



Barton Clough Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

Behaviour and Relationships Policy

Date	Review Date	Coordinator	Nominated Governor
Feb 2023	Feb 2024	Head of School	Eve Butler

Introduction

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 applying this policy, the school will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also consider the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

Barton Clough Primary School's Values

Barton Clough's values underpin the behaviours that are expected of pupils in school.

Brave

- To be able to be myself.
- To speak with honesty.
- To challenge behaviours that I feel are unkind or morally wrong.
- To embrace failure and learn from mistakes.
- To admit when I have made a mistake.

Positive

- To have a positive mindset when approaching new challenges.
- To be kind to everyone, including myself.
- To show respect for my own and others' learning.
- To treat the school environment with respect.
- To be inclusive, understand and celebrate diversity.
- To show empathy by trying to understand the point of view of others
- To be generous and kind within the school and community.

Determined

- To show pride in everything I do.
- To show resilience by adapting to overcome obstacles.
- To challenge myself to step out of my comfort zone.

Roles and Responsibilities

Pupil Responsibilities:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To follow 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:

- Trust, listen to, give a chance to, encourage, praise and value every child.
- Treat all children with courtesy and respect.
- Be consistent in their treatment of all children.
- Recognise children's fears.
- Be positive.
- Show they care.
- Not jump to conclusions but deal with each incident afresh.
- Help children to understand that they are not alone in their fears, difficulties, feelings etc.
- Appreciate how children cope with their personal problems.
- Always speak to children in a controlled way.
- Ensure that when a child has done something wrong, he/she knows that it is the behaviour that is unwanted, and not them.
- Make references to using the school values and UNICEF UK Rights Respecting Schools articles when addressing behaviours.
- Promote a culture of 'the way we do things here'.
- Expect high expectations of all students, and share a belief that all students matter equally.
- Support all parents/carers in taking responsibility for their child's attendance and their behaviour inside and outside school, working in partnership with the School to maintain high standards of behaviour and attendance.

Parent Responsibilities:

- 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

Governing body responsibilities

The Local Governing Body has the responsibility of approving this policy, reviewing its effectiveness and holding members of staff to account where necessary. The Head of School has the day-to-day authority to implement the policy, but governors may give advice to the Head of School about particular behaviour-related issues. The Head of School must take this into account when making decisions about matters of behaviour.

A Right to an Education

We are a Rights Respecting school. There are a number of articles in the UN Convention on the Rights of the Child that focus on a child's right to education. When addressing behaviours, the following UN Convention of the Rights of the Child (UNCRC) articles will be referred to:

- Article 2 – Non-discrimination
- Article 12 – Respect for children's views
- Article 19 – Protection from violence.
- Articles 28/ 29 – Right to an Education

How we create a positive climate for learning and celebrate positive behaviour around school

At Barton Clough, we recognise the need to create a positive environment for pupils to thrive, in line with our school values. We do this with the following:

- Staff will ensure pupils are greeted warmly to school and classrooms.
- Teachers and support staff will circulate around the room as often as is practical.
- Quality-first teaching will be used to redirect off-task behaviours and regain attentiveness and good behaviour for learning. This is to ensure the flow of teaching is not disrupted.
- Staff will strive not just for passive behaviour, but excellence within their classrooms.
- There will be class seating plans to maximise pupil progress during the lesson.
- At the beginning of every lesson, teachers will recap prior learning to support the retention of knowledge, skills and understanding over time.
- Learning objectives are to be stated for the lesson. For example, the class should be told what they are going to learn with progress driven outcomes.
- All teachers will take pride in their classroom. They must ensure the environment is clutter-free, tidy and organised.
- Teachers are expected to display and model behaviour and achievement expectations every lesson.
- Teachers will ensure pupils' work is dated and presented well.
- Teachers will ensure students will carry out transitions in a calm, safe, orderly fashion.

School staff will strive to celebrate positive behaviours and learning as often as possible. This may take the form of the following:

- Verbal purposeful praise / positive language
- Learner of the Week Awards
- Citizen of the Week Awards
- A leadership position in school including Prefects/Lead Prefects/Sports Leaders
- Positive notes home / postcards / phone calls
- Stickers – rewarding good behaviour during the day / week
- Show work to other classes/staff

Addressing disruptive behaviours

If pupils are displaying behaviours that are disrupting their own, and others' rights to an education, the school follows a graduated response to address these behaviours, including the use of behaviour plans where it is deemed necessary. All such behaviours will be addressed immediately by the member of staff at hand using the following guidance:

Early Years Foundation Stage

1. If a pupil is not following the class rules, he or she will be given a verbal reminder of the expectations and it will be explained to the child what was inappropriate about their behaviour.
2. If the behaviour persists, the child will be issued with a time out, either in their own classroom or another class in Key Stage One.
3. Following this, the incident will be talked through with an adult in order to reinforce what the child has learnt from the experience. Parents will be informed verbally by the teacher after school.
4. If a child receives 3 or more time-outs in a day, or 5 in 5 days, the teacher and/or a member of SLT will arrange a meeting with the child's parents or carers to discuss strategies to help the child.

Pupils in Years 1 – 6

The strategy of private, rather than public, reminders will be used. It is less disruptive to the lesson and less likely to provoke a negative reaction.

If a pupil is persistently displaying low-level behaviours that disrupt the lesson (*see appendix*), or don't follow the school values, the following procedure will be used.

1. A verbal reminder which includes the language of choice and points out to the child the consequences of continuing the behaviour. (Step 1)
2. If the behaviour continues, the teacher will note down that the child has had a second reminder in a discreet place and tell the child this has been issued (e.g. "Fred, you are continuing to not respect the school environment after your first reminder, so this is now your second reminder."). (Step 2)
3. If the behaviour persists, the child will receive a third reminder, and loses 15 minutes of their next playtime which will be spent standing in either a time out area on the playground/the classroom/with a member of the leadership team. Where possible, parents will be informed verbally by the class teacher after school; if this is not possible, the teacher will inform the parents by telephone (Step 3).

All instances of a child going to Step 3 will be logged on CPOMS.

If a pupil goes to Step 3, three times in a half-term, their parent will receive a phone call from the Senior Leaders. If the pupil's behaviour persists and they go to Step 3 again in the half term, the Senior Leaders will arrange a meeting with the child's parents or carers and the child's class teachers to discuss strategies to help the child. The child will be given a behaviour plan, and set targets in the meeting and be given a behaviour chart. The duration of the plan will be at least until the end of the half-term. If behaviour persists, (pupil receives another Step 3 in the same half-term) this will result in a 1 day internal exclusion with a member of the leadership team. The pupil will work in silence and complete appropriate work provided by the class teacher. In these instances, a member of the leadership team will meet with parents again.

In brief:

1. One step 3 will result in parent contact
2. Three step 3s in a half-term will result in a meeting with parents to create a support plan.
3. Continued step 3 behaviours (therefore 4 step 3s in one half term) will result in an internal exclusion for one day.
4. Persistent step 3 behaviours after this point will result in a Fixed Term Exclusion.

When a pupil returns to class after an internal exclusion, it constitutes a fresh start, and he or she will be treated accordingly. Praise will be given at the first opportunity that the child displays acceptable behaviour.

If the behaviour of the pupil does not improve after being on a behaviour plan, and being internally excluded from their peers, the school reserves the right to explore other avenues to address the behaviour. The pupil may:

- Be referred for Zones of Regulation interventions
- Be referred to counselling
- Be observed by a behaviour outreach team from specialist provision to advise the school

If a pupil's disruptive behaviour continues, or is showing severe aggression to the implementation of the behaviour policy, they may be required to spend time with a member of SLT:

- Discuss the behaviour concerns with the child
- Point out next steps if behaviour does not improve
- Ask the child to work in their class / office
- Ask the child to write an apology letter at lunchtime
- Possibly gain a Fixed Term Suspension or Permanent Exclusion (please see Exclusions Policy)

When the pupil is calm and has accepted responsibility for the behaviour, he/she will apologise for any hurt or upset caused. They must tidy up any mess they have made to the best of their ability. This will be acknowledged by the person(s) concerned and praise will be given at the first opportunity that the pupil displays acceptable behaviour.

Some behaviours are severe enough to warrant an immediate issue of a fixed-term exclusion (appendix 3).

Should a child demonstrate these behaviours, they will be told they have been issued with a fixed term exclusion and the exclusions policy will be followed.

Zones of Regulation

Every class utilises Zones of Regulation. We want all children to understand how feelings relate to emotions. The Zones of Regulation uses four colours to help children self-identify how they are feeling and categorise it based on colour. Pupils are encouraged to reflect on which zone they are in at several points throughout the day. Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people (Kuypers, L.M, 2011).

Green zone – a calm state of alertness

Yellow zone – a heightened sense of alertness

Red zone – an extremely heightened state of intense emotions

Blue zone – a low state of alertness of arousal

Teachers must ensure they have strategies in place to help support children to return to the green zone.

Restorative Conversations

Pupils who go to Step 3 or have internal exclusions will take part in a restorative conversation. This could be presented as a comic strip conversation to help the children to visualise and understand the behaviour and move forward with a restorative response. This

will be completed during a convenient time by the member of staff who issued the sanction. The restorative conversation is an opportunity to help the pupil reflect on their behaviour; discuss any underlying issues; move the pupil on from that behaviour so that it does not recur. All staff will follow a script in this instance.

Script for reflecting on behaviour and moving on from the behaviour incident

1. We will always start and end the conversation on a positive note with the student
Example: Your behaviour can be excellent in this lesson. Remember when you did (an example of excellent behaviour)
2. We will explain the behaviour behind the reason for the Step 3 / exclusion.
Example: Your behaviour today (identify behaviour/s) was the reason(s) why you went to Step 3.
3. We will explain the impact of the behaviour on the learning in the classroom
Example: Your behaviour today stopped the learning in the lesson for other students (How) and this is not acceptable.
4. We will explain what needs to happen next time in the lesson
Example: Your behaviour needs to look like (listen to instructions, engage with tasks, stay focussed, etc)
5. We will ALWAYS focus on the behaviour not the student
Example: Remember when you did (an example of excellent behaviour) I look forward to seeing you in my next lesson.

Dealing with an incident at break and lunchtime

Every child has the right to feel safe at school, at all times. Play times and lunch times are part of the school day 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. When an unwanted behaviour (see appendix 2) is identified at lunchtime the following process will be followed:

1. Speak to the child or group of children using positive language (see above).
2. If the behaviour continues, give the child a verbal reminder of the expected behaviour.
3. If the behaviour still continues, the staff member 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 which may include:
 - Time out with a member of SLT
 - Working in another class/an office for the afternoon
 - Writing apology notes

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

Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our school and beyond.

Our school recognises that children are vulnerable to, and capable of, abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child will not be tolerated or passed off as part of “banter” or “growing up” and we understand that non- recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that Child on Child can manifest itself in many ways such as:

- ☐ Child Sexual Exploitation
- ☐ Sexting or youth produced digital imagery.
- ☐ Bullying
- ☐ Radicalisation
- ☐ Abuse in intimate relationships
- ☐ Children who display sexually harmful behaviour
- ☐ Gang association and serious violence (County Lines)
- ☐ Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

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

Beyond the School Gates

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- behaviour online including social media such as WhatsApp, Instagram and Tik-Tok
- in some other way identifiable as a pupil at the school.

Even where the five conditions above do not apply, the behaviour policy can extend to any behaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

Use of Reasonable Force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (www.gov.uk/government/publications/use-of-reasonable-force-in-schools).

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Where the use of force (i.e., restrictive physical intervention) has been used more than once with a particular child, it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Special Educational Needs and Disabilities Register

As a school we recognise that when a child is dysregulated this is due to an unmet need and we believe that it must be our priority in seeking to understand an individual's behaviour. Our work is to support children in times of need and not to rely on control via punitive consequences.

As a school we understand that the classroom is not always the right environment to support a child whose behaviour is indicating an unmet need. We therefore utilise the school building and grounds to offer alternative spaces for children to work in, including our Forest School provision.

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 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

The behaviour policy will be adhered to in full by the children in our Small Specialist Classes (Oak and Acorn). However, reasonable adjustments may take place to support the children. For example, their time out may take place within the SSC provision area instead of visiting another classroom.

Behaviour Risk Assessments and Safety Plans 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). In these meetings the team will consider data streams as an important indicator of behaviour patterns that may be developing.

The team is made up of:

- Head of School
- Assistant Head of School
- SENCO

Prohibited Items and Searches

The law relating to searches:

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance. This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" ("Specific Banned Items").

Only the Head of School or a member of school staff authorised by the Head of School, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Head of School or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches with Consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of Search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of Articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or Retention of Articles Confiscated from Students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for Head of Schools, staff and governing bodies' (www.gov.uk/government/publications/searching-screening-and-confiscation) in deciding what to do with confiscated items.

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.

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 Head of School 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

Head of School	Jonathan Foster-Carr	Date:	
Chair of Governing Body:	David Watson	Date:	

Appendix 1 - Unacceptable Behaviours in School

In order to help pupils to understand what constitutes disruptive behaviour, the following is a list of specific behaviours which are not acceptable because they disrupt the learning of other pupils:

- Shouting out answers
- Whispering or talking to another child when asked not to do so
- Pulling faces at another child
- Laughing inappropriately
- Saying 'What?' in a rude tone of voice to an adult
- Ignoring instructions or refusal to follow instructions eg. to stop the task, move to the carpet
- Repeatedly tapping a ruler, pencil or other implement
- Making silly noises
- Rolling your eyes when asked by an adult to do something
- Making gestures at another child
- Getting out of your seat without permission
- Name-calling
- Passing notes
- Interfering with another child's work or property in any way
- Defacing school property in any way
- Chewing or eating in class
- Failure to speak with adults and peers with respect
- Lack of effort in the classroom
- Walking off from a member of staff
- Failure to behave sensibly around the school, such as pushing or horseplay
- Pushing items off the table

This list is not comprehensive and there may be other unacceptable behaviours which do not feature on them.

Appendix 2 - Unacceptable Behaviours in the playground

In order to help staff and pupils to understand what constitutes unacceptable behaviours during playtimes and lunchtimes, the following is a list of specific behaviours which are not acceptable because they hurt someone.

- Ignoring the instructions of any adult
- Continuing to play after the whistle has been blown
- Not lining up as instructed
- Name-calling
- Swearing
- Pushing and barging
- Kicking and hitting
- Snatching equipment that someone else is already playing with
- Interfering with other children's games
- Tipping water over others or yourself

This list is not comprehensive and there may be other unacceptable behaviours which do not feature on them.

Appendix 3 - Severe Behaviours in School

- Deliberately damaging school property such as ripping down displays, upturning classrooms and furniture, breaking things.
- Physical violence of any kind towards any member of staff or other children
- Repeatedly refusing to follow instructions from staff
- Any behaviours that put themselves, or others at risk