



**Barnfields Primary School
Behaviour Policy**

Date Approved: Sept 2021	Print Name: R.Chadwick
Date to be Reviewed: Sept 2022	Signed: <i>R.Chadwick</i>
1. RATIONALE	
<p>The school's behaviour policy applies to all pupils when they are on school premises or in the care of the school, or wearing school uniform, or otherwise representing the school.</p> <p>The aim of this policy is to outline to all members of our school community a range of strategies to enable pupils to behave well, and the strategies to use when pupils misbehave.</p>	
2. LEGISLATION AND STATORY REQUIREMENTS	
<p>This policy is based on guidance from the Department of Education(DFE) on:</p> <ul style="list-style-type: none">○ Behaviour and Discipline in schools○ The Equality Act 2010○ Use of Reasonable force in schools○ Supporting Pupils with Medical Conditions at School○ SEND Code of Practice○ Section 175 of the Education Act 2002○ Education and Inspections Act 2006	
3. AIMS	
<ul style="list-style-type: none">● To develop each child as an individual● To develop his/her academic and social potential to the full● To be a respectful school. To respect everyone and everything around us.● To have a calm atmosphere in the school.● We expect children to be thoughtful, responsible and show consideration for others.● We aim for our pupils to develop self-discipline, the ability to learn independently and work cooperatively and have proper regard for authority.● Foster a caring attitude for the school environment, including the buildings, inside and outside areas, equipment and personal effects.● Children can be expected to be listened to, to be treated fairly and to be encouraged to learn about the consequences of their behaviour for themselves and others.● There will be clear documentation of the code of behaviour for pupils and staff. These will be discussed widely prior to agreement and subject to regular review in the light of experience.● The pupil's Code of Conduct and school rules will be discussed with the pupils. The code and expectations will be known to both pupils and parents, as will the consequences/sanctions of poor behaviour and how good behaviour is rewarded.● The school will continue to recognise its responsibilities to provide excellent pastoral and supervisory care for pupils.● Staff, including new staff, will be aware of the preferred behaviour management strategies of the school. They will ensure that there is a consistent and clear approach to discipline.	

- Pupils will be encouraged to understand the principles and reasons underlying the expectations and routines of the school.
- Pupils will know that their good behaviour is recognised and valued
- To instil good manners in all children

4. PRINCIPLES

The Barnfields' Behaviour Policy will be underpinned by three principles. These are **READY, RESPECTFUL AND SAFE**. Each principle refers to an element of the children's behaviours and will be consistently addressed through the use of a common language around each area.

READY	RESPECTFUL	SAFE
This principle refers to the children's learning behaviours	This principle refers to the children's attitudes to others	This principle refers to the children's behaviours
READY TO LISTEN, READY TO LEARN	RESPECTFUL ATTITUDE, RESPECTFUL WORDS	SAFE CHOICES, SAFE ACTIONS
Listen to others when they talk to us Stop when the whistle is blown Line up quietly and sensibly when asked Wait for adult instruction	Demonstrate our STEPS to good manners Smile, be positive and have a go! Look after the equipment on the playground Treat others as we would want to be treated Be tolerant of others and their opinions	Use kind hands, feet and words Act in a calm and considerate manner Make good choices Use equipment correctly Play games that are appropriate for the school playground

We believe it is important that children learn through example and teaching the importance of:

- The difference between right and wrong
- Telling the truth
- **Use the 5 STEPS to Good Manners**
- **Smile**
- **Thank you**
- **Excuse me**
- **Please**
- **Sorry**
- Respecting the rights and property of others
- Acting considerately towards others
- Taking personal responsibility for one's action
- Self discipline
- The school rules and the need to comply with them

- To use the school values of: Respect, Resilience, Responsibility, Reflect and Positivity in all their actions

5. THROUGH THIS POLICY WE AIM TO:

- Promote British Values
- Improve pupil self esteem
- Enhance pupils' moral development
- Improve behaviour and relationships
- Nurture positive attitudes towards diversity in society and reduce prejudice
- Develop pupils as global citizens
- Provide pupils with strategies to stay safe in the Barnfields' community and beyond
Staff, pupils and parents must be seen to work together to ensure good standards of discipline. We must be consistent in our approach and in what is expected of children and parents.

6. SCHOOL VALUES

Across the school year five core values and attitudes are taught:

**Respect,
Resilience,
Reflection,
Responsibility
and Positivity**

These values are explicitly taught and focused on during our assembly themes. Our aim is to develop a good understanding of what each value means and what it looks like in action, both around school and in society. Within our five core values we learn about other principles and values which underpin our thinking e.g. within respect, we also think about tolerance, thoughtfulness and understanding. Our core values support children to become well rounded individuals that are able to flourish in our ever-changing society.

7. PUPILS WILL BE EXPECTED TO:

- Treat others as they wish to be treated
- Kind and friendly
- Be well mannered to everyone (each other and adults).
- Not use offensive language.
- Respond to reasonable requests of adults without dispute.
- Show respect for the work and the property of others.
- Walk in corridors and move around the school safely and quietly.
- Take care and show respect for the school environment.
- To have the correct equipment and settle quickly to their work.
- Be responsible for classroom resources and tidiness and should be encouraged to develop independence.
- Work at an appropriate noise level.
- Act safely and responsibly when working on electronic devices at school and at home and to think carefully about how they act and what they say to each other. They should keep safe at all times.
- Do their best all the time and show pride in their work.
- Line up quietly and sensibly.
- Use the 5 STEPS to good manners

8. ADULTS WILL BE EXPECTED TO:

- Take responsibility and work together as a cohesive model of behaviour.
- Ensure the focus of behaviour management is positive, not confrontational.
- Treat children with respect and allow them both choice and control of their own behaviour.
- Make a clear distinction between the child and his or her behaviour. There can be bad behaviour but there are no bad children.
- Take responsibility for ensuring that children grow in awareness of the consequences of their behaviour.
- Be consistent about their expectations of pupil's behaviour and share those expectations with parents.
- Support each other.
- Draw attention to desirable behaviour. Pupils know that their cooperation is both expected and appreciated.

9. ASSEMBLIES

- Children will enter the hall in silence
- Children will sit crossed legged on the floor.
- Children should show **respect** for the person leading the assembly as well as for others that are listening and participating in the assembly.
- Children will exit the hall in silence

10. PLAYTIME/LUNCHTIME

- Children will be dismissed from classrooms for playtime.
- Children are expected to walk to the playground in a safe and orderly manner.
- During playtime no children should be in the school building unless supervised by an adult.
- Children who would like snacks from the kitchen must queue sensibly and as soon as they have received their snack exit the building to the playground safely.
- Behaviour on the yard should be **respectful** of others, **safe** and sensible.
- Children demonstrating any of the unacceptable behaviours listed should expect to receive a sanction in line with our school behaviour strategies

11. REWARDS

At Barnfields Primary School we celebrate learning, good behaviour and good attitudes towards learning. We believe that a positive approach to behaviour and attitude helps learners to have high expectations and aspirations of their own and others behaviour. A system of rewards will be consistently applied across all year groups and classes.

Daily:

- Verbal Praise
- Celebration of work in class (Visualisers)
- Stickers
- Sent to partner year group teacher/Phase Leader
- Raffle Ticket Reward (Drawn at end of week)

Weekly:

- Phase Leader sticker
- Class teacher email to Parents (Exceptional Behaviours)
- Hot Chocolate Friday with Phase Leader (2 per class)
- Raffle Ticket Draw

- Celebration Assembly (Well Done)

Half-Termly:

- Postcards home from HT
- Reward afternoon
- HT certificate for children. Golden Band to wear for the day
- Acorn Award Assembly

Termly:

- Squirrel Award Assembly
- Afternoon Tea with DHT/HT
- Reward Day- Bronze, Silver and Gold

(If children achieve Bronze (a maximum of two L2 behaviours), Silver (One L2 behaviour) or Gold Awards (zero L2 Behaviours) they may have an appropriate reward as set out below. If a child has a level 3 behaviour they will not participate in the Rewards

Bronze Reward	Up to one session
Silver Reward	Up to two sessions
Gold Reward	Up to three sessions

Rewards in Reception

Because of the age and level of development of our Reception children the rewards will be slightly amended.

Daily :

- Verbal Praise
- Stickers
- Moving up the tree/rocket

Weekly :

- Class teacher email to parents (Exceptional Behaviours)

Half-termly

- Acorn Award Assembly

Termly

- Squirrel Award Assembly
- Reward Day – Bronze, Silver, Gold

(If children achieve Bronze (a maximum of two L2 behaviours), Silver (One L2 behaviour) or Gold Awards (zero L2 Behaviours) they may have an appropriate reward as set out below.

If a child has a level 3 behaviour they will not participate in the Rewards

Bronze Reward	Up to one session
Silver Reward	Up to two sessions
Gold Reward	Up to three sessions

At Barnfields Primary School we expect all our pupils to think about their behaviour and the choices they make. The 5 Steps have been developed in consultation with the pupils and the Ambassadors and are to be applicable in all situations and easy for even our youngest pupils to know and understand. These are reinforced daily by all staff and regularly in assemblies.

- **S**mile
- **T**hank you
- **E**xcuse me
- **P**lease
- **S**orry

12. UNACCEPTABLE BEHAVIOURS AND SANCTIONS

Children will always be encouraged to demonstrate appropriate and acceptable behaviours and work towards the rewards for showing good behaviour. However, on some occasions the children will need to be reminded of what acceptable behaviour looks like and sanctions may be needed when they demonstrate inappropriate behaviours. The levels of behaviour and sanctions are set out below.

Level 1 Reminder - 'I am reminding you how we expect you to behave.....'

Level 1 Behaviours	Level 1 Consequences	Dealt with by
Showing disrespect to others by choosing to: <ul style="list-style-type: none"> • Distract other children from learning • Answer back • Disobey instructions • Be untruthful • Name call and use minor bad language ie (idiot, stupid,) • Cause careless damage • Not join in with learning without good cause • Cause harm through carelessness 	<ul style="list-style-type: none"> • 'Timeout' to another room • Move seats in the class • Loss of up to 15 minutes of a break time/lunchtime • Informally speak to parents if not an isolated incident Loss of privileges (e.g. fun extra activity) • Rule reminders • Warning given to be moved to L2 • (A child will be moved to L2 after 2 incidents in a day) 	<ul style="list-style-type: none"> • Class teacher

Level 2 Reminder - 'This behaviour is unacceptable

Level 2 Behaviours	Level 2 Consequences	Dealt with by
<ul style="list-style-type: none"> • Showing disrespect to others by choosing to: • Persistently using level 1 type of behaviours over a sustained period of time or 2 incidents in a single day • Use isolated acts of violence- kicking, hitting, fighting biting etc. 	<ul style="list-style-type: none"> • Any of the level 1 consequences • Reprimand and behaviour logged by member of the Senior Leadership Team on SchoolPod Behaviour Watch and parents contacted • Loss of break time or lunch time play • Loss of a major privilege- e.g. Misses an after school club, school sports competition or special activity • 2 incidents of L2 Behaviour in a week moves to L3 Behaviours 	<ul style="list-style-type: none"> • Member of SLT/ Phase Leader

Level 3 Reminder - 'This is a serious misbehaviour..'

Level 3 Behaviours	Level 3 Consequences	Dealt with by
<p>Showing disrespect to others by choosing to:</p> <ul style="list-style-type: none"> • Persistently use level 2 types of behaviour over a sustained period of time or 2 incidents in a single week. • Repeatedly use abusive, threatening behaviour towards others • Use of direct verbal abuse/ bad language/ comment to any member of the school community (swearing or racial abuse) • Use bullying behaviour (See also to Anti-Bullying Policy) • Use dangerous behaviour • Steal 	<ul style="list-style-type: none"> • Any of the level 2 consequences • Loss of play for up to a week • Parents asked to come to school to discuss behaviour with the Phase Leader • Logged on SchoolPod Behaviour Watch 	<p>Phase Leader DHT Headteacher</p>

<ul style="list-style-type: none"> • Vandalise the school buildings/property • Use aggressive, behaviour with intent to cause deliberate injury • Leaving the school grounds without permission 		
--	--	--

Level 4 Reminder - 'This is a serious misbehaviour ..'

Level 4 Behaviours	Level 4 Consequences	Dealt with by
<ul style="list-style-type: none"> • Serious verbal aggression towards a member of the school community • Violent aggression (hitting, kicking, punching) a member of the school community 	<ul style="list-style-type: none"> • Parents asked to come to school to discuss behaviour with the Headteacher • Referral to the Board of Governors • Fixed term exclusion from school • Permanent exclusion from school 	Headteacher Chair of Governors

13. SEN

Barnfields Primary School recognises that some children find aspects of school life difficult. Children from time to time may need intervention from external agencies and every effort is made to ensure we follow recommendations to ensure progress is made in all areas of education, this includes behaviour. Targets for SEN children set as part of their PLPs or part of their EHCP will be personal to the specific child and may not always follow the Behaviour Policy.

14. RECORDING BEHAVIOUR INCIDENTS

The school MIS system will be used to log any unacceptable behaviours. The class teachers will log the behaviours at Level 1, Phase Leaders at Level 2 and Deputy Headteacher or Headteacher at Level 3 and Level 4.

Behaviour Watch (online behaviour tracking system) will be used to analyse the behaviours, recorded by the person/s witnessing the behaviour on School Pod. These records will be used if behaviour becomes frequent and as evidence to support sanctions/consequences.

15. CONFISCATION

Confiscation is a lawful disciplinary penalty. School have the right to confiscate items that are deemed inappropriate for school or may cause harm to others. If items are confiscated, teachers/staff must fully explain to the child why this has to happen. Items will be stored safely and returned to the child or via the parent. Barnfields will seek advice from other agencies (e.g. police if items are deemed to be harmful - drugs or weapons. In these cases, refer to Exclusion Policy)

