

# BARLOWS PRIMARY SCHOOL

## Behaviour Policy



Committee with oversight for this policy	Full Governing Body
Policy last reviewed by the Full Governing Body	Spring 2024
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Policy / Document due for review	Summer Term 2024 in line with updated vision and values.

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This document is a statement of the aims, principles and strategies for managing behaviour at Barlows Primary School. It was developed through a process of consultation of all staff and approved by the Governing Body. It was updated in September 2020 in response to the Covid-19 pandemic.

## **Aims and Objectives**

It is the primary aim of Barlows Primary School that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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. The behaviour policy is a means of promoting good relationships within the school.

Barlows Primary School:

- Expects every member of the school community to behave in a considerate way towards others
- Expects every member of the school community to follow the guidance on minimising the spread of Covid-19
- Expects all children to treat each other fairly and apply this behaviour policy in a consistent way
- Aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community
- Rewards good behaviour, as it believes that this will develop a method of kindness and cooperation.
- Promotes good behaviour, rather than merely deter anti-social behaviour.



The class teacher discusses the school code with their class. These are prominently displayed in each classroom and in strategic points around the schools as an every-present reminder of

expectations regarding behaviour. In addition to the school code, each class also has class rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

## **Rewards**

We praise and reward children for good behaviour and positive **behaviour for learning** in a variety of ways:

- Staff congratulate children using descriptive praise
- The positive behaviours of all children is recorded using the class behaviour charts. Pupils collect stickers throughout the day by displaying positive behaviour, which follows the Green Code, and for showing positive behaviour for learning. Pupils start the Autumn, Spring and Summer terms on zero stickers and collect them over the duration of the term.
- Pupils receive awards for reaching different milestones of collecting stickers.

20 Stickers = Bronze Award Certificate and 5 raffle tickets to be entered into the end of term prize draw. We draw a prize for KS1, Lower KS2 and Upper KS2.

40 Stickers = Silver Award Certificate and the choice of 3 prizes from the Headteacher's treasure chest.

60 Stickers = Gold Award Certificate and the choice of book to keep and take home.

Pupil achievement of the different milestones will be celebrated in class.

The school acknowledges all the efforts and achievements of children, both in and out of school.

## **Sanctions**

The school employs a number of sanctions to enforce the school code, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We use a traffic light system to reflect adherence to the school code.

If any child demonstrates negative behaviour which does not meet the school code, the traffic light system will come into action. The stages are:

- Green Card
- Verbal Warning
- Yellow Card
- Red Card
- Report Card (if appropriate)

### **Green Card**

- All children start each day on a green card.

### **Verbal Warning**

- In the first instance, the child will receive a verbal warning from the teacher, explaining how they are not meeting the Green Code and how they need to modify their behaviour in order to rectify this.

### **Yellow Card**

- If a child receives a yellow card, they are moved within the class.

### **Red Card**

- If a child receives a red card they are moved to the parallel class for no longer than 20 minutes. Sending the child to the parallel class maintains the year group bubble integrity. The child will be sent to the class with work to complete. The child's class teacher will discuss the incident(s) with the parent over the phone within two working days.
- If a child receives more than one red card in a day, they are moved to work with a member of the SLT.

### **Report Card**

- If a child continually displays negative behaviour, the child may be placed on a report card. There are three levels of report card.

Level 1 – Assistant Headteacher Report Card

Level 2 – Deputy Headteacher Report Card

Level 3 – Headteacher Report Card

- The child will be given two specific targets to meet each day. The report card will be in place for a set period of time, determined on an individual basis, in order to allow the pupil to achieve their targets and improve on their behaviour.
- When a child is placed on a report card, the senior leader with responsibility will call the parents to discuss the targets. The card is signed each day by the class teacher and is monitored by the member of the senior team. It is scanned at the end of each week and emailed home to the parents. A copy will also be scanned onto our school CPOMS system allowing designated staff to monitor behaviour over time.
- Senior Leaders will also consider the appropriateness and safety issues surrounding a pupil's access to experiences on and off the school site in relation to recent behaviour.

### **Unacceptable Behaviours**

- If a child demonstrates any of the unacceptable behaviours, they are immediately sent to a member of the SLT. This is then followed up with the relevant staff and child's parents.
- The following is a list of unacceptable behaviours
  - Physical abuse
  - Intentionally damaging property
  - Stealing
  - Swearing
  - Racism
  - Bullying
  - Use of derogatory language regarding sexual or gender orientation
  - Intentionally engaging in behaviours with the aim of spreading Covid-19 such as, spitting at others, coughing in people's faces, licking their hands and wiping them on people or equipment and any other related actions
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. (See Reasonable Force and Restraint Policy).

## 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 at all times.
- The class teachers in our school have high expectations of the children with regards to behaviour **and behaviour for learning**, striving to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the class charter consistently. The teachers treat all children in their classes with respect and understanding.
- The AHT & SEND Coordinator liaises with external agencies, as necessary, to support and guide the progress of each child. Children who are placed on red more than three times are referred to the AHT leading on SEND. The AHT may, for example, discuss the needs of a child with the educational psychologist.
- 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 Support Staff and SMSAs

- Staff have the responsibility to ensure the school rules are enforced when working with children during lesson time, at break times and lunchtime.
- Learning Support Assistants and School Midday Supervisor Assistants have high expectations of themselves and of the children with regard to behaviour; ensuring children's conduct is to the best of their ability.
- LSAs (Learning Support Assistant) and SMSAs (School Meal Supervisor Assistant) treat all children fairly, respectfully and with understanding.
- All support staff follow the school rules, enforce sanctions consistently and fairly if children's behaviour is not of the standard required.
- All support staff will communicate positive and negative behaviours and incidents to the class teachers, ensuring a clear channel of communication is maintained. All support staff will report concerns, incidents and behaviour matters to class teachers or phase leaders in a timely and appropriate manner.
- SMSA's will maintain the schools' behaviour policy in the lunch hall and playground by giving children a 'Time out' in the time out area. On the first occasion, the child will have time out for 5 minutes and the class teacher will be spoken to. On the second occasion, it will be 10 minutes and the it will be raised with a member of the SLT. Should an **unacceptable behaviour** occur as listed on page 6, then the child **must** be taken directly off the playground to a member of SLT.

## **The Role of the Headteacher**

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **The Role of Parents and Carers**

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school code in the school prospectus, and we expect parents and carers to read them and support them.
- 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, which parents/pupils sign in agreement on entry to school. 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 as a consequence of a child's poor behaviour, 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 take it to the Phase Leader and then the Senior Leadership Team should it remain unresolved. Should the issue persist, the matter should be referred to the school governors.
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## **The Role of Governors**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.



## Fixed-Term and Permanent Exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCFS, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed period exclusions.
- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## Drug and Alcohol-Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and sign the appropriate form. They **must** also meet with the Welfare Assistant to discuss this. The parent should bring any medication to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a medical/welfare officer. (See medication policy)

## Action in the Case of False Allegations against Staff

If an allegation is found to be intentionally factitious and malicious, the Headteacher will decide what the proper sanction will be for the pupil who made the false allegation. The Headteacher may wish to include the school governors when considering what action to take. The school has the power to suspend or expel pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

## **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. Staff record incidents of negative behaviour using our CPOMS system. This allows us to run reports on individual pupils covering their time at the school, to identify any patterns or common features related to behaviour.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy will be reviewed by the governing body every year, or earlier if considered necessary.



## **Appendix 1**

### **Staffing List of Current Phase Leaders and Members of the Senior Leadership Team**

#### **Phase Leaders**

**Nicole Taylor** – Phase 3 Lead (Year 4, 5, 6)

**Laura Middleton** - Phase 2 Phase Lead (Year 2 and Year 3)

**Sue Evans** – Phase 1 Phase Lead (Nursery, Reception. Year 1)

#### **Senior Leadership Team**

**Clare Bakstad** – Assistant Headteacher, SENDCo and Designated Child Protection Officer

**Lauren Kirby-Foy** – Deputy Headteacher, Deputy Designated Safeguarding Leader

**Stacey Feenan** - Headteacher and Deputy Designated Safeguarding Leader