



Positive Behaviour Policy

Author/Person Responsible	The Leaf Trust adopted by St Barnabas Primary and Nursery School.
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Previous Review Amendments/Notes	
Related Policies	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Behaviour Policy	Date	05.11.2025
EIA CARRIED OUT BY:	Sarah Sheppard	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

At St Barnabas we believe that positive behaviour is the outcome of positive, consistent and defined relationships between staff and pupils. High expectations for pupils' behaviour and conduct ensures that all children feel safe, make good academic progress and are able to enjoy their time at school. 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.

Principles:

1. We, as the adults, always model calm, controlled and caring behaviour.
2. We don't reward the minimum standard (beyond a simple thank you) - we look to highlight children going 'above and beyond' and give them the formal recognition.
3. We define as a school what we will all consistently do: recognition, expectations, and routines.
4. We make our expectations explicit through clear routines which we actively teach.
5. We have 3 simple rules which are referred to in every discussion about conduct.
6. Consequence will be consistently applied.

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

Our three rules are that every child be:

1. Ready to learn
2. Respectful
3. Responsible

All conversations with children about conduct will refer back to these 3 rules.

Modelling positive behaviours as adults*. As adults we will all:

1. Show the children that we have regard for them as individuals and we will welcome them into our classrooms with a smile and a positive greeting every day.
2. Teach children what good conduct looks like by teaching clear routines and defending high expectations.
3. Recognise good conduct publicly and correct inappropriate conduct as privately as possible.
4. Respond consistently with the same recognition, language and sanctions.
5. Remain calm yet assertive when managing inappropriate behaviours.

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

Recognising positive behaviour:

Schools should devise their own recognition systems for recognising positive behaviours. However, the following stepped suggestions may be useful:

1. The minimum expectation will not be rewarded but will be recognised with a simple 'thank you'.
2. **Whole class recognition** may be used if appropriate via a marble in a jar is useful in reinforcing taught routines and defending high expectation. Rewards for filling the jar will be small (5 minutes extra breaktime) but support the class developing a 'team effort' approach to classroom routines and expectations.
3. If a child is consistently exemplifying a value or rule, their name will be noted on a public **recognition board** within the classroom. This both recognises the child's efforts 'above and beyond' that expected, and reinforces the desired standard to other children within the class.
4. If a child has consistently excelled in representing the school's values, the teacher may choose to give them Dojo points, this will be shared with their parents. The Dojo will thank the child and link to the value or behaviour which they have exemplified.
5. If a teacher believes that a child has consistently modelled excellent behaviours or values in class (including learning behaviours demonstrated through high quality work), they may be sent to the Headteacher for recognition. Headteacher recognition may include:
 - a. A Headteacher sticker.
 - b. A postcard from the Headteacher sent home, containing a personalised message.
 - c. A Dojo to the parent informing them that their child's conduct has been formally recognised as being exemplary.

When giving rewards it is important that schools agree the standard expected in order to achieve each so as to avoid inconsistencies between classes.

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. Values certificates (Ambition, Resilience and Compassion) are rewarded with certificates in our weekly praise assembly.
8. Pupils who always meet our expectations and consistently “Let their Light Shine” are celebrated in a termly praise, where their parents are invited to attend.
9. Dojo messages and phone calls are also used, where appropriate and deemed necessary to share positive behaviours in school.
10. Hot chocolate Friday invitations
11. Child’s name entered into the ‘*Let You Light Shine*’ book
12. Whole class reward systems reflective of class based need

Routines:

So that every child knows exactly the expectation for common activities, staff will:

1. Teach the children a 3-step routine for all common activities e.g. lining up, getting ready to learn, walking around the school etc.
2. Display these routines in the classroom, using a simple visual format.
3. Practice these routines regularly, re-teaching individual steps if children are not meeting the expected standard.
4. Insist that this routine is followed by every child, every time, defending the high standard so that it becomes a habit.
5. Positive Behaviour Rewards and Behaviour Steps posters to be displayed in classrooms.

Managing inappropriate conduct:

- All staff should consistently follow the same steps when managing inappropriate conduct.
- Adults will be calm yet assertive when managing inappropriate conduct, considering body language and the words used carefully.
- Children with specific needs (which impact on their conduct) will require separate, personalised steps which have been agreed with the SENCO. However, whilst consequences may be adapted to meet the needs of a particular child, the expectation will be that, irrespective of need, consequences will still be applied.
- Conversations correcting inappropriate conduct should be done as privately as possible.

Cycle of sanctions during learning time (See Appendix 1 for detail):

All sanctions are reset after lunch – every child starts the afternoon with a fresh start.

1. Reminder (one given)

- a. Link conduct back to school rules.
- b. Remind child of when they demonstrated successful conduct.
- c. Short, precise instruction.
- d. The reminder is not recorded on the class ‘Conduct Monitoring Sheet’ (Appendix 1).

2. Warning (one given):

- a. Name...
- b. Explain rule broken *‘by doing X you are not being ready/ respectful/ responsible’*.
- c. *‘I will note your name and we will discuss this at the end of the lesson.’*
- d. Presuppose success *‘Thank you for now doing this’*.
- e. Note the child’s name on the class ‘Conduct Monitoring Sheet’ (Appendix 1). *This should not be displayed on view in the class.*
- f. **Discuss with child what happened and how it could be avoided in future at the end of the lesson.**

3. Time out (5 minute reset):

- a. Inform the child that they have chosen to continue to break a school rule and that this has a consequence.
- b. KS1 Child sent to a partner class for 5 minutes with a 5 minute timer, KS2 child to be sent outside of the classroom. For EYFS, this will be in class using a traffic light timer.
- c. Teacher to check in with child, at an appropriate moment, once they have returned to class, to support regulation.

4. Reflection time (length flexible):

- a. Once the child has had the opportunity to reset, if they choose to continue to break a school rule, explain to the child that they will need to spend some of their lunchtime (next day if in the afternoon) to reflect with a member of SLT. For EYFS, if reflection time is reached during the afternoon, the child will miss some of their continuous provision to reflect with a member of SLT.
- b. **Miss part of the next lunch break to discuss and catch up on missed learning. SLT to supervise. Teacher to inform parent/carer.**
- c. *If the child continues to not be ready, respectful or responsible, please send for a member of SLT using the red help card.*

5. Sent to HT/ SLT Office for Time out/ behaviour discussion IF:

Red help card to be sent to SLT so that the child can be collected.

- a. Direct instructions are being refused (skip all previous steps).
- b. Child continuing to make the wrong choices even though lunchtime reflection has been reached.
- c. Child spends 5-15 minutes with HT/SLT discussing behaviours.
- d. They return to complete missed learning at playtime.
- e. HT/SLT sends email/phone call to parent informing them that they have been sent to the head teacher and ask them to contact the class teacher to discuss.

Steps 2 – 5 to be recorded on the conduct monitoring sheet.

What to do if a child refuses or their behaviour places themselves or others at immediate risk: If the first 3 steps have been completed and a child is refusing to leave the classroom, or they are disrupting learning.

- a. Remind the child that their choices are disrupting others and that they must now follow instructions.
- b. Walk away and allow 1 – 2 minute 'take up time'.
- c. Ask the child again to follow the instruction, telling them that refusal will result in a member of SLT being called to help them make the right choice.
- d. Send red help card to office (don't bring the child to the HT office). *Do this immediately if the child is placing themselves or others at immediate risk.*

6. Repair conversation:

- a. Takes place at an appropriate time when the child is calm.
- b. Can be short for minor conduct breaches or may be longer when there has been refusals or deregulated behaviour.
- c. Focuses on reflection and restoring relationships (not blame or further punishment).

7. Conduct Monitoring Sheet

- a. Monitoring sheets will be collected weekly by a member of SLT. This will include the lunchtime conduct monitoring sheet.
- b. If a child has been sent to a partner class twice in a two-week period, the class teacher will ring the parents to discuss this pattern of behaviour, engaging parents early to secure their support.
- c. **If a child has had three warnings or two time outs in a week, they will attend a lunchtime reflection time. They will miss part of their lunch break to discuss the pattern of behaviour. SLT to supervise. Teacher to inform parent/carer.**

Cycle of sanctions during break/ lunch times:

- 1. Listen to the problem:** When you haven't seen the alleged incident (which accounts for most incidents at break/ lunchtimes):
 - a. Ask each child to 'tell me what happened'. Ask each child not to interrupt each other. Make sure that everyone involved gets a chance to talk. Ask who else saw what happened and speak to them as well.
 - b. **Make sure that your body language and voice is neutral.**
 - c. Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.
 - d. **Most children just want to be heard, so please invest time in listening.**
 - e. For minor disagreements (arguments over games, miscommunications etc) offer advice about how to move forward. For accidental trips etc suggest an apology might help.
- 2. Warning (one given): When a child or group has repeated a low-level poor choice:**
 - a. Explain rule broken '*by doing X you are not being ready/ respectful/ responsible*'.
 - b. Explain the 'time out' consequence if the conduct continues.
 - c. Tell the child to think carefully about their next choices.
 - d. Note the child's name on the lunchtime (initials and class) 'Conduct Monitoring Sheet' (Appendix 1). *This should not be displayed on view in the class.*
 - e. Class teacher to be informed that a warning has been given as part of the afternoon hand over.
- 3. Time out (after reminder and warning):**
 - a. Tell the child that they now need some time to think about their choices.
 - b. Ask them to sit on a bench for 5 minutes.
 - c. Talk to them about what happened to lead up to this.
 - d. Class teacher to be informed that a time out has taken place as part of the afternoon hand over.
- 4. Repair:**
 - a. Before letting the child leave the bench, have a quick conversation about how they will make successful choices.
 - b. End the conversation positively.
- 5. Taken to SLT:**
 - a. Where there has been deliberate aggression/ damage and/or repeated poor behaviour choices, take straight to SLT for reflection time, missing previous steps. SLT to inform parent.

Persistent poor behaviour choices:

1. If a child has had three warnings or two time outs in a week, they will attend a lunchtime reflection time. They will miss part of the next lunch break to discuss and catch up on missed learning. *SLT to supervise. Teacher to inform parent/carer.*
2. If a child has been sent to the HT twice in a term, and are not on an individual behaviour plan, school will follow a graduated response.

Persistently dangerous or disruptive conduct:

- Where there is ongoing poor conduct which does not improve or where there have been severe behaviours, then the school will apply the **Graduated Response to Complex Behaviours Document**, alongside this policy.

Use of physical restraint: *See Positive Handling Policy for further details.*

- All efforts should be taken to avoid the need to physically restrain a child.
- Wherever possible, physical restraint should be carried out by a staff member who has received appropriate training, under the supervision of a member of the SLT.
- However, any adult can use physical restraint to prevent the pupil harming themselves or others; to prevent them placing themselves beyond safe adult control (e.g. running out of the building/ grounds); to prevent damage to property.
- Staff should use the least amount of physical contact necessary.
- Staff should report all physical restraint to a member of the SLT immediately and details will be recorded in a 'bound and numbered' record book.
- Parents will be immediately informed of any restraint used.

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 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.

Searching/ confiscation:

- In exceptional circumstances, the school may be required to search a pupil's bag etc for potentially dangerous items.
- See appendix 4 for the procedure which the school will follow if this is necessary.

Appendix 1

Reminder

A clear statement when a child is not meeting an expectation explaining how they can correct this.

"Name. This is a reminder that I expect you to have eyes on me when I am speaking. This shows your ambition to learn and let your light shine. Thank you for doing this now."

Warning

A clear statement when a child has continued to not meet expectations, needs a final warning and a final reminder on how they can correct this. Track this on the behaviour tracker.

"Name. This is a warning that you have continued to not have eyes on me when I am speaking. This is not showing ambition or letting your light shine. I need you to have eyes on me. Thank you for doing this now."

Time Out

When a child has persistently not met expectations, needs 5 minutes time to reset expectations and support regulation. KS1 children will be sent to a partner classroom. KS2 children will be sent to stand outside the classroom.

"Name. You have continued to not have eyes on me when I am speaking. I now need you to step outside/ go to a different class for 5 minutes to reset. I will speak to you before you come back into class."

Use restorative conversation before pupil enters classroom to investigate behaviour and establish expectations. Track this on the behaviour tracker.

Reflection time

When a child has continued not meeting expectations after a time out, refuses to follow a time out instruction, or is putting themselves or others in danger.

Teach has Restorative conversations (using 3 Rs) about why they are going to reflection.

Inform SLT the reason for Reflection time requirement (use TAs where possible).

Graduated Response

Pupils whose behaviour is no longer managed by universal provision will work through a graduated response.

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.



Informal discussion with parents

- Outline behaviour expectation that was not met.
- Explain what pupil needs to do to be successful

Teacher Record behaviour incident on Arbor.

X1 Teacher to phone parents/ carers to explain reasons for pupil attending reflection.

X3 reflections in a week: Teacher to invite parents/ carers into school to investigate reasons for failure to meet expectations. Record on Arbor. See stage 2 of Graduated Response to Complex Behaviours.

If behaviour does not improve, refer to Graduated Response to Complex Behaviours.

Appendix 1: Conduct Record sheet (kept privately – not on display).

Behaviour Monitoring Sheet (not to be kept in public view)

Class: _____

Week beginning: _____

- Please take any children with a reflection time, once they have collected their lunch, to the member of SLT on duty and share the reason for the reflection time.
- Please keep track of children who have had 3 x warnings or 2 x time outs in a week and inform SLT so that a reflection time can take place.
- Class teacher to inform parents of reflection time. Record reflection details on Arbor.

[illegible]

Appendix 2: Exemplification of behaviours which require Reminder/ Caution/ Time Out/ SLT:

Behaviours requiring reminder:	Behaviours requiring a caution:
- Swinging on chairs despite reminders to stop. - Wearing inappropriate clothing in school e.g. hats inside. - Wandering around the classroom - Irritating noises - Inappropriate fidgeting/ rummaging - Dropping litter - Calling out or shouting - Persistently bringing in toys to school without permission - Talking over or interrupting others in class - Play fighting - Talking in assembly - Not doing as asked first time - Not supporting team activities in the classroom, e.g. tidy up time despite being asked - Chatting to others at inappropriate times or about inappropriate subjects. - Lateness into class during the day - Wasting resources or not looking after resources	All behaviours which have already had a reminder. - Making fun of another child's work or efforts - Telling lies - Interfering with another person's property - Purposeful antisocial, crude behaviour (passing wind, spitting [not directly at somebody] and belching) - Name calling - Responding abruptly or rudely towards requests from adults - Swearing as part of general conversation - Not engaging in their work or having a poor attitude to learning - Dangerous play - Unsafe behaviour in the corridors and around the site, e.g. running - Unhelpful, uncooperative behaviour, e.g. being obstructive in activities - Poking, pushing, pinching or prodding - Misuse of toilets and wash areas - Teasing or deliberately 'winding up' other children.
Behaviours requiring referral to SLT:	
Repeated low-level behaviours after other steps have been followed. - Refusal to follow direct instructions. - Writing graffiti or defacing walls, desks, books or work. - Answering back or arguing with an Adult. - Throwing or flicking objects in the classroom or out of the window. - Swearing at another person. - Making inappropriate comments related to gender, sexual orientation or appearance. - Making insulting remarks about another person's family members. - Disruptive behaviour including inciting disruptive behaviour of others. - Deliberately unkind behaviour which leads to others feeling isolated or upset. - Bullying. - Physically violent behaviours. - Throwing items at pupils/ staff.	

Appendix 3: Script for dealing with defiant/ difficult behaviours:

I noticed you are...kicking the desk/ struggling to sit on the carpet

I understand you are...angry/ upset/ frustrated

You need to...(state desired behaviour)

Then we can... (state what the outcome will be)

If you choose not to...(state desired behaviour) then...(state consequence)

Do you remember when you... (refer back to a positive event)?

That is who I need to see today!

I know it's tricky but I believe you can do it – thank you.

(Walk away and don't turn back! allow take up time and show you believe they can do it.)

Introduction:

- Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.
- Under the 1996 Education Act, Headteachers have the statutory power to search pupils, where they have reasonable grounds to believe that they are in possession of the following **prohibited items**:
 - I. knives or weapons;
 - II. age restricted items e.g. alcohol, tobacco, fireworks, matches or lighters, solvents, aerosol paints, pornography or vapes;
 - III. stolen items;
 - IV. any item which could be used to cause an offense.
- Headteachers' may also search pupils' bags etc for items **restricted** by the school, such as mobile phones, if there is a reasonable suspicion that a pupil has deliberately concealed such items in a manner which may infringe the school's behaviour policies.

Prior to searching a pupil:

- Only the Headteacher, or a senior member of staff directly authorised by the Headteacher if they are absent, can carry out a search. The Headteacher should decide whether the search is reasonable and proportionate to the risk of harm (in the case of a prohibited item) or to uphold the school's behaviour policies (in the case of restricted items). The Headteacher should seek advice from a member of the central team if they are unsure whether a search is necessary.
- Prior to any search for a **prohibited item**, the Headteacher should make every effort to contact the parent or carer and notify them of the reasons why the school is planning to search their child and how the search will be conducted. They should explain the reasonable grounds and, where possession of a **prohibited** item is suspected, and allow the parent to be present if they request this. If the parent wishes to be present, then the pupil, along with any bags etc, should be isolated and supervised until the parent arrives.
- If a parent refuses to give permission to search the pupil, all efforts should be made to reach agreement. However, the decision to search ultimately resides with the Headteacher.
- Where the school suspects a child to be in possession of an item which is **not prohibited** but is **restricted** by the school (e.g. mobile phones, devices etc) then the Headteacher should decide whether contacting the parent is necessary or proportionate prior to any search.

Completing a search

- The Headteacher should explain to the pupil why a search has been requested and ask the pupil to comply with the request to search.
- A second senior member of staff should be available to oversee the search.
- The Headteacher should ask the pupil to empty pockets, coats and bags in their presence.
- Headteachers should not search a child's pockets or clothing directly unless they believe that the child is concealing an item which could cause serious harm to others. If the Headteacher believes that a child is concealing a **prohibited item** about their person, and having asked them to empty their pockets, then they should isolate the child until a parent arrives at which point the Headteacher can ask the parent to be present whilst the child empties their pockets.
- If the pupil refuses to comply with the Headteacher's request, and where the school has reasonable ground to suspect a restricted item is being concealed, then the school can act '*on the balance of probabilities*'. For example, if the school has credible grounds to believe the pupil is concealing matches in

their pocket (them having been seen by other pupils), and where (in the presence of a parent) they continue to refuse to empty their pockets, then the school may decide to sanction the pupil in line with their belief that the child is concealing a harmful or restricted object.

- Primary-aged pupils should not be asked to remove any clothing other than coats using any search.

After a search

- If **prohibited** or **restricted** items are discovered as the result of any search, the school will follow internal school behaviour policies in applying appropriate sanctions.
- All searches must be recorded on CPOMs.
- All searches should be logged, via email, with the Trust's Head of Inclusion.