

# Barrs Court Primary School

## **Behaviour Policy** (Statutory Policy Document) Version No 1 June 2022



|   |                            |                          |
|---|----------------------------|--------------------------|
| <b>Date approved by Headteacher</b>                       | May 2022                   |                          |
| <b>Date approved by Staff</b>                             | May 2022                   |                          |
| <b>Committee Responsibility</b>                           | <b>Name of Committee:</b>  | <b>Date of Approval:</b> |
|   | SC&S                       | June 2022                |
| <b>Date of Full Governing Body Approval (if required)</b> | 24 <sup>th</sup> June 2022 |                          |
| <b>Policy Review Frequency</b>                            | Annually                   |                          |
| <b>Next Review Date</b>                                   | June 2023                  |                          |

### **BARRS COURT PRIMARY SCHOOL Behaviour and Discipline Policy**

At Barrs Court Primary School all pupils are expected to behave in a responsible manner showing consideration, courtesy and respect for other people at all times. We aim to create a positive atmosphere based upon a caring community, in which every individual feels a valued member. We are continuously striving for an environment which fosters sensitivity to the concerns of others and which encourages everyone to take moral responsibility for their own actions.

Our Behaviour Policy is based on assertive discipline and on the belief that "Children have a right to learn and teachers have a right to teach". It is a means of promoting good relationships, so that people can work together with the common purpose of helping

everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

### Aims

We aim:-

- to develop self-discipline in children
- to maintain a calm, orderly environment in which effective learning can take place
- to cultivate an ethos which produces in pupils an acceptance and recognition of responsibility for their own decisions and actions, together with the consequences
- to develop children's sense of self-esteem, and ability to manage feelings by a variety of methods
- to recognise the role of adults in the school in modelling good behaviour

### Expectations

We expect everyone in our school to:

- have high expectations of behaviour
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- show by their behaviour that they value the school community;
- ensure that everyone can learn, enjoy and achieve

The teacher is a facilitator who shares the responsibility for learning with the child. S/he does this by creating a structure using rules and routines which encourages each child to take responsibility for his/her learning and behaviour. The child learns that there are consequences to the choices s/he makes. The child has the right to be safe, respected and to receive an education. The teacher has the right to feel safe and valued.

Our expectations of the children need to be high but realistic. Even our oldest children are still very young, and our rewards and sanctions take into account the individuality, special needs and maturity of the child and the circumstances surrounding the behaviour/actions.

### Rules

Everyone in the school community is expected to follow the Behaviour Code, consisting of 3 Simple Rules:

- ✓ **Respect**
- ✓ **Kindness**
- ✓ **Safety**

| Respect   | Kindness  | Safety   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• For others and their property</li> <li>• For the school environment and equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise the achievement of others</li> <li>• Be courteous and well-mannered at all times</li> <li>• Treat others as we would like to be treated</li> </ul> | <ul style="list-style-type: none"> <li>• Be reliable, trustworthy and responsible</li> <li>• Behave in a safe manner at all times</li> <li>• Help everyone feel valued and safe</li> </ul> |

### Promoting Good Behaviour

Good behaviour is helped when everyone remembers to do what is expected of him/her:

- ✓ Staff praise children when they see good behaviour.
- ✓ Staff focus on the positive behaviour they see.
- ✓ Staff tell children clearly what is expected of them.
- ✓ Children remember what is expected of them.
- ✓ School and classroom rules are consistent, fair, and kept.
- ✓ Rules are regularly reviewed with staff and children together.
- ✓ Responsibilities, expectations, and activities are matched to individual children's age, needs and development.
- ✓ Staff regularly inform children's parents of good behaviour or achievement
- ✓ When children have worked hard on a task and produced excellent work this is displayed as an example.
- ✓ In P.S.H.C.E. and R.E. lessons children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities.

### Rewards

A child's efforts to behave well are part of their overall attitude to school. Recognition of this by adults gives a boost to their self esteem.

- Stickers
- Verbal praise
- Class reward
- GEMS
- Gold Certificate for child sent to Celebration Assembly
- Reading Certificates
- Attendance Certificates
- Note/Phonecall home
- In FS2, we provide 'Wow' certificates for parents to complete when their child has achieved something out of school. The certificates are celebrated with the rest of their class and put into their individual learning diaries

### **Above and Beyond**

Each week, children who have been trying their best; been respectful, polite and friendly; helped others and produced work to the highest standard they can (not just a 'one-off') will be nominated to have 'Hot Chocolate Friday' with the headteacher. A note (postcard) will be sent home to celebrate their achievement.

### **Ripple Kindness**

Barrs Court is a Ripple Kindness school. This means that we promote kindness to improve social, emotional and mental wellbeing and reduce incidents of poor behaviour.

### **Unacceptable Behaviour**

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation.

Whilst bearing in mind that individual children's age, experience, character and any additional needs must be taken into account, we encourage all children to understand their inappropriate behaviour and its effect on others and themselves. Any inappropriate behaviour is clearly identified and explained. At all times we describe the behaviour as inappropriate and NOT the child as being bad.

There may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be disciplined by a consequence. (see 'Going for Gold' ladder).

### Unacceptable behaviour is dealt with as follows:

- Low level aspects will be managed by the teacher expressing unhappiness with the behaviour and indicating the expected behaviour
- Parents and carers will be consulted and informed at the appropriate stage if their child's behaviour becomes cause for concern
- If a child is not following the school rules, then sanction procedures will be employed following consistent behaviour protocols:  
Reminder about positive behaviours desired  
Reflection time (2 mins)

Following reflection, all staff will follow the restorative conversation format:

1. "I've noticed you've had a problem....."
  2. Kneel down or sit down next to the pupil
  3. Refer to why they are there and the specific rule they have broken (**Respect, Kindness, Safety**)
  4. Sanction, but remind the pupil of something positive that they have done  
Loss of break and/or lunchtime play  
Loss of privilege/responsibility
- After a reflection on their behaviour, the chance of reparation is offered, e.g. by an apology to re-establish a positive relationship.
  - If a child is repeatedly not following the school rules, their parents/carers will be informed and next steps discussed.
  - Should persistent failure to follow the school rules occur, a 'Behaviour Support Plan' and positive reward system will be put in place by the class teacher, who will inform parents of this. The class teacher will agree the SMART targets for this with the child and a timeline for review, as well as the rewards for success and clear sanctions for not adhering to the agreed plan and share this with parents.

- 'Behaviour Review Meetings' will be held between the child, parents and class teacher for any child who has a 'Behaviour Support Plan' in place.
- Further failure to follow school rules will lead to a second, 'Behaviour Review Meeting' of serious concern, which will also involve a member of the leadership team.
- Following severe incidents, or repeated behaviour incidents, a child may have an Internal Exclusion(in school) or receive a fixed term exclusion (usually 1-3 days at home). If this occurs, then a 'Behaviour Meeting' will be held involving the child, parent, class teacher and a member of the leadership team. A clear plan of action will be put into place to improve behaviour and consequences of any further behaviour incidents made clear.
- All incidents, no matter how severe, will be logged on CPOMS (electronic tracker).

### Exclusion

- We do not wish to exclude any child from school, but sometimes this may be necessary. A decision to exclude will be made by the headteacher and may be used if allowing the pupil to remain in school will seriously harm the education, health welfare or safety of themselves and others in the school community.
- Only the Head Teacher (or Deputy Head Teacher acting in the absence of the Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods (usually 1-3 days). In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head Teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents/ carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/ carers how to make any such appeal.
- The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. Exclusion, in the first instance, will usually be for a short period (1-3 days). If the pupil incurs additional exclusions, these may be for a longer period at the discretion of the headteacher. Once the exclusion period is over, the child will have a re-integration meeting with the headteacher or a senior member of staff.

### Bullying

The definition of bullying is:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

'Bullying is the physical or verbal abuse of another individual so that their safety, confidence and happiness is diminished.'

Bullying occurs **Several Times On Purpose**.

This School makes a clear statement that bullying is unacceptable. We deal with bullying swiftly and effectively. This includes bullying based on a pupil's special needs, race or gender. We encourage parents and children to alert us to bullying if and when it occurs. (Anti-bullying Policy)

The 'Going for Gold' ladder (Appendix 2) is used to promote behaviour throughout the school.

All children will start on Green at the start of Session 1 (first session), Session 2 (after morning play) and Session 3 (afternoon).

| Colour | Behaviours   | Consequences        |
|--------|--|---------------------|
|        | Consistently modelling good behaviour<br>Going 'above and beyond' expectations<br>Leading by example and encouraging others<br>Using 'emerald' power; being resilient.<br>Taking risks with learning | Gold raffle ticket. |

|  |  |  |
|--|--|--|
|  | Thinking about how to improve learning   | <ul style="list-style-type: none"> <li>Above and Beyond = Hot Chocolate Friday</li> </ul>  |
|  | <p>Consistent green behaviour</p> <p>Promoting positive relationships- showing kindness and consideration to others</p> <p>Using 'diamond' power; showing initiative</p> <p>Being a role model to others</p> <p>Being an independent learner</p> <p>Using Growth Mindset</p>   |  |
|  | <p><b>Respect Kindness Safety</b></p> <p>Being Polite</p> <p>Trying our best</p> <p>Being safe, calm and in the right place</p> <p>Treating the school environment and property with respect</p> <p>Wearing the correct uniform</p> <p>Having the correct equipment</p>  | Reminder of Behaviour Code (positive behaviours noted)   |
|  | <p>Distracting others from learning / Disrupting learning</p> <p>Rocking on chairs</p> <p>Calling out</p> <p>Name calling or unkindness to others</p> <p>Being disrespectful or rude</p> <p>Not following instructions</p> <p>Not working to the best of your ability</p> <p>Not co-operating with others</p> <p>Not moving safely/calmly around school</p> <p>Taking or damaging property</p> <p>Not being in correct uniform</p> | <p>Reminder of Behaviour Code</p> <p>Reflection time (2 mins)</p> <p>Restorative conversation format:</p> <ul style="list-style-type: none"> <li>1. "I've noticed you've had a problem....."</li> <li>2. Kneel down or sit down next to the pupil</li> <li>3. Refer to why they are there and the specific rule they have broken (<b>Respect, Kindness, Safety</b>)</li> <li>Remind the pupil of something positive that they have done</li> </ul> <p>Sanction (see below)</p>   |
|  | <p>Repeated orange behaviour</p> <p>Swearing</p> <p>Fighting</p> <p>Leaving class without permission</p> <p>Intimidating others</p> <p>Bullying (including cyber bullying)</p> <p>Racism</p> <p>Deliberate offensive language</p> <p>Violent behaviour</p> <p>Vandalism</p> <p>Drug related behaviour</p> <p>Carrying a weapon</p>   | <p>1. Child will miss 15 mins break/lunch. They will be sent to sit outside the staffroom (or in the hall if more than 4) and will complete a 4Ws form (Appendix 1). The 4 Ws form must be copied and sent home to parents with a text to inform them.</p> <p>2. If a child reaches Red twice in a day or 3 times in up to 2 weeks, parents will be invited in for a meeting or will have a phone discussion if they are unable to come in.</p> <p>3. Time Out. If a child reaches Red twice in a day, they will work in a different area for the remainder of the session.</p> <p>Report to the Head or Deputy</p> <p>Loss of privileges – break/lunch time, clubs, trips, visitors</p> <p>Involvement of the Learning Support Advisory Teacher or Behaviour Support Team as appropriate</p> <p>Exclusion (temporary or permanent). Exclusion may be the first response to extremely challenging behaviour.</p> |

## Lunchtimes

At lunchtimes children are expected to abide by all the school rules and it is the role of the supervisor to oversee this. The role of staff at lunch time, is to follow the agreed school rules.

The Headteacher may, in extreme circumstances, decide to contact a child's parents and request that the child remains at home at lunchtimes for a limited period as part of a behaviour plan.

Consequences at lunchtime:

- 5 minutes time out by the wall
- If behaviour continues, child will complete 4 Ws form outside staffroom. Additionally, they will write a letter of apology to the lunchbreak supervisor and will hand this over personally at the first opportunity.

## **Missed Play**

Children will automatically miss play:

- For a particularly serious incident e.g fighting
- For failing to complete work during lesson time due to behaviour
- For talking in assembly (after 1 reminder)

For children with ongoing issues at playtime (including lunchtime play), a 'Buy Back' system will operate as part of their Behaviour management plan as follows:

- The child **will have 5 mins** playtime every lunchtime for a week.
- If these playtimes pass without incident, play is increased by 5 minutes for every incident free week until full playtime is resumed.
- If there are further incidents, playtime will remain at 5 minutes until improvement is shown.

If playtime has increased and then a further incident occurs, 5 minutes will be deducted.

## **The role of the class teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher will record incidents, where appropriate using the school's behaviour tracker (CPOMS). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from Senior Management.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA's behaviour support service.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **The Role of Senior Leaders**

Senior leaders must establish themselves as an authority figure within the school but particularly within their key stage so that other members of staff have a staged route to support behaviour management.

- Senior leaders will give advice and support to new and less experienced staff to support consistent behaviour management.
- Senior staff will ensure that the area implements school policy and procedures but more importantly will support the general ethos of behaviour management.
- Where appropriate, senior leaders may instigate year group/key stage activity to support behaviour management e.g. Assemblies. They will also create a presence within the classes of their area.
- Where children are not doing as expected within the area, senior leaders will spend time with a child emphasising appropriate behaviour. This may also involve meeting with the parents.
- Where a senior leader is involved in the behaviour management of a pupil, this will be shared on a regular basis with the Head Teacher or Deputy Head Teacher

## **The role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Permanent exclusion actions are taken only after the school governors have been notified.

## **The role of parents and carers**

Parents have a right to know how their child behaves in school, whether that behaviour is good or inappropriate. When either good or inappropriate behaviour is displayed parents will be informed: good behaviour will be reported whenever possible and inappropriate behaviour whenever it causes concern.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

- We expect parents and carers to read this policy and support it.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement.
- We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the area leader and then the Headteacher

### **Leaving the classroom or school grounds without permission**

If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or her self out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk

### **Safe Handling**

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. The use of physical intervention is, wherever possible avoided. All members of staff have a legal power to use reasonable force.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting him/herself and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. We use the minimum of force for the minimum amount of time and follow the guidelines laid down by the DfE. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force
- Using Social and Emotional Aspects of learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings
- De-escalating incidents if they do arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Risk assessments and positive handling for individual pupils

(DfE Guidance, Use of reasonable force) See also Positive Handling Policy

### **Safeguarding Children**

We take our role as an agency of referral seriously and follow the LA's guidelines in this regard. (Safeguarding Policy)

### **Special Needs**

When implementing the Behaviour Policy, account is taken of each pupil's individual needs. The age and stage of the pupil must always guide any consequences or support. (Special Educational Needs Policy)

#### Children with behaviour as an additional need

- Follow Behaviour Support guidance
- Individual Educational Plan (IEP) targets to be in place.
- All staff, including School Meals Supervisory Assistants (SMSAs) to be aware of these pupils, their targets and any special arrangements.
- A copy of 'arrangements' sheet for particular pupils, to be kept in file and supply teacher's file.
- 'Talking time' for designated pupils.

Referral procedures to other agencies e.g. BSS, EPS, CAMHS

### **School Uniform**

It is for the governing body of a school to decide whether there should be a school uniform policy and if so what that should be. This flows from the duties placed upon all governing bodies by statute to ensure that school policies promote good behaviour and discipline amongst the pupil body. Teachers can discipline pupils for breaching the school's rules on appearance or uniform. A head teacher, or a person authorised by the head teacher, may ask a pupil to go home briefly to remedy a breach of the school's rules on appearance or uniform. When making this decision schools need to consider the child's age and vulnerability, the ease and time it will take, and the availability of the child's parents. This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, or takes longer than is strictly necessary

to effect the change, the pupil's absence may be counted as an unauthorised absence. In either case the pupil's parents must be notified and the absence should be recorded. (DfE 2013)

### Searching and Confiscation

The Headteacher, Deputy Headteacher and Key Stage Leaders have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property and any item banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can seize any banned or prohibited item found as a result of a search or any item considered to be harmful or detrimental to school discipline. Knives and weapons and extreme or child pornography will be handed over to the police; otherwise it is for the school to decide if and when to return a confiscated item. (DfE 2016)

### Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance (DfE 2012) when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### Revocation of Parents' Licence to Enter the School

If a parent verbally or physically assaults a member of staff, the matter is immediately reported to the Local Authority and a letter sent from school detailing the withdrawal of the parents' right to enter school. If appropriate the police may be involved.

|   |                         |                           |
|---|-------------------------|---------------------------|
| Signed (chair):<br><i>Helen Woods</i>     | Name:<br>Mrs H Woods    | Date:<br>25.6.22          |
| Signed (Head):<br><i>Daniel Webster</i>   | Name:<br>Daniel Webster | Date:<br>25.6.22          |
| Ratified by:<br>Governing Body on 24.6.22 |                         | Next Review:<br>June 2023 |

Name.....

Class.....

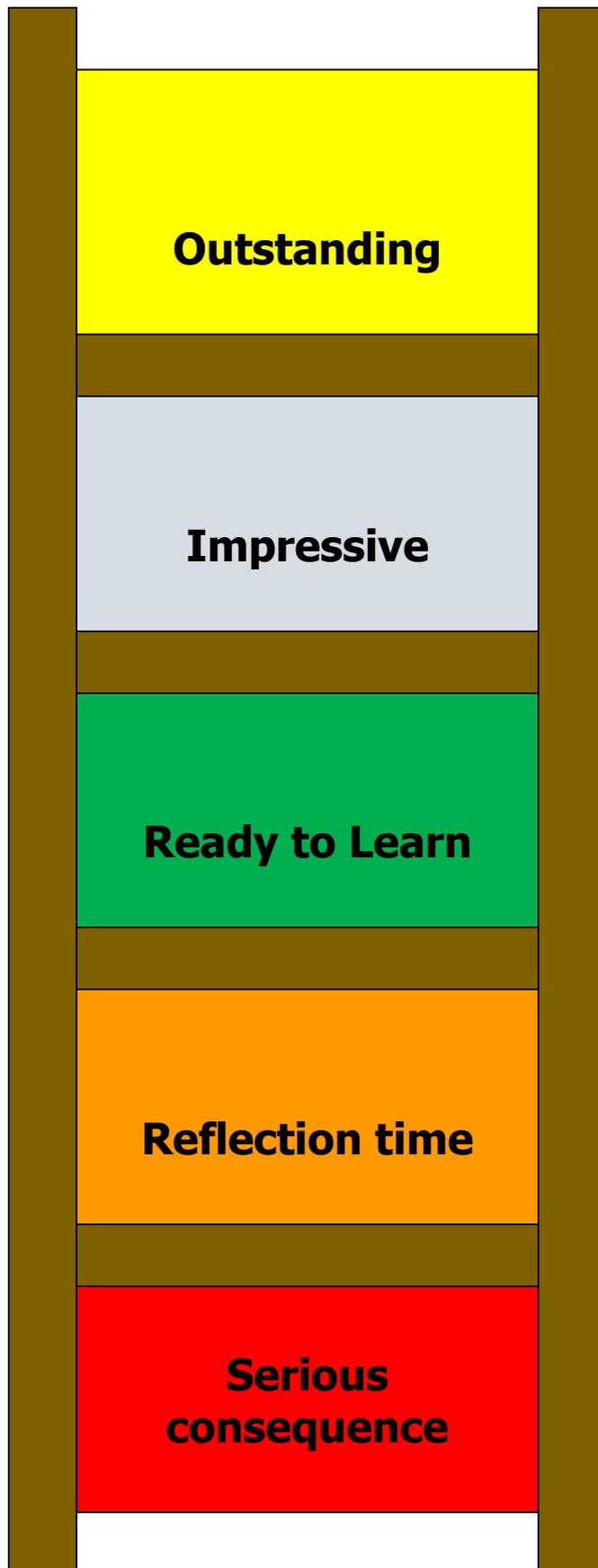
Think back to what happened

|   |  |
|---|--|
| <b>What did I do?</b>                                 | <b>What rule was broken?</b>                 |
| <b>Who was affected? How did this make them feel?</b> | <b>What do I need to do to put it right?</b> |

Discussed with:

Date:

Any further action:



**Outstanding**

**Impressive**

**Ready to Learn**

**Reflection time**

**Serious  
consequence**