

## **Barlow C E Primary School Behaviour Policy**

Barlow Church of England Primary School is a family growing and learning in God's love.

We aim to

- Establish a happy school environment in which there will be a focus on the Christian values we adhere to
- Value everyone as individuals, celebrating their strengths
- Create an environment where pupils will be given fair and equal opportunities, with positive regard to gender ethnicity, cultural and religious background, sexuality or disability
- Encourage positive behaviour in all aspects of school life and in all areas of the school so that pupils can learn without distraction while feeling safe and secure
- Establish an ethos of respect and sensitivity
- Develop self-discipline and independence with increasing responsibility in order for pupils to acquire and display well developed social skills.

Strategies to realise aims

We believe that a positive approach to behaviour management is beneficial to all. Strategies include:

1. Use of praise and encouragement to reinforce messages of good behaviour
2. Pupils are encouraged to take responsibility for their actions and to realise that the choices they make have consequences
3. Every individual is encouraged to respect the views and possessions of others. An ethos of involvement and communication allows pupil to feel their view is valued and responded to.
4. Positive messages are reinforced by the use of house points, stickers, certificates and "golden time". This provides a mix of individual, group, class and house recognition thus rewarding positive behaviour at all levels.
5. There are many different opportunities for parents to become involved in school.

### **Rules**

In order to foster positive behaviour, time is spent at the start of each academic year familiarising all pupils with our school rules. They are

1. Follow instructions first time
2. Treat others as you would like to be treated
3. Keep hands, feet and objects to yourself
4. Always walk around the school

In addition to these four school rules, each class agrees class rules. These can be adapted to the needs of the particular class and can change throughout the year if the need arises.

Rules are displayed in the hall and classrooms.

## **Sanctions**

Sometimes children may forget our aims of good behaviour and do something that is not acceptable. Staff at all times endeavour to elicit good behaviour through positive behaviour management strategies. Sadly this is not always sufficient. Depending upon the situation it may be necessary to deal with persistent misbehaviour by introducing sanctions.

Sanctions for unacceptable behaviour are handled in a seven level system, which ensure that the child understands that it is his or her behaviour that is being punished, not the child itself.

All staff will deal with behaviour as they see appropriate which may include taking away privileges. However, in consultation with parents and teaching staff, Barlow have the following guidelines that will help to deal with misbehaviour in a consistent approach throughout the school:

Level 1: Deals with minor behavioural issues that can be dealt with in a number of ways. Usually a comment made by the class teacher, or another adult within school.

Level 2: The child is given a formal warning. If behaviour continues this may result in a consequence and parents being informed via a text or note in homework diaries.

Level 3: Removing the child away from the group either to sit elsewhere in the classroom or to spend some "time out" depending on the situation.

Level 4: If the inappropriate behaviour continues the child will be removed to spend time away from the larger group. This may involve visiting the headteacher's office.

Level 5: Parents are contacted by the class teacher to discuss the inappropriate behaviour. Following the discussion a written record will be kept by the class teacher.

Level 6: If after all these sanctions have been exhausted then the parents and child will be asked to see the Headteacher, or senior teacher. This alone should be after all avenues have been taken, but to no avail.

Level 7: Involves the Governing Body and may result in pupil exclusion.

Any sanction will be delivered firmly, quickly and with consideration of all circumstances. It is important that the child is aware of what they have done and the consequences of their actions to themselves or others. In extreme situations, where staff consider it appropriate, levels can be jumped and individual behaviour strategies can be put in place, in agreement with parents, for pupils with additional / different needs.

Schools have a legal power to apply a wide range of penalties to pupils who break school rules, or who behave in a way that is unacceptable. Members of staff can impose these sanctions at any time a pupil is in school, or any other time when the pupils is under their charge – such as a school visit, to and from school, outside the school gates or when a child has used the internet or mobile phone to harass another pupil.

## **Related Policies**

The school also has a separate policy on safeguarding pupils and an anti-bullying policy.

## **Parents**

Teachers cannot teach effectively and pupils cannot learn effectively in classes disrupted by the poor behaviour. As a parent, you are asked to respect the school's behaviour policy and the disciplinary authority of school staff. Parents are asked to treat school staff with the same respect they would expect to receive. Parents can be barred from school premises if their behaviour is unreasonable. Parents must not take matters into their own hands.

Major breaches of discipline are brought to the attention of the head, without the need for a 'level' system. This may lead to a formal invitation to parents to discuss the issue, any of the sanction above, or a sanction befitting the breach of discipline including suspension for a 'fixed term' or 'permanently'.

In some circumstances, a child may be withdrawn for a school visit or trip, or the parent may be called to take them home from a trip if their behaviour causes concern.

In extreme circumstances it may be necessary to exclude a pupil. Exclusions will only be considered after all possible avenues have been explored, or for incidents demanding an immediate exclusion.

## **Restrictive Physical Intervention**

For the vast majority of the time, pupils at Barlow behave well. However, in order to fulfil our duty of care to all pupils and to prevent harm and maintain a safe/secure learning environment, as a last resort staff may need to restrain a pupil for his/her own safety and the safety of those around them.

Staff have been trained in de-escalation techniques and will always explore all strategies before using restrictive physical intervention. Restraint will only be used in strict accordance with the legislative framework to protect the child and those around them. The principles of the legislation are to prevent a pupil from doing or continuing to do any of the following:

- Committing an offence (or for a child under 10 years of age what would be an offence for an older child)
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- Prejudging the maintenance of good order and discipline at the school.

All incidents will be recorded and reviewed in line with DFE guidance.

This policy has been written following consultation with pupils, staff, governors and parents. Agreement has been sought in the spirit of partnership as school aims can only be achieved if all parties work together for the good of all concerned.

## **Our Whole School Behaviour Policy**

As we have recently amended our behaviour policy, I think it is a good time to explain how we manage behaviour here at Barlow.

Firstly, we operate an Assertive Discipline policy, which is based on finding and rewarding positive behaviour – both socially and in relation to work ethic. We operate a number of systems as follows:

**“Going For Gold!”** : This is a behaviour system which rewards positive behaviour linked to our “Magnificent 7” school values, and sanctions behaviour which does not comply with our values. Children can earn “*privileges*” for showing positive behaviour such as kindness, courage, compassion, forgiveness, creativity, being truthful or trusting, or being a good friend.

Privileges can include treats / prizes, extra golden time, house points / class points.

Unacceptable behaviour will be sanctioned by missing playtime: five minutes for a *warning*, and the whole playtime for a more serious breach resulting in a *consequence*. During these times children may be asked to reflect on their behaviour and complete tasks as set by the teacher.

**Workers of the Week (WOW)** awards are awards which reward those children who make extra effort in their work, both in class and at home.

All of the awards will be given out each week, in our Friday celebration assemblies.

**Achievement Book** : In addition, each child will be receiving an “Achievement Book”, in which they will be asked to record all of the things which they are proud of. The idea is that the children will carry this through their time here at Barlow, from Reception to Year 6. What the book contains may well be different for each child and could include: “Going for Gold!” awards; WOW awards; any work they are particularly proud of; comments by members of staff at school etc.

**Housepoints**: We will continue to arrange the children in “houses”, linked to a Harry Potter theme. Housepoints are given to children by their class teacher for correct spellings in tests for learning times tables and completing homework. Every term the winning team gets a special prize which can vary.

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