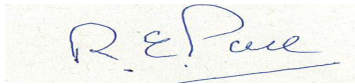



Aspire, Believe - Together Achieve

Behaviour Policy and Practice

Date approved by Finance / Curriculum Committee/FGB	22/11/2022
Notes of Revision	Policy renewal
Next Review	22/11/2023
Signed Chair of Governors	
Signed Head Teacher	

Policies, Procedures or Practices	Behaviour Policy	Date	13.10.22
EIA CARRIED OUT BY:	J French	EIA APPROVED BY:	

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		X
Gender Reassignment (transsexual)		X
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		X

Any adverse impacts are explored in a Full Impact Assessment.

Positive Behaviour Policy

RATIONALE

Clear behaviour expectations linked to praise and reward alongside firm and fair sanctions for all children will help support each child to achieve the best they can in all areas of learning and feel secure and safe at school. All staff at St. Barnabas Primary School understand that children use 'behaviours' as a way of communicating. It is our responsibility to understand and identify what they are trying to communicate.

AIMS

We aim for all pupils at St. Barnabas CE Primary School to:

- Develop a respect for our school community and themselves
- Develop a clear sense of right and wrong, supported by our Christian values
- Understand that people are responsible for their actions
- Demonstrate that they are ready to learn to the best of their ability
- Realise the importance of honesty, trust, tolerance of others and politeness
- Become responsible citizens

OBJECTIVES

Pupils at St. Barnabas CE Primary School will:

- Have the right to learn in a positive environment
- Demonstrate our School Rules (Be Ready, Be Respectful and Be Responsible)
- Understand the need to move around the school safely and quietly;
- Have consideration and respect for the needs and feelings of other people;
- Have consideration and respect for property belonging to themselves, others and the school;
- Develop a sense of responsibility for their own behaviour;
- Be aware that excellent behaviour is appreciated and valued.
- Understand that negative behaviour has consequences.

Staff (*) We will achieve this at St. Barnabas CE Primary School by:

- Build positive relationships with all children
- All adults will be role models for positive behaviour
- Positively demonstrate and implement our School Rules
- Giving attention to the behaviour we want to see
- Implement our School Policy consistently at all times
- Issue children with rewards and sanctions in line with guidelines
- Treat all individuals with equality and respect
- Make appropriate and factual records of behaviour concerns on CPOMS

(*) - Staff includes Teachers (including Supply Teachers), Teaching Assistants, LBS, Admin staff, caretaker, cleaners and regular volunteers within our school.

Bullying

Bullying is not tolerated in our school. However, we recognise that instances of bullying may occur and that actions will be taken in line with our Anti Bullying Policy. The school approach to bullying can be found within the school Anti-Bullying Policy. We have a robust recording system on CPOMS, which is regularly reviewed and identified support is given.

Expectations

In St. Barnabas CE Primary School we ensure that the children are happy and safe in school and treated fairly and equally. We expect all children to make good behaviour choices and demonstrate respect at all times to each other, and all staff and for staff to do the same.

Everyone who is a part of St. Barnabas CE Primary is expected to...	
<ul style="list-style-type: none"> • Be Respectful • Be Responsible • Be Ready 	

What does this look like in practice?		
Learner of the week	Recognition for excellence. Certificate presented to children at the end of the week	3 RULES BE RESPECTFUL Our definition: Treat yourself, others and the world with kindness. BE READY Our definition: Being organised, focussed and positive. BE RESPONSIBLE Our definition: We do not hit, kick, throw things or hurt people at our school.
Class dojos	Positive praise in class, break or lunch.	
Ready to learn	Focussed, organised and with a positive attitude.	
1. Reminder	Remind pupils of the expectations e.g. "I need you to sit in your seat".	
2. Turn around time (warning)	Teacher is firm with their expectations and pupils are reminded of the consequences. "Are you ready to learn?"	
3. Time off break	Time off break and restorative conversation with teacher. On some occasions it may be appropriate to send the child to another class for 5 minutes to complete their learning or calm down.	
4. Senior Leadership team support	Joint conversation with a member of SLT Parents informed	
Parental support	Parent meeting – incident and actions logged on CPOMS If this is persistent e.g. 3 times in a short period a behaviour plan must be agreed with the pupil, parents and Inclusion Lead/SENDCo.	
In cases of extreme or continuously challenging behaviour	A pupil displaying dangerous, violent or aggressive behaviours can be removed from the classroom by SLT/class teachers (this may include the use of Team Teach). Parents will be contacted by the member of SLT and a behaviour plan and risk assessment put in place or reviewed.	
Follow-up action	Regular 'Check-in' by SLT with teachers or during staff meetings.	
Further action	Head teacher will decide on support and sanctions to address serious misconduct. Parents will be expected to attend a meeting to discuss, where support will also be offered. (e.g. Family Link Worker) Exclusion will be used when deemed necessary i.e. to maintain the safety of our children.	

Rewards

Positive choices in learning and around the school is rewarded through a range of verbal praise and reward including:

1. Verbal praise

2. Names placed on recognition boards
3. Stickers
4. Praise Postcards
5. Dojo points
6. Sharing learning with another member of staff for further praise
7. Learners of the week are rewarded with certificates in our weekly praise assembly.
8. Pupils who always meet our expectations are celebrated in a termly praise, where their parents are invited to attend.
9. Text messages and phone calls are also used, where appropriate and deemed necessary to share positive behaviours in school.
10. Hot chocolate Friday invitations
11. Whole class reward systems reflective of class based need

Sanctions

When a pupil deliberately acts in a way that does not meet school expectations a sanction will be issued. St. Barnabas CE Primary follows a staged procedure to sanction poor choices. The staged procedure is reset daily or in some cases lesson by lesson – this decision is taken by the teacher, in consultation with members of Senior Leadership Team.

Sanctions and rewards are consistently applied across the whole school. Whole class displays celebrate positive choices and teachers log poor choices privately and through discussions with children and SLT as appropriate. Serious incidents or persistent disruption is logged using CPOMS.

Sanctions

Step 1	Reminder
Step 2	Caution
Step 3	Last Chance – time taken from next play to reflect with teacher
Step 4	Time out – Restorative discussion to take place with the class teacher in next break time.
Step 5	A member of SLT is called – a joint conversation is held.

Serious Misconduct

Other sanctions can be issued for behaviours that are NOT PERMITTED in St. Barnabas CE Primary School.

A Pupil will instantly be issued a more serious sanction for:

- Fighting
- Purposefully hurting someone physically
- Swearing
- Spitting at someone
- Purposefully damaging property that is not yours.
- Theft

These sanctions will mean:

- Parents informed by telephone.
- Parents invited in for a meeting.
- Exclusions will be used if behaviour is not safe.

In rare occurrences a pupil's behaviour will require additional actions and support. In these circumstances the school will follow these procedures:

Behaviour Meeting

If a child at St. Barnabas CE Primary School receives sanctions for serious misconduct, or their name is appearing on CPOMs frequently – therefore poor behaviours remain unchanged, a behaviour meeting will be called. The meeting will be held with parents, Head teacher, Class Teacher and Deputy Head/SENCO as appropriate.

Pastoral Support Plan

ADVICE FROM OUTSIDE AGENCIES WILL BE SOUGHT AT THIS STAGE.

A pupil requiring a Pastoral Support Plan (PSP) is at risk of fixed term exclusion. A PSP will be drawn up by the child, parent, SENCO, class teacher and Senior Leader. The completed form will be shared and with the school's Behaviour Support Advisor. N.B – Whilst a PSP is active, a child may be given tailored individual boundaries for expectations and behaviour.

Support meetings

ADVICE FROM OUTSIDE AGENCIES WILL BE SOUGHT AT THIS STAGE.

An internal referral will be made to our Family Link Worker, who will talk with both the children and parents to ascertain if there is further support to be provided or we could signpost the family to another agency.

Exclusion

Exclusion is the last resort that the school will employ for behaviours and attitudes that do not meet the school's expectations. There are three types of exclusion, fixed term and permanent.

Internal Exclusions

Internal exclusions are when a child will remain in the school but will work outside of their classroom for a period of time.

Fixed Term Exclusions

Exclusions of this type will be considered when:

- There is a threat to the provision of efficient education, or the safety and welfare of the majority of children
- Where school rules have been persistently broken
- Where there is persistent disobedience and disruption of learning
- Where there has been physical or verbal violence towards staff.

Permanent Exclusions

The ultimate sanction of permanent exclusion will be used in exceptional circumstances, where there has been an **extremely serious** incident or where there has been a long series of misdemeanours.

LA Representatives, Governors, Staff and Parents will be involved at this stage.

The purpose of this policy is to set clear expectations for behaviour and to enable pupils to learn and be safe. Please read this policy in conjunction with the Safeguarding and Anti-Bullying policy.