



Barrowby Church of England Primary School

Behaviour Policy

1. Introduction

- 1.1 At Barrowby CE Primary School good behaviour and motivation is extremely important. Through our policy we expect to maintain the high standards that we require, to enable all children to achieve their potential and strive for excellence.
- 1.2 In developing this policy we are very positive about our school and we have a broad system of rewards in place to encourage children to do well. We hope to ensure that every child is praised on a regular basis. In this way they will feel good about coming to school and develop high self-esteem in the process.

2. Establishing and Following School and Class Rules

2.1 School Rules

Every teacher should display a copy of the school rules in their classroom. At the beginning of the year the teacher should revisit these rules.

1. Take good care of other people, their property and our school.
2. Be good mannered and polite to all.
3. Listen carefully when you are spoken to and do as you are asked quickly.
4. Move quietly around the school, walking on the left hand side in single file.

2.2 Class Rules

These should be negotiated with the class at the beginning of the year and displayed in the classroom. The teacher should then write them in a condensed and positive form for all the class to see.

For example, simple rules are:

- Follow instructions first time.
- Keep hands, feet and nasty comments to yourself.
- Listen quietly when anyone is speaking to the class.

Children need to realise that once rules are agreed, there is a choice for them, and they must accept the consequences. Most people prefer a pat on the back to being grumbled at. This is especially true of children who usually thrive on praise and encouragement.

We try to reward good behaviour, ranging from a sensible or thoughtful answer in class, to sustained effort with work or behaviour.

3. Recognising and Rewarding Effort

- 3.1 All children at our school have been allocated into a House, either Armstrong, Chichester or Scott. A child who makes a particular effort or shows other positive behaviour may be rewarded in the following ways:

- 3.2 Praise - being congratulated either in front of the class and/or individually.
- 3.3 Awarded House Points-These may be awarded for a range of reasons e.g.
- Following the school rules/setting a good example to others
 - Working well in lessons
 - Class assembly
 - Class visit

As the child is awarded a House Point they are issued with a Sticker (serving as a visual reminder) - from class teacher, head teacher or other member of staff. They are also asked to record their House Point within their class.

- 3.4 Infant classes will use a more tangible system e.g. a marble jar. As the children progress through the school they will move to recording their House Points on a class chart.
- 3.5 House points will be collected by House Captains and counted each week. The winning House will be commended during an Assembly.
- 3.6 Teacher's Commendations and Headteacher's Commendations - for exceptional effort, presented in a weekly whole school 'celebration' assembly.
- 3.7 Golden Time – A whole class initiative supporting collaborative skills and team work where individuals, groups or the whole class are recognised and praised, for their efforts.
- 3.8 At the beginning of the year, the teacher and children create their Golden Time Display Board and identify a common class target that the children can work towards, over a period of time. They display these within their classroom. The class work towards achieving the target and are awarded class points which are placed on to the class Golden Time Display Board.
- 3.10 Once the teacher has agreed the class have achieved their target (and the class Golden Time Display is complete) the children are awarded a special activity (drawn from the bank of structured and purposeful activities agreed at the beginning of the year, and a new target is agreed. The process is repeated.

4. Communicating with Children

- 4.1 All adults (e.g. Teachers, Teaching Assistants, Midday Supervisors and Volunteers) will talk to children firmly and quietly, and will not shout. This is far more effective than a long distance loud telling off. If a child is in imminent danger, then obviously shouting is appropriate. If the class is noisy, signals such as putting a hand up are used to quieten and bring order. Children who respond quickly should be praised. Situations in which adults shout a lot have been shown to increase the overall noise level. Shouting is not usually an effective way of getting a child to behave. We encourage children by praising good behaviour and informing them how to behave well e.g.

"Well done Bill, you're sitting really quietly."

This also serves to help form a good relationship between an adult and child. When a child is doing something wrong they should be told how to behave, so instead of saying:

"Don't kick the table," say, "Please keep your feet to yourself."

A child must be praised or thanked once they respond positively.

- 4.2 If Midday Supervisors require help with disciplining responsibilities or other aspects of their job they should let the Midday Supervisor know. She/he will then arrange guidance with the Headteacher or Deputy Headteacher.
- 4.3 Midday Supervisors are assigned to a class. The teacher will inform them of any concerns and the midday supervisors should talk to their own teacher at the end of play. If concerns are serious, a Cpoms should be completed.
- 4.4 All adults should avoid discussing incidents or particular children in front of other children. Staff should never discuss children, their behaviour or incidents out of school.
- 4.5 Confidentiality is of the utmost importance.
- 4.6 If there is a significant concern the teacher will discuss it with the parent.
- 4.7 **Consequences**

If a child breaks a rule or behaviour is not consistent with this policy:

- The first breach of the rules should be gently reprimanded.
- A second breach of the rules should result in a clear reminder of the consequence if their behaviour persists e.g. loss of 5 minutes during playtime during which the child and teacher discuss and resolve the child's behaviour.
- The third breach should result in the consequence being followed and a Cpoms being completed(as above).
- A fourth breach and the child should be taken to the Head Teacher.

Once the behaviour has been dealt with the child starts afresh.

4.8 **Severe Consequences**

A child is sent to the Headteacher (or person in charge) immediately for:

- i) Wilful infliction of harm (assault on a child or an adult)
- ii) Destruction of property.
- iii) Refusal to follow instructions.
- iv) Severe disruption e.g. physical assault, verbal outbursts or use of inappropriate language etc.

These are for severe issues - a slight push does not qualify nor does a broken pencil. The child will be encouraged to reflect on their behaviours.

4.9 **Pupil Reflection**

The child, assisted by the class teacher, will complete a 'Pupil Reflection' form. This supports the child to reflect on their behaviour and includes reasons for the behaviour, description of the behaviour and consequences of the behaviour. It supports the child to identify the trigger points and helps them to create an 'action plan' to avoid repeating the behaviours in the future.

Headteacher's action:

1. Warning and action recorded.
2. Parents informed.
3. Parents invited in to discuss behaviour.
4. Review the 'Pupil Reflection Form' with the teacher, pupil and parents.
5. Further action which may include placing the child on 'Pupil Monitor' for
 - a fixed period of time, implementing a 'Pastoral Support Plan' or fixed-term exclusion.

4.9.1 **Pupil Monitor**

A child may be placed on Pupil Monitoring for a serious breach of our behaviour rules, or a re-occurrence of unacceptable behaviour, where a fixed-term exclusion is not deemed to be appropriate. This may include behaviours described above, verbal abuse, or inappropriate language, as well as some less serious misdemeanors, which continue to recur despite previous sanctions.

The process is as follows:

- Parents informed of the action of placing their child on the Pupil Monitor Process by either class teacher or Head Teacher.
- Initial meeting with Headteacher to discuss behaviours and agree focus of monitoring period.
- All school adults monitor behaviour/attitude towards school each day and annotate Pupil Monitor card as appropriate e.g. outcomes of sessions.
- Daily meetings with Headteacher to discuss and review behaviours/attitudes of the child.
- Final meeting with Headteacher to remove child from monitoring period.
- Parents informed of outcome by either class teacher or Head Teacher.

4.9.2 **Pastoral Support Plan**

A Pastoral Support Plan may be implemented for a serious breach of our behaviour rules, working in collaboration with Pupil Monitoring or for a re-occurrence of unacceptable behavior, or as a supportive measure to overcome potential issues.

The process is as follows:

- Parents informed of the action of creating a Pastoral Support Plan. Process by Pastoral lead.
- Initial meeting with Pastoral Lead to discuss Pastoral Support Plan and agree focus of support, with parents.
- Formulate and agree Pastoral Support Plan with parents and child.
- Disseminate Pastoral Support Plan to all relevant individuals e.g. parents, staff etc.
- Class teacher monitor effectiveness of Pastoral Support Plan and formulate reports to be shared with parents at the interim and final meetings.
- Interim meeting with Pastoral Lead, parents and child to review and update Pastoral Support Plan.
- Final meeting with Pastoral Lead, parents and child to close plan.

4.9.3 **Recognising and adapting for Neurodiversity**

As a school we recognise that a small percentage of our children are neurodiverse, therefore they may not respond to the behavior policy in the same way as a neurotypical child would. Therefore, once these children have been identified and

have a SEND support plan/ De-escalation plan/ Pastoral support plan in place, it is the school adults responsibility to support the child to follow the school expectations. An example of this may look like:

- Targeted play during playtime to support with correct choices.
- Key adult to walk the child in after play time/ lunch time.
- Key adult being assigned to supervise child during play time/ lunch time.
- Giving the child time and support to regulate their emotions before talking through their choices in a restorative conversation.
- Supporting the child in the Sensory Den to regulate.

It is the class teachers responsibility to ensure that SEND plans, de-escalation plans and pastoral support plans are shared with the relevant adults to ensure that our neurodiverse children are supported.

4.9.4 **Fixed term exclusion**

If we feel it is necessary to exclude a child, then we will follow the current guidelines.

5. Lunch Time

Children's Lunch time

K.S 1 12.00-1.15

K.S 2 12.05-1.15

- 5.1 At dinner time the Midday Supervisory Assistants are responsible for discipline, although many staff are at hand to support them. Ways in which Midday Supervisors can maintain the high levels of behaviour we achieve during the rest of the school day are discussed with them during regular meetings which afford the opportunity for discussion and training. Methods by which they may achieve these standards are detailed below.
- 5.2 Midday Supervisors can award House Points (supported by stickers), commendations and playground points. When these are handed out the child should always be praised.
- 5.3 At dinner time or playtime if a child breaks one of the playtime rules:
- The first breach of the rules should be gently reprimanded.
 - A second breach of the rules should result in a clear reminder of the consequence if their behaviour persists e.g. loss of 5 minutes during playtime during which the child will stand out.
 - The third breach should result in the consequence being followed (as above) and a Cpoms should be completed.
- 5.4 If a child caused one of the following:
- Deliberately hurting someone else.
 - Deliberately damaging property.
 - Refusal to follow instructions.

They would be taken to the Headteacher. The incident must be recorded in a Cpoms, stating date, time, nature of incident, witnesses and the adult who dealt with it.

- 5.5 Child messengers on the playground rarely work and so it is suggested that children are supervised by the adult thus avoiding struggles or aggravation for the messenger.
- 5.6 Children who cause wilful or serious harm to others will have their parents contacted and

the behaviour discussed. If a child continues to behave in an unacceptable way at dinner time, they will be temporarily excluded from remaining at school over dinner time.

6. Games at Lunchtime

6.1 We have a range of playground games and equipment which we expect to be used on a regular basis. These will be closely supervised. Together with an extensive range of playground markings these help to structure playtimes by providing a range of outdoor activities.

6.2 All children are expected to go outside at playtimes unless they:

- i) have a note from a parent/guardian stating medical reasons and therefore will be supervised within their classroom by either their class teacher or Teaching Assistant
- ii) are supervised by an adult e.g. supporting teacher in the classroom

6.3 Any unsupervised children will be sent outside.

7. Behaviour Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, annually.

Last reviewed: September 2025

Next review: September 2026