


Barncroft Primary School



Behaviour Policy

Should be read in conjunction with the Child Protection Policy, the Complaints Policy, the Safeguarding Policy, the Equalities Policy, the Suspension and Exclusion Policy and the Physical intervention Policy.

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Our vision is to be an inclusive school in which all children enjoy an outstanding learning experience, make good progress and leave us as responsible happy citizens. In order to achieve this, we have the highest expectations of behaviour of children and of all stakeholders which are constantly reinforced. A clear code of rewards and sanctions are in place that develops children's awareness of cause and consequence alongside their personal and social responsibilities.

Respects

All children and stakeholders are expected to uphold the school's six respects which contribute to the success of our school vision and underpin both British Values and SMSC:

1. Respect for physical safety
2. Respect for people's feelings
3. Respect for the truth
4. Respect for each other
5. Respect for ourselves
6. Respect for the environment

Aims

- For children to know how to keep themselves and others safe.
- For children to be emotionally intelligent, building relationships and developing empathy, tolerance and co-operation in line with the school values and British Values.
- For children to have a sense of fairness and responsibility, understanding appropriate ways of managing conflict when it arises.
- To promote a positive approach to challenges, enabling life-long learning.
- For children to understand how to respect their environment, their belongings and the belongings of others.
- To promote children's Spiritual, Moral, Social and Cultural development and well-being.
- To nurture children's confidence within a happy and caring environment where respect is shown to all.

Practice

- All members of the school community are expected to show respect and courtesy for one another.
- Every member of the community is aware of the school's expectations and the consequences of making poor choices.
- Weekly values-based learning takes place in the Monday assembly, focusing on developing children's understanding of the six values and the skills needed to consistently demonstrate these values.
- As part of the school's admission process, all parents receive a copy of this policy and by signing the home/school agreement they agree to uphold all the policies of the school.

Celebrating Good Choices

- All staff work to encourage a strong community ethos both within the classroom and around the school.
- Children are actively involved in formulating class rules. By signing up to these the children show their agreement and recognition of their rights and the rights of others.
- Children are consistently praised and rewarded for good behaviour. This includes:
House points for the six values-based behaviours.
4C card signatures/ moving your name on the class 4C display for demonstrating the school's four learning behaviours: Critical thinking, Creative thinking, Collaborative thinking and Caring thinking.
- Every week children from across all classes are awarded for good learning behaviours or attitudes linked to the 4C learning behaviours and 6 Respects. This is celebrated in school during celebration assembly and is published to parents.
- To ensure that the children develop as responsible members of society, each child will belong to one of four houses. Children can be awarded one or two house points by staff for the way in which they behave. Weekly house winners will be celebrated in assembly. Weekly winners will receive a letter of the word 'TEAM' to be displayed in the hall. When a house team has earned all four letters, the children can wear non-school uniform for a day.
- Children who demonstrate the six values in all aspects of school life will be eligible to nominate themselves for roles of responsibility such as prefects, school council, playground buddies or dinner hall helpers.
- Sports Ambassadors are chosen to help supervise lunch time activities.
- Within class, there will be a daily Secret Learner award. Marvellous Me badges will be used throughout the day and sent home to parents via the app.
- Headteacher awards are given to children who try hard with their learning.
- Each teacher will choose two Outstanding Learners at the end of each term who will receive a personal letter. They will be invited to go on a treat trip.

Promoting good choices

Staff will use a range of strategies to support and encourage children to make good choices including:

- Praise for those children who are getting it right.
- Asking for what is wanted rather than what is not.
- Pausing and giving child a 'look' so that they are aware that you have noticed they are not making a good choice.
- Tactically ignoring poor choices e.g. 'I'm waiting for a few people to...'
- Using non-verbal clues e.g. approach the child and point to their book.

If a child is making a poor choice, the following strategies may be used to help them turn it around:

- Maintain the flow of the lesson- address the issue quickly and move on. Don't discuss it. Leave the child to make a good choice.
- Remain calm and repeat instructions. Give the child time.
- Well-being check- 'Are you OK? You usually... Is there anything you need?'
- Give time and walk away.
- Have a private chat with the child- focus on the behaviour and not the child.
- Move child's seat.

If a child continues to make poor choices, the following steps will be taken:

1. Five minutes time out in partner class, immediately followed by a discussion with the child to resolve the situation. Teacher will take the child to the partner class and will return to collect them in five minutes in order to help the child settle back into class.
2. Child is taken to the Phase Leader. Phase Leader explains, 'You have been given some time to make the right choice but you are still finding it tricky. You need to stay with me so you have time to turn things round and make the right choice.'
3. Child is taken to sit outside the DHT/ HT's office for withdrawal and a phone call home. Length of time will be decided based on the behaviour exhibited.

If a child reaches this stage, it will be recorded on Arbor. Behaviour is tracked and monitored through weekly 'Behaviour and Welfare' meetings, ensuring that support and strategies are implemented and the impact of these is measured.

Other consequences of making poor choices

Physical violence

We have a zero-tolerance attitude to wilful violence against pupils and adults. An incident of physical aggression intending to cause harm will mean an after-school reflection (of up to 30 minutes) and parents will be called to let them know this. Where there are ongoing difficulties or incidents of deliberate physical aggression towards a child or adult, parents will be asked to attend a meeting with a member of the Senior Leadership Team in order to reach a satisfactory resolution.

Lost learning

If a child refuses to come into the classroom, or leaves the classroom without permission, the child will be given five minutes to make the right choice and come back in.

After five minutes, if they continue to refuse, they will be given an after-school reflection and parents will be called to let them know this. Any learning time lost whilst the child is outside of the classroom will be counted and will be added to the length of the reflection. No child will be kept later than 4pm.

Offensive language and gestures

We have a zero-tolerance approach to offensive / discriminatory language and gestures.

If a child is heard or seen using offensive / discriminatory language and/ or gestures, they will be given a 15 minute after-school reflection and parents will be called to let them know this.

In the case of allegations of swearing being made by parents or other children, the child will be spoken to but no sanction will be imposed.

The purpose of a sanction is to teach children about cause and effect. However, we are aware that not all children are able to learn from sanctions or change their behaviour as a result of sanctions. With these identified children, we will implement a slightly adapted version of this policy which may include missing increments of playtime and immediate restorative conversations.

Fixed Term Suspension

Below are examples of behaviours which are likely to lead to a suspension:

- a) Physical assault
- b) Threatening behaviour
- c) Damage to school property
- d) Dangerous behaviour

Parents/carers are expected to attend a meeting in person in school with a senior leader following any suspension. This meeting will review the behaviours causing the suspension and agree clear action the child will take to avoid any repetition of this behaviour. This meeting is important and parents/carers should make themselves available for the meeting in order to support a smooth reintegration to school. Please see our Suspension and Permanent Exclusion policy for further information.

Permanent Exclusion

Only the headteacher, or those deputised to do so, can suspend or permanently exclude a child from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort. A decision to suspend or exclude a child will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the child to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a child, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
 - Allow the child to give their version of events
 - Consider whether the child has special educational needs (SEN)
 - Consider whether the child is especially vulnerable (e.g. the child has a social worker, or is a looked-after child (LAC))

Please see our Suspension and Permanent Exclusion policy for further information.

Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for headteachers, staff and governing bodies'. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil)

- an article specified in regulations:
- tobacco, cigarette papers, vapes
- fireworks; and
- pornographic images.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

Use of Reasonable Force

All members of school staff have the legal power to use reasonable force.

Reasonable force can be used:

- to prevent children from hurting themselves or others, from damaging property, from committing an offence, or from causing disorder;
- to control children or to restrain them;
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a child from attacking a member of staff or another child, or to stop a fight in the playground;
- to restrain a child at risk of harming themselves through physical outbursts.

Please refer to our Physical Intervention Policy for further information.

Behaviour outside of school premises

Parents are responsible for their children's behaviour outside of the school premises. The school would not normally choose to sanction behaviours occurring outside of school or school trips. However, in some circumstances the school may choose to sanction poor behaviour that happens beyond the school gate, including on-line conduct. This behaviour may include:

- When taking part in a school organised activity
- Travelling to and from school
- When wearing school uniform
- Behaviour that has implications for the smooth running of the school
- Behaviour that poses a threat to another student; or
- That could adversely affect the reputation of the school.

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment off-line or on-line, the school will follow the safeguarding principles set out in Keeping Children Safe in Education (KCSIE). The Designated Safeguarding Lead (DSL) will contribute to the school's response and will review each incident on a case by case basis.

Behaviour incidents on-line

The school expects the same standard of behaviour on-line as in person. Where online incidents occur outside of school, parents are responsible for this behaviour. However, where these incidents impact the safe and smooth running of the school, directly impact school culture or poses a threat or causes harm to another student, the school reserves the right to sanction students and to involve the police. Please refer to our Child Protection and Safeguarding policies.

Suspected criminal behaviour

In cases where school staff suspect criminal behaviour, school staff will report the incident to the police. They will do so by gathering enough information to establish key facts of the case before reporting and passing to the police. We reserve the right to complete in-school investigations and issue school sanctions as deemed necessary in line with our behaviour policy.

Support for students

A range of support is given to students who repeatedly fail to make good choices in school. These include:

- Reflection on choices with a senior member of staff
- Conversations with teachers and support staff
- Parent meetings where expectations are agreed and barriers to these discussed and strategies for the child, parent and school staff are agreed
- In school support for specific needs including interventions

Some children will have a Positive Response Plan (PRP) to address their particular needs. Parents and staff will be involved in the formulation of this (and external agencies where appropriate).

If necessary, the school will seek advice from outside agencies to meet the needs of an individual child.

The Inclusion Team will use various assessment methods to identify and support any child who is finding it hard to make good choices. They will work with parents, staff and children to ensure a holistic approach when supporting positive behaviour and dealing with any issues or concerns.