



Barrow CEVC Primary School

Inspire, Create, Discover, Together

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Behaviour Policy

Originated by:	Helen Ashe
Reviewed by:	Jo Woodland
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At Barrow School we believe that good behaviour is essential in order to create an environment where everybody can learn, and we aim to provide a happy, safe working environment for all children and adults.

We believe in positive rather than negative approaches to learning behaviours and look for natural and logical consequences when reflecting on the behaviour choices. Therefore, our policy is rooted in helping children to learn and this underpins the decisions that are made. Good behaviour is leading, guiding, and encouraging children within a framework of teaching and learning.

We hope that with clearly defined rights, responsibilities and rules, we will be able to prevent or minimise unacceptable behaviour. We aim to minimise unnecessary confrontation, embarrassment or public humiliation. We will use positive correction wherever possible, to this end we have a set of agreed Preferred Practices upon which our behaviour management is based; covering the 4 R's – Respect, Rights, Responsibilities and Rules.

Respect

We expect all children to do their best in every aspect of school life, so that they earn the **respect** of their friends and the adults who teach them. Our expectation of behaviour is based upon the belief that we all have **rights** and **responsibilities**. To help protect our rights and encourage our responsibilities, we have basic **rules**.

Rights

Everyone has the right to

- Be and feel safe,
- Be treated with respect and fairness,
- Communicate and be listened to,
- Move around the school,
- Learn without interruption,
- Use and share equipment in the school environment.

Responsibilities

In support of the Rights, everyone has responsibilities to:

- Help others to feel safe,
- Treat others with respect and fairness,
- Move sensibly and safely around the School,
- Share equipment with others,
- Be polite and well-mannered, and
- Be honest.

Rules

To help protect our Rights and to encourage our Responsibilities, we have basic whole school, Golden Rules.

- We are kind and caring to each other.
- We speak politely and listen to each other.
- We look after everything inside and outside our School.
- We move around carefully and safely and are aware of others.
- We try to do our best.

These are implemented as part of a Classroom Behaviour Plan.

It is important at the establishment phase of the year to have a 'plan' for behaviour. A plan is a consistent approach through prevention, strategy and support, to minimise unnecessary behaviour disruption and take appropriate 'short' term and 'long' term measures to correct disruptive behaviour patterns.

In developing A Classroom Behaviour plan

- State rules positively where possible.
- Explain/discuss reasons for the rule.
- Discuss related consequences for breaking rule.
- Acknowledge, and affirm positive behaviour.

Protocols

When carrying out corrective action, the teacher should:

- Maintain eye contact.
- Minimize embarrassment and hostility.
- Use respectful but assertive tone of voice.
- Acknowledge and pick up on-task behaviour.
- Privately encourage positive behaviours.
- Respect personal space.
- Avoid unnecessary argument, give clear choice and maximise pupil's responsibility.
- Be consistent in follow through.
- Utilise wide support e.g. other teachers, TAs, outside agencies.

Preventative Action (to prevent or minimize unnecessary disruption)

- Have an aesthetically pleasing and functional room.
- Prepare and utilise appropriate materials.
- Arrive in class in time.
- Plan engaging lessons.
- Ensure quality differentiation.
- Plan appropriate seating arrangements.
- Avoid use of confrontational language.

- Have clear routines and be consistent in expectations.
- Have clear, fair, positive rules and know the consequences for significant rule breaking.
- Use phrases like, “I noticed that...” (positive reinforcement).

Corrective Actions (the actions you take when disruptive behaviour occurs. Listed from the least - to most intrusive.)

- Planned ignoring (where appropriate).
- Simple, brief, directions (finish with thank you).
- Rule reminders (Simple reminder or re-statement).
- Simple choice (“in bag or on my desk, thank you”).
- Casual or direct question (avoid “**why**”, what are you doing/what should you be doing?)
- Redirect (instead of arguing).
- Avoid servicing “secondary behaviours”
- Make consequences clear (via choice)
- Direct pupil to work aside from peers (in room).
- Cool-off time
- Exit/time out (for dangerous behaviour, or continual disruption, or safety issues).

Supportive Action (action to employ in support of teacher and pupil)

- Time out – a cooling off period or withdrawal under supervision.
- Contracting/counselling: process to lead to behaviour agreement, staff and child.

Formal support processes: parent/ staff consultation, creating plan of support.

Consequences

At Barrow School, children will learn that behaviours can have positive and negative consequences.

Whenever possible the consequences of breaking a rule will be directly related to the rule which has been broken. This is to encourage socially acceptable behaviour and to teach children what is unacceptable.

CONSEQUENCES

TALKING – *if I call out without putting up my hand, I understand that my teacher will ignore me and that I may have to sit apart from the rest of the class and not join in the rest of the discussion.*

LEARNING – *if I can't share with others, I may not be able to use the class materials. If I do not complete my home learning for 3 consecutive weeks I will need to do it a time specified by my teacher.*

MOVEMENT – *if I disturb others whilst moving around, I may lose this privilege.*

TREATMENT – if I put people down, I will be warned about my behaviour and asked to apologise to those concerned.

PROBLEM – if we fight, we will be asked to sit and talk and find other ways to resolve our problems, this may be in our own time, i.e. break time

SAFETY – if I use equipment in an unsafe way, it will be taken from me and I will be asked to fix or replace anything I break. I will need to demonstrate that I can use equipment safely before I'm allowed to be independent with equipment.

MONITORING AND REVIEW

The School keeps records two different log concerning incidents of misbehaviour. It may be necessary for the class teacher to record minor classroom incidents. We also keep a record of any serious incidents that occur. These records are kept in the head teacher's office. The records are analysed on a monthly basis by the SENDCo who will use the information to assess any additional support, reasonable adjustments is required and identify whether a referral to outside agencies is appropriate, parents will be informed and be part of the support process. Parents will always be informed of any serious incidents that have occurred.

Appendix A

PLAYGROUND RULES

Our School rules also apply to our behaviour on the field and playground.

There are some additional playtime rules:

- We use gentle touch.
- We are kind and helpful and think about how others are feeling.
- We play well with others, turn taking and sharing.
- We listen/take turns when speaking.
- We are honest – we tell the truth.

Dining Hall Rules

- Stay in your chair.
- Put your hand up, if you need help.
- Use your knives and forks for eating.
- We say please and thank you
- Speak quietly to other children on your table.

Examples of planned consequences for each of the classroom rules.

TREATMENT – *if I put people down, I will be warned about my behaviour and asked to apologise to those concerned.*

PROBLEM – *if we fight, we will be asked to sit and talk and find other ways to resolve our problems, this may be in our own time, i.e. break time*

SAFETY – *if I use equipment in an unsafe way, it will be taken from me and I will be asked to fix or replace anything I break. I will need to demonstrate that I can use equipment safely before I'm allowed to be independent with equipment.*

GOLDEN RULES – *If I break a golden rule/classroom rule, I will miss some of my Golden time/playtime/lunchtime.*

ADULT INTERVENTION

In the normal course of daily events, the class teacher will be responsible for the monitoring the behaviour of pupils. At lunchtime, the Mid-day supervisor team takes on this role.

- Significant incidents will be recorded on an incident form. If at lunchtime, a member of the Mid-day supervisor team will record any persistent incidents including the consequence implemented by them. This will be passed onto the class teacher at the end of lunch play.
- The class teacher may decide to inform SLT and/or the child's parent/ carer if any behaviour is particularly serious, repetitious or does not improve over time.
- When a parent /carer are involved, a record of events may be started.
- Specific behaviour plans may be put in place to support positive behaviour.
- If this has little impact at lunchtimes, the Headteacher may consider lunchtime exclusions.
- If behaviour becomes a serious concern during any part of the school day, and all possible interventions have not helped matters to improve, the Headteacher may impose fixed term exclusion.
- Extremely serious situations may lead to involvement of the Governing Body, with permanent exclusion being the ultimate resort.
- The class teacher may ask the support of the Special Needs Co-ordinator and or pastoral team if necessary, and a Record of Support may need to be drawn up at some stage, depending of the seriousness of the case.
- Other outside agencies may need to be involved, at the discretion of the Headteacher, in some special circumstances.

OUT OF SCHOOL BEHAVIOUR

The same behaviour expectations for pupils on the school premises apply to off-site behaviour. Consequences will be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly

by school staff. Consequences may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion.

Support Plans

We accept and recognise that some children present different learning behaviours, and these will need to be dealt with on an individual basis in relation to the child's personal pathway this will include children in care and those who are adopted. To support this we will use recorded observations. We will look for the:

- Frequency,
- Intensity,
- Generality, and
- Duration,

Of the disordered behaviour in order to discover what triggers or exacerbates the behaviour concerned.

Discussions with parents regarding significant behaviour incidents involving other members of staff should, wherever possible, include the child's class teacher and the pastoral team.

Then an Action Plan will be drawn up. We will –

- Have a team approach so that all staff are giving the same message;
- Show the pupil what is acceptable behaviour;
- Offer moral, emotional and practical support for the pupil, his teachers and support staff.
- Involve the parents of the child.

CONFISCATION OF INAPPROPRIATE ITEMS

Schools have the right to confiscate pupils' property as a disciplinary sanction. At Barrow we would remove from the child any inappropriate, expensive or potentially dangerous items. The confiscated items will be held by the class teacher or sent to the school office until the end of the day.

Items such as toys, any latest craze, small amounts of money or hairbrushes etc that might be brought into class and might cause a disturbance will be taken and kept by the teacher until the end of the day when they can be returned to the child or parent/carer.

Permission to search without consent is authorised for the headteacher and other members of staff that are School Safe trained.

In the unlikely event that any illegal item, be confiscated then relevant authorities will be informed.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of FT exclusions, and to ensure that the School Policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of equality; it will seek to ensure that the School abides by the

non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of religious, gender, race or ethnic background.

The Governing Body reviews this policy every year. The Governors may, however, review the Policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the Policy might be improved.

Pupil incident form

To be completed for all incidents.

Pupil Name:	Date of Incident
Staff Name:	Place & Time

Nature of incident

Repeated Non - compliance	Exposing themselves	Racial Abuse
Damage to Property	Bullying	Harm to peers
Harm to adults	Harm to self	
Absconding with supervision	Verbal Abuse Adult/pupil	
Absconding without supervision	Inappropriate toileting	

De- escalation techniques employed

Defusing	Humour	Limits
Deflection	Ignoring	Consequence/ warning
Distraction	Time Away	Change of adult
Proximity Control	Choices	
Step away	Guide away	

Consequence

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Parents Informed :	Copy of form supplied	Date:
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