



**Barrow Hedges Primary School**

# **Behaviour**

**November 2021**

**(Next review Summer 2023)**

Other policies linked to this policy:

1. Annex to Safeguarding and Child Protection Policy – Barrow Hedges Primary School
2. Anti Bullying
3. E-Safety



## **Behaviour Policy**

Barrow Hedges Primary School has a positive and inclusive approach to managing behaviour. We believe in encouraging good choices through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate actions and choices, thus enabling us to focus on the responsible, good behaviour that is expected of our pupils. 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 help 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.

### **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'.

#### **Each member of staff is responsible for:**

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

#### **Parents are expected to:**

- Support their child in adhering to the school's behaviour policy and core values
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

**The headteacher is responsible for:**

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively when inappropriate choices have been made.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

**The governors' local committee is responsible for:**

- Monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

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:

- Consistent behaviour systems are in place throughout the school – 3 6 9 for lesson time and morning break time and a Red Card System during lunch times. These are further detailed within this document.
- Personalised systems are put into place for those children who we find may benefit from a different approach to that of the 369 and careful consideration is given in such scenarios.
- 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 actions and choices.
- Staff are kept regularly updated with any changes to our behaviour policy or guidelines, maintaining consistency.
- As a school, we adopt a Building Learning Power approach in order to cultivate the habits and attitudes of curious, confident and independent learners who are able to reflect on their own actions and choices.
- Pupils are regularly encouraged to explore core values that relate to their actions and choices such as: Care, Honesty, Respect and Responsibility.
- Where behaviour incidents do occur, pupils are encouraged to reflect on their part in any incident and trained staff work with them in order to support their development in this area.

**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 choices and positive interactions by rewarding children using stickers and constant praise.
- In Nursery, children may be given time out to think about their actions – they are provided with support to help solve any difficulties.
- We have a behaviour display of a rainbow, sun, thinking cloud and stormy cloud. This is used to reward children for their positive choices 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 choice making. We encourage systems and routines to keep well-ordered classrooms.

### **Building Learning Power**

We promote a culture in the classroom, and across the school, which fosters positive habits and attitudes thus allowing children to face challenges and decisions confidently and creatively. Our learning heroes (see appendix 1) highlight four traits of good behaviours for learning: resilience, resourcefulness, reflectiveness and collaboration.

### **Barney Awards**

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

### **Stickers**

Given out by teachers and teaching assistants 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!)

## **Rainbow Chart / Points**

These are used within each Reception and Key Stage 1 classroom, children are rewarded for positive work and behaviour.

## **Bronze, Silver, Gold and Headteacher's 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. Children should aim to work towards their Bronze by the end of the Autumn Term, their Silver by the Spring Term and their Gold by the end of the academic year. The Headteacher award gives recognition for those children who display outstanding efforts and achievements. Names are read aloud in assembly and a certificate is sent home for celebration.

## **House Points**

Each child in Key Stage 2 is allocated to one of the six Houses. House points are given out by adults for achievement in work or behaviour and the points go towards a half termly house point reward. This will be announced in a weekly Whole School Assembly.

We value the individual skills and talents of our teachers and the way that each one brings something unique to the classroom on a day-to-day basis. With this comes the utilisation of bespoke strategies to positively engage classes. These can be linked to the teacher's own interests which they in turn foster in the children. For example, the sharing of a special book or the use of technology.

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

Given clear and concise directions to children so that misunderstandings do not arise.

Praising pupils who comply.

Backing up verbal praise with action.

Supporting children to understand their emotions through 'Zones of Regulation'.

## **Zones of Regulation**

At Barrow Hedges we use the 'Zones of Regulation' to help support our children in understanding their emotions and regulating themselves when required. Regulation is something everyone (adults and children) need to continually work on - everybody faces circumstances that can test their limits from time to time. We aim to teach our children some of the tools they can use to support them when they enter a heightened state of alertness, because if we can help children to recognise when they are becoming less regulated, they will become more confident and capable when managing their feelings. This comes more naturally for some, but for others it is a skill that needs more attention and practice.

## **An explanation of the Zones of Regulation**

The Zones of Regulation is a framework that teaches children skills and strategies toward developing and building an awareness of their feelings and/or internal state. Additionally, it allows children to learn and use a variety of tools for their own self-regulation. This can include exploring different methods for mindfulness, sensory integration, movement, thinking strategies, and having a healthy connection with others. The Zones provide a common language and compassionate framework to support positive mental health and skill development for all. In addition, it serves as an inclusion strategy for neurodiverse learners, children with specific learning needs, children with social, emotional, and behavioural needs and those who have experienced trauma.

## **The Zones**

The Green Zone is used to describe a calm state of alertness, when you are at your best and ready to learn. This zone could be described as you are feeling happy, focused, content, ready to learn. This is the zone where optimal learning occurs. A green zone means you are in a good place, a good zone and you are ready to learn.

The Blue Zone is used to describe low states of alertness, you may be feeling sad, tired, hungry, or bored. This zone may mean you need a rest or something to eat.

The Yellow Zone is used to describe a heightened state of alertness and elevated emotions, however when in the yellow zone you have slightly more control than when you are in the red zone. A person in the yellow zone may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness.

The Red Zone is also used to describe an extremely heightened state of alertness and usually intense emotions. In the red zone a person may be elated or experiencing anger, rage, devastation, or terror.

We aim for children at Barrow Hedges to understand that all the zones are natural to experience, while giving them the confidence and skills to understand, manage and recognise the “zone they are in”. All class teachers, support staff and senior leaders have been trained in ‘Zones of Regulation’ and this is used in all classes, and when children are supported by our ELSA and Family Support Worker.

## **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 child(ren) 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 in lesson time and during transitions e.g. moving around the school and at morning break time.**

The Barrow Hedges Behaviour Management System was designed so that a consistent approach to tackling unacceptable behaviour is used by teachers and teaching assistants. 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 clipboard which is taken wherever the class’ learning is taking place, including assemblies. The 3 6 9 sheet is held centrally. (See Appendices 2 and 3 for how these sheets are used and Appendices 4 and 5 for examples of the sheets).

## **Lunchtime Behaviour Policy**

Lunchtimes at Barrow Hedges are an hour long for all children. While children obviously eat their meal in this time, at Barrow Hedges we also recognise this part of the day as being important for children’s personal development and wellbeing. Play keeps children fit and enables them to

develop their 'building learning powers' and apply our Core Values. We use a Red Card System at lunchtimes.

### **Positive Reinforcement and Awards**

As well as socialising with their peers, lunch breaks allow time for children to build familiarity with adults in school. We very much value the relationships children form with our Midday Assistants and the Teaching Assistants who supervise the playground during lunchtimes. Positive reinforcement and praise are integral in this. For this reason, Midday Assistants and Teaching Assistants can reward children with a Green Card to recognise where a child has displayed our Core Values particularly well.

### **Inappropriate Choices**

In order for lunchtimes to run safely and happily for all concerned, we have established rules that are applicable specifically to lunchtimes. We aim for any instances of inappropriate behaviour choices to be dealt with swiftly and effectively. Our Red Card System empowers the Midday Assistants and Teaching Assistants to provide an appropriate consequence in line with the misdemeanour and ensure children have time to reflect on their actions. Furthermore, this behaviour system allows for the involvement of senior leaders when this is necessary.

Wherever they are at lunchtime, children are expected to adhere to the school's Core Values – Care, Honesty, Respect and Responsibility. Our specific lunchtime rules are:

In the dining hall (or if eating in classrooms or other locations of the school) children must:

- Line up in an orderly fashion
- Say please and thank you and use good manners
- Stay in their seats for the duration of their meal
- Talk calmly to others, never shouting
- Be gentle and not hurt others
- Be kind and helpful and not hurt anyone's feelings
- Work together to solve problems, using words to express and explain, rather than actions
- Clear away their own plates, cutlery and any waste, including from their lunchboxes
- Walk sensibly and never run
- Return their lunchboxes to the lunchbox trolley carefully and neatly

In the playground, children must:

- Learn and know the rules for how to use our playground and adhere to them
- Be gentle and not hurt others
- Be kind and helpful and not hurt anyone's feelings
- Play together and look after each other
- Work together to solve problems, using words to express and explain rather than actions
- Take care of our equipment and use it properly
- Leave dirt and rocks on the ground
- Ask to use, and behave sensibly in, the toilets, only going if needed (this is not a place to play or remain for a chat)
- Tidy up after themselves
- Stop playing when the bell goes, stand still and listen quietly
- Tell an adult if they are feeling sad and/or lonely
- Tell an adult if someone is not following the rules

In the classroom at wet playtimes children must:

- Learn and know the rules given by the Class Teacher about how to use their own classroom
- Be gentle and not hurt others
- Be kind and helpful and not hurt anyone's feelings
- Play together and look after each other
- Work together to solve problems, using words to express and explain rather than actions
- Take care of our equipment and use it properly
- Ask to use, and behave sensibly in, the toilets, only going if needed (this is not a place to play or remain for a chat)
- Walk sensibly and never run
- Tidy up after themselves
- Stop playing at the end of lunchtime, sit quietly and be ready for registration
- Tell an adult if they are feeling sad and/or lonely
- Tell an adult if someone is not following the rules

In line with a zero-tolerance approach, if a child is not adhering to the rules above, a Midday Assistant or Teaching Assistant can issue a Yellow Card. This equates to:

- For Reception to Years 1 and 2: 5 minutes time out on the playground or dining hall
- For Years 3 to 6: 10 minutes time out in the playground or dining hall

This time is given to children in order to calm down, provide time and space between children and for reflection.

Examples of behaviour choices and actions that may result in a child receiving a Yellow Card:

- Deliberately disrupting other children's play
- Showing disrespect towards a Midday Assistant or Teaching Assistant – this includes verbal (e.g. answering back) and non-verbal behaviours (e.g. rolling of eyes)
- Non-compliance
- Throwing food on the floor and/or behaving inappropriately with food
- Shouting and messing while eating, including being out of your seat
- Pushing in the line
- Entering the school building without permission
- Being silly and/or loitering in the toilets
- Unkind behaviour
- Being silly with equipment or items

If a child is not adhering to the rules above, and the behaviour displayed is of a more serious nature, a Midday Assistant or Teaching Assistant can issue a Red Card. In this event, the child (Years 1 to 6) is sent directly to the main office and a senior leader will speak with the child and take appropriate action. On receipt of a Red Card, children will be removed from lunch play for a total of 30 minutes for a Reception, Year 1 or Year 2 child and 1 hour for children in Years 3 to 6. Until they transition to Year 1, any Reception child who is given a Red Card will be separated from their peers but remain in the Reception area under the supervision of the Midday Assistants/EYFS staff. This 'detention' from play may span across more than one lunch break, dependent on the time that the Red Card was issued. If an incident occurs right at the end of playtime, then the whole 'detention' will be undertaken the following day. In all other respects, we treat a new day with a 'fresh start'. Children will spend this time inside, with provision made for them to eat their lunch and have a comfort break.

This time is given to children in order to calm down, provide time and space between children and for reflection.

There are some types of behaviour choices and actions that will result in the immediate issuing of a Red Card.

Examples include:

- Physical assault
- Threatening/aggressive behaviour
- Derogatory language (including, but not exclusively, racism, homophobia)
- Defiance
- Swearing
- Wilful damage/destruction of property\*
- Stealing
- Using equipment or items dangerously or to cause harm

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

The Midday Assistants and Teaching Assistants will make decisions about the issuing of Yellow and Red Cards in a fair and consistent manner and with the children's best interests at heart. Therefore, as with all adults in school, children must treat our Midday Supervisors and Teaching Assistants with respect.

At the end of each lunchtime, a designated member of staff will collect in the Yellow and Red Cards and inform Class Teachers accordingly. A record will be kept of this information to allow us to track trends in behaviour at different times of the day and to provide support for children who are finding it hard to follow the rules of our playground.

As cards can be issued by more than one Midday Assistant or Teaching Assistant, it is possible for a child to be given more than one Yellow Card in one lunchtime. This will be established at the end of the lunch time when the cards are collected. In this event, Years 1 - 2 children will be kept in for a further 20 minutes and Years 3 – 6 children will be kept in for a further 40 minutes the following day in order to make up the 30 minutes / 1 hour time in detention a Red Cards warrants.

### **Morning Breaktime Behaviour Policy**

Yellow Cards and Red Cards can be issued at morning breaktime and if this is the case then a child will have some time out to reflect for a Yellow Card and could lose all or some of their lunchtime if they receive a Red Card. This will be on a case by case basis.

### **Serious Concerns**

#### **Peer on Peer Abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

#### **What is peer on peer abuse?**

- Peer on peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers.
- It can affect **any** child/young person, sometimes vulnerable children are targeted. For example:

- Those living with domestic abuse or intra-familial abuse in their histories
- Young people in care
- Those who have experienced bereavement through the loss of a parent, sibling or friend
- Both girls and boys experience peer on peer abuse
- It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer.
- Peer on peer abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this is possible.
- While perpetrators of peer on peer abuse pose a risk to others they are often victims of abuse themselves.

### **Actions the school will take**

The school will act to minimise the risk of peer on peer abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via Relationships Education, Relations and Sex Education and Health Education and other curriculum opportunities. Through the Relationships Education and Health Education curriculum, peer on peer abuse and grooming are taught discretely in all year groups (age appropriate). This may include targeted work with pupils or groups of pupils identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others. Further support is available through the Family Support Worker. The Designated Safeguarding Leaders (DSLs) will provide regular training to all staff members to highlight potential risk factors and the reporting structure (see Safeguarding and Child Protection Policy).

Any concerns that an individual is at risk of peer on peer abuse will initially be dealt with through school procedures and reported to one or both of the DSLs.

These procedures are outlined in the following policies:

- Child Protection and Safeguarding
- Relationships Education, Relationships and Sex Education and Health Education Anti-Bullying
- E-Safety
- Attendance

### **Action on serious concerns**

The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up', 'just having a laugh' or 'boys being boys' (see KCSIE 2021 page 15). The school will take this as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

Peer to peer abuse may be a one off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive (such as grabbing bottoms, breasts, genitalia, flicking bras, lifting up skirts – dismissing or tolerating such behaviours risks normalising them - (see KCSIE 2018 page 15) however in some circumstances it may be less clear. In all

cases the member of staff should discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

**Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) must be referred immediately to the DSL who will contact Children's Social Care or the Police.**

Whenever there is an allegation of abuse made against a child, the Designated Safeguarding Lead (DSL) and other appropriate staff will decide together whether a separate risk assessment and/or action plan to support the victim and the perpetrator is necessary. Where Children's Social Care is involved or an early help assessment commenced, this will be agreed as part of a multi-agency plan.

### **Dealing with Peer on Peer Abuse**

Peer on peer abuse should be dealt with as follows:

- Teacher should refer the allegation/report to a member of the Senior Leadership Team and one of the DSLs (if the member of SLT is not one of the DSLs).
- Senior Leader will investigate the incident/s, ensuring both the accused and the victim have the opportunity to report the event in their own words. This may be delegated to a Year Group Leader.
- Senior Leader or Year Group Leader will report findings to a DSL and a decision will be made regarding whether peer on peer abuse has occurred.
- If it has been agreed that peer on peer abuse has occurred, the DSL or another member of the Senior Leadership Team will contact the parents of both the victim and perpetrator and invite them in to school for a meeting. A DSL will always be present during this meeting.
- The DSL and a member of the Senior Leadership Team would ensure adequate support was provided to the victim.
- The DSL/Senior Leadership Team member would decide on appropriate action to take to ensure that there were no further incidents involving this or another victim and the perpetrator. This may involve internal or fixed term exclusion if deemed appropriate.
- The class teacher and all school leaders would monitor both pupils to ensure the abuse has stopped and does not re-occur (with this or another victim).
- Other staff may be asked to monitor a pupil/pupils, e.g. Midday Supervisors, only if deemed appropriate, but should NOT be informed of any details of the incident.
- If either pupil is in immediate danger or at risk of harm, a referral will be made to children's social care.
- If an offence has been committed, the incident will be reported to the police by the DSL to a member of the Senior Leadership Team (even if the alleged perpetrator is under 10 – the age of criminal responsibility).
- If the victim and perpetrator are in the same class, year group or phase and are likely to come into regular contact with each other, the DSL and SLT should consider how best to deal with this.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Sanctions for inappropriate behaviour off-site will be dealt with on a case-by-case basis.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## **Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to or damage to the property of any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

There is a variety of school-based support available to children. For example, working with one of our Emotional Literacy Support Assistants, a Behaviour Mentor or a Teaching Assistant leading the You Are Awesome programme.

See also Appendix 6 for details of our 'credit card style system which is an example of a strategy used to support a child's behaviour.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them

suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, 'transition packs' are sent home to parents when their child moves from Reception to Year 1 and from Year 2 to Year 3. Where a pupil has specific needs, personalised 'transition packs' usually presented as a 'social story' are developed by the ELSA and Class Teacher with input from the child and their parents.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Equality**

The school will not discriminate against or victimise a pupil

- in the way it provides education for the pupil;
- in the way it affords the pupil access to a benefit, facility or service;
- by not providing education for the pupil;
- by not affording the pupil access to a benefit, facility or service;
- by excluding the pupil from the school;
- by subjecting the pupil to any other detriment.

The school regularly monitors behaviour records and trends to ensure no one cohort is more affected by the policy than other groups and thus that the behaviour policy does not unintentionally discriminate against certain groups.

### **Training**

On induction, our staff are provided with appropriate training on the contents of this policy and other training pertinent to their role. Selected members of staff have positive handling training. We are responsive to the needs of our staff team and cohort of children and as such, organise training as required.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governor's local committee annually. At each review, the policy will be approved by the headteacher.

### **Links with other policies**

This policy must be read in conjunction with the school's Inclusion Policy, Anti-Bullying Policy and Uniform Guidelines. Staff should also consult the Staff Handbook and Trust Safe Working Practice Agreement and School Staff Code of Conduct for further guidance.

**APPENDIX 1 – BUILDING LEARNING POWER HEROES**



**Connie Collaboration**



**Ravi Resourcefulness**



**Ron Resilience**



**Rosie Reflectiveness**

## APPENDIX 2 – 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 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 on 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 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 class behaviour sheet 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 more serious types of behaviour that will result in an automatic entry on to 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
- Homophobic or other derogatory language/behaviour
- 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. We also have a separate policy for the rare instances when staff are required to positively handle children.

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



## 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".

### **APPENDIX 3 – HOW THE CENTRAL 3,6,9 SYSTEM 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.

The children are placed on the 369 sheet by the Class Teacher 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 one school week. The class teacher will check this each Friday to establish if this is the case. The individual 369 sheet will be updated. The following week is a 'fresh start'.

Class Behaviour Sheets are collected every Friday by a member of the admin team who logs the entries for that week.

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 informed by the Class Teacher and are invited to attend a meeting with the Class Teacher and Year Group Leader to discuss how we can work together to improve the child's behaviour.

At stage 6, an Assistant Headteacher will make an appointment to discuss the child's behaviour with the parents.

The Deputy Headteacher will contact parents at stage 9. Finally, the Headteacher will contact parents at stage 12. If a child reaches stage 12, the Headteacher will decide whether it is appropriate for him/her to be excluded from school for a fixed term.

At the end of each term, a child will be taken back to the last multiple of 3 on the 369 sheet, e.g. if a child has accrued 2 incidences, they would revert to 0 the next term; if a child had accrued 4 incidences they would revert back to 3 the next term, if a child had received 6 incidences they would also revert back to 3 the next term.



**APPENDIX 5 - 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>			
<p><i>Year Group Leader informed</i>  <b>Parents informed and meeting arranged with parents, Class Teacher and Year Group Leader / Notes written up and shared</b></p>			
<b>4</b>			
<b>Parents informed on</b>			
<b>5</b>			
<b>Parents informed on</b>			
<b>6</b>			
<p><i>Assistant Headteacher informed</i>  <b>Parents informed and meeting arranged with parents, Class Teacher, Year Group Leader and Assistant Headteacher / Notes written up and shared</b></p>			
<b>7</b>			
<b>Parents informed on</b>			
<b>8</b>			
<b>Parents informed on</b>			
<b>9</b>			

*Letter to parents from Deputy Headteacher – meeting arranged*

**Notes written up and shared**

<b>10</b>			
<b>11</b>			
<b>12</b>			Meeting with Headteacher and other appropriate staff members – potential Fixed Term Exclusion – see Headteacher notes

## APPENDIX 6 – CREDIT CARD STILL SYSTEM

There are occasions when a different approach needs to be taken with a child and in these instances, we will ensure that there is an open dialogue with all parties – parents, children and teachers working together to support a child to make appropriate choices. One such example is a ‘credit card style’ system whereby children aim to gain a ‘credit’ (tick) for each session of the school day. Breaking up the day into smaller ‘chunks’ provides the child with a more manageable set of expectations and regular recognition and feedback when good choices are made. The codes used on the card are matched to the specific targets that the child needs to work on and where a ‘credit’ is not earned then the relevant code will be issued instead. This system enables all parties involved to continue to praise the child for completed sessions where behaviour was seen to be good but also to support the child in further improvements. Where a ‘credit’ is not earned in a session, five minutes reflection time is taken from the next available breaktime, but there is always a fresh start on a Monday. Usually, the card is sent home on a daily basis but it is always signed at the end of each week by the parent and brought back into school the following Monday. Routines will be established with the parent when this system is initiated.

Name:

Week Beginning:

	Mon	Tue	Wed	Thurs	Fri
1					
2					
Break					
3					
Lunch					
4					
5					

Behaviour Code
<p>✓ = Lesson credit gained – well done!  <b>P</b> = Perseverance  <b>O</b> = Organisation  <b>R</b> = Respect</p>
<p><b>Parents must sign the card over weekend.</b>            I acknowledge my child has achieved (    )            credits this week.</p> <p>Signature:</p>