



## Behaviour Policy

Date	Review Date	Coordinator	Nominated Governor
Nov 2021	Nov 2023	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 loved 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 support behaviour with 'Zone of Regulation' language – children should know their zone
- 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. SLT will support individual children if they are not ready to learn, redirecting them to place they can take a breath and regulate. At these times language is minimal until the child is ready to reflect. In these circumstances most children are expected to return to learning as soon as possible.

#### Time out

We recognise the use of, 'Time Out', as a positive behaviour strategy and not as punitive consequence. Spaces are provided within classrooms in the form of 'Zen Zones'; areas where children can self-reflect to regulate. The Headteacher's office is also designed to be a space where children can work or calm during periods of heightened emotions. Children are taught to understand that classrooms are zones of learning and that this should not be disturbed.

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 for a member of SLT.

#### How we celebrate positive behaviour around school

- ❖ Verbal purposeful praise / positive language
- ❖ Learner of the Week Awards
- ❖ Citizen of the Week Awards
- ❖ Headteacher Awards – 'Showing Great Kindness' and 'Take my Breath Away'
- ❖ 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.

Children have access to a wide variety of equipment and play in designated spaces and in small groups. Large competitive games happen only occasionally with the support of class teachers or SLT.

The school hall is designated as a quiet space for children who may want to read or draw.

### **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 SLT. The child will then spend some time in reflection with the SLT member 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.

### **Exclusions**

**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 twice per half-term 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](#).

## Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

**Monitoring the Impact and Effectiveness of this policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

**Linked Policies**

- Safeguarding and Child Protection
- Pupil Exclusion
- Health and Safety
- Anti-Bullying
- Character Education

<b>Executive Headteacher</b>	Simon Beswick	<b>Date:</b>	November 2021
<b>Chair of Governing Body:</b>	Sue Smith	<b>Date:</b>	November 2021