

ST BARNABAS CE PRIMARY SCHOOL

BEHAVIOUR POLICY



"Barnabas, the Encourager"

Date of Approval:	February 2022
Approved by:	Governing Body
Date of Review	February 2023

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.
- 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)

Promoting positive behaviour

Children are expected to show behaviours that are in line with our rules. These include:

- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quietly and safely around the school
- Looking after the school building and school property
- Accepting sanctions when given

- Refraining from behaving in a way that brings the school into disrepute, including when outside school

At St Barnabas CE Primary School we explicitly teach expected behaviours throughout the curriculum, particularly through collective worship, work on our school and British values, and PSHE lessons.

Positive relationships are essential to behaviour management and time is spent developing these relationships.

Rewards

Rewards are used to help children to learn the behaviours that we expect to see in school and to acknowledge their efforts in showing these expected behaviours.

Most of the time, the reward for expected behaviour will take the form of words of praise or acknowledgment, noting the behaviours being praised. For example

- 'Thank you for
- 'Well done for.....'
- 'I can see (name) is

Regularly showing our expected behaviours is recognised in the following ways:

- Awarded a 'class dojo'
- Names displayed on a recognition board in each class
- Certificates awarded in Celebration Assembly
- Dojo message to parents or parents spoken to

Children who consistently show our expected behaviours or go 'above and beyond' what is expected may receive a 'Praise Postcard'. This will be sent home in the post.

Dealing with negative / unacceptable behaviour

The following behaviours are considered unacceptable at St Barnabas CE Primary School:

- Refusing to do as asked
- Not following instructions
- Not completing work
- Answering back or arguing with adults
- Making inappropriate noises to deliberately distract others
- Not speaking politely or using inappropriate language
- Goaded or teasing other people
- Being unkind or hurting others
- Wandering away or leaving the classroom without permission
- Taking other people's things
- Interfering with other children's work or activities
- Throwing objects
- Damaging school property

Sanctions

At St Barnabas we follow a simple procedure when dealing with this behaviour.

1. A quiet word to the individual child to refocus their attention onto the expected behaviour and task.
2. A simple **reminder** about what they are doing wrong and that if it continues they will receive a warning.
3. A **warning** that if the behaviour continues, they will receive Time Out (miss one minute of the next playtime)
4. **Time Out** recorded

This process (Reminder/ Warning/ Time Out) will continue if the child continues to display poor behaviour, resulting in missing further minutes of playtime.

If the behaviour continues, the following steps may be taken:

- Staying in at playtime or lunchtime to complete the work that has been missed
- Removal from the class by the Headteacher or Deputy Headteacher to complete their work.
- Informal chat between class teacher and parent/carer at the end of the day to inform them that their behaviour needs to improve. This may include a telephone conversation.
- Formal meeting between class teacher and parent/carer.
- Formal meeting between the Deputy Head or Head Teacher to discuss how the school and home can support the child in improving their behaviour.
- Behaviour plan / behaviour chart with specific targets if appropriate and/or a weekly/fortnightly check in with parents.
- Missing longer periods of breaktimes
- Internal exclusion (working separately from the class for a fixed period of time)
- External support
- Fixed term exclusions
- Permanent exclusion

Hurting other children will result in a 5 minute loss of break time. If the incident takes place during break time, children will be asked to have 5 minutes time out standing against the wall.

Temporary and Fixed Exclusion decisions are made in line with the school's Exclusion Policy.

Serious Misbehaviour

Serious instances of poor behaviour are not acceptable at St Barnabas. These include:

- Assault
- Fighting
- Bullying (see anti-bullying policy)
- Vandalism and damage to the school property
- Physical or verbal threats to staff
- Racism, homophobic statements or other similar attitudes towards other people
- Deliberate activities which undermine the professionalism and integrity of members of staff
- Leaving the school or school premises without permission

When these occur, they are recorded and the SLT is informed. Parents will be asked to attend a meeting with the Head Teacher or Deputy Head Teacher to discuss this further. This behaviour may result in a fixed term exclusion.

These behaviours, along with incidents of hurting others will be recorded as 'Red' Behaviour in our CPOMS record system.

Restorative conversations will take place with pupils as necessary. 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.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Roles and responsibilities

The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour

- Using classroom management strategies that support positive behaviour (appendix 2)
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school rules and values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

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:

- Given 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 external support
- 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.

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.

Restraining a child who is putting themselves or others in danger may be used as a last resort after all other de-escalation strategies have been attempted. A Team Teach approach may be used by trained members of staff to ensure that the child, other children and adults are not harmed by the behaviour. This means the child would be held by a member of staff until it was safe to release. After the event, staff review what happened and look for triggers that may have caused this behaviour so that the behaviour can be avoided again. A review form is completed and parents are contacted.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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. Please see our Exclusions Policy for more information.

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)
- **Fixed term exclusion (suspension):** 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.

Legislation

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Review and Evaluation

This policy will be reviewed annually by Governors, SLT & Staff.

Appendix 1: written statement of behaviour principles

- ✓ Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- ✓ All pupils, staff and visitors are free from any form of discrimination
- ✓ Staff and volunteers set an excellent example to pupils at all times
- ✓ Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- ✓ The behaviour policy is understood by pupils and staff
- ✓ The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- ✓ Pupils are helped to take responsibility for their actions
- ✓ Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

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.
- 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

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