



# Positive Behaviour Policy

**Approved by SLT on:**

3rd July 2019

**Review Date:**

Autumn Term 2022

## BARLEY LANE PRIMARY SCHOOL

### Positive Behaviour Policy

At Barley Lane Primary School we aim to provide clearly stated expectations of what constitutes acceptable behaviour combined with effective strategies for managing behaviour. To be effective these expectations must be consistently followed by all members of staff in the school.

It is important that every adult must act as a good role model with their own behaviour and actions. The best way to deal with poor behaviour is to establish a positive ethos where pupils are valued for being good.

Proactively dealing with behaviour issues before they occur e.g. by planning high quality, motivating lessons, by consistent use of praise around the school and by establishing a high quality learning environment ensures that incidents of poor conduct are minimised.

### Equality

The school expects that all members of the community apply this policy consistently, fairly and without prejudice to all pupils in our community. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation, or because of gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

### Atmosphere/Ethos

Our school motto is *Believe in yourself, Learn together, Persevere, and Succeed*. Our 5 core values are *Compassion, Honesty, Respect, Responsibility and Resilience*. The motto and values will be a key focus for assembly themes as well as being taught through areas of the curriculum. The school has 3 rules: *be kind, be respectful, be ready to learn*. The motto, values and rules will be displayed in every classroom and in corridors to remind adults and children that we are working together to ensure that everyone feels happy, safe and secure.

The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that a pupil has, which in turn impacts on the pupils behaviour. Therefore at Barley Lane Primary School we strive to ensure that:

- All staff have high expectations of pupil behaviour and their ability to make progress
- Staff constantly and consistently praise the whole class and each pupil in class
- Staff use positive language when talking about pupils learning and behaviour, both in front and away from pupils
- All adults act as good role models to the pupils
- Any negative comments refer only to the behaviour that the pupil has displayed and not about the pupil personally
- Adults should not use sarcasm to embarrass a pupil and never publicly ridicule a pupil

- Adults avoid shouting, except in extreme situations (remember the less we shout the more effective it is if we need to)
- In every possible situation and all areas e.g. class, playground, assembly, dining hall, ALL adults model the behaviour they expect from our pupils
- In every possible situation and all areas e.g. class, playground, assembly, dining hall, ALL adults praise pupils displaying the good behaviour expected at this school
- Children will respect each other and take responsibility for their own behaviour
- Children should conduct themselves sensibly at all times in and around the school, and be good ambassadors when off-site

### **Rewarding and celebrating positive behaviour**

It is important for all staff to praise pupils for good behaviour and good learning at every opportunity. We reward pupils with gold tokens which will go into their house container in the classroom and the teacher will give them a star in their house colour to go on the class sticker chart. Certificates may also be awarded at the end of the week in 'Worker of the Week' assembly. We want pupils to recognise that the real rewards come from the praise they get from adults, which gives them confidence and makes them feel proud of themselves. The feeling they get from their own achievements and the positive way that they are valued by the people around them, has long term effects that in turn affect the way they relate to others. At the same time, staff strive to ensure that the giving of rewards is balanced, fair and equitable (e.g. we do not 'over reward' disruptive pupils.)

### **Rewards include:**

- Verbal praise/congratulations, explaining why they are being praised
- Gold tokens that go into their house container
- Worker of the Week award
- Sending pupils with good work to the Year Group Leader or Assistant Headteacher
- The Headteacher and Deputy Headteachers award special stickers and certificates to pupils either for their consistent good work or behaviour, or to acknowledge outstanding efforts or acts of kindness in school
- Displaying work around the classroom and school
- Weekly attendance certificates for whole classes
- Termly attendance certificates for individual pupils
- Being voted as a school council representative by their class
- Being chosen to be a young leader
- Being chosen to be an advocate

### **House Points System**

The house point system is the main reward system across the school and encourages pupils to both work as team, as well as working towards their own personal goals. All pupils are allocated a house when they join the school and remain in that house until they leave. The houses are as follows:

***Buckingham Palace (Blue)***  
***(Houses of)Parliament (Red)***

***London Eye (Green)***  
***(The) Shard (Yellow)***

House lists will be displayed in the classroom, with photographs of the landmarks. House captains are allocated for each house from Year 6 (a boy and a girl). Pupils can be awarded house points (gold tokens) from any member of staff for good behaviour, effort, achievements etc. When a child is awarded a house point, they put it in their house container in the classroom and the teacher gives them a star in their house colour to be displayed on the star chart in the classroom. Rewards will be awarded to celebrate amounts of stars collected:

- 5 stars – certificate to be awarded by teacher in the classroom
- 10 stars – certificate to be awarded in Friday's assembly
- 15 stars – token to use at Munchies
- 20 stars – Barley Lane pencil
- 25 stars – bronze certificate and text home
- 50 stars – silver certificate and text home
- 100 stars – gold certificate and text home

The process of rewards will then follow again in 5's. In the Awards assembly the house point totals for that work will be shared.

House point totals are collected on a Thursday afternoon by the house captains to be announced in the Awards assembly. House prizes will be awarded at the end of each half term.

### **WOW Awards**

WOW (Worker of the Week) awards will be given out in Friday's assembly. This is a certificate for one pupil per class who has demonstrated good achievement for either learning, effort or behaviour.

### **Teaching Positive Behaviour**

The best way to teach positive behaviour is through our own behaviour as role models and through praising children who display the expected behaviour. Pupils are taught about good behaviour through teaching and applying the school rules:

*Be kind*

*Be respectful*

*Be ready to learn*

During PSHE lessons, pupils are taught how to become good citizens. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism.

Assemblies are used to teach the values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions.

### **Behaviour Expectations In and Around School (including wet playtimes and on school trips)**

When moving around the school children are expected to:

- Walk quietly and sensibly
- Let adults go first
- Open doors for others
- Show consideration for others working in lessons

In the classroom during lesson time children are expected to:

- Move around the classroom quietly and sensibly
- Be quiet when the teacher is talking or at other times when they are expected to listen
- Being engaged
- Appropriate use of voice (classroom voices, talk partner voices etc)
- Being ready for learning, prepared etc
- Group cooperation
- Valuing contributions
- Productivity – achieving their potential, always putting in their best effort
- Being confident to ask for help
- Ensure they do not disturb children around them
- Make sure they are always on task
- Show consideration for others
- Keep the classroom tidy and manage equipment sensibly and safely
- Be kind to one another
- Wait their turn

In the classroom during wet playtime children are expected to:

- Follow the rules that apply to lesson times
- Listen to adults
- Be sitting down with something to do
- Remember not to use glue, scissors, water or sand
- Ask to go to the toilet
- Use allocated wet play equipment
- Clear up in time to start lessons
- Not allowed access to computers, whiteboards and pens

In the playground children are expected to:

- Act courteously towards one another
- Use playground equipment safely
- Use self-control and not fight or swear

- Take care of living things
- Tell an adult if anyone is hurt
- Behave when using the toilets
- Look after lonely or new children
- Play games with consideration for others
- Stand still and quiet when the bell is rung
- Line up sensibly and quietly

In the playground before or after school children are expected to:

- Stay on the playground and not on the field
- Remember not to play any ball games
- Vacate the playground promptly
- Stay off adventure playground and do not play in the Reception outdoor area

On school trips children are expected to:

- Be good ambassadors for our school
- Listen to instructions carefully
- Wear seat belts when travelling by coach
- Act courteously and politely
- Stay with your designated adult

Outside of school children are expected to:

- Be good ambassadors for our school
- Walk to and from school sensibly
- Be polite and courteous
- Look after our environment
- Use good manners at all times

### **Behaviour Management Steps and Sanctions**

Alongside positive reinforcement for appropriate behaviour, all classes use a traffic light system to manage classroom behaviour. This is a whole school approach to general classroom behaviour management. The class teacher deals with most behaviour issues, but others are expected to deal with anything they see around the school. Where you feel you are not getting anywhere with individuals, the case can be passed on to the Year Group Leader. They will either deal with it or make a decision to pass it on to the Assistant Head/Deputy Head who will then do the same or make the decision to pass to the Headteacher. For obvious reasons, the Headteacher should only be dealing with the most serious cases, but must be kept informed of potential problems at all times.

Children start each day on gold.

### **Scale of Sanctions:**

<p><b>Verbal Warning</b></p>	<p>Not following an instruction first time/ignoring instructions. Distracting behaviour e.g. talking whilst a teacher or child is talking to the class, tapping an object, fiddling with something that causes distraction to another e.g. playing with another child's hair.  Writing on another child's work  Rocking on a chair  Not lining up when requested to do so  Bringing sweets into school</p> <p>This is not an exhaustive list but is an example of the types of behaviour that warrant a warning. It is important to include choice at the early stage and to be clear about the behaviour you want to see.  What you will say for example:  Put your pencil on the table.</p>
<p><b>Gold to Yellow</b></p>	<p>A second verbal warning will be given for a repeat of the same behaviour or a similar/different behaviour resulting in the child's name being moved to yellow.</p> <p>Time (5 minutes) will be spent in class at playtime or lunchtime with the class teacher. Being moved to yellow will be logged on a class tick sheet so that a pattern can be seen for individual children (who may not be moved further down).  The child will be able to move back to gold after staying in to allow them the opportunity to improve in the next lesson.</p>
<p><b>Yellow to Orange</b></p>	<p>Again similar behaviours will be demonstrated as above and have continued despite repeated verbal warnings.  Or other behaviours as below are demonstrated:  Throwing an object to someone  Making unkind/demeaning comments e.g. You're rubbish etc (not racist, sexist or homophobic)  Playground arguments that continue into class</p> <p>This will result in the child's name being moved to orange and recorded onto ScholarPack in the child's profile under Conduct, Classroom Incidents.  Time (15 minutes) will be missed from playtime or lunchtime with the class teacher.</p>

<p><b>Orange to Red</b> (Time out of class with Year Group Leader)</p>	<p>The behaviour continues despite several warnings and moving down to red which will result in time out in another class, usually the Year Group Leader's.</p> <p>Other behaviours that result in immediate removal from class and moving to red include: Hurting another child deliberately e.g. pinching/biting/hitting/pushing over etc Throwing an object at someone, with or without the intent to harm, but resulting in no physical harm being caused.</p> <p>This must be recorded onto ScholarPack in Conduct, Playground incidents or Classroom incidents depending on where it occurred. Year Group Leaders should note who is being sent to them regularly and liaise with the teacher and Pastoral Manager regarding children with persistent behaviours. If sent to the Year Group Leader 3 times in half a term, a meeting will be requested with parents. The meeting will be recorded on ScholarPack in the child's profile under Conduct, Parent Meetings.</p>
<p><b>Straight to Assistant Headteacher</b> (To Mrs Bansal for FS, Years 1, 2, 3 and to Mrs Rogers for Years 4, 5, 6)</p>	<p>Swearing Racist and homophobic comments Incidents that can be interpreted as bullying Third time out in a day</p> <p>These incidents will be recorded onto ScholarPack in Conduct, Playground incidents or Classroom incidents depending on where it occurred. Racist and homophobic incidents need to be recorded on the appropriate form – see Pastoral Manager. A meeting will be held with parents and recorded on ScholarPack in the child's profile under Conduct, Parent Meetings</p>
<p><b>Straight to Deputy Headteacher</b></p>	<p>Repeats of the above, which could result in an internal exclusion. Deliberate racist and homophobic comments Threatening behaviours Throwing dangerous objects Sexualised behaviour Showing private body parts Assaulting another child or member of staff Misuse of the internet Refusing to comply with school rules</p>

	<p>Interfering with fire equipment  Deliberately provoking children, winding them up to fight  Deliberately setting off the fire alarm</p> <p>These incidents will be recorded onto ScholarPack under Conduct, Classroom or Playground incidents and a meeting will be held with parents.</p>
<p><b>Exclusion</b> – decision to be made by the Headteacher</p>	<p>Pupils will be excluded only as a last resort. Usually previous behaviour will be a major factor in reaching that decision.  Types of negative behaviour include emotional abuse, verbal abuse, written abuse, physical abuse and abuse of property, discrimination, non-compliance with school rules other pupils or staff.</p> <p>However, occasionally, one off extreme incidents may warrant some form of exclusion. These extreme behaviours include:  Use of weapons  Strangulation  Throwing dangerous objects  Stabbing  Use of drugs and alcohol  Misuse of medicine  This will be recorded on ScholarPack under Conduct, Exclusions.</p>

When incidents happen at playtime or lunchtime the adult dealing with this will record it in the. If they need to, the child will spend time missing their play for a period of time before being allowed to play again. Time will be spent on the benches near the jungle gym in the KS2 playground and on the bench in the KS1 playground. For more serious incidents, the member of the Senior Leadership team who is on duty needs to be informed. (See lunchtime rota)

For the Junior playground a clipboard to record incidents will be kept in 5R’s classroom and for the Infant playground a clipboard will be kept in 1R’s classroom. At the end of each lunchtime, if any incidents for the day have been recorded, the clipboard needs to be sent to Mr Mercer for these to be recorded onto ScholarPack.

**Behaviour Report Card and Personal Support Plan**

When a child is consistently finding it difficult to behave appropriately and a Year Group Leader has met with parents twice, they will be placed on a behaviour report card for two weeks. Class teachers will fill in positive or negative aspects of the child’s behaviour for each session and the child will bring this to the Headteacher or Deputy Headteacher at the end of every day.

If after two weeks, the report system is not working, a personal support plan may be considered with support from the Pastoral Manager. This will be written in liaison with the class teacher, child and parents and will be reviewed every six weeks. The Headteacher and Deputy Headteachers will need to know who has a personal support plan in place. These will be held centrally on Office 365.

## **In general**

If consequences are needed, try to make it 'fit the crime'. Do not give out lines, or humiliate children and never use the whole class as a kind of 'kangaroo court' to decide punishment.

Children need to have a clear understanding of the consequences of their actions, and have a full understanding of why they are being punished.

## **Exclusion**

### **Internal Exclusions**

In the event of an internal exclusion, the pupil's parents/carers will be notified by the Headteacher or another member of the leadership team. They will notify the reason for the internal exclusion and the length of time.

### **Fixed Term Exclusions**

The Headteacher will decide whether to exclude a pupil, for a fixed term or permanently taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school. Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

### **Support Systems for Pupils with Additional Needs**

For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as the local authority's Inclusion Team, EWMHS, New Rush Hall etc. The school recognises that children with additional needs require the security of boundaries and the same high expectations for behaviour.

Pupils with special educational needs relating to behaviour are given specific targets on their individual education plan to support them in making progress in this area. As part of this IEP they may also have their own individual reward and sanction system which has been determined by the class teacher, pastoral manager and SENCo, with the involvement of the pupil and parents. They may also receive additional support from a LTA or outreach from an external agency.

## **The Use of Reasonable Force**

### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact with pupils. Force is usually used to either **control** or **restrain**. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstance' means using no more force than is needed.

**Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a situation or room.

**Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstance, for example when two pupils are fighting and refusing to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it is not always possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school who has received positive handling training but may also apply to people whom the head has designated or who temporarily assists a trained member of staff.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for disabled children and children with SEN.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.**

## **Telling parents when force has been used on their child**

The pastoral manager or member of the Senior Leadership team will speak to parents about serious incidents involving the use of force and the adults involved will complete a positive handling form.

## **What happens if a pupil complains when force is used on them?**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The school will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made. This guidance makes it clear that a person must not be suspended automatically, or without careful thought.

The school will consider carefully where the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is made to suspend a member of staff, the school will ensure that the staff member has access to a named contact that can provide support.

The governing body should always consider whether the staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against them.

As employers, schools and local authorities have a duty of care towards their employees. The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## **The Role of Leadership**

The responsibility of ensuring positive behaviour management is shared across the whole staff.

Members of the Senior Leadership Team will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and movement to and from assembly. Leaders will regularly walk around the building, go into classrooms and support teachers in their application of this policy.

Governors regularly monitor the effectiveness of this policy.

## **The Role of Parents**

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes as well as informing them if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will share and discuss strategies so that parents can better support at home.

We have a zero tolerance approach towards aggressive behaviour from parents. Do not talk to parents/carers who are behaving in this manner. If parents appear to be getting aggressive, always refer them to the headteacher or ask another member of staff to fetch the Headteacher or a member of the Senior Leadership team. Do not see parents after school alone, without making sure a colleague is aware and around.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact the Year Group Leader, then if necessary Assistant Headteacher, Deputy Headteacher, then if necessary, the Headteacher. If the concern lies with the Headteacher, parents should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements.

Incidents are recorded by staff on Scholarpack and this is monitored to ensure pupils receive the appropriate support. Teachers will inform parents of incidents and when necessary, year group leaders will meet with class teachers and parents if there continues to be a high level of incidents. If there is no improvement, this will then be escalated to a senior member of staff.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

This policy will be reviewed every two years. It may however be reviewed earlier than this if the government introduces new regulations.



## Positive Behaviour at Barley Lane

At Barley Lane Primary School it is important that we all work together to ensure that everyone feels happy, safe and ready to learn. Positive behaviour and attitudes to learning will be rewarded with a **gold** token for our house and a star on our class chart. Every child will start the day on **Gold**.

### Our School Motto

Believe in yourself, Learn together, Persevere and Succeed

### Our Values

Compassion, Honesty, Respect, Responsibility, Resilience

### Our School Rules

Be kind

Be respectful

Be ready to learn

Individual Rewards	Classroom Consequences
<ul style="list-style-type: none"> <li>• 5 stars: certificate in class</li> <li>• 10 stars: certificate in assembly</li> <li>• 15 stars: Munchies token</li> <li>• 20 stars: Barley Lane pencil</li> <li>• 25 stars: bronze certificate</li> <li>• 50 stars: silver certificate</li> <li>• 100 stars: gold certificate</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> warning</li> <li>• 2<sup>nd</sup> warning: Move to <b>Yellow</b></li> <li>• 3<sup>rd</sup> warning: Move to <b>Orange</b> and time spent missing playtime or lunchtime in the classroom with the teacher</li> <li>• If the behaviour continues: <b>Red</b> and work in Year Group Leader's class</li> <li>• If behaviour still does not improve, time may need to be spent with the Assistant Headteacher, Deputy Headteacher or Headteacher</li> </ul>
House Rewards	
<ul style="list-style-type: none"> <li>• Gold tokens for individual effort</li> <li>• House points collected on Thursday</li> <li>• Weekly: House cup</li> <li>• Each half term: house prize</li> <li>• End of year: afternoon celebration</li> </ul>	
	Breaktime & Lunchtime Consequences
	<p>Time spent in the outdoor reflection area</p>