



Positive Behaviour Policy

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BARLEY LANE PRIMARY SCHOOL

Positive Behaviour Policy

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Policy Aims

We aim to provide clearly stated expectations of what constitutes acceptable behaviour combined with effective strategies for managing behaviour. To be effective these expectations must be consistently followed by all members of staff in the school.

It is important that every adult must act as a good role model with their own behaviour and actions. The best way to deal with poor behaviour is to establish a positive ethos where pupils are valued for being good.

Proactively dealing with behaviour issues before they occur e.g. by planning high quality, motivating lessons, by consistent use of praise around the school and by establishing a high-quality learning environment ensures that incidents of poor conduct are minimised.

Equality

The school expects that all members of the community apply this policy consistently, fairly and without prejudice to all pupils in our community. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or

belief, sexual orientation, or because of gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Atmosphere / Ethos

Our school motto is *Believe in yourself, Learn together, Persevere, and Succeed*. Our 5 core values are *Compassion, Honesty, Respect, Responsibility and Resilience*. The motto and values will be a key focus for assembly themes as well as being taught through areas of the curriculum. The school has 3 rules: *be kind, be respectful, be ready to learn*. The motto, values and rules will be displayed in every classroom and in corridors to remind adults and children that we are working together to ensure that everyone feels happy, safe and secure.

The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that a pupil has, which in turn impacts on the pupils behaviour. Therefore, at Barley Lane Primary School we strive to ensure that:

- All staff have high expectations of pupil behaviour and their ability to make progress
- Staff constantly and consistently praise the whole class and each pupil in class
- Staff use positive language when talking about pupils learning and behaviour, both in front and away from pupils
- All adults act as good role models to the pupils
- Any negative comments refer only to the behaviour that the pupil has displayed and not about the pupil personally
- Adults should not use sarcasm to embarrass a pupil and never publicly ridicule a pupil
- Adults avoid shouting, except in extreme situations (remember the less we shout the more effective it is if we need to)
- In every possible situation and all areas e.g. class, playground, assembly, dining hall, ALL adults model the behaviour they expect from our pupils
- In every possible situation and all areas e.g. class, playground, assembly, dining hall, ALL adults praise pupils displaying the good behaviour expected at this school
- Children will respect each other and take responsibility for their own behaviour
- Children should conduct themselves sensibly at all times in and around the school, and be good ambassadors when off-site

Rewarding and celebrating positive behaviour

It is important for all staff to praise pupils for good behaviour and good learning at every opportunity. We reward pupils with gold tokens which will go into their house container in the classroom and the teacher will give them a star in their house colour to go on the class sticker chart. Certificates may also be awarded at the end of the week in 'Worker of the Week' assembly. We want pupils to recognise that the real rewards come from the praise they get from adults, which gives them confidence and makes them feel proud of themselves. The

feeling they get from their own achievements and the positive way that they are valued by the people around them, has long term effects that in turn affect the way they relate to others. At the same time, staff strive to ensure that the giving of rewards is balanced, fair and equitable (e.g. we do not 'over reward' disruptive pupils.)

Rewards include:

- Verbal praise/congratulations, explaining why they are being praised
- Gold tokens that go into their house container
- Worker of the Week award
- Sending pupils with good work to the Year Group Leader or Assistant Headteacher
- The Headteacher and Deputy Headteachers award special stickers and certificates to pupils either for their consistent good work or behaviour, or to acknowledge outstanding efforts or acts of kindness in school
- Displaying work around the classroom and school
- Weekly attendance certificates for whole classes
- Termly attendance certificates for individual pupils
- Being voted as a school council representative by their class
- Being chosen to be a young leader
- Being chosen to be an advocate

House Points System

The house point system is the main reward system across the school and encourages pupils to both work as team, as well as working towards their own personal goals. All pupils are allocated a house when they join the school and remain in that house until they leave. The houses are as follows:

Buckingham Palace (Blue)

London Eye (Green)

Houses of Parliament (Red)

Shard (Yellow)

House lists will be displayed in the classroom, with photographs of the landmarks. House captains are allocated for each house from Year 6 (a boy and a girl). Pupils can be awarded house points (gold tokens) from any member of staff for good behaviour, effort, achievements etc. When a child is awarded a house point, they put it in their house container in the classroom and the teacher gives them a star in their house colour to be displayed on the star chart in the classroom. Rewards will be awarded to celebrate amounts of stars collected:

- 5 stars – certificate to be awarded by teacher in the classroom
- 10 stars – certificate to be awarded in Friday's assembly
- 20 stars – Barley Lane pencil
- 25 stars – bronze certificate
- 50 stars – silver certificate
- 100 stars – gold certificate and text home

House point totals are collected on a Thursday afternoon by the house captains to be announced in the Awards assembly. House prizes will be awarded at the end of each half term.

WOW Awards

WOW (Worker of the Week) awards will be given out in Friday's assembly. This is a certificate for one pupil per class who has demonstrated good achievement for either learning, effort or behaviour.

Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models and through praising children who display the expected behaviour. Pupils are taught about good behaviour through teaching and applying the school rules:

Be kind

Be respectful

Be ready to learn

During PSHE lessons, pupils are taught how to become good citizens. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism.

Assemblies are used to teach the values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions.

Behaviour Expectations In and Around School (including wet playtimes and on school trips)

When moving around the school children are expected to:

- Walk quietly and sensibly
- Greet others warmly and respectfully
- Let adults go first
- Open doors for others
- Show consideration for others working in lessons

In the classroom during lesson time children are expected to:

- Move around the classroom quietly and sensibly

- Be quiet when the teacher is talking or at other times when they are expected to listen
- Being engaged
- Appropriate use of voice (classroom voices, talk partner voices etc.)
- Being ready for learning, prepared etc.
- Group cooperation
- Valuing contributions
- Productivity – achieving their potential, always putting in their best effort
- Being confident to ask for help
- Ensure they do not disturb children around them
- Make sure they are always on task
- Show consideration for others
- Keep the classroom tidy and manage equipment sensibly and safely
- Be kind to one another
- Wait their turn

In the classroom during wet playtime children are expected to:

- Follow the rules that apply to lesson times
- Listen to adults
- Be sitting down with something to do
- Remember not to use glue, scissors, water or sand
- Ask to go to the toilet
- Use allocated wet play equipment
- Clear up in time to start lessons
- Not allowed access to computers, whiteboards and pens

In the playground children are expected to:

- Act courteously towards one another
- Use playground equipment safely
- Use self-control and not fight or swear
- Take care of living things
- Tell an adult if anyone is hurt
- Behave when using the toilets
- Look after lonely or new children
- Play games with consideration for others
- Stand still and quiet when the bell is rung
- Line up sensibly and quietly

In the playground **before or after school** children are expected to:

- Stay on the playground and not on the field
- Remember not to play any ball games
- Vacate the playground promptly
- Stay off trim trail and climbing frame; do not play in the Reception outdoor area

On school trips children are expected to:

- Be good ambassadors for our school
- Listen to instructions carefully
- Wear seat belts when travelling by coach
- Act courteously and politely
- Stay with your designated adult

Outside of school children are expected to:

- Be good ambassadors for our school
- Walk to and from school sensibly
- Be polite and courteous
- Look after our environment
- Use good manners at all times

Behaviour Management Steps and Sanctions

Alongside positive reinforcement for appropriate behaviour, all classes use a traffic light system to manage classroom behaviour. This is a whole school approach to general classroom behaviour management. The class teacher deals with most behaviour issues, but others are expected to deal with anything they see around the school.

Where there have been three classroom incidents for the same child, the case can be escalated to the Year Group Leader. They will either meet with parents and/or decide to pass it on to the Assistant Head or Deputy Head who will then do the same or make the decision to pass to the Headteacher. The Headteacher should only be dealing with the most serious cases, but must be kept informed of potential problems at all times.

<p>Children start each day on green and can be moved to gold for exceptional behaviour Green to Gold</p>	<p>Being a positive role model for others in any aspect of school life Demonstrating the school rules continuously Supporting their peers, particularly more vulnerable children</p>
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Classroom Scale of Sanctions:

<p>Verbal Warning</p>	<p>Not following an instruction first time, or ignoring instructions. Distracting behaviour e.g. talking whilst a teacher or child is talking to the class, tapping an object, fiddling with something that causes distraction to another e.g. playing with another child's hair. Writing on another child's work Rocking on a chair Not lining up when requested to do so Taking sweets, chocolate or toys into school Taking pencil cases or other disallowed items into school</p> <p>This is not an exhaustive list but is an example of the types of behaviour that warrant a warning.</p>
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	<p>It is important to include choice at the early stage and to be clear about the behaviour you want to see. E.g.: <i>Please put your pencil on the table.</i> <i>Please stop kicking the ball when the bell rings.</i></p>
<p>Green/Gold to Yellow</p>	<p>If the child has already been warned about the same behaviour or something else and does not follow the rules, they will be moved to Yellow by the teacher. Time (5 minutes maximum) will be spent in class at playtime or lunchtime with the teacher who moved them.</p> <p>Child moved to yellow should be logged on a class notebook so that a pattern can be seen for individual children (who may not be moved further down).</p> <p>KS1 children can move back to green after staying in to allow them the opportunity to improve in the next lesson. If this takes place in the afternoon, the child should stay in at playtime the following day but start this day on green.</p> <p>KS2 children can move back to green the following day.</p>
<p>Yellow to Orange</p>	<p>If a child is still demonstrating the above behaviours and warnings given, moved to Orange.</p> <p>Other behaviours as below are demonstrated: - Throwing an object to someone - Making unkind/demeaning comments e.g. -You're rubbish etc. (not racist, sexist or homophobic) - Playground arguments that continue into class</p> <p>This will result in the child's name being moved to orange and recorded onto ScholarPack in the child's profile under Conduct, Classroom Incidents.</p> <p>Time (15 minutes) will be missed from playtime or lunchtime in class with the teacher who moved their name to orange.</p> <p>KS1: If children have been moved to yellow earlier that day and had their consequence, they will be back on green. However, if the behaviour persists they should be moved straight to orange.</p>

<p>Orange to Red</p> <p>(Time out of class with Year Group Leader)</p>	<p>If the behaviour continues despite one further warning, the teacher will move the child to red This will result in time out in another class, usually the Year Group Leader’s classroom. Children to sit at a table, on carpet only if the rest of the class are (carpet time). If this child is already in a YGL’s class, they will be sent to the other YGL in this phase.</p> <p>Other behaviours that result in immediate removal from class and moving to red include:</p> <ul style="list-style-type: none"> - Hurting another child deliberately e.g. Pinching/biting/hitting/pushing over etc. - Throwing an object at someone, with or without the intent to harm, but resulting in no physical harm being caused. <p>This must be recorded on ScholarPack in Conduct > Classroom incidents.</p> <p>Year Group Leaders should note who is being sent to them regularly and liaise with the teacher and Pastoral Manager.</p> <p>If sent to the Year Group Leader 3 times, a meeting will be requested with parents and YGL and logged under ScholarPack in the child’s profile under Conduct > Parent Meetings.</p>
<p>Straight to Assistant Headteacher’s classroom</p> <p>To Mrs Bansal for FS, KS1 and to Mrs Rogers for KS2</p>	<p>If the following behaviour is demonstrated in class, children are sent to AHT:</p> <ul style="list-style-type: none"> - Racist and homophobic comments - Incidents that can be interpreted as bullying <p>These incidents will be recorded onto ScholarPack in Conduct> incidents Racist and homophobic incidents need to be recorded on the appropriate form – see Pastoral Manager.</p> <p>A meeting will be held with parents and recorded on ScholarPack in the child’s profile under Conduct, Parent Meetings</p>
<p>Straight to Deputy Headteacher</p> <p>Internal exclusions: see guidance below</p>	<p>Repeats of the above, which could result in an internal exclusion.</p> <ul style="list-style-type: none"> - Deliberate racist and homophobic comments - Threatening behaviours - Bringing tobacco products or vapes to school - Throwing dangerous objects - Sexualised behaviour and comments - Showing private body parts or exposing other children’s private body parts - Assaulting another child or member of staff - Misuse of the internet - Interfering with fire equipment - Deliberately setting off the fire alarm - Vandalising school property <p>These incidents will be recorded onto ScholarPack under Conduct, Classroom or Playground incidents and a meeting will be held with parents.</p>

<p>Exclusion</p> <p>Exclusion decisions will be made by the Headteacher only. Parents notified in advance and the chair of governors will also be notified.</p>	<p>Pupils will be excluded only as a last resort. Usually previous behaviour will be a major factor in reaching that decision.</p> <p>Types of negative behaviour include emotional abuse, verbal abuse, written abuse, physical abuse and abuse of property, discrimination, non-compliance with school rules other pupils or staff.</p> <p>Extreme incidents may warrant some form of exclusion:</p> <ul style="list-style-type: none"> - Use of weapons - Strangulation - Throwing dangerous objects - Stabbing - Use of drugs, alcohol - Misuse of medicine
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Playground Sanctions:

When incidents happen at playtime or lunchtime, the adult dealing with this will record it in the 'conduct' section of ScholarPack. If they need to, the child will spend time missing their play for a period of time before being allowed to play again. Time will be spent with an adult who is on duty. For more serious incidents, the member of the Senior Leadership team who is on duty needs to be informed, must investigate and liaise with staff and parents (see lunchtime rota). Support staff have their own notebooks to record incidents; teachers enter their own logs on Scholarpack.

Behaviour Report Card and Personal Support Plan

When a child is consistently finding it difficult to behave appropriately and a Year Group Leader has met with parents twice, they will be placed on a behaviour report card for two weeks. Class teachers will fill in positive or negative aspects of the child's behaviour for each session and the child will bring this to the Headteacher or Deputy Headteacher at the end of every day.

If after two weeks, the report system is not working, a personal support plan may be considered with support from the Pastoral Manager. This will be written in liaison with the class teacher, child and parents and will be reviewed every six weeks. The Headteacher and Deputy Headteachers will need to know who has a personal support plan in place. These will be held centrally on Office 365.

Consequences

Children need to have a clear understanding of the consequences of their actions, and have a full understanding of why they are required.

If consequences are required, try to make it 'fit the crime'. Staff should not give out lines, ask children to sit on the floor/ground or humiliate children in anyway. Collective punishment should be kept to a minimum, particularly in cases where the perpetrators are known e.g. banning the whole class from playing football is not a solution where a small number of children are responsible for misbehaving. Staff should not ask children to decide on consequences.

Exclusion

Internal Exclusions

Internal exclusion decisions are made by the deputy headteacher or headteacher. They should be recorded on Scholarpack under Conduct > Internal Exclusions. Parents will be notified by the deputy or headteacher beforehand if possible, but in some cases internal exclusion could take place before parents have been notified.

Fixed Term External Exclusions

The Headteacher will decide whether to exclude a pupil, for a fixed term or permanently considering all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school. Parents are notified in person and writing and the class teacher should provide work to the child and there is an expectation that this work is completed. A reintegration meeting takes place between the child, parent and headteacher or deputy headteacher on the day of return. Parents have the right to make representations to the governing body after the event.

Support Systems for Pupils with Additional Needs

For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as the local authority's Behaviour and Inclusion Team, EWMHS, New Rush Hall etc. The school recognises that children with additional needs require the security of boundaries and the same high expectations for behaviour. Additional support may be required, however these pupils are not exempt from the consequences outlined in this policy.

Pupils with special educational needs relating to behaviour are given specific targets on their individual education plan to support them in making progress in this area. As part of this IEP they may also have their own individual reward and sanction system which has been determined by the class teacher, pastoral manager and SENCo, with the involvement of the pupil and parents. They may also receive additional support from an LTA or outreach from an external agency.

The Use of Reasonable Force

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact with pupils. Force is usually used to either **control** or **restrain**. This

can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstance' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a situation or room.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstance, for example when two pupils are fighting and refusing to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it is not always possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school who has received positive handling training but may also apply to people whom the head has designated or who temporarily assists a trained member of staff.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for disabled children and children with SEN.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Telling parents when force has been used on their child

The pastoral manager or member of the Senior Leadership team will speak to parents about serious incidents involving the use of force and the adults involved will complete a positive handling form.

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The school will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made. This guidance makes it clear that a person must not be suspended automatically, or without careful thought.

The school will consider carefully where the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is made to suspend a member of staff, the school will ensure that the staff member has access to a named contact that can provide support.

The governing body should always consider whether the staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against them.

As employers, schools and local authorities have a duty of care towards their employees. The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

The role of the school leadership team

The responsibility of ensuring positive behaviour management is shared across the whole staff.

Members of the Senior Leadership Team will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and movement to and from assembly. Leaders will regularly walk around the building, go into classrooms and support teachers in their application of this policy.

Governors regularly monitor the effectiveness of this policy.

The role of parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child’s successes as well as

informing them if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will share and discuss strategies so that parents can better support at home.

We have a zero-tolerance approach towards aggressive behaviour from parents. Do not talk to parents/carers who are behaving in this manner. If parents appear to be getting aggressive, always refer them to the headteacher or ask another member of staff to fetch the Headteacher or a member of the Senior Leadership team. Do not see parents after school alone, without making sure a colleague is aware and around.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact the Year Group Leader, then if necessary Assistant Headteacher, Deputy Headteacher, then if necessary, the Headteacher. If the concern lies with the Headteacher, parents should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Monitoring

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

Incidents are recorded by staff on Scholarpack and this is monitored to ensure pupils receive the appropriate support. Teachers will inform parents of incidents and when necessary, year group leaders will meet with class teachers and parents if there continues to be a high level of incidents. If there is no improvement, this will then be escalated to a senior member of staff.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

This policy will be reviewed every two years. It may however be reviewed earlier than this if the government introduces new regulations.



Positive Behaviour at Barley Lane

At Barley Lane Primary School, it is important that we all work together to ensure that everyone feels happy, safe and ready to learn. Positive behaviour and attitudes to learning will be rewarded with a **gold** token for our house and a star on our class chart. Every child will start the day on **Green**.

Our School Motto

Believe in yourself, Learn together, Persevere and Succeed

Our Values

Compassion, Honesty, Respect, Responsibility, Resilience

Our School Rules



Be kind



Be respectful



Be ready to learn

Individual Rewards	Classroom Consequences
<ul style="list-style-type: none"> • 5 stars: Certificate in class • 10 stars: Certificate in assembly • 20 stars: Barley Lane pencil • 25 stars: Bronze Certificate • 50 stars: Silver Certificate • 100 stars: Gold Certificate 	<ul style="list-style-type: none"> • Verbal Warning • Move to Yellow (5mins; teacher notebook) • Move to Orange (15 mins miss playtime or lunchtime in the classroom with the teacher; Scholarpack) • Move to Red and work in Year Group Leader's class (Scholarpack) • If behaviour still does not improve, time may need to be spent with the Assistant Headteacher, Deputy Headteacher or Headteacher (Scholarpack)
Rewards	Breaktime & Lunchtime Consequences
<ul style="list-style-type: none"> • Start on Green • Move to Gold for individual effort • Gold tokens for individual effort • House points collected on Thurs • Weekly: house cup • Each half term: house prize • End of year: afternoon celebration 	Time spent with an adult on duty