



St Barnabas
CofE Primary School

St Barnabas Primary School POLICY DOCUMENT



Green Lane
Pre-School

Title: Whole School Behaviour

Reference and Source Document:

No Source Document – Written and updated with SLT

The key purpose:

Supporting principles of whole school behaviour

Lead Staff Responsibility:

Head teacher- Sarah Hanson

Deputy head teacher– Kate Robertson

Governing Body Responsibility:

Curriculum Team

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Behaviour Policy

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School Behaviour Guidelines

St. Barnabas CE Primary School & Green Lane Pre-School Vision

Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and pre-school **all people** are **valued, encouraged** and **cared for**:

- **Inspire** each person to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

We aim to:

Inspire a positive approach to life and learning;

*Value and nurture each child as an individual: developing **resilience, independence,** and an **understanding** of what they bring to the world;*

*Create a rich, stimulating environment where **achievements** are celebrated and **team work** and **co-operation** are expected;*

*Promote **high expectations** and **self-confidence** for each individual;*

*Ensure each child strives towards **excellence** supporting those who find learning difficult and challenging the most able children;*

*Develop and foster **motivation** for learning and **enthusiasm** for life;*

*Promote a sense of **belonging** and build outstanding **relationships** between school, home, church and the wider community.*

*Help every child understand their **unique purpose** and **place in God's world.***

1. INTRODUCTION

The Whole School Behaviour policy operates in conjunction with the following policies [Policies & key documents – St Barnabas C.E. Primary School, Worcester \(st-barnabas-primary.worcs.sch.uk\)](#):

- Anti-bullying policy
- Special Educational Needs and Disabilities (SEND) policy
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- DfE Exclusion Guidelines
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

2. AIMS

St. Barnabas CE Primary School and Green Lane Pre-School is an equal opportunities school and behaviour is both taught and dealt with in line with our agreed policies. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour and discipline, we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

The Governing Body has a duty that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. No child will be discriminated against on the basis of protected characteristics such as disability or race.

3. Written statement of Behaviour Principles St. Barnabas C.E Primary School and Green Lane Pre-School

Everyone has a right to be safe, be listened to and to feel valued.

Every child has the right to learn and must be protected from disruption or abuse.

No child has the right to disrupt the learning of others.

We do not tolerate any form of discrimination or harassment against pupils, staff or visitors.

Staff, student teachers and volunteers are role models of excellent behaviour for pupils at all times.

Staff and pupils have mutually respectful relationships at all times, including spoken language and actions. The fundamental approach is positive, recognising, drawing attention to and rewarding good behaviour and showing mutual respect.

Pupils are supported to take personal responsibility for their own actions in an age or stage appropriate way.

Consequences are used consistently and applied fairly, in line with the behaviour policy.

Poor behaviour choices can be the result of unmet needs. Consequences will take into account any relevant SEND and the needs of the most vulnerable and, are applied within a context of safety, care and support. The school will always seek to identify any causal factors and intervene early in order to reduce the need for exclusion from school.

The school operates restorative practices wherever possible.

Suspensions and Exclusions are always a last resort.

Families are involved in managing poor behaviour choices or incidents, to foster good relationships between home and school and support children to behave well.

Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents or carers, working on an active partnership to promote positive choices. Strategies may be recorded in an Individual Provision Map or in more serious cases, a Pastoral Support Plan.

School will work closely with outside agencies who support children and families with behaviour and social emotional development. These include: The Behaviour Support Outreach Team from Perryfields Short Stay School, Early Help, Educational Psychology, WEST team, CAMHS, Reach4wellbeing; Early Years Inclusion Team and Community Paediatric Team.

The Governing Body emphasises that violence or threatening behaviour towards pupils or adults will not be tolerated under any circumstances.

This written statement of behaviour principles will be reviewed and approved by the Full Governing Body annually

4. THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, to report regularly to Governors, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social, disruptive or dangerous behaviour, the Headteacher may permanently exclude a child. Exclusion is always a last resort after all other strategies have been considered.

5. THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner at all times.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. They promote and reward good behaviour.

The class teacher treats each child fairly and with respect, enforcing the school rules consistently.

It is the responsibility of the class teacher or team leader to record significant incidents of inappropriate behaviour.

Teachers may confiscate pupils' property if appropriate – it is our practice to return this to the pupil or to their parents.

6. THE ROLE OF SUPPORT STAFF

It is the responsibility of all staff to ensure that the school rules are enforced in class, and that pupils behave in a responsible manner at all times.

The staff at St Barnabas Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non-teaching staff treat each child fairly and enforce the school rules consistently and treat all children with respect and understanding.

Support staff should report any significant incidents to the class teacher or senior leader.

7. PARENTAL INVOLVEMENT

Staff welcome early contact if parents or carers have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all. This is promoted in the home-school agreement.

Parents and carers can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, carers, pupils and teachers

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents and carers into school and make them feel valued.
- Develop good communication between home and school.

Parents or carers have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents or carers must take responsibility for their child, if suspended, and ensure that they are not in a public place without good reason during school hours within the first five school days of any suspension.

Parents or carers must also ensure that their child attends the suitable full time education provided by the school Governing Body or the Local Authority from the sixth day of suspension.

Parents or carers are expected to attend a reintegration interview following any fixed period suspension from primary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **Local Authority** applies for one.

8. SCHOOL RULES

Our school has two sets of rules – one for St Barnabas and one for Green Lane. These are visible around school and referred to regularly. All rules are revisited regularly.

Green Lane Preschool

Kind words

Kind hands

Kind feet

St Barnabas



In school we refer to STEP UP for good manners. This stands for Sorry, Thank you, Excuse me and Please. This reinforces expectations and encourages social confidence, good manners and positive and appropriate relationships.

9. DEALING WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES IN SCHOOL

A typical cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

St. Barnabas uses the Thrive approach throughout school to promote healthy social and emotional development. Children in all year groups and classes are screened termly and action plans created to address the social and emotional needs of specific cohorts. Whole class strategies are used on a daily basis.

If the screening identifies that a pupil is working significantly below their age in social emotional skills, parents or carers are informed and the pupil is given individual sessions with a trained practitioner. Progress is monitored half termly and strategies shared with parents and class teachers.

School employs a qualified counsellor as a Learning Mentor, to support children for a range of reasons which include difficulties with: Engagement in learning; self-esteem; friendship; regulating behaviour. The individual sessions explore the reasons behind specific feelings and behaviours, promote metacognition and provide strategies for self-regulation.

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of consequences. In the short term, consequences can stop inappropriate behaviour. However, they must be used appropriately and fairly and the emphasis should be on supporting and rewarding pupils where behaviour has been positive instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

10. SUPPORTING POSITIVE BEHAVIOUR

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Leaders and the Special Educational Needs Coordinator.

- **Restorative Practice**- our approach is a way to deal with conflict by focusing on repairing any harm that has been done. This strengthens relationships and enables our school community to work towards our values.
- **Distraction** if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Modelling** indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Ignoring** where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Choices** Reminders and warnings – 'If you do this, then this will happen' (positive outcome). 'If you choose to do this, then this will happen' (negative outcome). Now you choose what you are going to do.
- **Time Out** .i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone to the edge of the playground during playtime within sight of the teacher or supervisor.
- **Behaviour Book** All classes have a behaviour book where low level, individual problems are recorded. The class teachers and team leader review these regularly and any serious or ongoing incidents are also recorded on C-POMS, depending on the nature of the incident.
- **Rules** Remind children of expectations – 'Ready, Respectful, Safe'.
- **Individual Behaviour Targets**- some pupils have a personalised targets or behaviour plan to support their behaviour. Depending on the age and developmental stage of the child this may be a simple colour coded log, photos of the child behaving well as a visual reminder, an ABCC chart or a positive behaviour contract. Other pupils who are already on the SEND register may have specific behaviour targets on an Individual Provision Map (IPM) or on a Pastoral Support Plan (PSP). Parents or carers are involved and informed if their child has an IPM or a PSP.
- **Internal suspension**- sometimes a short period away from the rest of the class or group is appropriate. This is to help the child recognise where their behaviour has been unacceptable and to regulate their own emotions so that they can be supported to work towards restorative justice. This is recorded on our secure, on-line safeguarding and behaviour system, CPOMS. Parents and carers will always be informed if their child has received an internal suspension.

11. POSITIVE HANDLING

In a school, positive handling can be used to keep an individual safe or prevent someone else from being hurt.

- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so and, if their remaining in the classroom is harmful or disruptive to other pupils;
- prevent a pupil behaving in a way that disrupts a school event or a school trip;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or the safety and wellbeing of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

All incidents of positive handling are recorded in a bound school log and on CPOMS.

Parents and carers are always informed by a senior member of staff on the same day if their child has needed to be positively handled or physically restrained for any reason.

All staff receive regular training to support positively handling children and de-escalating difficult behavioural situations.

12. REWARDS

We aim to reward positive rather than emphasise negative attitudes to behaviour, learning behaviours and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, consequences should be needed only for a minority of children or where a child has made a 'one off' poor choice.

Rewards should be applied in a fair and consistent manner.

Rewards at St Barnabas include:

- Positive noticing
- Verbal praise
- Positive notes home
- Positive phone calls home

- Stickers and stamps
- Class reward: e.g. Marble jars
- Class recognition boards
- Certificates in celebration
- Assemblies – star of the week, term, sports etc.
- Newsletter going home
- Sharing excellent class work

These can be given to individual children, small groups, classes or year groups as appropriate by all staff both at lunch or break times and during lessons.

13. CONSEQUENCES

The following consequences can be used by the Class Teacher:

- Redirection - a reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of expectations. De-escalate where possible.
- Time out e.g. outside area under supervision, another group, another class
- Child to sit by teacher
- Loss of playtime
- Withdrawal of privilege relative to misbehaviour
- Child sent to another appropriate adult.
- Parents or carers informed and involved in the behaviour management process
- Incident logged in class behaviour book / on CPOMS
- Individual Behaviour Plan or ABCC record
- Referral to Senior Management/Headteacher who may decide on the following:

Further Sanctions

In addition, the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Ask parents or carers to bring children to and from school to promote smoother school transitions
- Other supportive actions, such as leaving school a few minutes earlier than peers to avoid a specific conflict or trigger; a period of time on an alternative playground or classroom.
- Internal suspension (removal from class for a fixed period of time and to work supervised by a senior member of staff)
- Suspension from school
- Permanent exclusion
- Exclusions will be carried out in accordance with DfE Guidance and LA policy and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short internal exclusion or suspension allows an opportunity for all key adults to discuss concerns and find a way forward.

“For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.”. *Exclusion from maintained schools, academies and pupil referral units in England. Statutory Guidance Sept 2023*

14. STAGES OF INTERVENTION



15. PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard expected it will be discussed at consultations with the parents or carers or at other informal meetings.
- If the problem is more serious, strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. Support may include additional TA time and/or additional lunchtime supervisor allocated to implement strategies to improve behaviour.
- If the behaviour does not improve, with parental consent, a child may be referred to outside agencies for support. The pupil would then be on the SEND register and the parent involved in regular reviews as detailed in the SEND policy.
- Where pupils reach SEN Support and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- At all times parents or carers are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the head and SENCo may set up a Pastoral Support Plan with a view to preventing the child from being suspended or excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.
- Parents can seek additional support by accessing further information on our website: [Safeguarding – St Barnabas C.E. Primary School, Worcester \(st-barnabas-primary.worcs.sch.uk\)](http://st-barnabas-primary.worcs.sch.uk)
- *In very extreme circumstances, the Headteacher may suspend a child from school either for a fixed period or exclude indefinitely (permanent exclusion).*

16. SUSPENSIONS and EXCLUSIONS

St. Barnabas CE Primary School follows DfE Guidance when considering whether it is appropriate to suspend/exclude a child.

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement.pdf)

Excludable behaviour is described as:

- Physical assault against or, threats to physically harm another pupil or adult
- Verbal abuse against another pupil or adult.
- Bullying
- Racist or homophobic abuse
- Abuse related to a disability

- Sexual misconduct
- Persistent or general disruptive behaviour;
- Damage (to property/equipment) or theft
- Inappropriate use of social media or online technology

Notification of a Suspension or Exclusion

1) Parents or Carers will be notified as soon as possible of the decision to suspend a pupil and the reason for the suspension. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents the same day or as soon as reasonable afterwards.

2) In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.

3) A student who has been suspended/excluded will have the reason explained to them by a member of staff so that they understand the nature of their misbehaviour.

4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. Early Help, Behaviour Support Team, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following suspension, the child will be able to return to school and that further input will promote a more positive attitude and a subsequent improvement in behaviour.

5) The Chair of Governors and relevant school staff will be notified of all suspensions the same day of the production of the suspension letter, which they will receive a copy of; it will clearly outline the reasons for the suspension.

6) All suspensions are recorded on SIMS and reported to the Local Authority on either a termly or annual basis. Permanent Exclusions are reported to the LA Inclusion Officer on the same day.

Pupils Returning from a Suspension

1) All pupils returning from a Suspension are required to attend a reintegration meeting, accompanied by a parent or carer. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between pupil, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion.

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

The clerk to governors can be contacted via the school office office@st-barnabas-primary.worcs.sch.uk or 01905 22766 or by letter marked for the attention of the clerk to governors.

Further information can be found on Worcestershire Children First website:
[Worcestershire Children First Education Services - Homepage](#)

Whole School Behaviour Guidelines

We believe that positive behaviour is at the centre of a happy school and essential for successful teaching and learning. We have a restorative approach where children are encouraged to reflect on their behaviour and strive towards our school values.

Parents, carers, teachers, support staff, pupils and governors all have a role in helping to establish and maintain good behaviour at St Barnabas.

We aim:

- ✓ To encourage the development of independence and the fostering of self-discipline, good manners, cooperation, tolerance and respect for others.
- ✓ To recognise and reward positive behaviour.
- ✓ To operate effective consequences

We believe that children learn best when they are happy, confident and secure in the knowledge that they are appreciated and valued. We seek to promote a caring community at St Barnabas in which responsibility, consideration for others and politeness are highly valued and encouraged. To maintain this purposeful environment, we have high expectations of everyone working in school.



Inspire, Nurture and Achieve

St Barnabas
CofE Primary School



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At St Barnabas we ask that everyone promotes and follows the following school rules:



Parents with worries about their children are welcome to arrange a time to talk to class teachers, team leader, SENCO, Deputy head teacher or Head teacher.

Rewards

We recognise that to maintain high standards great emphasis needs to be placed on rewarding positive attitudes and behaviour. As such, rewards, praise and congratulations are essential elements of our practice. Pupils will achieve more, be motivated and well behaved when we celebrate and recognise their successes.

Rewards include: Verbal praise, positive notes home, positive phone calls home, stickers and stamps, sharing excellent class work, class reward: e.g. marble jars, class recognition boards, certificates in celebration assemblies – star of the week, term, sports etc. and newsletters going home .

Lunchtime Supervision

We recognise and value the important role our Lunchtime Supervisors play in promoting positive behaviour. If necessary Lunchtime Supervisors will send children to stand at the edge of the playground for a cooling off period. Class teachers are informed of serious lunchtime incidents. In extreme cases a child may be referred to a senior member of staff.

Consequences

When there are incidences of negative behaviour we hope to show that we disapprove of the person's actions and not of them as a person. We also hope to give a child a way to improve their behaviour. If bad behaviour is serious we involve parents at an early stage. For minor incidents, we use a range of consequences.

An important part of our behaviour plan is the consistent use of rewards and consequences. If children do not keep our school rules we have 5 steps of intervention. At each stage a number of support strategies are put in place to enable children to reflect on their behaviour and engage positively with their learning.

