

Barlby Community Primary School

Behaviour Management Policy



Document Status			
Date of Next Review	December 2025	Responsibility	<i>committee</i>
Success Criteria for review completion	Termly assembly plan delivered	Responsibility	<i>Full Governing Body</i>
Date of Policy Creation	2023	Responsibility	<i>Chair of Finance</i>
Date of Policy Adoption by Governing Body December 2023		Signed	

1. Rationale

It is the primary aim for our school that every member of our community feels valued and **respected** and it is the **responsibility** of all stakeholders to ensure and that each person is treated fairly.

Our behaviour policy is not just designed as a system to enforce the school rules; it is a means of promoting good relationships and enabling everyone to achieve to their full potential in an environment in which they feel happy, safe and secure.

The school has a legal duty to make reasonable adjustments for children with disabilities and/or special educational needs. This should not only depend on the circumstances, but also on the information and understanding of the needs of the pupil concerned.

The governing body expects every member of the school community to behave in a considerate way towards each other. We treat all stakeholders fairly and apply this behaviour policy in a consistent way.

This policy aims to:

- Outline how pupils, staff and volunteers are expected to behave
- Define what we consider to be unacceptable behaviour
- Provide a consistent but personalised approach to behaviour management.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of recognition, sanctions and interventions
- Create a caring and supportive atmosphere in which teaching and learning can take place in a safe, secure and positive environment

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) regarding:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Preventing and Tackling Bullying

It is also based on the Special Educational Needs and Disability (SEND) code of practice.

Under the Equality Act 2010, schools are under a legal duty to prevent all forms of bullying and harassment related to race, gender, sexuality and disability.

Finally, under the Children Act 1989, a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'

(DfE, Preventing and Tackling Bullying (2017)). Keeping Children Safe in Education states that all staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

3. Definitions

Misbehaviour is defined as:

- Any disruption resulting in the loss of time for pupils or staff
- Wilful non-completion of classwork
- Poor attitude, e.g. being uncooperative, speaking rudely.
- Threatening behaviour
- Not adhering to the school rules

Serious misbehaviour is defined as:

- Prolonged disruption to the learning of others
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking / Vaping
- Racist, sexist, homophobic or other discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Smoking paraphernalia
- Fireworks
- Explicit images
- Or 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)

4. Roles and responsibilities

4.1 The Governing Body

The Governing Body is responsible for monitoring this Behaviour Policy's effectiveness and holding the SLT to account for its implementation.

4.2 The School Leadership Team

The SLT is responsible for reviewing this behaviour policy.

The SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure consistency.

The SLT will support staff in responding to behaviour incidents.

4.3 Staff

All staff are responsible for:

Creating a positive learning environment in which effort and achievement are recognised.

Implementing the behaviour policy consistently

Modelling positive behaviour

Providing a personalised approach to the specific behavioural needs of particular pupils

Recording 'Orange and Red' behaviour incidents on Scholar Pack

Celebrating positive attitudes i.e. kindness and politeness

4.4 Families

Barlby Community Primary School believes that an effective behaviour policy requires a close partnership between families, pupils and school. In order to allow each child to engage fully with the education we offer, we ask families to:

- Provide healthy routines for the child: a healthy diet, ensure adequate sleep, and limit access to screens.
- Support their child in adhering to the school rules and pupil code of conduct, including providing suitable clothing and ensuring regular and prompt attendance for example
- Show an active interest in their child's education
- Attend Parents' evenings
- Discuss any behavioural concerns with the class teacher promptly
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Seek help with issues around parenting and other relationships within the home, particularly if they are likely to affect the child's mental wellbeing.
- Engage with the school when an 'Orange or Red' behaviour has been reached and support the school with the sanction that has been issued and engage fully with all further communication.
- Model the behaviours as outlined in this policy when on the school premises.

5. Behaviour Expectations

The school expects every member of the school community to behave in a considerate and **respectful** way towards others and to take **responsibility** for their actions.

Summary of pupil rules:

Take **responsibility** for their own actions

Respect their peers, teachers, visitors and other stakeholders

- Attend school regularly and on time
- Do not bring into school any prohibited items
- Work to their full potential
- Observe, and reflect the dress code
- Respect and care for all school items and the school environment
- Seek help if they require it.

5.1.1. General

- All children should arrive between 8.40am and 8.45am so that they are ready to begin lessons at 8.45am
- Belongings are to be carried in suitable bags, satchels or rucksacks.
- Nuts are not allowed on school premises or on school outings.
- Dietary restrictions may apply across the school depending on serious medical conditions or allergies. The school will keep parents informed.

- No children may leave the school grounds during school hours without the permission of a teacher.
- Toys from home, including balls should not be brought into school except by special arrangement with a teacher.
- Children must not bring in aerosols, including aerosol deodorants.
- Digital Media Devices are not allowed in school, including smart watches.
- Mobile phones are only allowed to be brought into school by special agreement. They must be handed into the Office at the beginning of the day.

5.1.2. Clothing

- Uniform policy to be followed

5.1.3. Field and Main Playground

- No inappropriate physical contact
- No spitting
- No throwing of hard objects
- No climbing on buildings, trees, outdoor furniture or fences
- No 'take-down' games

6. Recognition and Acknowledgement

Children in EYFS will receive stickers and certificates, as deemed appropriate, to provide immediate acknowledgement for positive behaviour.

The Bronze, Silver and Gold School scheme of recognition and acknowledgement aims to support pupils in KS1 and 2 who make an effort to do their best and also to recognise good work. It is considered important to notice those who make a good effort and acknowledge this. Children are encouraged to evaluate their own work and not become dependent on external judgements of their efforts.

Age appropriate personalised awards are used across school.

Golden time is used to celebrate good behaviour choices at the end of each week.

7. Sanctions

All incidents will be addressed individually and sanctions given as such. Children will not be punished for the actions of others

Sanctions will be applied in a consistent manner in line with the flow charts appendix 1 and 2

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils, which include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Using a controlled voice and positive language even when challenging behaviour.
 - Be aware of and use the PACE approach to make connections or diffuse conflicts. (PACE -playful, accepting, curious and emphatic)

8.2 Reasonable force, Control and Restraint

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

- 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 and the LA

Force cannot be used as punishment. This would be defined as corporal punishment and is illegal.

The DfE guidance 'Use of Reasonable Force in Schools 2013' says that a 'no contact' policy is inappropriate, because there is a real risk that it may place a member of staff in breach of their duty of care towards a student or even prevent them from taking the action needed to stop a pupil causing harm. Parental consent is not required to use force on a student, but by taking steps to ensure that staff, pupils and parents are clear about when reasonable force may be used, the likelihood of complaints will be reduced when force has been properly used.

8.2.1 Procedure after a serious incident involving the use of physical restraint:

In deciding what a serious incident is, staff should use their professional judgement / carry out a dynamic risk assessment, to consider the:

- Degree of force used
- Effect on the pupil, member of staff or wider school community
- Pupil's age
- Pupil's behaviour and level of risk presented at the time of the incident.

In a serious incident, any member of staff who has used physical restraint may remove themselves and be relieved by another member of staff from the incident at the earliest possible opportunity ensuring the pupil and others are safe and supervised. They must then report to the office and complete an online physical intervention form with the head teacher. This will be submitted to LA. Parents must be informed, this communication will be supported by the SLT if required.

8.2.2 Complaints

Please refer to the Complaints Policy for parental concerns and complaints.

8.3 Searching student's property

The School does not need a pupil's consent to search their property, if there is 'a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency'. However, consent must be sought from the DSL or deputy DSL. This could include concern that the pupil is carrying a prohibited item (see list above in section 2). Any search must have two members of staff present, the searcher and the witness. Any complaints by parents must be made using the School's complaints procedure.

8.4 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupil's parents / carers 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.

8.5 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. The school's special educational needs co-ordinator (SENCo) and DSL/SLT will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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.

9. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

10. Training

Staff are informed of the school's approach to managing behaviour, as part of their induction process. Staff are given a line manager who will be able to give further assistance where required.

All Staff are expected to read and implement this policy.

If any amendments are required before the review date, all staff will be informed of the changes.

11. Monitoring arrangements

This behaviour policy will be reviewed by the SLT and approved by the Governing Body annually.

12. Links with other policies

This behaviour policy is linked to the following documents:

- Anti-bullying policy
- Exclusions policy
- Child Protection & Safeguarding policy
- E-safety policy
- PSHE Curriculum Policy
- SEND Policy
- Health & Safety Policy
- Complaints policy
- Uniform guidance

Disruption in lessons, between lessons, and at break and lunchtimes

Wilful non-completion of classwork or homework
Poor attitude, e.g. being uncooperative, speaking rudely.
Threatening behaviour
Not adhering to the school rules

Any form of bullying
Consistent disruption
Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
Vandalism
Theft
Fighting
Smoking / Vaping
Racist, sexist, homophobic or other discriminatory behaviour
Possession of any prohibited items.

Meeting ALL expectations

Minor / None SLT managed

Non verbal cues

Eye contact, gestures

Has Behaviour Changed?

Yes

Positive recognition

No

Teacher gives direct instruction

Has Behaviour Changed?

Yes

Positive recognition

No

Teacher has a quick private discussion around behaviour.

Has behaviour changed?

Yes

Positive recognition

No

Child moves to orange on the chart, (missed break) parents are contacted and recorded on Scholarpack.

Positive Praise and stamps

Prolonged behaviour / Major Incident, move to Red on the chart

SLT to be asked to attend to assess and defuse the incident. Individual response to be taken from here.

5 minutes deducted from Golden time.

Parents informed

(None negotiable)

Refusal to comply with instruction and/or continuation of behaviour

If 3 'Red' incidents happen within 6 months

- Meet with pupil & parents
- Issue a report card
- Agree a behaviour contract
- Additional support investigated if deemed necessary

Please refer to school behaviour policy for all clarification and details.

Disruption at break and lunchtimes
 Poor attitude, e.g. being uncooperative, speaking rudely.
 Threatening behaviour
 Rough play

Any form of bullying
 Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
 Vandalism
 Theft
 Fighting
 Smoking / Vaping
 Racist, sexist, homophobic or other discriminatory behaviour
 Possession of any prohibited items.

Meeting ALL expectations

Minor / None SLT managed

Major Incident, move to Red on the chart

Non verbal cues
 Eye contact, gestures

Positive Praise and stamps

Has Behaviour Changed?

Yes

No

Positive recognition

MSA / Staff gives direct instruction

Has Behaviour Changed?

Yes

No

Positive recognition

MSA / Staff has a quick private discussion around

Has behaviour changed?

Yes

No

Positive recognition

Inside – moved onto the orange table away from friends

 Outside – moved to the 'orange' wall for 10 minutes.

Refusal to comply with instruction and/or continuation of behaviour

SLT to be asked to attend to assess and defuse the incident. Individual response to be taken from here.

 5 minutes deducted from Golden time.

 Parents informed
 (None negotiable)

If 3 'Red' incidents happen within 6 months

- Meet with pupil & parents
- Issue a report card
- Agree a behaviour contract
- Additional support investigated if deemed necessary

Please refer to school behaviour policy for all clarification and details.

Appendix Two – Break and Lunch times