



St Barnabas
CHURCH OF ENGLAND PRIMARY SCHOOL

Behaviour Policy

Approval Date: September 2023

Next Review Date: September 2024

'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.

'So speak encouraging words to one another. Build up hope so you'll all be together in this, no one left out, no one left behind. 1 Thessalonians 5:11

The link with Saint Barnabas the Encourager is at the heart of our vision (Acts of the Apostles)

Statement of Intent

St Barnabas CE Primary School promotes an environment where everyone feels safe, valued and secure, where everyone treats each other with respect and where children can learn free from disruption.

As a Christian school our Christian ethos and values are central to all we do. These values of compassion, courage and respect support our pupils and underpin our approach to behaviour management.

This policy aims to:

- Create a positive culture that promotes excellent behaviour
- Ensure that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Set out a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- To work with parents and children to establish and maintain good behaviour.
- All those involved in the life of the school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the Christian values which underpin all our work. High standards of behaviour, work and respect for each other depends on the example we all give to pupils.

Our Rules

At St Barnabas we have 3 simple rules

We are ready

We are respectful

We are safe

Expectation and Routines

At St Barnabas CE Primary School we have clear expectations and routines that help to create a calm, safe, happy and welcoming environment for all. All members of staff are responsible for teaching, promoting and modelling our rules, routines and expectations to all children in school.

Further details about the expectations and routines for specific times of day and activities can be found in the appendix.

Promoting Positive Behaviour in the Classroom

The following aspects impact positively on classroom behaviour:

The Classroom Environment

- Space, accessibility, clear pathways.
- Availability of resources, their quality and clear labelling.
- Continuity in organisation.
- An attractive, engaging and tidy classroom
- Visual timetable
- Display of rules and behaviour for learning posters at the front of the classroom
- Recognition board

Strategies:

- Expectations and routines are consistent and are practised throughout the year
- Work and support is matched to need and this is not a barrier or trigger
- Have high expectations
- Clear instructions (reduce cognitive overload)
- Being punctual and prepared for lessons
- Remain calm and consistent at all times
- Praise the behaviour you want to see more of – best behaviour receives most attention.
- Constant reference to our rules and values
- Any additional adult support is effectively deployed to support learning
- Positioning of self within the classroom, allowing scanning to take place
- Clear routines for transitions and stopping the class
- Positive sentence stems (when you have finished we will....., as soon as ... you can....)

Praise and Rewards

We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour

Verbal praise

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'
- 'Safe walking thank you'

The following strategies are also used to recognise and reward our expected behaviours:

Class Dojos

Children may be given a 'class dojo' for showing a specific behaviour consistently. Their name is written on the recognition board for the day and transferred to classdojo at the end of the day. Parents will see that their child has received a classdojo. A class treat is given when 500 dojos are reached by the class as a whole. Children will vote for options such as non-uniform day, a film afternoon, additional PE.

Recognition Board

The recognition board is a part of the whiteboard, clearly visible to all children in the class. When children are awarded a classdojo, their name is written on the recognition board. Names are displayed for the whole day, even if children are later given a sanction.

Certificates

Children are recognised and certificates awarded in weekly Celebration Assembly. Each week two of the following certificates are awarded for each class with the reason for the award spoken about by the class teacher at the assembly.

- Encourager award – for showing our values of courage, creativity and compassion.
- Behaviour award - for consistently showing our expected behaviour
- Achievement award – for effort in their learning

Children who consistently show our expected behaviours or go 'above and beyond' what is expected may be awarded a Headteacher's Award in Celebration Assembly and / or chosen for the half termly 'Hot Chocolate with the Head'.

Parents are informed when their child is to be awarded a certificate and invited to attend the Celebration Assembly. Names of children who are awarded certificates are displayed in the weekly newsletter.

Lunchtime

Lunchtime staff will give stickers to recognise good behaviour in the dining room and on playground.

Communication with parents

Informal messages about their child's positive behaviour are passed on to parents verbally or via class dojo as needed.

Sanctions

Unacceptable behaviour

The following behaviour is unacceptable at St Barnabas CE Primary School

- Disrupting learning
- Bullying
- Refusing to do as asked
- Answering back or arguing with adults - verbal abuse
- Swearing
- Being unkind or hurting others

- Fighting
- Leaving the classroom without permission
- Taking other people's belongings
- Throwing objects
- Damaging school property

If a child's behaviour choices are poor and go against the school rules the following actions will be taken.

- The child will be reminded of the rules and behaviours for learning and feedback will explain how behaviour has not shown these expectations.
- Any incident is discussed using restorative questioning
- We encourage the child to take responsibility for their behaviour, supporting them to repair harm and make things right.
- Teachers and other school staff will employ a range of strategies to prevent poor behaviour as part of their daily teaching practice. However, if a child consistently chooses to break agreed rules after non-verbal reminders and verbal support has been offered the following steps will apply:

		Script / actions
Pre-Stage 1	Redirection	<p>A visual cue to the child that you want them to make a good choice e.g. -a 'look' or visual signal to what you expect</p> <p>Positive reinforcement of other children around them: {Name} thank you for sitting still and listening</p> <p>Re-engage child in their learning / give help</p> <p>'Thank you' / praise/ smile / thumbs up given when behaviour modified</p>
Stage 1	Verbal Reminder (private where possible)	<p>'(Name) I noticed you chose to (say unkind words)..... Remember our rule is to be respectful. This is a reminder to (do rule)....'</p> <p>Remind child of their good previous conduct to prove that they can make good choices. Do you remember when...? This is what I need you to show me. Thank you.</p> <p>Praise when behaviour has been modified</p>
Stage 2	Verbal Warning (private where possible)	<p>'(Name) I've noticed you are still choosing to Remember our rule is If you continue choosing to make the wrong choice you will miss 5 minutes of your next break time.'</p> <p>Remind child of their good previous conduct to prove that they can make good choices. Do you remember when...? This is what I need you to show me. Thank you.</p>
Stage 3	Reflection Time at next break	<p>Lose 5 minutes of the next break.</p> <p>The class teacher supervises this at the beginning of the next break time</p>

		(may be the next day). During this time, the child should complete any work missed and the teacher or TA should have a restorative conversation with the child.
Stage 4	Reflection Time in other class	10 minutes reflection time in a partner class with work. Tell the child that they are continuing to choose to disrupt learning and they need to have a break from the class to think about their choices. If a child refuses to leave or disrupts in partner class, involve SLT. Receiving teacher does not support/discuss. 10 minutes of next break time missed. Supervision / catch up work and restorative conversation with teacher / TA at break time (allow child time to go to the toilet). CPOMS (teacher) Teacher informs parent at end of day.
Stage 5	Further disruption - SLT involvement	Reflection time with SLT. Discussion with child to remind them of rules / expectations and support getting back on track. Teacher conversation with parent at end of the day CPOMS (teacher)
Stage 6	Further SLT involvement	Internal lunchtime suspension and /or lesson time with SLT SLT conversation with parent Consider behaviour plan / other agency or outreach involvement CPOMS (teacher / SLT)
Stage 7	Fixed term exclusion	See Pathfinder Exclusion policy. Repeated fixed term exclusions - work with other agencies, Pathfinder inclusion panel, consider alternative provision.
Stage 8	Permanent exclusion	See Pathfinder Exclusion policy

The adult will walk away and give take up time between each step.

Progression through these sanctions will be in place for a half day. There must be a fresh start at the beginning of every morning and afternoon .

When a child is persistently breaking the rules, the class teacher should organise a meeting with parents to discuss strategies and consider a support plan.

If a child reaches Stage 5 more than 3 times in a half term, a meeting will be held with parents, class teacher and SLT.

Serious Misbehaviour

This behaviour is of sufficient seriousness that it will be dealt with by a senior leader and no warnings will be given. These behaviours include:

- Assault (e.g. severe punch / kick / push)
- Fighting
- Bullying (see anti-bullying policy)
- Vandalism and significant damage to the school property
- Physical or verbal abuse to staff
- Racism, homophobic statements or other derogatory statements / attitudes
- Sexual harassment or violence

- Leaving the school or school premises without permission
- Bringing weapons onto the school site
- Persistent disruption / breaking of our rules

Sanctions may include:

- Internal lunchtime exclusion for all or part of the lunchtime
- Internal exclusion for all / part of the school day (child has to work separately from their class)
- Fixed term exclusion (suspension)
- Permanent exclusion

SLT will inform parents about these incidents. Temporary and Fixed Term Exclusion decisions are made in line with the school's Exclusion Policy. In the case of damage, a letter will be sent home to parents asking for a contribution towards any deliberate damage caused by a child.

Breaktimes and Clubs

Our school rules apply at all times and in all areas of school. All adults in school have a responsibility to ensure rules are followed in lessons, break times and lunch times inside and outside. This also applies to our breakfast and after school club.

At play time and lunch time the following procedures will be followed if a child breaks a school rule.

Redirection	Engage child in play/chat (do you need any help/ are you ok/ can you help me with?) Positive reinforcement of other children around them: (Name) thank you for playing safely with the ball.
Verbal Reminder (private where possible)	'(Name) I noticed you chose to (say unkind words)..... Remember our rule is to be respectful. This is a reminder to (do rule)...' If you choose not to do this, you will get a warning. Ask if they need help with something
Verbal Warning (private where possible)	(Name) I have noticed that you are still choosing to Remember our rule is If you continue to choose to make the wrong choice you will have 5 minutes of reflection time. Where possible, remind child of their good previous conduct to prove that they can make good choices. Do you remember when...? This is what I need you to show me. Thank you.
5 minutes reflection time (shadow lunch staff / sit on the bench)	You have chosen to break our rule of If you choose to break a rule again, you will have some reflection time with Miss Boardman / Ms Pena Harran. Restorative conversation held during the reflection time.
Reflection time with SLT - SLT to decide seriousness and length of reflection time.	You have chosen to..... You will now have to have some time with Miss Boardman or Ms Pena Harran to think about your behaviour.

De-escalation

Sanctions are given privately wherever possible. Staff recognise that emotions may be running high. In these situations the following strategies are helpful:

- Approach calmly
- Use a low consistent voice
- Reduce the size of your body - stand slightly side on
- Be clear about what you need to do
- Reassure that you are there to help
- Demonstrate empathy - this does not mean you accept the behaviour
- Control your own emotions
- Treat the child with dignity
- It may be necessary to redirect the child's attention to help them to make a safe choice e.g. can you help me with..... let's go and find / do

Restorative Conversations

Our school uses Restorative Conversations to help to rebuild relationships and support the child to learn from an incident of misbehaviour. This should take place with the member of staff who was affected by the misbehaviour.

Restorative questions will include:

- What happened?
- What were you thinking /feeling at the time?
- What have your thoughts/feelings been since?
- Who has been affected by what happened?
- In what way?
- What needs to happen to put things right?

These questions are neutral and non-judgemental. They allow the person to tell the story and are likely to promote responsibility.

Removal from classrooms

In response to serious or persistent breaking of the rules, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour and persistent disruption to learning. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment

- Allow the disruptive pupil to regain calm in a safe space

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as : additional teaching assistant support, behaviour plans, referral to outreach, alternative learning provision off site, multi-agency assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMS.

Off-site misbehaviour, including online

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Parents/ carers will be informed of any incidents out of school that the school is made aware of.

Bullying

Bullying is defined as the repetitive, intentional harming (physical or emotional) of 1 person or group by another person or group.

We endeavour to prevent bullying by having a school ethos in which bullying is regarded as unacceptable.

We aim, through our Anti-Bullying Policy, to have a consistent school response to any bullying incidents that may occur.

All reports of bullying issues are fully investigated and appropriate action taken.

Proactive measures are in place to help all children deal with the issues surrounding bullying. These are delivered through a wide range of strategies including PSHE activities – in class, with individuals, in groups, and in collective worship.

For further information on the role of the Head Teacher, Class Teachers, Governors, and parents, please see our Anti-bullying policy.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Children with Special Educational Needs or Disabilities (SEND)

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place reasonable support to prevent these from

occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and will be outlined in an individual behaviour plan.

As part of this plan, sanctions for pupils with SEND may be adjusted in discussion with the SENCO

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, CAMHs and/or others, to identify or support specific needs.

Roles and Responsibilities

The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Determining the school rules and any disciplinary sanctions for breaking the rules. • The day-to-day implementation of this policy
- Ensuring that all staff understand the behavioural expectations and strategies to manage behaviour
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Monitoring the standards of behaviour and the implementation of behaviour management strategies
- Reviewing this policy and making it available to staff, parents and pupils at least annually
- Reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Ensuring that the data from the behaviour log is reviewed regularly

Staff

Staff are responsible for:

- Taking collective responsibility for the behaviour of all children within the school community
- Providing a good role model for children particularly in the way they speak to and behave towards each other and the children
- Having high expectations of all pupils
- Creating a calm, caring and safe environment for pupils
- Consistently teaching and reinforcing the rules and routines
- Actively promoting good behaviour and dealing with incidents of poor behaviour in a non confrontational manner
- Applying the rules, rewards and sanctions fairly and consistently
- Communicate with parents /carers about their child's positive and negative behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly and factually
- Keeping the senior leadership team informed of any changes in behaviour or any incidents of serious misbehaviour

Parents and Carers

Parents and carers are responsible for :

- Getting to know the school's behaviour policy and reinforce it at home where appropriate
- Supporting their child in following the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Working together with school in the case of any inappropriate behaviour choices

The school will endeavour to keep parents informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues

Pupils

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community
- Reporting any unacceptable behaviour to a member of staff

Staff Training and Development

We commit to the continuing professional development of staff through robust procedures, including training, performance management and induction. This ensures that all staff are accountable for their decisions, adhere to school rules and protocols and consistently demonstrate school values. Staff receive specific training on how to teach behaviour management within school, this is standalone and repeated throughout the year at least once each term.

As part of their induction, new staff are taken through the behaviour policy including the routines and expectations. They also have time to observe the behaviour policy in action by shadowing experienced members of staff.

Monitoring

Senior leaders monitor behaviour daily through walks through school and being on the playground. Planned learning walks will take place by SLT regularly through the year and feedback will be provided to staff. Behaviour records will also be monitored regularly. Governors will also be presented with an update regarding behaviour and attitudes every half term.

This behaviour policy will be reviewed and approved by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from regular monitoring.

Appendix A - School Routines

Entry into school / meet and greet / registers

Teacher at the entrance to the classroom smiles and greets each child. Good morning (.... child's name if they are on their own).

1:1 Teaching assistants at entrance ready to greet their child and support with routines if needed.

Other TAs at the cloakroom doors.

At the start of the day, children should:

- Put their packed lunch on the trolley outside the classroom/cloakroom
- Enter the building quietly through the cloakroom (apart from Kahlo)
- Leave their coats and bags in the cloakroom /locker and bring their reading book/reading record/ water bottle/homework into the classroom.
- Coats and bags should be stored neatly on a peg or inside the locker with the door closed. If coats are wet, children with lockers should put them on the back of their chair to dry off.
- Enter the classroom and put their items away in the designated places. Children should be informed about these places at the beginning of the year and they should remain consistent. If children need to fill their bottles, this should be done at this point.
- Children will then sit at their designated seat and begin starter activity.

Timings

- 8:35am Member of SLT meets and greets at the school entrance and closes the playground gate at 8:45am. SLT to delegate this to the site manager if neither SLT member is available.
- Just after 8:45am cloakroom teaching assistant to check the playground is clear (allowing for children who are last through the gate) then shut /lock the cloakroom doors.
- 8:45am teachers gain children's attention and take the register.
- If a child arrives late into the classroom they should be greeted with a smile and a 'Good morning name' .

Registers

Teachers should insist on silence when the register is being taken

Morning register:

Teacher to say 'Good morningname'.

Children must answer with 'Good morning teachers name' or agreed equivalent phrase in a different language

Afternoon register:

Answer with 'Good afternoon' - children must answer with 'Good afternoon teachers name' OR

Teacher can do a visual check of children present and mark the register while children are doing an activity OR

This could be an opportunity for a check-in / recap question about learning e.g 'What is your favourite fruit? Can you say an even number? Can you name a 2D shape?'

End of day

Children should ensure their space is tidy and all items are in their correct places. In tables or small groups, children retrieve their belongings from the locker or cloakroom cupboard whilst being supervised by an adult (if only one adult - stand at the classroom door to monitor / listen for any problems).

Children return to the classroom to put on their coats and put any items in their bag, including water bottles whilst another group is sent to retrieve their belongings. Children should then sit down and wait quietly for the whole class to be ready.

Once all class is ready, teacher begins dismissal:

- Children stand behind chairs and wait to be called. Teacher / TA will ensure that the child goes to their usual adult.
- If a child is walking independently (previously agreed) the child must exit the school grounds in a calm manner and make their way home.
- Hadid - line up at classroom door, adult leads to cloakroom. Children stand in their line and wait to be called.
- Attenborough - get equipment and sit in cloakroom by their peg
- Children who have not been collected by 3:25pm should be taken to After School Club and a member of staff makes a phonecall home. Inform the ASC manager of arrangements for that child.
- Children booked into after school club should wait in their classroom until they are collected by the ASC manager.
- Children going to sports club - where possible get changed before the end of the day. Stay with the class until the club leader collects them.

Movement around school

Everyone walk on the left

Children allow adults to go through doors first

As a class: Children should line up silently, facing the correct direction, hands by sides. A member of staff at the front of the line and when possible, another member of staff at the end of the line. Children will walk slowly and silently, one behind the other without passing anyone in the line. If a child requires a staff member's attention while lining up or transitioning around the school, they will put up their hand and be spoken to when appropriate.

If children are moving around the school alone or in small groups (e.g. to go to the toilet or cloakrooms) they should walk sensibly and quietly.

Playtimes

Morning playtime 10:15-10:30am.

Class line up quietly at the classroom door and be led out by their teacher / TA via their cloakroom to put on coats / reminded to go to the toilet.

Kahlo class sent in groups to lockers for coats then line up at the external classroom door. The class adult should stay with children outside until duty staff arrive.

Children who need reflection time with the class adult should be supervised in class whilst other children are taken out OR go with the teacher and brought back into the classroom.

KS1 snack placed on table in KS1 area to take on the way out to playtime.

Take water bottles outside if its a warm day

Children should be encouraged to go to the toilet during break before they are sent out. They should ask permission to go inside.

End of playtime:

Children are not permitted to ring the bell.

A duty adult rings the bell and signals as below:

- 10:25 hold up pieces of equipment. This is the time to put small equipment back in the trolley.
- 10:30 - 1st bell hold up hand in stop signal. Once most children have stopped, 2nd bell is rung.

Children walk to class lines and line up silently one behind the other. Once the teacher is happy that the class is ready they lead the children into the class via the cloakroom.

Once in the classroom children should go straight to their places. Teacher directs when children can get a drink (class may need to be settled first then send in small groups)

Kahlo go through class to lockers - adult supervises lockers.

A few minutes before the end of playtime bell rings, teachers and 1:1 TAs should be on the playground to greet the class. This is also an opportunity to notice how well children in their own class have followed the rules at the end of playtime and take appropriate action (reward / sanction).

General TAs should either be outside to support end of breaktimes or carrying out a task directed by the class teacher.

This routine is followed for KS1 afternoon playtime.

Lunchtimes 12-1pm

Attenborough class

Go to the toilet and wash hands in class, put on coats and line up at classroom door.

Teacher leads children to the hall and supervises them while they sit down.

Children then collect their packed lunches / go to the hatch to collect lunch and cutlery when they are called by the lunchtime staff.

Other classes

Teachers to lead class outside as morning playtime routine

Playground to hall

- Lunch time staff bring each class in turn by ringing the bell and calling class name.
- Children go inside to wash their hands and line up one behind the other.
- Children are given a lunch band according to their pre-ordered lunch choice or reminded if they are having a packed lunch. Once given band line up in the order the bands were given in.
- Once individual children have been informed of their meal / given band, they walk round to the back of the hall and line up at the hatch if they are having a school meal.

In hall

- Children having packed lunches, take their lunch box off the trolley and choose a place to sit.
- Children having lunches, take a tray, hand their band to the cook and receive their lunch. If individual puddings, children choose their own, take a set of cutlery and carry their lunch to their chosen place to sit.

All children

- Children in YR-Y4 put up their hand to ask permission to eat their dessert
- Once finished, children having school lunch scrape their left overs into the bin and put their items tidily in the correct place. Children with packed lunches place their packaging and uneaten items in their box and return it to their class trolley.
- Children may then walk out of the dining room to the playground

Children are expected to:

- use quiet voices
- show good manners (please/ thank you)
- walk in the dining room
- stay in their seat until they have finished their lunch
- keep tables tidy
- tidy up their items in the correct place

End of lunchtime - as the end of playtime

Worship

Entry: Line up and walk as a class (see movement around school) into the hall and sit in usual class places - legs crossed, hands in lap, looking at the images / question on the screen until the rest of the school arrive. The above to be carried out silently.

Exit: Wait silently until the class is dismissed by the worship leader. Class teacher to ensure class are lined up properly and silently before leaving the hall. Walk back to class following the agreed routine.

Movement around classrooms

Children should remain seated unless they have permission to (e.g. to get resources) or they have been asked to move.

Movement around the classroom should be organised and directed by the teacher / TA.

For example if the whole class needs to move to a different part of the classroom or put away equipment this should be done in small groups e.g. 'Blue table move to the carpet, thank you', now green table.'

Class monitors should be chosen to give out / collect in books and equipment and other tasks. These should be changed regularly / picked randomly to give all children opportunities for responsibility.

Water Bottles

In class children can get a drink during independent working time, following the rule of only ... number of children at the drink station at once (class teacher to establish the number and reinforce this)

PE

Send children to collect kits and put them away in the cloakroom / locker in small groups.

Changed in silence behind own chairs

Y5/6 boys and girls get changed in separate locations. Other classes get changed together.

Stop signal

Whole school signal - clap a rhythm - children clap back. Expectation for children to empty hands and look at adult. Teachers may develop another signal specific to their class but must use the whole school signal frequently as well.

Appendix B: Summary Poster

This serves as a reminder of our behaviour policy. It should be displayed in each classroom and in central areas to serve as a reminder for all staff of our policy. It will also be given to staff who are working in school on a supply basis.

"Encourage one another and build each other up" 1 Thessalonians



St Barnabas
CHURCH OF ENGLAND PRIMARY SCHOOL

Our Values



Our Rules

We are

**READY
RESPECTFUL
SAFE**

Our Regular Routines

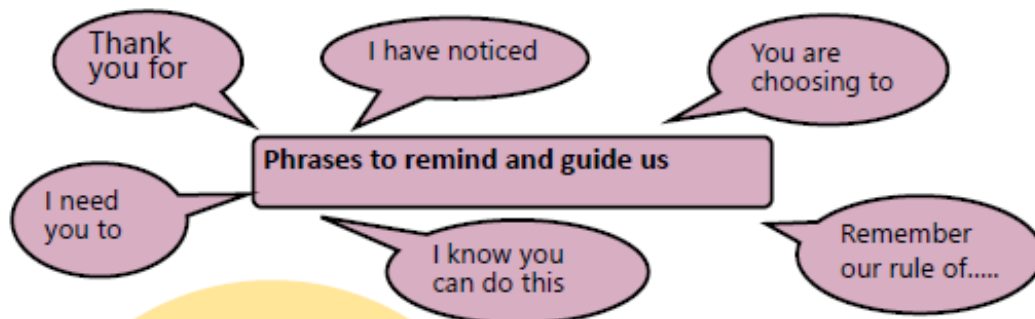
Praise and recognise behaviours you want to see

Calm, Consistent, Positive

Use the language of our rules

Restorative conversations

Walk quietly on the left



Praise and Reward

Verbal Praise

Recognition Board

Class Dojos

Certificates in worship

Messages home

Stepped Sanctions

Redirection

1. Verbal Reminder
 2. Verbal Warning
 3. 5 minutes off next break
 4. 10 minutes in other class / 10 minutes off next break
 5. Deputy Head or Head
 6. Internal / External Exclusion
- Serious behaviours—Stage 5