



## Behaviour Policy

Date	Review Date	Coordinator	Nominated Governor
July 2020	July 2022	Simon Beswick	Sue Smith

### Philosophy, Beliefs and Values

At Barton Clough Primary School we aim to teach all our children excellent social behaviour as well as high standards in academic learning. We are committed to providing a caring, safe and supportive environment where all our pupils can develop and learn to their full potential.

At the heart of our approach is building positive relationships with children and communication with parents / carers.

In order for the children to achieve this level of behaviour we need to teach the ideas and concepts explicitly, through our curriculum and all learning opportunities, so that **children know, understand and recognise what 'learning behaviours' look like.**

### Barton Clough Primary School "Learning Behaviours"

All the children who attend this school must feel wanted and that they, as individuals, have a part to play at Barton Clough.

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect.

We recognise that quality first teaching is a key strategy for behaviour management. At Barton Clough Primary School, we are **totally committed** to ensuring that all learning experiences are worthwhile and engaging.

Learning is at the centre of all that we do and supporting learners in order that they can fully access our curriculum is at the heart of our Behaviour Management Policy.

### Pupil Responsibilities are:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To obey the instructions of school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults
- To demonstrate a growth mindset in their learning

### Staff Responsibilities are:

- To remain calm when managing behaviour
- To have a 'no shaming and no humiliating' policy
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To be an excellent role model
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To have high expectations of themselves and children
- To give praise that is 'Positive' and purposeful

### Parents' Responsibilities are:

- To make children aware of appropriate behaviour in all situations
- To support the school in the implementation of this policy
- To show an interest in all that their child does in school
- To be aware of the school rules and expectations

### Pupils impacting on learning

When a child disrupts learning, this has an impact on their own learning, on other children and sometimes the whole class. Children are given a verbal reminder that their behaviour is impacting on learning and reminded of what the expectations are. If this behaviour continues, the child will be asked to have reflection time in their own classroom or in an allocated classroom.

#### Time out classes

Y1/2 in their own classroom

Y2/3 to Mr Hinton

Y4 to Miss Race

Y5 to Miss Higgins

Y6 to Miss Bennion

Time out will be for a short period of time. Reoccurring behaviour incidents will be discussed regularly with the Senior Leadership Team and will be recorded and monitored on CPOMS. Parents will also be informed of this.

#### In extreme cases

If a child is violent and seen as a risk to themselves or others or if a child is refusing to leave the classroom for their time out, the class teacher should send the 'red triangle' to the office for a member of SLT to be alerted.

### Small Specialist Classes

In the SSCs we recognise the importance of visual representations to support children to make positive decisions. Both Oak and Acorn Classes have a tree displaying photographs of the children. These photographs are moved up alongside giving clear affirmation of the behaviour that is being recognised. This helps to reinforce high expectations

for behaviour and gives children the immediate feedback needed by children with additional needs around language and communication. On occasions, after a warning and an explanation of the behaviour expected, these photographs may be moved down. As soon as the desired behaviour is demonstrated the photograph should be moved back up and positive explicit feedback given. If behaviours become dangerous or concerning due to frequency of occurrence these should be recorded using Cpoms with the lead teacher being tagged into the report for monitoring purposes. At this point the SENCO and Headteacher will offer further support.

### **How we celebrate positive behaviour around school**

- ❖ Verbal purposeful praise / positive language
- ❖ Learner of the Week Awards
- ❖ Citizen of the Week Awards – red jumper
- ❖ Celebration Community Time
- ❖ Head Boy / Head Girl to reinforce positive role models
- ❖ Positive Playtimes – supported by the Midday Assistants, Y6 playground leaders and Teaching Assistants
- ❖ Positive notes home / postcards / phone calls
- ❖ Stickers – rewarding good behaviour during the day / week
- ❖ Show work to other classes/Headteacher

### **Play times and Lunch times**

Every child has the right to feel safe at school, at all times. Play times and lunch times are part of the 'Barton Clough Experience' and as such should be positive and worthwhile.

Positive behaviour at play times is supported by the staff who are on duty. Middays are supported at lunch times by Teaching Assistants and members of the Senior Leadership Team. All staff wear High Visibility jackets when outside, so they can be quickly and easily identified by children, parents and adults. Children in KS1 are further supported by our Playground Leaders, developing games and modelling good behaviour.

There is a rota in place for Wet Play times to ensure that children are appropriately supervised within their own classrooms. Class teachers provide resources and activities to engage children during Wet Play.

### **Dealing with an incident at lunchtime**

- 1) Speak to the child or group of children using positive language (see above).
- 2) If the behaviour continues, give the child a verbal warning and reminder of the expected behaviour.
- 3) If the behaviour still continues, the Mid-Day Assistant will call for support from the HLTA on duty. The child will then spend some time in reflection with the HLTA who will then decide the next and best course of action.
- 4) If the behaviour persists or another incident occurs, the child will be brought in to school to be spoken to a member of the Senior Leadership Team.

ALL Mid-Day Assistants and Teaching Assistants are responsible for behaviour.

**Every opportunity should be given for a child to improve their behaviour, however, we have a zero tolerance to unacceptable behaviour at Barton Clough Primary School and this may lead to an internal, fixed or permanent exclusion.**

**Only the Headteacher can exclude a pupil. In this case the correct exclusion procedures must be followed.**

## **When and how should we inform parents about behaviour issues?**

Parents need to be made aware when their child is behaving well or when they are unsafe and / or persistently disrupting learning in school for themselves or others. Parental involvement at early stages is advisable.

We can keep parents informed in a variety of ways:

- Speak at the end of the day to parents or relay messages through whoever picks them up (if appropriate)
- Letters, notes, cards, telephone calls to inform parents of good behaviour as well as concerns that may have arisen during the day
- Parents' evenings
- Open Days

## **Special Educational Needs and Disabilities Register**

School may be required to investigate or assess potential special educational needs and disabilities (SEND) and/or social emotional mental health needs (SEMH) in relation to a child. Parents would be involved in this process.

This may include:

- When a child has appeared regularly in the class Behaviour Log
- When the behaviour presented is over a sustained period of time
- When a teacher/parent/child has expressed concerns in this area
- When a pupil is diagnosed with a behaviour related condition (such as ADHD)
- When a child has been excluded from school or internally

**Risk Assessments** will be completed by class teachers, with support where needed from SLT and / or the SENCO, for pupils at risk of exclusion or at risk of harming themselves or others.

### **Vulnerable Welfare and Safeguarding Meetings**

The school's Senior Leadership Team will meet on a half-termly basis to discuss the most vulnerable pupils in school and consider ways to ensure targeted support (including behaviour plans).

The team is made up of:

- Executive Headteacher
- Lead Assistant Headteacher
- SENCO
- Family Well-Being Advisor
- Educational Welfare Officer (EWO) when required

### **Staff Training**

Our staff are provided with training on managing behaviour, including de-escalation techniques. Behaviour management will also form part of continuing professional development.

## **Legislation and statutory requirements**

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

## **Roles and responsibilities**

### **The governing board**

*Maintained schools, pupil referral units and non-maintained special schools insert:*

The [governing board/committee name] is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The [governing board/committee name] will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

*Academies, including free schools, and independent schools insert:*

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The headteacher**

*Maintained schools, pupil referral units and non-maintained special schools insert:*

The headteacher is responsible for reviewing this behaviour policy in conjunction with the [governing board/committee name], giving due consideration to the school's statement of behaviour principles (appendix 1).

The headteacher will also approve this policy.

The headteacher 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 rewards and sanctions are applied consistently.

*Academies, including free schools, and independent schools insert:*

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher 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 rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

<b>Executive Headteacher</b>	Simon Beswick	<b>Date:</b>	30 <sup>th</sup> September
<b>Chair of Governing Body:</b>	Sue Smith	<b>Date:</b>	30 <sup>th</sup> September