



## St Barnabas CE Primary School

*"Preparing for a positive future, achieved through faith."*

Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

*"Let your light shine."*

Matthew 5:16

# Behaviour Policy

Exclusion Procedures and Anti-Bullying Strategy 2023 - 2024

Policy Updated:	July 2023
Date reviewed and agreed by Governors:	To be agreed November 2023
Date of next review:	July 2024
Headteacher:	Miss J Hodgkinson
Chair of Governors:	Dr C Kressel

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## 1. Purpose

### 1.1 Statement of Intent

St Barnabas CE Primary school promotes an environment where all feel safe, valued, happy and secure and where everyone treats each other with courtesy, respect and tolerance where children can learn free from disruption.

Our school vision is rooted in the teachings of Jesus, it is the heartbeat of our school and the driver for all we do and how we live our lives.

*Preparing for a positive future, achieved through faith. 'Let your light shine,' Matthew 5:16.*

We believe it is important to encourage children, adults and staff to behave in a caring, co-operative and self-disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We believe that it is the duty of every adult to help to create pupils who are in the habit of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings.

We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow, and every opportunity is taken to positively reinforce these.

Absolute consistency, clarity and social norms are key to any good behaviour policy. Therefore, we never overlook or fail to act when rules or routines are broken, no matter how time pressured things are.

### 1.2 Aims

To provide:

- A behaviour culture that reflects our values and is embedded and enacted in everything we do.
- Strong school leadership, where leaders are highly visible and ambitious goals are set.
- A positive, fair and consistent approach with attention to detail.
- Well established, universally known and well-articulated protocols that are easy to understand and implement.
- Well communicated expectations around praise and positive reinforcement.
- A detailed graduated behaviour code.
- Expectations around the development of effective partnerships with parents and the wider community.

- Engaged staff who receive high quality support and training.

### 1.3 Monitoring and Review

- This behaviour policy and the associated protocols will be reviewed by the Headteacher, Behaviour Lead and the Full Governing Body annually.
- Application of the policy will be monitored by the SLT and others within routine school self- evaluation activities.
- The Behaviour Expectations and Pathways will be kept under constant review and updated as required
- Termly survey data from all stakeholders will be considered.

## 2. Leadership and Management

### 2.1 Organisation and facilities

Everything we do is carefully planned and structured to give children every opportunity to behave well and succeed. This includes all elements of our education strategy the timetable, the layout of the classroom and shared spaces, exit and entry points, flexible staffing structures, CPD, curriculum and pedagogy.

### 2.2 Governance

The Governing Body is responsible for a statement of behaviour principles and for holding the Headteacher to account for their implementation.

#### **Governing Body Statement of Behaviour Principles**

- Under Section 88 (1) of the Education and Inspections Act 2006 and in line with the DFE 'Behaviour and Discipline in Schools - Guidance for governing bodies', we ensure good behaviour and discipline on the part of pupils are pursued by the school.
- Under section 149 of the Equality Act 2010 we aim to eliminate discrimination.
- Under Section 175 of the Education Act 2002 we have due regard to ensuring we promote the safeguarding and welfare of children.
- We require the school to have due regard to the DFE guidance 'Searching, screening and confiscation' January 2018.
- We require the school to have due regard to the DFE guidance 'Use of reasonable force' July 2013.
- We require the Headteacher to outline the school's response to negative behaviour that occurs beyond the school gate.
- We require the Headteacher to apply the Local Authority Policy 'Managing Allegations against staff or volunteers' in the case of staff accused of misconduct.
- We expect the school to be proactive in working with other agencies,

particularly for pupils who display continuous disruptive behaviour.

## 2.3 Head Teacher and Senior Leaders

The Headteacher has overall responsibility for ensuring the safety and well-being of all pupils and adults.

Senior Leaders are released each day to monitor behaviour to support CPD and ensure this curriculum is consistently being taught. In addition, the team are visible to our families on the school gate at the start of the day.

## 2.4 Behaviour Lead

The Behaviour Lead has delegated responsibility for monitoring the impact of policies and initiatives, supporting staff with the day-to-day management of behaviour across the school, overseeing record keeping and reports and the analysis of data. All staff have the delegated responsibility to maintain a safe, calm, and purposeful learning environment. Every adult must always set an excellent example to pupils, modelling and teaching the behaviour they wish to see. They work hard to know their pupils well, understanding that high quality relationships are key to successful behaviour management.

## 2.5 Welfare Team

The Welfare Team co-ordinate and collaborate, so that there is a joined-up approach to the early identification of and response to individual needs:

1. Headteacher, Mental Health Lead and Deputy DSL: **Jane Hodgkinson**
2. SENDCo/Behaviour lead, DSL and Attendance Lead: **Jayne Fisher**
3. Deputy Head and Safeguarding Team member: **Emma Perkins**
4. Daily Attendance Support: **Janet Edwards**
5. Medical Lead and Pastoral Support- **Christine Dean**

## 2.6 Parents

The role of parents is crucial in helping to maintain good behaviour. We encourage all of our parents to know and reinforce the behaviour policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise that directly with their child's class teacher so that we may continue to work in partnership with them. This is also an expectation of parents of children whose behaviour is becoming a concern, as parents are required to meet with different member of the Welfare Team as part of our restorative conversations.

## 3 School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### Systems and Norms

Within our systems and norms we have 4 critical documents which support and uphold our Behaviour Curriculum. These include our:

1. School Vision and Values
2. Golden Rules
3. Behaviour Expectations/Daily Routines
4. Behaviour Pathways

These cover clear structures around rules, routines and consequence systems

#### 3.1- School Vision and Values

At St Barnabas CE Primary School we prepare our children for a positive future, achieved through faith and give our children, school and community, the self-belief, knowledge, skills and love of learning to 'let their light shine,' to pursue their dreams, be the best they can be, flourish and live life in all it's fullness. Christian values are central to the life of St Barnabas CE Primary School, where we are devoted to inspire our pupils and community to succeed and flourish. Friendship, creativity, truthfulness, peace, responsibility, compassion, justice and perseverance are our school values. Our school values underpin our vision and act as a guide to enable all pupils to become good citizens and effective learners, they act as a moral compass to influence them now and in the future. Each Christian value historically refers to values derived from the teachings of Jesus Christ.

### 3.2 Golden Rules

The Golden Rules (Appendix A) reflect the guiding principles and the core values of our school. They convey the school's expectations and understanding for children, staff, and visitors. They are highly visible throughout the school, constantly referred to and explicitly taught:

1. We are gentle.
2. We are kind and helpful.
3. We listen.
4. We are honest.
5. We work hard.
6. We look after property.

We work with parents/carers to foster good relationships between the school and home through good communication. This includes the policy and protocols being clearly accessible on the school website and constantly referred to during all parent meetings. We ask our parents/carers to know the school Golden Rules and support their children in following them. We share our high expectations around routines, attendance, time keeping, uniform etc. and work together to achieve the best possible outcomes for children.

We proactively work with other agencies as soon as we become aware of any issues, and we support families together in a range of ways e.g. Early Help, referrals to family support etc.

### 3.3 Behaviour Expectations and Daily Routines

Behaviour expectations (Appendix B) covers what we expect the children to do. We also have specific routines to explain what should happen at different points throughout the school day.

These can be found within our various routines towards the end of the document.

Number	Behaviour Expectations
1	Good Moving Around School Behaviour
2	Good Learning Behaviour (including start and end of day)
3	Good Break and Lunchtime Play Behaviour
4	Good Dinner Hall Behaviour
5	Good Worship Behaviour

### 3.4 Behaviour Pathways: Rewards and Sanctions

Our behaviour paths outline the rewards which our children will receive and the most likely situation they will be awarded for, as well as an overview of the sanctions that will be issued within certain scenarios. We have adopted a graduated response with increasing gains with rewards and severity for sanctions. See Appendix C and D.

We believe that praise and positive reinforcement are more effective than sanctions. Outstanding behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded.

Across the school we use Class Dojo which allows pupils to earn points before redeeming them for prizes.

### 3.5 Behaviour Toolkit:

This consists of the following template documents which must be used in-line with this policy:

- A. Positive Handling plan
- B. Record of use of reasonable force (RF1)
- C. Blue Behaviour Letter to parents/carers

### 3.6 Detentions

A detention is a commonly used sanction and is often used as a deterrent for negative behaviour as part of our behaviour pathway. All detentions will occur within the school day during either break or lunchtime, most likely on the same day depending on the time of the incident. We do not require parental consent to issue a detention.

The member of staff who has issued the consequence will supervise the child for the detention. During this time, the child will complete the work from the session in which the incident occurred and a restorative conversation will take place. This conversation will help to ensure the incident does not occur again. The child will not miss their entire break or lunchtime, staff will ensure they have had sufficient time to eat their snack/lunch and to use the toilet before their time commences.

### 3.7 Removal from Classroom

Removal is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the current learning task in a supervised setting, i.e. in a different class.

Where removal is used as an opportunity to reflect, it may last up to five minutes for a child in KS1 or ten minutes for a child within KS2.

In the event that removal occurs to maintain the safety of a child, then this may last for a longer period of time. During this time, the child will be supervised by a trained adult and educational task will continue where possible. Once the child has had sufficient time to self-regulate, then a restorative conversation will take place and they will be integrated back into the classroom with support from a member of staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Extensive support will be given to the child and their family by the Welfare Team with an aim to improve behaviour so they can be integrated and succeed within the mainstream school community.

### 3.1 Suspension and Permanent Exclusion

As a tolerant, supportive learning environment, suspension and permanent exclusion will only be used as a last resort and will only be used in line with current DfE guidance. The school does not wish to suspend or permanently exclude any child but recognises that sometimes this may be necessary.

The Headteacher is the only person who can suspend and permanently exclude a child. When a child is at risk of suspension or permanent exclusion, we follow the DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.

### 3.2 Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted. As with rewards, sanctions, reasonable force is used consistently, proportionally and reasonably, by staff, in line with this policy, taking into account children with SEND and the bespoke needs of vulnerable children.

Specific staff are trained in the use of reasonable force (Team Teach) and if a child's risk assessment identifies deployment of this approach, these staff members will be deployed. However, all adults have the power to physically intervene to control or restrain a pupil, if in their professional judgment this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

The following protocol must be followed.

#### Use of Reasonable Force- protocol

- Class teacher makes a judgment and assessment of a situation that arises, and they feel that reasonable force is required to maintain the safety of a child & those around them.
- If a Positive Handling plan is in place, then the protocols within it should be followed.
- Call for urgent assistance either by telephone or using the red card system in place. If time is of the essence and the safety of the child or those around them is at risk – **TAKE IMMEDIATE ACTION!**
- Trained colleagues will attend to assist and provide support as required. Their aim is to calm the child, so they are ready to return to their learning, this decision is made by the team delivering support including the child's class teacher.
- Following an occurrence of reasonable force, the child must be checked for any possible marks on their body. This must be done discreetly with the child's dignity as a priority with **TWO** adults present.
- Once the child has returned to class. Staff members involved in the incident will be assessed to see if they require time to reset before continuing with their duties.
- All incidents **MUST** be recorded. Recording of the incident will be completed - this will include an entry on CPOMS, completion of a Reasonable Force (RF1) form and child's parents notified verbally, followed by written correspondence regarding the incident.
- Inform the DSL who will review the incident and either complete or amend a risk assessment and action plan for the child in the event of future incidents.

### 3.3 Banned Items

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline. School will not be liable for any items that are lost following confiscation; all items are brought into school at parent's risk.

### 3.4 Discipline Beyond the School Gate

The school reserves the right to discipline pupils for incidents that occur outside of school in line with our graduated behaviour code and exclusion protocols, detailed elsewhere in

this policy. This includes incidents that may occur online.

The Headteacher may notify the police if the behaviour is considered anti-social, criminal or poses a serious threat to another person.

The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

## 4 Pupil Support System

We respect the rights of all children within our setting and recognise that when a child is involved in an incident, either as the victim or perpetrator, we must have a support system in place for them. The Welfare Team make a risk assessment which identifies the support required, e.g., anger management, conflict resolution etc. and who will deliver this. Impact is carefully monitored.

Careful data management and tracking allows for early identification of pupils at risk of failing and preventative measures are put in place. Ongoing monitoring allows for impact to be assessed and strategies adjusted as needed.

## 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### 4.1 Record Keeping and Data Analysis

We use the CPOMS system to record safeguarding concerns and behaviour incidents. This allows the timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the behaviour lead. Staff are all trained as part of our CPD offer. Our Behaviour lead analyses the data to ascertain patterns and to not only prevent further occurrences of negative behaviour, but to also ensure effective support is given at the earliest opportunity.

## 4.2 Reasonable Adjustments (see SEND Policy and SEND Information Report)

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach may be adjusted to cater to the needs of the pupil. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

## 4.3 Pupil Transitions

Transitions at all levels are carefully planned based on group and individual needs. As required, additional support from the welfare team is given. Parents/carers are involved and informed as appropriate.

### Anti-Bullying Strategy

We aim to provide a safe and secure environment where all pupils can learn without anxiety. We believe bullying is wrong and endeavour to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

Pro-active measures are in place to avoid all forms of bullying, and these are delivered in a range of ways: assemblies and Personal Development curriculum.

Any incidents of bullying will be dealt with in line with the agreed protocol attached. Violence or threatening behaviour or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

In formulating our strategy, we take due regard to the key legislation:

- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition:

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act).

2. It is deliberate and targeted.
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

In addition, we define Cyber bullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture, or gender.
- SEN or disabilities.
- Appearance or health conditions - including maternity or pregnancy.
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment.
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual.

#### 4.4 Child-on-Child Abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the procedures outlined within our Safeguarding policy. **Mrs Jayne Fisher**, our DSL, will consider each incident on a case-by-case basis, seeking support from external agencies where required.

We advocate high standards of conduct amongst our pupils and staff by modelling use of good manners, courtesy and dignified relationships. We will not tolerate sexually abusive language used as 'banter' or something to be expected as part of growing up. Pupils who fall short of these behaviour expectations will receive sanctions in line with the school's behaviour pathways whilst other investigations by police and/or children's social care are ongoing.

### 5. Staff Training and Development

We commit to the continuing professional development of staff through robust procedures, including training, performance management and induction. This ensure that all staff are accountable for their decisions, adhere to school rules and protocols and consistently demonstrate school values. Staff receive specific training on how to teach behaviour management within school, this is standalone and repeated throughout the year.

#### 5.1 Staff Induction

We are committed to ensuring that all new staff are fully aware of all policies and routines to ensure consistency. As part of the induction process, new members of staff are

introduced to the school's Manual of Instructions, these documents give clear overviews of the expectations within different areas of the curriculum, of which behaviour is one. Protocols are clearly demonstrated to support understanding and maintain high standards amongst staff and pupils.

## 5.2 Pastoral Support for Staff Accused of Misconduct

Any allegation of misconduct will be dealt with in line with the Local Authority Policy 'Managing Allegations against staff or volunteers'

APPENDIX A – School Vision and Values  
Golden Rules

We are gentle

We work hard

We are kind and helpful

We listen



We look after property

We are honest

# APPENDIX B – Pupil Expectations

## Appendix B- Pupil Expectations

### Technology

- Mobile phones to be switched off and stored by the teacher at the start of the day.
- Mobiles are brought in at parents' discretion.

### Movement around school

- Arrive at school on time each day. Put your belongings away, quietly enter class and start your morning task.
- Put up your hand and ask politely if you need to go to the toilet.
- Line up quietly to move around school.
- Walk on the left side at all times.

### British Values

- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths and beliefs
- Democracy

### Our Values

-  Friendship is ...
  - Encouraging and supporting one another.
  - Listening to others.
  - Including everyone.
-  Creativity is ...
  - Using your skills and imagination to create amazing things.
  - Thinking/solving problems in lots of different ways
-  Truthfulness is ...
  - Saying what we did.
  - Being honest.
-  Peace is ...
  - Being quiet and calm.
  - Letting others get on with their learning.
-  Responsibility is ...
  - Looking after the world, working hard and being kind and helpful.
-  Compassion is ...
  - If we see someone that looks like they're suffering, we have to help them.
-  Justice is ...
  - All about fairness, equality and doing the right thing.
-  Perseverance is ...
  - To keep going, even when something is a challenge. With self-believe you can achieve your dreams. Always try your best and never give up.

## St Barnabas CE Primary School

### Pupil Expectations

#### School Uniform



#### PE Uniform



#### Uniform

- No jewellery- other than small plain, round ear stud. Only one in each ear.
- No nail varnish or transfers.
- Long hair tied back for PE.
- Earrings must be removed or covered for PE.
- All clothes must be clearly labelled.
- Full PE uniform to be worn on planned PE days.

#### Our Golden Rules

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

## APPENDIX C – Behaviour Pathways - Rewards Document

School Values	British Values	Golden Rules	Behaviour to Reward	Commendation Awards	Dojo Prizes
<p>Friendship</p> <p>Creativity</p> <p>Truthfulness</p> <p>Peace</p> <p>Responsibility</p> <p>Compassion</p> <p>Justice</p> <p>Perseverance</p>	<p>Rule of law</p> <p>Individual Liberty</p> <p>Mutual Respect</p> <p>Tolerances of different faiths and beliefs</p> <p>Democracy</p>	<p>We are gentle</p> <p>We are kind and helpful</p> <p>We listen</p> <p>We are honest</p> <p>We work hard</p> <p>We look after property</p>	<p>Be kind</p> <p>Tidy away resources</p> <p>Polite behaviour</p> <p>Willingness to contribute in Class</p> <p>Finish task in lesson</p> <p>Use resources to help when needed</p> <p>Edit and improve work independently</p> <p>Truthful answers</p> <p>Helping others who are Struggling</p> <p>Speaking out at an injustice</p> <p>Taking responsibility for your actions</p>	<p><b><u>Learning Behaviours and Conduct</u></b></p> <p>Head teachers Award, Dojo Points, stickers, verbal praise, sharing work with other members of staff, postcard home</p> <p><b><u>Demonstration of Vision and Values</u></b></p> <p>Values Certificates, Governor Awards, Postcard home</p> <p><b><u>Attendance and Punctuality</u></b></p> <p><b>Bronze</b> - 96% attendance or significantly improved for one term</p> <p><b>Silver</b> - 96% attendance or significantly improved for two terms</p> <p><b>Gold</b> - 96% attendance or significantly improved for three terms</p>	<p><b>10, 20, 30- 'experience' prizes</b></p> <p>Sit on a cushion all day, wear slippers, go to dinner first</p> <p><b>40, 50, 60- small items</b></p> <p>Pencil, stretchy man, fidget spinner, slinky, rubbers</p> <p><b>70, 80, 90- larger prizes</b></p> <p>Tennis ball, Hair Accessories, colouring book, stationary sets</p> <p><b>100- boxed prizes:</b></p> <p>Outdoors games, craft sets, jigsaws, larger games</p>

## APPENDIX D – Behaviour Pathways – Consequences and Sanctions KS1 and KS2

Behaviour Demonstrated	Appropriate Action	By Whom	Parental Support
<b>Golden Rules being followed, no behaviour concerns</b>	Regular verbal praise, Dojo points awarded, and feedback to home.	All staff.	Praise and reward.
<b>Stage 1</b>			
<ul style="list-style-type: none"> <li>• <b>Shouting out</b></li> <li>• <b>Chatting</b></li> <li>• <b>Wasting learning time</b></li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Warning token shown</li> <li>• Positive reframing used</li> <li>• Praise given when behaviour modified</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> </ul>	
<b>Stage 2</b>			
<ul style="list-style-type: none"> <li>• <b>Continuation of Stage 1 behaviours:</b> <ul style="list-style-type: none"> <li>- High frequency of occurrences in one or more lessons throughout the day</li> </ul> </li> <li>• <b>Being disrespectful</b></li> <li>• <b>Name calling</b></li> <li>• <b>Use of inappropriate language</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Red Token shown- Time-out – age appropriate time at Time Out table whilst continuing to engage with lesson (KS1: 5 minutes, KS2: 10 minutes) and 5 mins off the next break</li> <li>○ Quiet conversation with class teacher</li> <li>○ Positive reframing used</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> </ul>	<ul style="list-style-type: none"> <li>○ Keeping in touch meetings with class teacher as necessary</li> </ul>
<b>Stage 3</b>			
<ul style="list-style-type: none"> <li>• <b>Continuation of Stage 2 behaviours</b> <ul style="list-style-type: none"> <li>- Frequent occurrences over a day</li> </ul> </li> <li>• <b>Non-compliance with consequence</b></li> <li>• <b>Refusal to complete learning tasks</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Second Red Token shown – age appropriate time at Time Out table whilst continuing to engage with lesson (KS1: 5 minutes, KS2: 10 minutes) and 10 mins off the next break</li> <li>○ Refusal: Child reminded of appropriate choices and put on the clock.</li> <li>○ Detention given to complete any missed learning at next break and restorative conversation with class teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> </ul>	<ul style="list-style-type: none"> <li>○ Attend meeting with class teacher as necessary</li> </ul>
<b>Stage 4</b>			
<ul style="list-style-type: none"> <li>• <b>Continuation of Stage 3 behaviours</b> OR</li> <li>• <b>Fighting</b></li> <li>• <b>Harmful deliberate contact to another pupil</b></li> <li>• <b>Being deliberately verbally abusive, swearing</b></li> <li>• <b>Deliberately destroying property</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Blue Token shown- Blue Behaviour letter issued and loss of all breaktimes for that day- incident investigated and recorded on COMS</li> <li>○ Detention(s) given as appropriate</li> <li>○ Parents to attend meeting with class teacher</li> <li>○ Restorative conversation supported by class teacher</li> <li>○ Behaviour Lead notified</li> <li>○ Welfare team notified to consider additional support. 3 Blue Behaviour letters in a 12 month period means a Pupil Passport must be set up.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Key Stage Leader</li> <li>• Behaviour Lead</li> <li>• Welfare Team</li> </ul>	<ul style="list-style-type: none"> <li>○ Attend meeting with class teacher and Behaviour Lead</li> </ul>
<b>Stage 5</b>			

<ul style="list-style-type: none"> <li>• Continuation of Stage 4 behaviours OR</li> <li>• Persistent disruptive behaviour</li> <li>• Serious one off incident- Extreme Behaviour <ul style="list-style-type: none"> <li>- Weapon(s)</li> <li>- Deliberate assault of adult or pupil causing significant or life-threatening injury</li> <li>- Significant damage to property</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Pupil sent to Behaviour Lead who will complete an investigation and record on CPOMS</li> <li>○ Meeting with class teacher, behaviour lead and parents to consider next steps – possible suspension or permanent exclusion</li> <li>○ Welfare team involvement</li> <li>○ LA notified and involved where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Behaviour Lead</li> <li>• Headteacher</li> <li>• Welfare Team</li> <li>• Local Authority</li> </ul>	<ul style="list-style-type: none"> <li>○ Attend meetings with key staff and external agency as required</li> </ul>
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## EYFS adaptations

<b>Stage 1-</b> <ul style="list-style-type: none"> <li>• Shouting out</li> <li>• Not following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Yellow Warning token shown</li> <li>• Positive reframing used</li> <li>• Praise given when behaviour modified</li> </ul>	Class teacher Teaching Assistant	
<b>Stage 2-</b> Continuation of Stage 1 behaviours: <ul style="list-style-type: none"> <li>- High frequency of occurrences in one or more sessions throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>○ Red Token shown- Move to Red Thinking Spot for 3 mins</li> <li>○ Quiet conversation with class teacher</li> <li>○ Positive reframing used</li> </ul>	Class teacher Teaching Assistant	Keeping in touch meetings with class teacher as necessary
<b>Stage 3-</b> Continuation of Stage 2 behaviours <ul style="list-style-type: none"> <li>• Non-compliance with consequence</li> <li>• Refusal to complete learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>○ Red Token shown again, move to Red Thinking Spot for further 3 mins</li> <li>○ Quiet conversation with class teacher</li> <li>○ Positive reframing used</li> </ul>	Class teacher Teaching Assistant	Attend meeting with class teacher as necessary
<b>Stage 4-</b> <ul style="list-style-type: none"> <li>• Continuation of Stage 3 behaviours OR</li> <li>• Fighting</li> <li>• Harmful deliberate contact to another pupil</li> <li>• Being deliberately verbally abusive, swearing</li> </ul> Deliberately destroying property	<ul style="list-style-type: none"> <li>○ Blue Token shown, child taken to the next Year group up, (Nursery to Reception, Reception to Y1)</li> <li>○ Stay at the Blue Thinking Spot in that classroom for 5 mins</li> <li>○ Clear expectations explained on return to own classroom</li> </ul>	Class teacher Teaching Assistant Partner class teacher Behaviour Lead	Attend meeting with class teacher and Behaviour Lead

## Routine#1 – Movement Around School (Good moving around school behaviour)

- Children should line up quietly, facing the correct direction.
- A member of staff will lead the children at the front of the line and when possible, another member of staff will position themselves at the end of the line.
- Children will walk slowly and quietly, one behind the other.
- Children and staff should remain on the left when moving around the building.
- If a child requires a staff member's attention during lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate.
- If children are transitioning around the school alone (e.g., to go to the bathroom or cloakroom) they should walk sensibly and silently.
- When transitioning around the school to go to the hall or to worship, children should follow the above protocols and will be directed where to stand and sit by a member of staff. When directed to sit down, the children are expected to remain silent whilst waiting for the rest of the school to arrive.

## Routine #2 – Start and end of the day. (Good learning behaviour)

At the start of the day, children should:

- Enter the building quietly and make their way to their designated classroom/ cloakroom
  - The children should remove their reading book and diary and water bottle to take with them into the classroom.
  - All other items (coat, book bag and lunch box) are to be stored in the designated section of the cloakroom.
  - Coats and bags must be hung up on an empty peg or pushed under the benches.
- Children enter the classroom and put their items away:
  - Reading books and planners will put in the designated place, this may differ across both Key Stages if it is a day that books are being changed. This will be pre-planned and staff will notify children. They will be put in the child's trays on all other days.
  - Water bottles will be placed on or under the table or in a designated place so that they are close-by but will not spill on to work.
- Children will then sit at their designated seat and begin starter activity.
- During a class discussion, children to actively be involved by putting their hands up to offer ideas.
- When a given task has been completed, child to notify class teacher and await further instruction.
- Children do not leave their seat without consent from a member of staff.

At the end of the day

- Ensure their space is tidy and all items are in their correct places.
- In tables or small groups, children to retrieve their belongings from the cloakroom whilst being supervised by an adult.
- Children return to the classroom to put on their coats and put any items in their bag, including water bottles whilst another group is sent to retrieve their belongings.
- When ready, the children will either:
  - In EYFS, KS1 and KS2, children will remain seated and wait for the class teacher to call them forward to go out to their grown-up (In Y6, due to location of classroom, children will filter into the cloakroom and leave either independently or with an adult)
  - If a child is walking independently (previously agreed) the child must exit the school grounds in a calm manner and make their way home.

## Routine #2 – Classroom Management. (Good learning behaviour)

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school Golden Rules
- Develop a positive relationship with pupils
- Establish clear routines
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

## Routine #3 – Break Routine (Good break/lunchtime play behaviour)

**Morning Break:** Classes have a 15 minute break comprising where healthy snacks can be eaten.

**Lunch time:** Classes have up to 15 minutes session within the dining hall before moving outside for up to 30 minutes outdoor play.

### Outdoor Play:

- Children will arrive on the playground and engage with the varying activities with the different areas.
- Equipment must be tidied before moving to another area.
- Members of staff will engage with, monitor and support play; role modelling different games or how to interact with one another.
- Designated play leaders (SSOC) will support their classmates and support with the collection of the play equipment.
- Midday assistants signal the end of the lunchtime play session by using a whistle and stating which class needs to line up. KS1 children are collected by a member of the Key Stage 1 team, KS2 children are escorted into class by a midday assistant.

### Indoor Play (wet or other):

#### EYFS/KS1

- Activities will be provided in class (colouring, lego etc)
- Children to be supervised by a member of their classroom staff at playtimes and by a member of the midday staff team at lunchtimes.

#### Y3 and Y4

- Children can access the ICT area to use educational games such as TT Rockstars, Maths Frame.
- Other children to stay in their classroom and complete activities that are provided in class (colouring, lego etc)
- Children to be supervised by the member of staff on duty at playtimes and by a member of the midday staff team at lunchtimes.

## Y5 and Y6

- Children can access the iPads to use educational games such as TT Rockstars, Maths Frame.
- Other children to stay in their classroom and complete activities that are provided in class (colouring, lego etc)
- Children to be supervised by the member of staff on duty at playtimes and by a member of the midday staff team at lunchtimes.

## Routine #4- Lunchtime Routine (Good dinner hall behaviour)

### KS1

- Pupils enter the dining hall quietly.
- KS1 children sit at the table as directed, those with packed lunches will start eating once seated.
- A member of staff will notify those having a school meal when to line up in small groups.
- Children line up on the left of the hatch.
- Lunch is ordered in advance as part of the morning routine.
- The child will take their tray from the member of kitchen staff and move to the table on the righthand side of the hatch
- Children to get a drink and any additional salad or bread and place them on their tray before returning to their seat.
- KS1 Children will ask staff when appropriate for permission to move onto their dessert to ensure a sufficient amount has been eaten; this will be shared with parents.
- Once finished:
  - Those with a packed lunch will put any unconsumed food back in their lunch box to take home.
  - They will take their lunchbox back to their cloakroom once finished.
  - Those children having a school meal, will take their tray to the cleaning station. They must put their cups and cutlery in the designated bowls, before scraping any unwanted food into the bowl provided. The tray should then be stacked neatly in the designated space.
- In KS1-When finished children should then, talk quietly within their table group or engage in the Wellbeing Activities in the hall until they are asked to move to the playground.

KS2 follow the same routine apart from their entry to the hall at staggered time points to avoid congestion in the hall. They will either be directed to sit at a table to wait for the line to be a reasonable length or line up immediately.

All other routines are the same apart from when they have finished eating, KS2 children independently decide when they have eaten enough, clear their trays then leave the hall to take part in the range of activities on offer.

## Routine #5 - Worship Routine (Good worship behaviour)

- Children enter the hall quietly unless invited to sing as they walk in.
- Children sit on the hall floor in year group lines with Year 1 at the front leading to Y6 at the back.
- Children are reminded of Good Worship Behaviour (Eyes facing forward, hands on knees, voices away)
- Children participate in the worship at the direction of whoever is leading.
- At the end of worship, children leave the hall quietly unless invited to sing. They leave in succession of year groups with Y1 and 2 turning to the right and leaving by the KS1 corridor door and Y3-6 turning left and leaving by the KS2 corridor door.

## Routine #6 – After School Activities Routine (Good after school club behaviour)

- Children wait to be collected by the designated TA to enter the hall.
- Children sit in designated sections of the hall with the TA until the coach/leader arrives for registration.
- Mobile phones are handed to the coach/leader until the end of the session.
- Children follow direction from the coach/leader throughout the session until the end.
- The different clubs return to the hall at the end and are led onto the playground by their coach and handed over to the appropriate adult by a member of school staff.

- APPENDIX E – Positive Handling Plan, Behaviour Profile and Risk Assessment

RISK ASSESSMENT

Department: Education	Location: St Barnabas CE Primary School	Date of Assessment:	Review Date:
Name of Assessor:	Position of Assessor: Teacher	Signature:	

Title and Reference Number of Task:	
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Hazard	Persons at risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)

St Barnabas CE Primary & Nursery School  
Behaviour Profile and Positive Handling Plan.

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

1. General character and disposition:

Level 1 responses	Level 2 responses	Level 3 responses

3. Teacher de-escalation responses:

	Try	Avoid	Notes
Verbal advice and support			
Firm clear boundaries			
Humour			
Negotiation			
Limited choices			
Distraction			
Reassurance			
Planned ignoring			
Time out			
Take a break			
Withdrawal			
Going for a walk			
Reminders about consequences			

4. Diversions and distractions:

If child responds to distractions, the interests of the child are:

5. Triggers:

The things that have caused anxiety for this child and led to de-escalation or intervention being required are...

## APPENDIX F- Blue Behaviour Letter



### **BLUE BEHAVIOUR LETTER**

Date \_\_\_\_\_

Dear \_\_\_\_\_

Unfortunately following 3 warnings about his/her behaviour your child \_\_\_\_\_ has received a 'BLUE BEHAVIOUR'. As you will understand we as a school feel that this is unacceptable. Please find below his/her explanation of why he/she has received this consequence.

As a result of this behaviour your child has missed today's breaktimes  
Could you speak to them about the incident and remind them about what is appropriate behaviour in school.  
We do appreciate your support in this matter.

Yours faithfully  
Miss J Hodgkinson  
Headteacher

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### **PARENT CONTACT LETTER – 'BLUE BEHAVIOUR' BEHAVIOUR**

Child: \_\_\_\_\_ Class: \_\_\_\_\_

I have discussed my child's behaviour with them and expect to see an improvement over the coming weeks.

Signed: \_\_\_\_\_ (Parent/Guardian) Date: \_\_\_\_\_

## Appendix G- Letter to inform parents of the use of Reasonable Force



Dear Parent/Carer

Today your child's behaviour became extremely challenging and as such posed a health and safety risk to themselves, other children and/or staff.

Action Taken please tick

- ◇ Children concerned interviewed
- ◇ Adult involvement
- ◇ Interview
- ◇ Phase leader informed. If not then this should be dealt with by the class teacher.
- ◇ Behaviour Lead informed
- ◇ Parent/Carer informed
- ◇ Positive Handling (if appropriate)
- ◇ Other (please state)

Consequences/Further action please tick

- ◇ Monitor and evaluate.
- ◇ Put in place agreed sanctions.
- ◇ Escalate to high level intervention
- ◇ Put in place appropriate support plans

As a precaution and to further safeguard your child they have been checked by school staff with a First Aid qualification.

Please be assured that your son/daughter's health and safety is our highest priority and we will do all we can to safeguard their welfare whilst managing to the best of our ability such challenging behaviour.

Please sign the reply slip overleaf and return to school as soon as possible.

Yours sincerely

Miss J Hodgkinson  
Headteacher

BEHAVIOUR MANAGEMENT AND POSITIVE HANDLING INTERVENTION

Child's Name:

Class: \_\_\_\_\_

I understand Behaviour Management and Positive Handling Interventions have been applied to my child. Please tick the following boxes as appropriate:

I wish to come into school to discuss this further

I would like someone from school to ring me to discuss this further

I am happy about the way in which my child's behaviour is managed at school

Signed: \_\_\_\_\_ Parent/Care Date: \_\_\_\_\_

Appendix H- Reasonable Force Report RF1  
**St Barnabas CEP Reasonable Force Report (RF1)**  
 Section A

Name of child		Class	
Date		Year Group	
Place		Time	

Name of staff \_\_\_\_\_ Name of witnesses \_\_\_\_\_

Seen by Head:		Date:			
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**Reason for Intervention**

Immediate danger of personal injury to self		Immediate danger of injury to another person							
Disruption to other pupils		Fighting		Assault		Verbal threats		Accidental	
To avoid damage to property		To prevent / interrupt absconding				Off Site		Within Grounds	

**Describe the lead up to the incident/behaviour**

<b>De-escalation Techniques Used</b>					
Verbal Advice & Support		Humour		Distraction	
Reassurance		Options Offered		Step Away	
Calm Talking		Time Out Offered		Time Out Directed	
Non-threatening Body Language		Other (please specify)			

**Details of the incident:**

Remained in class	Time out	Returned to class
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<b>Section B</b> (to be filled in if physical controls were used)				
<b>Forms of physical control used as taught by TEAM TEACH</b>				
Held by 2 or more		Friendly hold		Figure of four hold
Holding only		Single elbow		Wrap – for smaller child
Guided escort		Double elbow		Shield
Taken to floor – sitting/kneeling prone		Inside double elbow		Approximate duration of physical control

<b>Medical Intervention</b> Where appropriate			Injury Suffered by Child	Yes	No
Child checked by:			Treatment Required	Yes	No
Referred to First Aider	Yes	No	Specify:		
Referred to G.P.	Yes	No			
Parent/Carer informed by:	Phone	Letter			
Injury suffered by staff	Yes	No	Damage to Property	YES	NO
Specify			Details		

Follow up talk		Recommend part-time		Review Meeting	
Complete work missed		Referred to Police		Exclusion	
Returned to Class		Letter to Parent/Carer		Other Sanction	
<b>Signed</b>				<b>Date</b>	