



Be the best you can be

'What you accept becomes acceptable'

At Barrs Court Primary School, we aim to create a safe and positive learning environment for all pupils, staff and visitors. Our policy is rooted in our school's values – determination, respect, joy, pride and curiosity. We believe that every pupil has the right to learn, and every member of the teaching team has the right to teach. We expect all members of our school community to demonstrate these values in their behaviour and interactions with others.

Good behaviour is fundamental to success in the classroom for both pupils and teachers. Our well-planned and delivered curriculum enables pupils to learn, ask questions, debate, and challenge themselves and others. Consistently managed behaviour encourages learning to take place. Behaviour expectations are taught, modelled and rewarded. Unacceptable or dangerous behaviours are sanctioned. As a school, we will take time to understand the root causes of any unacceptable or dangerous behaviour and support the child.

Responsibilities

Our behaviour principles promote positive behaviour. All staff will apply our principles through the school's Behaviour Policy and procedures, at all times of the school day and during all school activities including clubs, play and lunch times, trips, breakfast and afterschool club and holiday club. All adults working in the school are responsible for reading and implementing the behaviour policy at all times. The headteacher, assisted by the deputy headteacher and leadership team is responsible for reviewing and monitoring the policy. All pupils are expected to adhere to the policy.

Fundamental principles

The school has set out the following principles upon which our policy and procedures are based. Our values and school rules underpin our expectations for behaviour, we make it easy to behave and hard not to by:

- unconditional positive regard for all pupils,
- the use of our values to underpin our choices, actions and how we reflect on negative choices,
 - recognising, acknowledging and rewarding pupils for their positive choices and the use of our values and school rules,
- sanctioning pupils for negative choices, if appropriate, including using suspension and permanent exclusion,
- ensuring consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour,
- a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly, and firmly.

Parents role in supporting behaviour

- We believe that promoting positive behaviour is a shared responsibility between pupils, parents, and staff. We encourage parents to support our behaviour policy and work in partnership with us to ensure a positive learning environment for all.
- If parents have a concern about behaviour, they should initially contact the class teacher and thereafter the Area Leader. If the concern remains, they should contact the Deputy Headteacher or Headteacher.

Acceptable and Unacceptable Behaviour

- We expect all pupils to follow our school values and rules and to demonstrate positive and respectful behaviour towards themselves, their peers, ALL staff, and the environment.
 - We encourage pupils to self-regulate. Zones of Regulation will be used by some children to help manage their emotions.
- Pupils who display unacceptable or dangerous behaviour, such as bullying, disrupting their own or others' learning, aggression or defiance, will be given sanctions.

We encourage good behaviour by:

- unconditional positive regard for all
- good classroom management including well-defined routines.
- being calm, fair, firm, clear, consistent, positive and understanding.
- praising good behaviour as it occurs, explaining and modelling the behaviour we want to see.
- encouraging the pupils to use and reflect on our core values.
- explaining reasons for any sanctions.
- creating a positive climate for learning.
- providing leadership opportunities for the children to influence the school and take ownership.

Unacceptable and dangerous behaviour includes (this list is not exhaustive)

- ignoring reasonable instructions.
- disrupting own and others' learning
- answering back, rudeness or aggression.
- making unkind/ derogatory remarks.
- damaging property.
- stealing.
- biting, spitting, hitting and kicking (towards adults or children)
- swearing.
- racist comments.
- harassment and/or bullying linked to the protected characteristics.
- bullying.
- touching other pupils inappropriately.
- inappropriate online behaviour.

School Rules

Our rules support this and promote good choices. These rules and values are embedded into all aspects of school life:

- **Be Kind**
- **Show Respect**
- **Be Safe**

Rewards

We use a variety of whole school-based rewards to recognise and celebrate positive behaviour.

- **Gems**
These are given out to children in all year groups for excellence. This can include: excellent work, showing the school values, kindness and other reasons decided by a member of staff. They can be awarded by ALL staff in the school. Once a class has 100 Gems they bring them to assembly to add to whole school Gem Jars. When these are full a whole school treat is awarded. This is decided by the School Council. WASP club also have a gem jar.
- **Class Rewards**
When a class gets 100 Gems. They will be awarded a 'small' reward from the class teacher e.g. extra playtime
- **Golden Tickets**
Awarded each week to member of each class for excellence. Each child should be awarded a Golden Ticket at least once each year.
- **Postcard/Values Cards**
These can be given out at anytime and recognise a specific piece of work or action when one of the school values has been shown.
- **Specific verbal praise / Phone call home**
Somebody saying, "Well done, you did that really well when....!" (be specific)
- **Written praise**
Marking in books, stamps, stickers, DH/HT stamps and stickers etc.

Only rewards listed in this policy will be used, no other systems should be used alongside these, unless a pupil has a *behaviour support plan* and these have been agreed in advance.

Teaching learning behaviours alongside managing misbehaviour

Managing a child's misbehaviour does not necessarily lead to that child learning: they may be quieter, but not necessarily engaging with the content of the lesson. Instead, research suggests that when children improve their learning behaviours, this skill set can improve both academic achievement and cognitive ability.

Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. To support the development of learning skills each class or group is to have between 1 and 3 Learning Behaviour Targets linked to the list below. Targets are reviewed regularly by the class teacher.

- Independent activity
- Responsiveness
- Self-regard
- Self-esteem
- Responsibility
- Engagement
- Collaboration
- Participation
- Communication
- Motivation

A learning behaviour can be thought of as any behaviour necessary for effective learning. Within this broad definition there are some important considerations when identifying a learning behaviour to develop:

- The learning behaviour target should be positively expressed, rather than referring to the reduction or absence of an unwanted behaviour (e.g. 'To use class Oracy rules to ask for help or contribute during group activities' rather than 'Don't call out').
- The learning behaviour target should be assessable – the teacher should be able to identify specific indicators that would evidence progress in the development of the learning behaviour.

Each day, time should be put aside to discuss and reflect on the class's progress towards the target. What is going well? What could be improved? Next steps?

Unacceptable behaviour

Our approach to managing unacceptable behaviour will depend on the nature of the behaviour.

Dysregulation will be approached with Zones of Regulation. Adults will 'connect before correcting'. This is because it is helpful for a pupil, who is still learning about emotions, for an adult to connect with their feelings before providing teaching or correction on their behaviour.

Unacceptable behaviour or dangerous behaviour will always be challenged and sanctioned, no matter how small. This sanction may be delayed and applied once the pupil is calm and able to talk about the incident.

Where sanction/interventions are used, these should be given in a quiet, non-public and low-key way, to protect the dignity of the child.

Zones of Regulation

When pupils feel a connection, they feel belonging and significance. Often that is enough for inappropriate behaviour to stop. [Zones of Regulation](#) are used to encourage self-regulation. Adults in school connect with the pupil before offering options for correction.

The Zones of Regulation are used to help pupils regulate their emotions and understand their feelings. Pupils are encouraged to identify when they are in each zone and use strategies to move to a more regulated state. When pupils are able to recognise their emotions and self-regulate, this is seen as a positive response to their behaviour.

Use of TeamTeach de-escalation strategies

We recognise that some pupils may have additional needs and require additional support to manage their behaviour. We use TeamTeach de-escalation techniques to help support pupils, including those with special educational needs. We have TeamTeach trained members of staff in the school.

Sanctions

We recognise that not all behaviour can be managed through self-regulation strategies and that some behaviour is inappropriate, can affect their learning or the learning of others and/or be dangerous. This behaviour will be sanctioned. Pupils will be required to complete a reflection sheet and lose break time or lunch time in 5-minute increments (see chart). Class teachers and/or area leaders, will report this to parents by phone call.

Internal exclusion, suspension and permanent exclusion may also be applied as a sanction for more serious misbehaviour.

The Red Book behaviour diary system will be used to record these behaviours in the first incident (see chart) and the behaviour will then be added to Arbor under the relevant heading.

Recording

All behaviour incidents should be recorded on Arbor including play and lunch incidents. Recording of incidents may be delayed due to time constraints but all incidents should be added to Arbor within two days. They should be added to the Red Book behaviour diary straight away as a reminder and added to Arbor later that day.

If a child has had multiple behaviour incidents which are unconnected they must be added as separate incidents. Time of incident should be adjusted accordingly.

Behaviour data will be analysed by SLT and support/training provided where trends are identified.

Lunch Time Incidents

Incidents that happened at lunchtime should be dealt with by a member of staff on the playground – incident form to be recorded and given to the class teacher discreetly. More serious incidents should be reported to Area Leads. Class teacher to add to Arbor as a lunch time behaviour incident and decide on a sanction if one had not already been applied.

Most children should have already had a sanction before they come in. Only where the incident has happened at the end of lunchtime or the behaviour is very serious.

Addressing Unwanted Behaviours

Steps 1 & 2 - Reminders (as many or few as appropriate)

- Step 1 – non-verbal reminder
- Step 2 – verbal reminder of the school rule/value not being followed
- Praise pupils that are following school rules and demonstrating school values.

Step 3 - Warning (only one given)

A clear verbal warning delivered privately, whenever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.

Persistent low-level disruption to be added to Arbor as 'Level 1 – persistent low-level disruption'

Step 4 – Last Chance (only one given)

Speak to the child privately and give them a final chance to engage and stop the unwanted behaviour. Offer a positive choice to do so and refer to previous examples of good behaviour or when they have been successful.

At the end of the session, class teacher discusses with child what happened and how it could be avoided and what will be different in the next session – 5 minutes missed break.

Recorded in Red Book and on Arbor as 'Level 2 – Classroom Red'. Phone call home by class teacher at the end of the day.

Step 5 - Time out with Area Leader (length flexible 5-15 minutes)

Child spends time in another classroom or elsewhere as appropriate. This is time for the child to calm down, breathe and look at the situation from a different perspective and compose themselves. Child completes work in the other space for the remainder of the session.

At the end of the session Area Leader discusses what could be done to avoid the situation reoccurring, what supportive strategies are needed. Child completes reflection sheet. – 10 minutes missed break.

Recorded in Red Book and on Arbor as 'Level 3 – Sent to Area Lead' Phone call home by area leader at the end of the day. If a child has time out twice in a term the Area Leader to call home to arrange a meeting and child placed on behaviour plan which is checked by Area Leader daily for 1 week. Saved on Arbor.

Step 6 - Headteacher/Deputy Head (HT/DH)

If child continues to choose to keep breaking the school rules after time out, the DH or HT is informed or, incident is very serious and pupils needs to be removed from classroom. HT/DH collects pupil with work for the remainder of the session and pupil completes work in leadership office.

Recorded on Arbor as 'Level 4 – Sent to Headteacher'. Phone call home by HT/DH and Parent/carers invited in for meeting that day

Child placed on behaviour plan (Jigsaw) which is checked by HT/DH daily – timescale to be decided based on incident. Saved on Arbor

Appendix

[Behaviour plan – classroom](#)

[Behaviour plan – playground](#)

[Behaviour plan – Jigsaw](#)

[Reflection KS1](#)

[Reflection KS2](#)

[Playground incident reporting](#)

Learning behaviour research

[Education Brief: Behaviour for Learning \(cambridgeinternational.org\)](#)

[Metacognition and Self-regulated Learning | EEF \(educationendowmentfoundation.org.uk\)](#)

[Improving behaviour in schools \(d2tic4wvo1iusb.cloudfront.net\)](#)