



Barley Fields Primary School

Behaviour Policy 2020

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Prepared by:	Head Teacher/Deputy Head Teacher
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- Barley Fields Primary School aims to provide an attractive and secure environment with an atmosphere, which promotes positive attitudes, high levels of self-esteem, care and consideration.
- We endeavour to provide a quality-learning environment in which all our pupils feel happy, safe and secure.
- We want each child to achieve the highest possible standards of attainment and see behaviour as an integral part of the learning process.
- We hold very high expectations of pupil behaviour and promote an ethos within the school of community, tolerance and acceptance.
- We encourage all children to treat one another and property with respect and adopt socially acceptable behaviour traits.
- We are committed to teaching appropriate and relevant social skills and behaviour patterns to all children as their entitlement and their right. In doing this we will be offering our children the chance to participate in the life of our school and our community.

AIM

The school has three central aims in its approach to behaviour:

1. To promote high expectations of standards for behaviour;
2. To set clear, consistent rules and guidelines concerning acceptable behaviour;
3. To involve staff, children, parents and governors in promoting high standards of behaviour.

OBJECTIVES

- To encourage children to take responsibility for their own behaviour;
- To develop self-respect and respect towards others;
- To show respect towards their environment;
- To show thoughtfulness and good manners.

THE ROLE OF STAFF

Teachers and support staff have a vital role in supporting and maintaining standards of good behaviour within school. In order to achieve this staff are expected to:

- To promote positive role models by treating children, parents and colleagues with respect, fairness, empathy and dignity;
- To promote high expectations concerning behaviour, attitude and approach;
- To reinforce and praise good behaviour, caring attitudes and “doing your best”, as well as rewarding success;
- To develop an awareness of each child as an individual;
- Understand that a sense of humour often diffuses a volatile situation;
- Have a fair and consistent approach on applying rules;
- A calm manner at all times;
- An ability to refer to the behaviour and not the child;
- A team spirit where staff are prepared to give support and time in offering ideas and strategies to colleagues;
- An acknowledgement that problems within school are a shared responsibility;

THE ROLE OF PARENTS

Parents have an important role in supporting staff. Most parents are willing and anxious to give this support but are not always sure how they can do this effectively.

It is always helpful when parents:

- Encourage children to respect school;
- Ask questions about their work and behaviour;
- Show interest in their child’s progress;
- Praise good reports and certificates sent home;
- Support class teacher;
- Visit school not just when there is a problem;

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- Discuss with Head teacher or class teacher any problem that could affect their child emotionally or academically within school.
- Work in partnership with the school to address any ongoing or incidental behavioural concerns.

THE ROLE OF CHILDREN

Children should appreciate that there are certain codes of behaviour that are acceptable and generate approval. These should include:

- Learning what good behaviour means;
- Learning to care for one another;
- Learning to value friendship;
- Developing self-confidence and raise self esteem;
- Speaking to all teachers, adults and children with respect;
- Achieving as much as possible in all areas of their work;
- Taking care of school and other people's property;
- Moving calmly and quietly around school;
- Following playground rules and the lining up skills list;
- Treating others as they would wish to be treated;
- Making it easy for everyone to learn by listening carefully, following instructions, responding appropriately, waiting their turn patiently.

The children should follow the school behavioural code of conduct. (See APPENDIX 1)

Rewarding Good Behaviour.

Acceptable behaviour, positive attitudes, effort and resilience should always be recognised and rewarded. Reminders should be given at regular intervals to motivate children towards a feeling of success. The following rewards are used at Barley Fields Primary School:

- Marvellous me messages and stickers sent home;
- Verbal and written praise;
- Stickers/Certificates/Stamps/Smiley faces etc.;
- 'Star Awards';
- Within class reward system – tokens, merits; stamp cards, star charts, etc;
- Additional Responsibilities and roles in school;
- Letter of praise/certificates/verbal messages given to parents.

Unacceptable and disruptive behaviour.

Implementation of this behaviour policy relies on a positive approach to behaviour management. However, there will be occasions when children exhibit behaviours or involve themselves in situations that are not acceptable. These may include occasions when a child may:

- Show a lack of respect for others including children and adults;
- Show a lack of respect for their environment and the property of others;
- Answer back, tut, sigh, mutter, shrug or sulk;
- Refuse to engage in learning, shout or walk away when spoken to;
- Throw things;
- Spoil other children's work;
- Swear, offer verbal abuse, racial harassment, name call;
- Spit, use violence, bullies, threaten;
- Run wildly around school, lie or steal.

Such behaviour will generally be exhibited in extreme situations and by children who may already have severe behavioural and emotional difficulties.

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However, the school accepts that these behaviours may occur occasionally with any child and as such, should be handled in a consistent manner. A positive approach should be adopted to try to help children recognise and understand why their behaviour is unacceptable and consider the consequences for their actions. It is also important to recognise the 'triggers' of such behaviours and attempt to avoid these and give the child strategies to deal with their behaviour. Our policy is applied consistently throughout the school so that all the children are aware of the possible consequences of their actions.

Whilst being consistent we are also prepared to retain a flexibility to meet the needs of individuals, e.g. a child who acts out of character, a child who is under unusual pressure due to emotional or personal problems etc.

The first stage of response to a child's inappropriate behaviour is to register 'disapproval' using the following strategies:

- Eye contact, gesture of disapproval;
- Verbal check, calm and fair response;
- Rationalisation, prompt questions 'are you sitting nicely....'
- Withdrawal from a group/class – to another group/class or to a safe/quiet place for reflection;

Where these initial strategies fail to have an impact, a second stage of approach should be employed which includes strategies such as:

- Missed playtime or lunchtime (supervised by an adult in the key stage/classroom);
- Missed playtime or lunchtime (completed outside the Head Teacher Office);
- Tasks/learning to be completed;
- Removal to another class/teacher or to a safe supervised area, with a note/message explaining why they have been sent. On re-entry to class the child should be able to explain to the teacher why they were sent out and should apologise;
- The reprimand of a removal of school uniform items (tie or jumper/cardigan) to signal displeasure at children's behaviour as not being acceptable within Barley Fields

Within school, a warning system is in operation to ensure the support of prompt adult supervision or assistance using '**warning triangles**'. A red triangle located close to each classroom door that can be used to attract the attention of the nearest adult. Children are aware that when requested they must take the triangle to the nearest adult who will then arrange and provide support.

Persistent inappropriate behaviours, serious incidents may also trigger the following responses:

- Removal from the class to the Key Stage Leader;
- Removal from the class to the Head Teacher or Deputy Head Teacher;
- Clear indication given that the behaviour exhibited is not acceptable in Barley Fields and that this is not how we treat one another/property etc.
- Verbal warning that continued unacceptable behaviour will result in parents being contacted;
- Contact with parents – personal or by letter;
- SEN involvement: use of behaviour reward system with clear targets and star charts/stickers;
- Home/school link programmes to monitor behaviour.

In extreme cases, it may be necessary to employ the school procedures for dealing with disruptive behaviours as listed in **APPENDIX 2**.

Bullying – see the school anti bullying policy for full details

The school takes the issue of bullying very seriously and any incidents will be fully investigated and addressed. A written record of the incident, investigation and outcome will be kept by the head teacher/teacher concerned and will be recorded using the CPOMS system.

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As a school we do not advocate violence or retaliation but urge all children to tell an adult of any incident which has occurred. Class intervention strategies that address responses to behaviour can be used to help both the bullied and the bully. Staff will be informed of the pupils' involved and appropriate action taken to prevent further incidents. This action may include:

- Obtaining an apology;
- Imposition of sanctions;
- Informing all parents concerned – bully and victim;
- Providing support for both victim and bully.

SEND – behavioural issues.

If a child demonstrates, significantly consistent and challenging behaviours then the SENCO will be informed. In accordance with the school SEND policy the need will be addressed through the code of practice. A detailed analysis of the child's behaviour patterns will be made and areas requiring support and development identified.

Support for the child during 'trigger' situations may then be offered and the school will attempt to put forward support programmes and intervention strategies tailored specifically for the individual child.

These programmes may include strategies such as:

- Daily and weekly behaviour logs;
- Individual reward systems / token economy;
- Personal behaviour support programmes;
- Monitoring of playtime/lunchtime behaviour;
- 1:1 supervision during playtime/lunchtime;
- Within school reward systems – token economy, whole class reward systems etc.
- The use of an IBP to modify and manage behaviours;
- The use of an anger management programme (SEN Intervention Strategy).

Where appropriate the school may also contact outside agencies for support and advice – Educational Psychologist, Behaviour Support Service etc.

EXCLUSION.

Children who fail to comply with the general rules and routines of the school over a sustained period and whose behaviour is a significant cause for concern or continues to degenerate may be considered for exclusion.

Serious physical violence towards other pupils and members of staff may also be grounds for exclusion.

The school works within Stockton LA policy and guidance for Exclusion Procedures.

Educational Visits.

The school accepts its responsibility to provide all children with a safe working environment. As such, it may be necessary to exclude children from participation in external educational visits. This is primarily to do with the safety of the individual child. If a child has difficulty conforming to the normal behavioural expectations within the school setting then it may not be possible to guarantee their safety in the outside environment. Decisions taken will be based entirely on individual circumstances and will be done with the full co-operation of the parents and staff involved. Any outcomes will entirely serve the interests and safety of the child.

The use of positive handling strategies and physical intervention in the management of pupil behaviour – see additional policy.

In extreme cases where pupils may injure themselves or others it may be necessary to escort, hold or restrain pupils. The teachers are authorised to use reasonable force to control a child exhibiting crisis behaviours, they may need to take action in self-defence or because there is an imminent risk of injury.

Please refer to the DfES circular on the use of force to control or restrain pupils and the team-teaching approach to positive and protective handling strategies. Further guidance may be obtained from Stockton LA.

Equal Opportunities.

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Equality objective 2021: To develop professional practice that is consistently good or better that promotes good progress and outcomes for ALL children.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We do not narrow our curriculum offer for any child.

All children will be treated equally irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

MONITORING AND REVIEW

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.

BARLEY FIELDS PRIMARY SCHOOL
BEHAVIOURAL CODE OF CONDUCT

Behaviour in and around school.

Listening skills

- Shared listening skills are displayed throughout the school;
- The listening signal is 'please stop and listen';
- The adult should speak once all children have stopped what they are doing, have empty hands and are looking at the speaker.

The listening signal is...

“Please stop and listen?”

On hearing the signal, the children must stop, have eyes on speaker, empty hands, body still, be silent and listen until the message is over.

General Lining-up Behaviour.

- Children should be encouraged to line up before leaving the classroom as a whole class;
- Children should be still and quiet before leaving the classroom in an orderly fashion;
- Classes of children should be escorted by an adult as they move around school.

Assembly Behaviour

- Children line up in classrooms prior to entering assembly;
- Teachers escort the children silently into assembly, ensure they are seated in the hall and wait until assembly starts before leaving;
- Music is played on entry to assembly;
- Praise/reward is given to children exhibiting excellent assembly behaviours;
- Children who fail to follow the behavioural expectations during assembly will be spoken to after assembly.

Movement around school.

- Children should walk around school at all times;
- If a child is running in school they should be stopped and reminded to walk to ensure their safety and the safety of others;
- A child walking smartly around school may be rewarded with Mme, praise / stickers;

Playtime Behaviour

- All children to be escorted out into the playground by an adult;
- Inappropriate behaviour during playtime to be reported to team leaders / head teacher / deputy head teacher and dealt with appropriately;
- At the end of playtime staff on duty blow a whistle once to signal the children to stand still. On a second whistle the children walk into school via their key stage entrance;

Lunchtime behaviour

- Children will be escorted into the playground or to the lunchtime area by a supervisory assistant/teaching assistant;
- At the end of lunchtime staff on duty blow a whistle once to signal the children to stand still. On a second whistle the children walk into school via their key stage entrance;
- Supervisors are encouraged to be positive and use praise as often as possible. In the event of unacceptable behaviour, supervisors are asked to:
 - Give a verbal warning that the behaviour is wrong;
 - Ask the child to accompany them around the playground for a short time;
 - Share their concerns with the child's teacher in order that appropriate action can be taken jointly.

Serious incidents should be reported to a member of the senior leadership team. Serious behavioural incidents to be immediately reported to the head teacher / deputy head teacher/assistant head teacher and dealt with appropriately.

Wet Lunchtime

On wet days staff should clear work surfaces so that indoor playtime equipment/games/activities can be distributed. Teachers will display in the classroom the activities and equipment children are allowed to access. Quiet, calm classrooms are to be expected during this time and children must tidy away ready for the afternoon session to begin promptly.

BARLEY FIELDS PRIMARY SCHOOL
BEHAVIOUR PROGRAMME FOR DEALING WITH DISRUPTIVE BEHAVIOURS

Implementation of this policy involves a positive approach to behaviour management. Instructions and requests are given in a firm but polite manner. The following strategies may be employed with children who exhibit aggressive, abusive, defiant or physical behavioural difficulties. They are to be used when child poses a threat of violence to themselves or peers or who may pose a potential threat to staff. The policy acknowledges the needs of the individual in relation to the safety needs and learning needs of other children within the school.

Initial responses / actions

Using behaviour analysis it may be possible to identify certain 'triggers' for behaviours. Awareness of these may allow the implementation of strategies to prevent disruptive outbursts before they occur.

1. Encourage the child to respond to clear signals – **STOP, THINK/HOLD, and PAUSE.**
2. Give secret signals from an adult to remind the child such as pointing to eyes and ears as **LOOK AND LISTEN** signal;
3. Praise and reward controlled behaviour – 'catch the child being good';
4. Encourage the child to count to ten before acting;
5. Planning ignoring of attention seeking behaviours;
6. Diversion of attention to other activities / areas etc;
7. Use solution type questions 'can you remember what helped time?'
8. Acknowledge the child's feelings 'I know your angry but ...'

Time Out

Where a child continues to exhibit negative / disruptive behaviour then adult intervention in the form of '**time out**' should be employed. This involves a specific sequence of events, which the child is clearly aware of and is applied consistently. Primarily the sanction system of time out should work as follows:

1. Give a general instruction, '***I would like you to ...***';
2. Give a more specific instruction related directly to the behaviour;
3. Say '***this is your warning...***' along with a repeat of the specific instruction;
4. Say '***go to time out please***'. This should involve the child moving themselves to a pre-designated area of the classroom;
5. Child remains in 'time out' for **3-5 minutes**;
6. After 'time out' ask the child why they were asked to have 'time out';
7. Give the child permission to leave the 'time out' area with a positive comment about how they may do better next time.

During 'time out', several expectations of the child's behaviour exist:

- The child remains on the seat;
- The child keeps their hands and feet to themselves;
- The child keeps their body as still as possible;
- The child remains silent.
- The child clearly understands why they are placed in time out;
- The child leaves time out only when given permission.

Immediate 'time out' sanctions can be given for:

Hitting, swearing, blatant defiance, destructive / damaging behaviour.

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If a child refuses to engage in 'time out' and the strategy is not effective the following sanctions will be followed with the support of the school leadership team including the Head Teacher, Deputy Head Teacher and Assistant Head Teacher.

Isolation

This involves the removal of the child from the classroom / playground where the behaviour is occurring. The child should be taken to a quiet area such as the Head Teacher's office or the meeting room. Involvement of a senior member of the teaching staff is required.

During 'isolation', several expectations of the child's behaviour exist:

- The child follows adult instructions, does what is requested – *'please sit down'*;
- The child uses appropriate speech;
- The child demonstrates appropriate behaviours;
- Once the child is calm enough to talk about and discuss the incident this is completed;
- Learning activities will be provided;
- The child may return to the classroom when normal behaviour resumes.

Parents will be informed of any serious incident requiring isolation for a sustained period during the school day.

Isolation will be used when a child has:

- Refused time out;
- Failed time out;
- Made verbal threats towards adults or children
- Displayed or had outbursts of physical aggression
- Physically attacked another pupil
- Threatened physical attack towards a member of staff.

Exclusion

Procedures for Exclusion are in keeping with the policy provided by Stockton LA.