pirate ship and prayer garden are closed.**
- **Stay in the place that the adult tells you to**
- **Stay 2m apart from other children and adults wherever possible. Remember the Rainbow Rule.**
- **Tell an adult straight away if you feel unwell or have been coughing quite a lot.**
- **You must NEVER spit at anyone or anything. This is VERY DANGEROUS FOR OTHERS**

## **Promoting positive behaviour**

At St Barnabas CE Primary School, we believe that good behaviour needs to be modelled and taught. **Staff will pay particular attention to explicitly teaching the specific BE SAFE rules at an age appropriate level as related to the virus.**

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.

We actively look out for and recognise positive behaviours.

When children show expected behaviours they may receive a 'thank you' or words of praise, letting them know the positive behaviour they have shown.

Consistently showing the expected behaviour or going 'above and beyond' is recognised in the following ways:

- A more public thank you or praise e.g. in Celebration Assembly **(this will only be done in class)**
- Names displayed on a recognition board
- Positive messages sent home and / or parents spoken to **(this will be done through dojo or phonecall)**
- Hot chocolate with the Headteacher **(will not happen due to social distancing)**

**Our positive rewards and celebrations cannot operate in the same way as in normal school opening. However, teachers will adapt our systems in the spirit of our school values to ensure that all children feel valued as celebrated. This may well evolve once teachers begin to support children and devise and adapt the most appropriate strategies for their group.**

## **Dealing with negative behaviour**

The following strategies are used to deal with a child who may be showing low level negative behaviour and not following our school rules and routines.

- A general reminder to a group / class about the positive behaviour expected
- A quiet word to the individual child to refocus their attention onto the expected behaviour and task. We call this a 'Drive By'.

If the child continues with the negative behaviour they may progress through a series of stages in between which they are given chance to change their behaviour. At each stage, children are reminded of the expectations of behaviour and reminded about the next stage. The stages are:

- Reminder
- Caution
- Time out

Reaching Time Out means that the child misses a few minutes of the next breaktime or part of a class activity to have a private conversation with the teacher about their behaviour and repair

their relationship. If children reach Time Out several times in a week, parents will be spoken to by the class teacher.

This approach will still be used but conversations will take place in a socially distanced way. At no point will any child be asked to join another group or leave their classroom. They may be asked to take some time away from their group at the edge of the room if absolutely necessary for safety and wellbeing of others.

## **Serious Behaviour**

This includes violence / fighting; swearing; bullying (verbal, physical, emotional, cyber bullying) racist or homophobic incidents; deliberately damaging property; other types of discrimination. It also now includes deliberate breaking of the 'Be Safe' rule which is very serious at the current time.

Depending on the level of the behaviour, children may go straight to Time Out or may be given a 'Red Card' with a sanction. In the case of a red card, the sanction will be relevant to the individual pupil and the situation. Sanctions may include: missing longer parts of breaktimes; being banned from certain activities or areas of school e.g. football / the play equipment for a period of time; having a lunchtime or fixed term exclusion. This behaviour will usually be referred to a senior leader who will make a final decision about an appropriate sanction and will contact parents as appropriate. Incidents of 'Time Out' or 'Red Card' will be recorded for monitoring purposes. The senior leader may choose to speak to the child via the teacher's phone (on speaker phone with the teacher present) if a face to face conversation cannot be held

Repeatedly reaching Time Out or Red Card may result in the child being put 'on report' and having their behaviour monitored for a period of time.

A restorative conversation will take place at the Time Out and Red Card stages. In these conversations, children are helped to reflect on the incident, consider how their actions have affected other people and suggest how they can put it right. In this way, negative incidents are used as a learning point with the aim of preventing it happening in the future.

Note: we can only adopt these strategies where safe to do so within guidance. If any of the strategies are not appropriate / available then we will adapt our approach in the most suitable way to seek to keep everybody as safe as possible, working in partnership with parents.

## **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 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. **Note we can only adopt these strategies where safe to do so within guidance and the appropriate agencies are operating to offer support. If any of the strategies are not appropriate / available then we will adapt our approach in the most suitable way to seek to meet the needs of the child whilst keeping everybody as safe as possible, working in partnership with parents.**

### **Physical Touch and 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. **Social distancing means that physical touch should be avoided but where essential for intimate care this must still go ahead with appropriate PPE for staff concerned and all hygiene rules followed in accordance with government guidance. Comforting children where possible should be non-contact but each situation will be different and staff should use their professional judgement as to other appropriate strategies against the level of the child's distress. Thorough hand washing should take place after any physical contact.**

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. **For pupils whose Individual Plan indicates that physical intervention may be needed, an individual risk assessment will be put in place in discussion with parents, staff supporting the pupil and the pupils themselves.**

**The above remains in place but for the protection of staff and pupils, physical intervention is always a last resort and should be kept to an absolute minimum. Unless harm is likely to come to anyone, a child should not be restrained or removed.**

**If physical contact is made the staff member should wash hands thoroughly afterwards. As usual protection of property should be of much less concern balanced against the risks associated with physical contact in usual circumstances and also in relation to any possible transmission of the virus.**

## **Dealing with items that should not be in school**

Remains Unchanged by thorough hand washing with soap after touching any pupils' property

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/carers 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**

If the behaviour of a child is such that a child is posing serious threat to the safety of others and the school has exhausted all strategies to reduce that risk then exclusion remains an option. However, the head teacher would seek guidance from the Local Authority before carrying out this sanction as in the context of the virus, the safety of the pupil at home may also be seriously compromised. The views and advice from relevant stakeholders and agencies will be taken on board.

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: 11<sup>th</sup> December 2019

Due for review: December 2020 **or as guidance changes during the COVID-19 pandemic.**

## **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.
- Praise is used frequently and staff emphasise positive behaviours and attitudes.
- Staff have high expectations of work and behaviour.
- Children are taught the class and school routines.
- Transition times are well managed
- 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).
- 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 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 via post it notes

## **RESTORATIVE PRACTICE**

At St Barnabas CE Primary School we use restorative practices to build our community and to strengthen and repair our members' relationships. 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?