



## Barnfields Primary School Behaviour Policy



<b>Date Approved: Sept 2023</b>	<b>Print Name: S. Francis</b>
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### School Ethos

Barnfields Primary School strives to provide an inclusive learning environment where children feel safe to take risks to enable them to reach their full potential.

At Barnfields Primary School, our vision is driven by our school motto of 'Believe and Achieve'. Academic excellence runs alongside sporting and artistic excellence. The whole child is nurtured as positive wellbeing is encouraged and supported. Pupils are encouraged to take pride in their achievements and embrace school life in a positive manner. Their learning is underpinned by strong values that encourage and guide the children through the rest of their academic journey and as citizens of the future.

Barnfields believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Promoting personal development
- Promoting character education
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment that promotes positive mental health and wellbeing
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment:** the health and wellbeing of pupils and staff is promoted through the 'hidden' curriculum, as well as leadership practice, policies, values and attitudes, alongside the social and

physical environment

- **Teaching:** the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement:** the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Wellbeing Policy outlines the specific procedures that will be used to assess these pupils for any Mental Health and Wellbeing related difficulties that could affect their behaviour.

## Aims and Expectations of the Behaviour Policy

### Aims

- To outline rewards and sanctions and how they will be fairly, flexibly and consistently applied.
- To define acceptable behaviour and to make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that result as a consequence.
- To promote good and outstanding behaviour through a system of rewards which will encourage children to have high expectations and aspirations of themselves and others.
- To promote positive behaviour, self-discipline and foster mutual respect for other people and the environment.
- To enable pupils to become increasingly independent learners that develop a life-long love of learning.
- To teach positive values and attitudes through the curriculum that celebrates difference and diversity.
- To provide clear, fair procedures to deal with inappropriate behaviour when it does occur
- To be fully supported by all stakeholders and to role model the correct manner in which we deal with situations.

### Expectations

- The school expects every member of the school community to behave in a caring and considerate way towards others
- To ensure children can see behaviours are dealt with consistently across the school
- Good behaviour is expected and rewarded. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour
- To reach high levels of self-esteem where children are happy, feel good and enjoy each other's company
- To enable children to deal with conflicts in a positive manner giving them the coping strategies to reach positive outcomes
- To help children understand consequences and impact of their behaviours on others
- For all stakeholders (staff, governors, parents, children) to work together to ensure a calm, safe, stimulating learning environment.

## 2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'

- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

**This policy operates in conjunction with the following school policies:**

- School Values
- Wellbeing Policy
- Complaints Procedures Policy
- SEN Policy
- Exclusion Policy
- Equality Policy
- Attendance Policy
- Restrictive Physical Intervention Policy
- Child-on-Child Abuse Policy
- Online Safety Policy
- Acceptable Use Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- LGBTQ+ Policy

### Rationale and School Values

The term 'Behaviour' at Barnfields incorporates a wealth of attributes that include: learning behaviour, appearance, attendance, attitude, conduct and responsibility.

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.

Barnfields Primary School believes that behaviour is a shared responsibility. We expect all stakeholders: school staff, children, parents and governors to be committed to establishing a learning environment which promotes positive behaviour and relationships of mutual respect based on a sense of community and shared values. We believe that children have the right to learn in an environment which is conducive to learning and promotes high levels of engagement. It is our primary aim that every member of the school community feels valued, respected and that each person is treated fairly. We believe that all stakeholders must take ownership of their behaviour. We are all responsible for our own actions.

## Roles and Responsibilities

The **Governing Board** will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **Headteacher** will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any Mental Health and Wellbeing related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any Mental Health and Wellbeing related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with Mental Health and Wellbeing related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with Mental Health difficulties.
- Supporting behaviour management in line with the Wellbeing Policy.

The **SENCO** will be responsible for:

- Collaborating with the Governing Board, Headteacher and the Mental Health lead, as part of the SLT, to determine the strategic development of behaviour and Mental Health and Wellbeing policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and Mental Health and Wellbeing policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- All members of staff, including teaching and support staff, and volunteers will be responsible for:
- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.

- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Phase leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

**Pupils** will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

## Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination:** not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment:** behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour:** deliberately acting in a manner so as to cause annoyance or irritation
- **Child on Child abuse:** Child-on-child abuse is most likely to include, but may not be limited to:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork

- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

### **Staff Induction, Development and Support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. New staff will work alongside their opposite year group teacher and phase leader, in order to quickly understand the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs continuously, and in response to any serious or persistent behaviour issues disrupting the running of the school.

### **Pupils with Special Educational or Emotional Needs**

The school has a highly successful SEN (Special Education Needs) department that caters for the needs of pupils that are identified as needing more support. 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. These children will follow their individual behaviour plan.

Barnfields Primary School has invested in the HOPE (Helping Our Pupils Emotionally) programme. We have 2 trained members of staff who will be available to support and run interventions for pupils that find emotional wellbeing difficult. This may be a long or a short-term intervention e.g. dealing with bereavement, parental separation.

### **Barnfields’ Principles for Behaviour**

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.

<b>READY</b>	<b>RESPECTFUL</b>	<b>SAFE</b>
<b>This principle refers to the children’s learning behaviours</b>	<b>This principle refers to the children’s attitudes to others</b>	<b>This principle refers to the children’s behaviours</b>
READY TO LISTEN, READY TO LEARN	RESPECTFUL ATTITUDE, RESPECTFUL WORDS	SAFE CHOICES, SAFE ACTIONS

<p>Listen to others when they talk to us</p> <p>Stop when the whistle is blown</p> <p>Line up quietly and sensibly when asked</p> <p>Wait for adult instruction</p>	<p>Demonstrate our STEPS to good manners</p> <p>Smile, be positive and have a go!</p> <p>Look after the equipment on the playground</p> <p>Treat others as we would want to be treated</p> <p>Be tolerant of others and their opinions</p>	<p>Use kind hands, feet and words</p> <p>Act in a calm and considerate manner</p> <p>Make good choices</p> <p>Use equipment correctly</p> <p>Play games that are appropriate for the school playground</p>
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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 (**Smile, Thank You, Excuse Me, Please, Sorry**) to Good Manners
- 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

### Behaviour Across the School

#### Assemblies

- Children will enter and exit 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.
- The school values will run through all assemblies.

#### Playtimes and Lunchtimes

- 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 playground should be **respectful** of others, **safe** and sensible.
- Whilst on the playground, all children will follow the 'Ready, Respectful, Safe' principles that are clearly displayed.
- Children demonstrating any of the unacceptable behaviours listed should expect to receive a sanction in line with our school behaviour strategies.

### 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, stickers, sent to year group partner/Phase Leader, raffle ticket reward (drawn at the end of the week).
- **Weekly:** Phase Leader sticker, email to parents from class teacher (exceptional behaviours), Hot Chocolate Friday with Phase Leader (2 per class), raffle ticket draw, Celebration Assembly (Well Done).
- **Half-Termly:** postcard home from Headteacher, reward afternoon, Headteacher Certificate/golden band, Acord Award Assembly
- **Termly:** Squirrel Award Assembly, Afternoon Tea with DHT/HT, Reward Day- Bronze, Silver and Gold

<b>Bronze Reward</b>	<b>Up to one session</b>
<b>Silver Reward</b>	<b>Up to two sessions</b>
<b>Gold Reward</b>	<b>Up to three sessions</b>

NB: 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.

### 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 (see table above)

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 pupils 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.

### Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

A record of all reported incidents will be kept on SIMs to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

Where necessary, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.



Where a pupil is identified as having Mental Health and Wellbeing related difficulties, SEND support will be put in place.

Where SEND is not identified, but the Headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place. Following continued incidents of unacceptable behaviour, the headteacher will refer to the Exclusion Policy if necessary.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, Mental health and wellbeing needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

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

Level 2 Reminder -'This behaviour is unacceptable .....		
Level 2 Behaviours	Level 2 Consequences	Dealt with by
<b>Showing disrespect to others by choosing to:</b> <ul style="list-style-type: none"> <li>• Persistently use L1 type of behaviours over a sustained period of time or two incidents in a single day</li> <li>• Use isolated acts of violence- kicking, hitting, fighting biting etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Any of the L1 consequences</li> <li>• Reprimand and behaviour logged by member of the Senior Leadership Team on SIMS and parents contacted</li> <li>• Loss of break time or lunch time play</li> <li>• Loss of a major privilege- e.g. misses an after school club, school sports competition or special activity</li> <li>• Two incidents of L2 behaviour in a week moves to L3 behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Member of SLT/ Phase Leader</li> </ul>
Level 3 Reminder -'This is a serious misbehaviour...		
Level 3 Behaviours	Level 3 Consequences	Dealt with by
<b>Showing disrespect to others by choosing to:</b> <ul style="list-style-type: none"> <li>• Persistently use L2 types of behaviour over a sustained period of time or two incidents in a single week.</li> <li>• Repeatedly use abusive, threatening behaviour towards others</li> <li>• Use of direct verbal abuse/ bad language/ comment to any member of the school community (swearing or racial abuse)</li> <li>• Use bullying behaviour (See also to Anti-Bullying Policy)</li> <li>• Use dangerous behaviour</li> <li>• Steal</li> <li>• Vandalise the school buildings/property</li> <li>• Use aggressive, behaviour with intent to cause deliberate injury</li> <li>• Leaving the school grounds without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Any of the L2 consequences</li> <li>• Loss of play for up to a week</li> <li>• Parents asked to come to school to discuss behaviour with the Phase Leader</li> <li>• Logged on SIMS</li> </ul>	Phase Leader DHT Headteacher

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

### Prevention Strategies, Intervention and Sanctions for Unacceptable Behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

#### Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system is in place to ensure relevant members of the SLT are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Phase leaders are responsible for children misbehaving within their phase. Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Behaviour Plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHCP, contact with the LA to consider a review of the plan
- A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

#### Educating the Children regarding Behaviour

Positive behaviour will be taught to all pupils as part of the 'hidden' curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The school will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly in the playground before returning to class.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

#### Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on

forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. This will be reinforced through a positive use of rewards.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate to follow the school sanctions. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil is seated in sight of the teacher and away from children who may trigger their behaviour
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences may be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

### **Removal from the classroom**

- The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.
- The pupil will be moved to a room that is:
- In an appropriate area of the school
- Suitable to learn and refocus
- Supervised by trained members of staff, wherever possible Phase Leaders.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be

for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

### **Physical intervention**

In line with the school's Restrictive Physical Intervention Policy, we aim to be a physical intervention free school. However, if this was deemed to be needed for a specific child with significant individual needs, training would be given to applicable staff.

### **Reasonable Force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. However, this will only be used in extreme circumstances where there is risk of significant harm to themselves or others.

### **Sexual Abuse and Discrimination**

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

### **Behaviour Outside the School Premises**

Pupils at the school must agree to represent the school in a positive manner. The following of our school values and charter will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

### **Incident Logs and Recording of Incidents**

Phase leaders will be responsible for monitoring and analysing behaviour incidents and reporting back at Senior

Leadership Meetings. Deputy Headteacher and the Headteacher will monitor and analyse whole school behaviour, recorded by the person/s witnessing the behaviour using SIMs. These records will be used if behaviour becomes frequent and as evidence to support sanctions/consequences.

### **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)