



Behaviour Policy (this policy should be read alongside the Anti-bullying Policy Documentation/Achievement & E-safety policy).

Rationale

The aim of the school is to encourage children towards self discipline and to take responsibility for their own actions - increasingly as they mature.

All teaching staff and non teaching staff have a role to play in encouraging all children to behave appropriately (not just the children in their own classes.)

Positive encouragement for appropriate behaviour should be used rather than focussing on negative responses to inappropriate behaviour.

Aims

Pupils are taught

- to respect children and adults in the school by following school values and the motto
- to make sensible choices for their behaviour
- to take responsibility for their own actions
- to understand the consequences of inappropriate behaviour

Staff Responsibility

Behaviour Management is the responsibility of **all** staff at Barlby.

Barlby is a **non-shouting** school. It is not acceptable for any staff member to shout at children as this is not modelling appropriate behaviour and demonstrates a lack of respect. Shouting can often escalate a situation. Staff should remain calm.

Role of the Headteacher

The Headteacher will:

- Provide a positive model of behaviour
- Acknowledge positive behaviour and inform parents where appropriate
- Ensure high expectations are made explicit to the children
- Send follow up letters to parents and carers who do not respond to letters and log phone calls
- Log all contact with parents regarding behaviour
- Ensure staff members are following the Behaviour Policy
- Take on the role of Lead Behaviour Professional in the school (in the first instance)

Deal as soon as possible with children sent for inappropriate behaviour or refer to a member of the Senior Leadership Team.

Role of the Class Teacher

The class teacher will:

- Provide a positive model of behaviour
- Ensure high expectations are made explicit to the children
- Ensure that all time outs are recorded on behaviour manager which the learning mentor maintains
- Be pro-active in contacting parents to discuss behaviour- both positive and negative
- Inform the Headteacher if parents and carers do not respond to requests to discuss their child's behaviour
- Request that a member of the Senior leadership Team attends parent meetings which could potentially be challenging
- Log a meeting with a parent with The Learning Mentor who files and maintains parent meeting records for The Headteacher

- Send children directly to the Headteacher or Deputy Headteacher in certain circumstances (See section: Behaviour Triggers where children are immediately sent to Headteacher or Deputy Headteacher)

Role of Non Teaching Staff

Non Teaching Staff will:

- Provide a positive model of behaviour
- Ensure high expectations are made explicit to the children
- Record any incidents in the playground
- Inform Class Teachers of special achievements and positive behaviour aswell as negative behaviour
- Send children directly to the Headteacher or Deputy Headteacher in certain circumstances (See section: Behaviour Triggers where children are immediately sent to Headteacher or Deputy Headteacher)

The Barlby Motto and Vision Statement

During 2008-2009, all members of the school community were consulted to refresh the vision statement and motto. This is still relevant to Barlby.

Vision Statement: Our shared aspirations are to continue to develop as passionate and creative learners; taking small steps as we learn to build a stronger community.

Motto: Learning together; hand in hand to be the best we can be.

Our aim is to teach the children the motto and for them to have an understanding of what it means in everyday school life.

We promote three values in school: **Respect, Determination and Creativity**. These are celebrated each week in achievement assembly.

Organisation

School Rules

The school motto and values are on display in each classroom.

They should be revisited with the children at the beginning of each term and at other times when necessary.

Class Rules/Contracts

Class Teachers and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

Agreements should be written up neatly and prominently displayed in the classroom.

They should be revisited with the children at the beginning of each term and at other times when necessary.

Circle Time

All classes use Circle Time as a tool for promoting positive behaviour. Circle Time may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Positive Rewards

The following rewards are used to encourage and promote positive behaviour:

- Certificates of Achievement are awarded each week to children in each class. These may be used to reinforce positive behaviour.
- Postcards are sent home to parents each week to celebrate positive behaviour and achievements in the first term of the school year
- The Headteacher actively encourages staff members to send children to him for outstanding achievements and excellent behaviour. The children particularly enjoy receiving giant golden stickers.

Steps for Managing Inappropriate Behaviour

The following steps should be used to manage inappropriate behaviour:

- One Warning is given to the child. The staff member should tell the child what he/she is doing that is not acceptable.
- Reflection time in the classroom (so that learning can still be accessed) or in an appropriate place in the playground.
- Reflection in designated Classroom (usually within the same phase group in order that children can access the curriculum.)
Key Stage Two children will complete a reflection sheet or other suitable activity.
Teachers who receive children for reflection should express their disappointment.
- Sent to Headteacher or Deputy Headteacher if behaviour is repeated once returned from Reflection Time.

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Teachers should log inappropriate behaviour/liase with the learning mentor.
- Behaviour which comes to the attention of the Headteacher is logged.
- Significant behaviour is logged using SIMs Behaviour Manager
- Class teachers are expected to phone parents to arrange meetings to discuss behaviour
- Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.

Behaviour Triggers where children are immediately sent to Headteacher or Deputy Headteacher

The following behaviour triggers a child being sent **immediately** to the Headteacher or Deputy Headteacher:

- physical violence or threatening behaviour
- swearing intentionally to cause offence
- racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
- repeated disobedience or refusal to cooperate
- continued inappropriate behaviour after returning from Reflection Time

The Teacher or Lunch Assistant will send a note briefly outlining a child's inappropriate behaviour. Children should be sent in pairs.

If a child refuses to go to the Headteacher or Deputy Headteacher, the Class Teacher or Lunch Assistant will send another child to inform them of the situation.

If sent to the Headteacher or Deputy Headteacher, a phone call will be made to parents/carers as soon as possible.

The Headteacher or Deputy Headteacher will log parent meetings.

Further Sanctions

When all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option and last resort for the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children repeatedly commit serious breaches of the Behaviour Policy

Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time. A yellow and red card system operates for lunchtime play. A red card results in being sent to the learning mentor and inappropriate behaviour is recorded on behaviour manager.

Bullying

Bullying will not be tolerated. See Anti-bullying policy.

Racist Incidents

Racism will not be tolerated in any form. See Anti-Racist Statement in Equal Opportunities Policy for full details of procedures followed in incidents of bullying.

Homophobic Incidents

Homophobia will not be tolerated in any form. Incidents will be recorded by the Headteacher to be reported to Governors.

Resources

Staff are asked to record all significant incidents. The head teacher keeps the SIMs system updated. Playground incidents are recorded on first aid forms which are kept for several years after an incident/first aid matter. These are reviewed daily by the Headteacher/Deputy Headteacher

Equal Opportunities

We believe in equal opportunities for all children and adults. All children and adults deserve to be treated with respect. See Equal Opportunities Policy for full details.

We ensure that everyone has the opportunity to share their version of incidents so that a full view of an incident is established. Ethnicity and gender are also noted in behaviour monitoring systems.

Pupils with Special Educational Needs

Pupils with emotional and behavioural needs have clear targets for behaviour in their EHC Plans. These should be addressed by all staff when dealing with these children. The Headteacher/Deputy Headteacher will share special needs with Teaching Assistants and Lunch Assistants where appropriate to ensure a consistent approach.

Safer Handling

Every child is entitled to;

- Respect for his/her private life
- The right not to be subjected to inhuman or degrading treatment
- The right to liberty and security, and
- The right not to be discriminated against in his/her enjoyment of those rights

(Human Rights Act 1998 and The United Nations Convention on the Rights of the Child ratified 1991.)

Barlby uses TEAM TEACH. It emphasises the need to look for the underlying reason for the challenging behaviour and for staff to take a proactive approach to managing it. It presumes that all behaviour is an attempt to have a need met.

Restrictive Physical Intervention involves the use of physical support to direct a pupil's behaviour and can mean using bodily contact, protective wear or changes to a person's environment eg. holding a pupil's hand to prevent them from hitting themselves or another person.

The use of physical intervention should only be used to prevent;

- self harming
- injury to others
- severe damage to property that is likely to cause harm to the pupil or others

In short, physical intervention is only used to prevent a pupil from harming themselves or others and it is used as a last resort.

It is important to remember that;

- only a minimum amount of physical support must be used- that is the minimum amount needed to avert danger and this should be applied for the shortest period of time
- the risks of using physical intervention are judged to be lower than the risks of not doing so
- physical intervention is an exception rather than a routine method of management
- the headteacher and governors expect all staff employed in the school to act as responsible adults and act to keep children safe whether they have already received TEAM TEACH training or not. The school will provide training annually with TEAM TEACH refresher training bi-annually.

The physical intervention log in the headteacher's office must be completed if physical intervention is used and parents must be informed immediately.

Key Messages in Barlby's Behaviour Policy

- above all, we create a happy and safe environment
- staff are models of positive behaviour and use courtesy and good manners
- staff do not shout at children
- consistency is key, every child is every staff members responsibility
- staff nurture the children and encourage children to be the best they can be
- staff recognise that children may have worries which might be the cause of negative behaviour
- we ask for support when necessary

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