



BARTONS PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

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INTRODUCTION

We believe that all children and adults have a right to work and learn in a safe and caring environment where they feel respected and valued. There is a strong culture of positive behaviour and good role models at Bartons which supports and encourages the strong ethos of Team Bartons. As a small school, relationships amongst staff and children are strong. Our positive ethos and calm environment ensure that children aspire to reach the high standards of behaviour set. This policy was developed through consultation with staff, children and Governors.

PRINCIPLES

In our school community everyone is expected to:

- demonstrate the core learning values and skills
- support and be proud of the Team Bartons ethos and family
- work collaboratively using the WWO skills foci
- uphold the school motto, 'Dream, Believe, Achieve.'
- be polite, honest and truthful, and always show respect
- respect the rules of safety and care of equipment and premises
- be cooperative and thoughtful towards others
- treat others as you would wish to be treated

We believe that children have a right to be happy, feel safe, to learn well and to be respected. All adults will work positively with all children. Children will be encouraged to be responsible for their own behaviour. Any adult working in school will follow the procedures in the policy. We do not accept any form of bullying and will take all allegations seriously.

AIMS

- To create a caring school with a positive working environment for all.
- To enable children to develop a clear view of what is right and what is wrong.
- To enable children to appreciate the needs of others and society around them.

- To promote good behaviour to ensure spiritual, cultural, mental and physical development of our pupils.
- To promote the school core learning values and respect for others, property and their environment.
- To establish rules that protect the rights of all individuals.
- To establish consequences for those who break rules.

RESPONSIBILITIES

Teachers will:

- maintain a calm, organised learning environment with clear rules and routines that have been discussed and agreed with the pupils.
- establish class rules that are simple to understand and are adhered to
- provide a stimulating, differentiated curriculum to engage the interest and enthusiasm of the children
- reward good behaviour and use strategies to enhance a child's self-esteem
- use the outlined procedures (see Appendix 1 and 2) to praise children for positive behaviour shown and to effectively deal with children who display unacceptable behaviour
- show respect to everyone and be clear, consistent and fair

All adults will:

- adhere to the procedures outlined in the Behaviour policy
- treat pupils with respect and expect the same from them
- investigate the circumstances behind any unacceptable behaviour and take appropriate action.

The SENCO will:

- offer advice to teachers and help them to monitor behaviour
- enable teachers to identify targets for individual children
- refer pupils, where appropriate, to the Inclusion Team
- discuss the pupil, where appropriate, with the Educational Psychologist (EP) and any other professional external agencies
- help teachers to write risk assessments and plans
- start an Early Help Plan where needed

Pupils will:

- be polite and show respect to everyone
- uphold the school values and school motto
- be encouraged to always tell the truth
- make positive choices and be reflective when things have gone wrong
- develop a positive 'Growth Mindset' and attitude to learning
- follow the school rules and take responsibility for their own behaviour
- work hard to develop the school core learning and WWO skills

Parents will be expected to:

- support the school in matters of discipline and reinforce school rules at home
- ensure that their children have good attendance and arrive at school on time, with the appropriate resources
- encourage and support their children so that they can participate fully in school
- be good role models setting a good example to their children
- sign and support the Home-School Agreement

The Headteacher will:

- determine the standard of acceptable behaviour in the school and support the school community in achieving this
- regularly monitor the behaviour and conduct of pupils
- use assemblies to promote, encourage and reward good behaviour, good manners and achievements
- promote the house system and use of house points for rewarding positive behaviour
- keep the Governing Body informed on standards of behaviour in school

The Governing Body will:

- have general responsibility for monitoring high standards of discipline in the school and approve and regularly review the Behaviour Policy
- delegate the day-to-day procedures and practice to the Headteacher
- deal with any complaints that are unable to be resolved through discussion and negotiation with the Headteacher and staff.

PROCEDURES

Please see Appendix 1 and 2 for specific guidance on rewards and consequences agreed by all members of staff.

Adults will fairly and consistently apply the Behaviour Management policy.

Each class teacher will establish clear routines and a class charter/rules with their class each September to complement the school rules. These will be regularly revisited for discussion and reinforcement. Class teachers will ensure that children take ownership of the rules. Class Teachers will support the children to develop their skills in the core learning values and skills and the WWO foci skills.

All adults will respond to children positively and act as role models. Adults will use praise and reward to promote good behaviour. This can be through being given verbal praise, stickers, house points, their name on the recognition board, showing their work to other adults, sharing their work with the Headteacher, be awarded a Star of the Week certificate, Golden tickets, having a book vending machine tokens and being recognised in assembly on Fridays. They may also have a postcard sent home to share positive attitudes to learning.

Adults will talk to children calmly but firmly, when necessary, making it clear what is expected of the child. If a child does not respond to this then the adult will give choices and consequences. Children who show poor behaviour may be referred to another adult, be asked to miss some of their playtime or lunchtime. They can also be sent directly to the Headteacher or Deputy Head. Adults have a red card that enables them to send for help if they are dealing with a disruptive child and need support. Any adult receiving a red card must respond immediately and the child may be withdrawn and receive 'Time Out' in a supervised place. Parents may be notified and a record kept of the incident.

There should be a debrief session once all involved have calmed down. Incidents should be recorded. For low-level incidents, classroom staff should keep records on the coral form in the classroom green folders. For incidents outside of the classroom, a green form should be completed and given to the Headteacher or Deputy Headteacher. These forms are monitored by senior leaders. Further support and advice may be sought from external agencies such as the Educational Psychologist or the MHST (Mental Health Schools Team), if necessary. The Learning Mentor may be assigned to work with children who are having friendship problems or who are finding it difficult to manage their emotions.

Playtime procedures

These should be discussed with the children to maintain consistency and clarity. The children will walk calmly out to the playground. A rota is in place for children to go on the pirate ship, to spend time in the Outside Oasis, to use the Active All boards and to go in the Quiet Chill Out area. The outside book boxes and blankets are available in the warmer months. Teaching Assistants and Midday Supervisors will be proactive on the playground; they will participate in supporting games and activities undertaken by the children and encourage and support pupils to resolve differences of a minor nature for themselves. For children who don't have anyone to play with or who have worries, they can drop into the Well-being HQ for support from the Well-being Champions.

Fighting, physical aggression and hurtful words that are likely to hurt a child or their feelings, will not be tolerated. If a child misbehaves, the adult may ask the child to walk with them or give them time out to calm down. Further help should be sought from the Headteacher or Deputy Headteacher if a child does not respond to firm but polite requests.

Return to class

At the end of break time, the children will walk calmly back to their classroom. The School Council retrieve any equipment left outside (e.g. the Active All gloves) and put them away. Playtime and lunch time staff will communicate any issues or incidents to class teachers. If necessary, a green form will be passed to the class teacher and then to the Headteacher or Deputy Headteacher.

Wet Playtime

Quiet activities, organised by the class teacher, will be available for the children to do in the classroom. Staff on duty and Midday Supervisors will be in charge and children will be expected to respond to what they say.

Bullying

We believe that everyone has the right to feel safe, happy and to learn at school. Bullying involves the dominance of one pupil by another or a group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident. It may involve physical, verbal or mental intimidation. Bullying is very rare at Bartons because any signs of unkindness or poor behaviour towards another child is dealt with swiftly. Children are encouraged to tell an adult when things are not going well.

Bullying will not be tolerated at Bartons Primary School and all adults must be alert to any signs and act promptly and firmly to eliminate it. All incidents are taken seriously, and pupils must be made aware that any form of bullying is unacceptable.

Teachers will ensure that through the RSHE curriculum, assemblies, the core learning values and skills and WWO work that there will be regular opportunities for discussions with the children about how to recognise and deal with bullying. These discussions will also reinforce the message that bullying will not be tolerated at Bartons.

If bullying is suspected or reported:

- The Class teacher will keep a written record on the coral form in their green folder
- Other teaching and support staff will be informed
- The Headteacher will be informed, and parents may be notified
- An action plan may be formulated
- If necessary, a Positive Behaviour chart will be put in place.

Pupils will:

- Be taught strategies of how to recognise bullying behaviour
- Be encouraged to tell the truth

- Be encouraged to talk to a trusted member of staff about any incidents of poor behaviour affecting them or upsetting them
- Walk away and get help if they witness or encounter an incident
- Make good choices about how they act and what they say to others
- Be asked to reflect on their own conduct

Poor behaviour can take place outside of school online and via social media. This could be children being unkind to others in phone messaging apps or posting harmful things online. Whilst children can bring mobile phones to school, they must be switched off as soon as they reach the school site and hand them in until the end of the day. As soon as the school is alerted to the poor use of social media, parents will be informed and the pupils concerned will be spoken to. In serious cases, a letter will be sent to all parents/carers to make them aware of issues emerging online and advice will be given to offer support to parents/carers. This advice to parents/carers may include, contacting the police if a child has received online messages or content which are inappropriate and offensive. The school website has lots of information for parents/carers and can signpost them to useful web pages for advice.

Racist Incidents or Hate Crimes

Racist incidents can take many forms, and such incidents will be taken seriously. It will be made clear to the children that racial harassment will not be tolerated. Any incidents will be reported to the Governing Body and to WSCC using their pro-forma and according to their procedures.

Violent and Persistent Disruptive Behaviour

If a child shows violent or persistent disruptive behaviour towards an adult or another pupil they will be removed from the classroom or school environment e.g. the lunch hall. Adults will use the red card to summon help. Senior leaders will use Team Teach approaches to de-escalate the situation or positive handling to remove a child from the space, if required. In certain situations, a classroom or teaching space maybe evacuated to protect pupils in the class from a disruptive dysregulated pupil. Parents will be informed, and the incident will be recorded. If there is persistent aggressive or disruptive behaviour, it may lead to fixed-term suspension. The WSCC procedures for suspension and exclusion will be followed. In extreme cases, permanent exclusion will be considered. After the suspended child has returned to school, they may be placed on a PSP (Pastoral Support Plan) which sets out clear targets to work on with fortnightly meetings with the school senior leaders and the parents/carers. This is to work together to support the pupil with their behaviour. If needed, external professional agency advice will be sought.

Positive handling

At Bartons we will follow the guidance and procedures set out by WSCC and Team Teach. Staff members will undertake training, as required, to ensure that de-escalation strategies are used before positive handling is implemented.

Appendix 1: Bartons Primary School Behaviour Scale:

Expectations of children's behaviour are set out in the behaviour policy and are reinforced by each class's charter/rules. These are embedded through the school learning values, assemblies, RSHE lessons and in all aspects of school life. Positive behaviour is rewarded (see appendix 2) and we use the phrase, 'Catch them being good' to recognise any aspects of positive behaviour.

In the event of poor behaviour, the following protocol will be followed by all staff:

Where has this happened?	Behaviour Stage and Explanation	Consequence of Behaviour
In class/lunch hall	1. Minor disruption.	Warning given by adult. Teacher informed. Teacher reinforces class behaviour expectations with the pupil and potential sanctions are explained.
Playground	1. Argument/minor altercation with another pupil.	
In class/lunch hall	2. Disruption continues e.g. refusal to work, out of their seat continually, excessive talking, rudeness, not following adults' instructions, stopping others from learning.	Pupil offered 'time-out' (out of the classroom in a safe space) to calm down ready to return for learning. The pupil could be out of class for a short time. A coral form in green folder must be filled out and a record made in class green folder. At the teacher's discretion, a child could be out of class for the remainder of the lesson or sent to another class to work in.
Playground	2. Pupil continues with unacceptable behaviour e.g. defiance and rudeness, inappropriate actions, playing too roughly, being unkind with their words/hurting others.	The class teacher must be informed. Pupil sent inside to HT/DHT. Loss of playtime will be considered depending on individual and incident. A green behaviour form must be completed. Teacher to speak to parent.
In class/ lunch hall	3. The level of disruptive behaviour escalates or is persistent over time, e.g. physical aggression towards another pupil or to an adult, saying hurtful things/ racist/inappropriate comments, spitting, purposeful breaking or damaging of school property, swearing, shouting or general rudeness and refusal to follow instructions by any adult.	Pupil is sent to HT/DHT, or senior leaders are sent for. The child will be asked to leave with them. A green form filled out by the class teacher or MMS. Class teacher or HT/DHT to contact home. The pupil may miss playtimes, lunchtimes or extra-curricular clubs at HT/DHT's discretion. The pupil may have to work outside the classroom for a fixed amount of time. This could be working outside senior leaders' offices. For unsafe behaviour, staff may consider limiting/stopping the pupil's attendance on school trips or special school events. The pupil may be put on a positive behaviour chart with targets to work towards. The pupil will see senior leaders twice a day to discuss their behaviour. A copy of the chart will go home to parents at the end of the week.
Playground	3. As all above and including playing games that are inappropriate, dangerous or previously banned.	
In class/lunch hall	4. Poor behaviour persists	As above.
Playground		Parent invited to meeting with teacher and HT/DHT. Child maybe at risk of suspension.
In class/lunch hall	5. All the above but may include isolated dangerous	At this level the HT has the right to enforce either a Fixed Term suspension or in extreme
Playground		

	incidents including: <ul style="list-style-type: none"> Physical assault/s against a pupil or adult. Verbal/threatening behaviour against a pupil/adult. Bullying behaviour Persistent disruptive behaviour over time. Dangerous play Misconduct which may include the following: theft, inappropriate sexualised behaviour, online inappropriate behaviour, racism, acts of violence or vandalism. 	circumstances a Permanent Exclusion. Following a fixed term suspension, the pupil will be placed on a PSP (pastoral support plan).
Online Behaviour outside of school	1. Disagreements or unkindness between children on social media apps or messaging reported in school.	Children are taught how to stay safe online through RSHE and Computing lessons. Class teachers will discuss the impact of unkindness online in class to stop further issues. Parents/carers will be alerted to the issues brought into school. Advice will be given e.g. encouraging parents/carers to check pupil's phones and to put limits on their use. Parents/carers will be signposted to useful online websites and information.

Appendix 2: Bartons Primary School- Positive Behaviour Incentives

Expectations of children's behaviour are set out in the behaviour policy and are reinforced by each class's charter/rules. These are embedded through the school learning values, assemblies, RSHE lessons and in all aspects of school life. Good behaviour will be rewarded in the following ways:

Types of behaviour	Rewards
1. Pupil is observed following class charter/school rules and expectations. 1. Pupil demonstrates good manners, respect and courtesy to others.	Pupils' name is put on the recognition board. Positive behaviour is verbally reinforced and rewarded with a house point and stickers.
2. Pupil consistently follows class code of conduct/rules.	Frequent house points can be given to recognise achievement and positive attitudes.
2. Pupil is observed being kind and helpful to others.	Teachers can use their own rewards in class to acknowledge all manner of positive behaviours.
2. Pupil is consistently demonstrating positive behaviour in class and around the school.	Children can show their work in assembly and be sent to the senior leaders for positive recognition for great work.
2. Pupil is observed carrying out positive learning behaviours towards their learning	

and work.	
<p>3. Pupil is consistently well behaved and demonstrates the Team Bartons school values, ethos and rules.</p> <p>3. Pupil demonstrates great effort and achievement in work done at home for homework or independently.</p>	<p>3 house points can be given.</p> <p>Teacher speaks to parent about the positive behaviour shown. Pupil can be awarded the Star of the Week or sent to the HT/DHT for positive reinforcement and praise. HT can award a Golden Ticket for excellent achievement.</p> <p>Vending machine tokens can be awarded by the HT or DHT for excellent achievement or consistent positive learning attitudes.</p> <p>For long standing achievement selected Year 6 pupils are awarded trophies at the end of the year in the Leavers assembly.</p>
4. Recognition of a pupil who has demonstrated improved behaviour having had some difficulties previously.	<p>House points should be given.</p> <p>HT/DHT can contact parents to congratulate the positive progress. This could be a postcard home, house points, certificates, stickers, vending machine token etc.</p>