



## Behaviour Policy

Barrow Hedges Primary School has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to preempt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour. We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships.

We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately. We give children choices and make it clear as to the consequences of the choices they make.

At Barrow Hedges we recognise the values of the UNICEF Rights respecting Schools Programme as the basis of all our expectations for the children. We believe that children have rights and responsibilities:

### **Every child has the right to:**

- Feel safe and secure in school at all times and in all places in and around the school.
- Be able to get on with work and to play without threat or disruption from others.
- Be treated kindly and sensitively by adults in order that he/she may learn to empathise with others and learn to treat others likewise.
- Understand differences between individuals.

### **Every child is responsible for:**

- Care and consideration towards other people and our school.
- Considering their own actions, reflecting on them and considering strategies to use in the future.
- Adhering to the four "Core Values"

It is also important to note that we are a school that celebrates difference and this also applies to behaviour, meaning some children will require different responses to their behaviour than others.

### *In order to fulfil this approach:*

- A consistent behaviour system (3 6 9) is in place throughout the school – Details are provided within this document.
- Behaviour tracking allows senior staff to monitor individual pupil's behaviour so that where required, support can be provided to pupils who may experience difficulties when managing their own behaviour.
- Staff are kept regularly updated with any changes to our behaviour policy or guidelines which maintains consistency.
- Pupils are regularly encouraged to explore core values that relate to behaviour such as: Care, Honesty, Respect and Responsibility.
- Where behaviour incidents do occur, pupils are encouraged to reflect on their behaviour and trained staff work with them in order to support their development in this area.

### **We expect all adults and children to:**

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

### **BEHAVIOUR IN THE EARLY YEARS FOUNDATION STAGE**

In order to support children to build positive relationships with peers and adults in the Early Foundation Stage we have five key rules that are followed. These rules reflect and support the whole school approach, including the core values of Care, Honesty, Respect and Responsibility.

The five key rules are:

1. Walk carefully
2. Look after our toys
3. Listen to others
4. Be kind to everyone
5. Take turns and share

Other strategies used in this phase:

- We encourage positive behaviour and positive interactions by rewarding children using stickers and constant praise.
- In Nursery, children may be given time out to think about of their actions – they are provided with support to help solve any difficulties.
- In Reception, we have a behaviour display of a rainbow, sun, thinking cloud and stormy cloud. This is used to reward children for their positive behaviour and help them to consider their inappropriate actions.
- We encourage parents/carers to talk about these rules with their children.

### **POSITIVE REINFORCEMENT AND AWARDS**

#### **Core Values**

The school talks about values regularly and how these are reflected in children's behaviour.

#### **Class rules**

Each class create their own set of class rules at the start of each academic year. The rules are worded positively, are an integral part of every class and may change and evolve over the year.

#### **Responsibility**

Children are given responsibility in class and around school in a variety of ways ranging from House and Vice Prefects (in Year 6), class monitors, buddies, sports leaders as well as through the school council.

#### **Curriculum**

We strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. We encourage systems and routines to keep well ordered classrooms (for further details see the 'Staff Handbook').

**Barney Awards** – celebrated in weekly assembly. These focus on positive behaviours for learning, such as where children showed perseverance, or for working well on a group project.

**Celebration boards** – each class has a celebration board on which 'Special Friends', 'Star Students' or 'Table Groups' are chosen on a regular basis.

**Stickers and Midday Supervisor Cards** - given out by teachers, Teaching Assistants and Midday Supervisors for effort with work and behaviour and achievement in work. Taken home to be shared with parents/carers.

**Marble Jar** – the class work towards a negotiated 'treat' by earning marbles for times when the whole class has behaved or worked appropriately. The number of marbles needed is agreed with the class. (Marbles are NOT taken out!)

**Lunchtime Award** – Midday Assistants choose a different class each week for positive behaviour such as sensible lining up; eating their lunch sensibly. The class is awarded a certificate and this is presented in the Friday Whole School Assembly.

**Rainbow chart / points** — Up in each Reception and Key Stage 1 classroom. Children are rewarded for positive work and behaviour.

**Bronze, Silver, Gold and Super Gold awards** – Key Stage 1 children earn points for positive work and behaviour. On completion of each award they visit the Headteacher for a sticker and their name is added to the Gold Book. Names are read aloud in assembly and a certificate is sent home for celebration.

**House points** - Each child in KS2 is allocated to one of the 6 Houses. Given out by adults for achievement in work or behaviour. Goes towards half termly house point reward. This will be announced in a Friday Whole School Assembly on a weekly basis.

**Bons points** – The French teacher awards 'bons points' to children in Key Stage 2 to encourage them to understand how to be a positive learner of a modern foreign language. She rewards those children who show good personal organisation skills, good behaviour, effort, thinking and listening, as well as positive efforts in homework. She will recognise when children are showing improvement in any of these areas and when they are working hard on their French and using good pronunciation. Children keep a tally of their bp in their French folders. 'La Star de la Classe' certificate is awarded termly to the child with the most bp in each class. Other children in the class are awarded house points for collecting enough bp.

**The values and school rules are reinforced by the adults in school by:**

Giving clear and concise directions to children so that misunderstandings do not arise  
Praising pupils who comply  
Backing up verbal praise with action

**INAPPROPRIATE BEHAVIOUR**

At Barrow Hedges, we will not tolerate behaviour which impacts on other people's learning and /or safety.

Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

In each class the classroom teacher and the children will agree a clear system outlining the steps that will take place if inappropriate behaviour occurs.

When a child behaves inappropriately the decisions made by the adults must not be led by the children's demands/behaviours.

## The 3,6,9 Behaviour System for Inappropriate Behaviour

The Barrow Hedges Behaviour Management System was designed so that a consistent approach to tackling unacceptable behaviour is used by all staff. There are two main sheets: the class behaviour sheet, and the 3 6 9 sheet. The class behaviour sheet is kept by the teacher responsible for the class and is a portable document kept on a clip board which is taken wherever the class's learning is taking place, including assemblies. The 3 6 9 sheet is held centrally.

### How the 'Class Behaviour Sheet' is used:

- At the start of every teaching session, the teacher will set expectations for good behaviour, for example: good sitting, good listening and making it clear as to if and when children should be working silently.
- If a child does not conform to the set expectations for the class they are given an individual reminder.
- First Warning: If the child has to be reminded again, their name is put on the class behaviour sheet, examples of this type of behaviour include: poking others, swinging on chairs, talking at the wrong time, continually calling out.
- Second Warning: If this behaviour persists, the 5 minutes box is ticked, and the child is given 5 minutes reflection time during the next break time. This should take place in the classroom, supervised by a member of the year group team. If the teacher is on duty they may wish to ask the TA to stay in (and release the TA for 5 mins later) or to defer the 5 mins to lunchtime. If the misdemeanour occurs in the afternoon lessons then the 5 mins should be taken from the child's playtime the next day. A highlighter should be used to denote that the child has completed their reflection time.
- Third warning: If the behaviour continues still, the child is given a 10 minutes reflection time (as above).
- Fourth warning – the child is excluded from the class for 15 minutes and sent to the office. They do not take work with them for this reflection time. A quick phone call to the office is made so admin. staff know that a child is on their way. Teachers must not leave the classroom to accompany the child but TAs can take children when available. The child will complete a reflective activity for 15 minutes at lunchtime with the designated adult. If a child gets to 15 mins on the 3 6 9 then a record of this is transferred to the individual 369 sheet in the red behaviour file, which is held centrally.

Examples of behaviour that may result in a child receiving a warning:

- Deliberately disrupting lessons
- Continually calling out
- Absence from a class without permission
- Constant, inappropriate chatting
- Unkind behaviour

There are some types of behaviour that should be recorded directly onto the 369 Sheet. Examples of behaviour that will result in an incident being recorded straight onto the 369 Sheet:

- Physical assault
- Threatening/aggressive behaviour
- Racism
- Bullying
- Non-compliance
- Swearing
- Wilful damage/destruction of property \*
- Stealing

It may arise that a child misbehaves in such a way that a more immediate fixed term/permanent exclusion is deemed necessary. This may be internal or external. In these circumstances, the Headteacher should be consulted.

\* See also Charges and Remissions policy as to how damage costs may be paid.

## **How the Central 3,6,9 Sheet is used**

The purpose of the 3 6 9 Sheet is to monitor the progress of those children who continually behave inappropriately. It is expected that this sheet will not need to be used for the majority of children at Barrow Hedges.

Class Behaviour Sheets are collected every Friday by the Admin Officer, who will check and inform class teachers if any child has accrued 20 minutes so the class teacher can inform the child's parents.

The children are placed on the 369 Sheet when:

- They have behaved in a continually disruptive way in the class/playground, accumulating 15 minutes in one day via 5, 10 minute ticks.
- They have been involved in a serious incident.
- They have accumulated 20 minutes on the classroom sheet in 5 consecutive school days. This can be, for example, 4 x 5 minutes or 2 x 10 minutes or any combination totalling 20 minutes in the duration of 5 consecutive school days. Admin Officer will check this for the class teacher each Friday and email the class teacher to let them know that a child in their class has got on the 3,6,9.

Parents are contacted by the Class Teacher every time a child is placed on the 3 6 9 sheet with the aim of working together to improve the child's behaviour. However, teachers may contact parents at other times if considered necessary.

If a child has 3 entries on their 3 6 9 Sheet, parents are sent a letter (with a copy of the sheet) from the class teacher and are invited to attend a meeting with the class teacher and phase leader to discuss how we can work together to improve the child's behaviour. Teachers should also contact the Inclusion Leader.

At stage 6, the Deputy Head will make an appointment to discuss the child's behaviour with the parents. The Head Teacher will contact parents at stage 9.

Finally, if a child reaches stage 12, the Head Teacher will decide whether it is appropriate for him/her to be excluded from school for a fixed term.

Members of the Leadership Team will regularly monitor class sheets and the red behaviour file. These sheets and files are reviewed at the end of each term with the child and class teacher, parents and where applicable, deputy and or/head teacher. Where appropriate, a child can be either be removed from the 3 6 9 system or taken back to a suitable stage.

## **Conclusion**

This policy must be read in conjunction with the school's Inclusion Policy, Anti-bullying Policy, Rights Respecting Schools Programme and Uniform Guidelines. Staff should also consult the Staff Handbook for further guidance.

The governing body will review and monitor the policy and evaluate its effectiveness.

Agreed by staff: September 2014

To be reviewed and agreed by Governors: October 2014

Next Review: September 2016



**APPENDIX 2**

**BEHAVIOUR MANAGEMENT – 3,6,9 SHEET**

Name \_\_\_\_\_

Class \_\_\_\_\_

	<i>Date</i>	<i>Behaviour</i>	<i>Consequences/Action</i>
<b>1</b>			
<b>Parents informed on</b>		<b>(date)</b>	<b>(initial)</b>
<b>2</b>			
<b>Parents informed on</b>			
<b>3</b>			
<i>Phase leader informed</i> <b>Parents informed and meeting arranged with parents and phase leader</b> <b>Notes written up and shared</b> <b>Inclusion Leader informed – SEN monitoring</b>			
<b>4</b>			
<b>Parents informed on</b>			
<b>5</b>			
<b>Parents informed on</b>			
<b>6</b>			
<i>Deputy Head and Phase leader informed</i> <b>Parents informed and meeting arranged with parents and Deputy Head (and Phase Leader)</b> <b>Notes written up and shared</b> <b>Inclusion Leader takes further action</b>			
<b>7</b>			
<b>Parents informed on</b>			
<b>8</b>			
<b>Parents informed on</b>			
<b>9</b>			
<i>Letter to parents from Headteacher – meeting arranged</i> <b>Notes written up and shared</b> <b>Inclusion Leader takes further action</b>			
<b>10</b>			
<b>11</b>			
<b>12</b>			Fixed Term Exclusion – see Headteacher notes

## APPENDIX 3



# Internal Exclusion

## FLOWCHART OF EXPECTATIONS AND ACTIONS

Internal exclusion is used with the objective to remove the pupil from class, not the school site, for disciplinary reasons. **We have no prescribed model; individual circumstances will dictate.** Good practice is to develop a clear and shared understanding about the policy and practice involved in internal exclusion. Parents will be informed when an internal exclusion is given.

### Supervision

The HT/DHT/INCO or member of Admin Team will supervise the child away from their classroom and their peers.

### Rationale

Allows immediate, short term provision in order that learning and teaching for the majority of pupils can continue uninterrupted.  
Any period of internal exclusion should be for the shortest time possible. Consideration is given to the age of the child and the severity of the inappropriate behaviour.

### Activities undertaken will include:

- Completing tasks set by the class teacher - a variety of English and Maths and problem solving exercises ready for the pupils to carry out if they finish their work.
- Completing tasks set by staff supervising internal exclusion
- Discussing the incident with an adult
- Conducting a self-review resulting in a practical outcome such as a written apology. It may also be helpful to provide some reflective questions, as a stimulus. Pupils consider the consequences of their actions and how they might put the situation right and how the same situation can be avoided in the future.

### Arrangements:

Appropriate resources, such as pens, pencils, ruler, should be available for the person supervising.  
The pupil should have access to toilets and drinking water.  
Children will always be provided with a break at the same time as their peers. However, a decision is taken as to whether the child will have their full break outside as usual or a reduced break, or a break inside. Lunch may be provided in the room or children may have their normal lunch time arrangements.  
This is all dependent on the reason for the internal exclusion.

### Conclusion

At the end of the internal exclusion, the child is welcomed back in to class "with a fresh start".