

Canon Barnett Primary School

Behaviour Policy

July 2019 – July 2022

Agreed by governors: 2nd July 2019

The ethos of this school has been built up over a number of years. We believe in using a constructive approach to encourage positive attitudes and behaviour amongst our children and we prefer to be able to praise/commend children rather than to sanction them. Whilst the behaviour of each class is primarily the responsibility of the Class Teacher, all staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately.

The behavior policy is underpinned by the Canon Barnett school values, these are displayed in classrooms and communal areas and discussed with the pupils on a daily basis. The school values are:

- Integrity
- Independence
- Respect
- Creativity
- Ambition
- Resilience

The UN convention on the rights of the child (UNCRC)

All children and adults are expected to actively contribute to the collective responsibility of being a 'Rights Respecting School' through their words and actions. As a Rights Respecting School we are committed to ensuring the Articles from the UNCRC are upheld. At Canon Barnett Primary School, the children have identified Articles 2, 19, 24, 28, 27, 29 and 31 as being important. They form the basis of the school's Golden Rules. All children have the rights; to be safe, listened to, learn, play and be encouraged to achieve their best. All adults who work in the school have rights respecting awareness training and are expected to uphold RRS values when interacting with children and each other. Children at Canon Barnett Primary school never lose their rights as a consequence to their behavior choices.

Who is responsible?

Governing Body - The Governing Body must agree a written statement of general principles for an overall behaviour policy. They should periodically review this statement. This statement should include:

- the ethos of the school, offering a clear and defensible set of values and making clear boundaries of acceptable behaviour;
- the school's moral code;
- positive and constructive rules of conduct;
- the rewards and sanctions to be fairly and consistently applied. Before finalising the statement the governors should consult with parents. Governors should also satisfy themselves about the Headteacher's policies.

Head teacher - The Head teacher is responsible for the promotion of:

- self-discipline
- proper regard for authority
- good behaviour
- respect for others
- respect for property
- maintaining acceptable standards of behaviour

- regulating the conduct of children
- relevant consultations with the Local Authority
- exclusions from school

School staff - All School Staff are responsible for promoting positive behaviour through a consistent approach. Good behaviour is encouraged by a well-cared for environment and well-ordered positive teaching experiences. All teaching staff, class teachers and support staff, should therefore:

- provide good quality teaching in all lessons
- set clear expectations of pupil behaviour
- maintain an orderly classroom
- avoid raised voices and aggressive body language
- make specific, constructive, positive comments
- encourage children to set their own goals and maintain a sense of responsibility
- establish consistent classroom procedures
- give clear explanations
- set learning objectives and work requirements our clearly
- monitor progress clearly
- give clear instructions so activities run smoothly
- handle misbehaviour quickly and calmly so the pace of the lesson is not lost
- listen carefully and react appropriately
- draw to parents' attention children's achievements in work and behaviour
- provide rewards through comments and commendations for good attitudes and conduct
- provide a stimulating and orderly curriculum delivery

Rewarding good behavior

Children are taught about how to make good choices to ensure that they feel safe and able to learn in school.

Good behaviour choices are rewarded with:

- Appropriate praise from adults around the school and in the playground
- Certificates in the School Values achievement assembly on Friday
- 30 minutes of Golden Time (a fun activity) on a Friday afternoon.
- MMS Lunchtime Play certificate - Class of the Week
- Class rewards - Marbles in the jar - A teacher may choose to reward the whole class for positive learning behaviour. Marbles may be collected in exchange for a treat for the whole class. Marbles can be earned through demonstrating behaviours that exemplify the six School Values around the school, in the playground, at lunchtime and on trips.

Examples of unacceptable behaviour

Violence

Any sort of violence is unacceptable at school. Children will be taught that pushing, hitting, slapping, biting and kicking are wrong and likely to hurt someone.

Abusive Language

We recognise that name calling and the use of abusive language is just as hurtful to children as physical violence. Children will be taught that this is unacceptable behaviour.

Stealing

The school deems stealing as the taking of another person's property without permission or legal right and without intending to return it.

Bullying

Bullying can be both verbal and physical. It can leave the victim feeling frightened, threatened or upset. It is usually more than an isolated incident but an individual incident will also be taken seriously. Staff are aware that bullying can occur both in the classroom, the playground and conducted online. Staff will look for indications of bullying such as behavioural changes or unwillingness to go out into the playground. Children are taught to understand it to be an action which is 'several times on purpose' (STOP).

If staff notice incidents of bullying they will first comfort the victim and then refer the aggressor to a senior staff member who will lead a full investigation. The school has a zero tolerance approach to bullying. Victims will be sensitively supported whilst perpetrators will be dealt with in line with school policy. Parents will be notified and incident forms will be completed and returned to the Local Authority.

The school has an **anti-bullying policy** which was updated in March 2019.

Physical Intervention

The health and safety of staff and pupils is paramount at Canon Barnett Primary School. All challenging behaviours can be a potential risk to staff and other pupils and should therefore be regarded seriously. There may be occasions when a physical intervention is necessary to prevent a pupil from significantly injuring themselves or others or causing serious damage to property. Physical intervention is a last resort and staff have been trained in diffusing situations which could lead to a pupil hurting themselves or others.

There could be occasions where a child has a physical intervention plan and this must be written in the pupil's behaviour support plan and shared with parents and agreed by all staff working with the pupil. An unplanned physical intervention must only be used once where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan.

Any physical intervention must be carried out swiftly and calmly so the pupil does not become more stressed. Please see the school's **Physical Handling Policy** for further details. Language must be kept to a minimum. All physical interventions should be recorded, by the staff member involved, on the Physical Intervention incident log sheet. This is an appendix in the Physical Handling Policy. Staff must report any incidents to the Head Teacher, Deputy Head teacher or in their absence a senior leader.

Exclusions

In line with the guidance from the School Discipline (Pupil Exclusions and Reviews, England) Regulations 2012 and the LBTH Exclusions Guidance Policy, the Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Lunchtime supervision.

The Mid Day Meals supervisors are responsible for the children during the lunch break. The same code of conduct and sanction and rewards of the rules applies during the lunch break as at any other time. Children are expected to show respect to the school meals supervisors and to obey the rules. The supervisors are trained in the levels of behavior, rewards and sanctions and are trained in issuing a Stop, Think and Go sheet. Any level 3 behaviour at lunchtime will be dealt with by a senior leader. The MMS team meet with the deputy head teacher every half term where there is training and updates on the behavior routines.

Levels of behaviour, rewards and sanctions

Classrooms have a 'Stop, Think and Go (STG)' space, which supports children to reflect on their behaviour choices, through specified time out or a reflection sheet. The playground has a Stop Think and Go bench, designated for time out and reflection on behaviour. The posters/sheets displayed in these areas are reminders to children of how to calm down and solve problems. Children may have to also complete a Stop Think and Go sheet.

There is a system of levels of behaviours and sanctions for when children make certain behaviour choices. See the table on the following page:

Keeping our School Values

Respect	Integrity	Independence	Resilience	Ambition	Creativity
Behaviour	Rewards	Issued by	Recorded		
Keeping the school values	Marble in a Jar – only one may be given each time	Class teacher Support staff MMS	Newsletter		
Being kind and helpful	Marble Party		In classroom		
Always being ready to engage in learning	Keeping the school values certificate of the week		Class positive behaviour book		
Following school policy	Star of the Week		Star of the week		
Behaviour	Sanctions	Issued by	Recorded		
Level 1 Unkindness - one off	Each day is a new start	Class teacher Support staff MMS	STG kept in class folder and collected by Learning Mentor weekly		
Not on task when learning	Warning 1 Warning 2 Warning 3 means a Stop, Think and Go is issued				
Not following school policy e.g. - not bringing PE kit - unsafe behaviour on stairs - not listening to an adult	Loss of Golden Time 5 mins Golden Time can be earned back by good behaviour that week				
Level 2 Meanness – on purpose	STG issued and handed to parents to take home	Class teacher Support staff MMS	STG log sheet completed		
Disrupting the learning of others	If behaviour is impacting on others, then child may be sent to Buddy class for 15 mins		Data collection on Integriss – the school's management information system		
Continuing to not follow school policy e.g. - not bringing PE kit - unsafe behaviour on stairs - not listening to an adult	Loss of Golden Time KS 1 10 minutes KS 2 15 minutes Golden Time can be earned back by good behaviour that week				
Level 3 Bullying - several times on purpose	Loss of Golden Time It cannot be earned back 25 mins – every child is entitled to 5 mins a week	The child should be taken to a member of the SLT by an adult who is responsible for issuing a level 3 STG	STG signed by the parents is kept in the SLT behaviour folder		
Comments -homophobic, sexist, religious, ethnic, physical including involving others, extremist	Parent meeting	A child may report an incident to any adult	Incident log - investigation notes kept in SLT Behaviour folder		
Racism	Conflict resolution meeting		Integriss – the school's management information system		
Physical assault - calculated	Mediation		Bullying or racist incidents will be anonymously recorded by the LBTH		
Cyber bullying	May include some loss of privileges				
Swearing at a child or adult					
Refusing to do what an adult has asked					
Vandalism					
Stealing					
Dangerous choices					
Have been sent to a Buddy class twice in one week					

Processes that reinforce the School Values

- ❖ SLT members will hold a behaviour assembly attended by all staff, reinforcing the School Values each half term
- ❖ Teachers will review the School Values within relevant subject or classroom provision e.g. circle time, PSHE, Rights Respecting activities each half term to help children understand the reasons for completing stop, think and go sheets/reflections.
- ❖ The Friendship Squad is a group of children across KS1 and 2 who carry out a playground buddy role – children receive training in peer mentoring and coaching, playground games and monitoring and evaluation activities to measure their impact and how it contributes to whole school action plans on improving and sustaining positive behaviour
- ❖ At the start of the year, the positive behaviour policy booklet is sent out to parents
- ❖ If the child exhibits level 1 behaviour the adult will say “[name of child], this is your first/second warning. Are you making the right choices..? If you continue then you are at risk of moving to the Stop, Think and Go space”.
- ❖ If the behaviour persists for a third occasion, the teacher will say, “[name of child], you are continuing to make the wrong choice..... Leave the carpet/your seat and go to the Stop and Think space”.
- ❖ If after 5 minutes the child is calm, invite them back to the lesson and start the process again, praising him/her for making a sensible choice.
- ❖ If the child continues to disrupt the lesson from the time-out space, then the teacher will tell him/her that the behaviour is “unacceptable” and send to the agreed buddy class to calm down and think about changing their behaviour. They stay in the class for 5mins (N/R/KS1) and 10mins KS2).

NB: No-one will ever miss all of Golden Time!

Parents:

Parents’/Carers’ views are sought annually with a Parent Questionnaire which is analysed and could inform changes to our systems. However we welcome feedback from parents at any time. This can either be in writing or a ‘chat’ with a member of the Senior Leadership Team. The behavior policy is shared with parents and is available on the school website.

Parents should report any concerns about children’s behaviour in school including racism and bullying to a member of staff. The Deputy Head teacher is the designated member of staff to deal with behaviour.

Recording, monitoring and reporting of incident sheets

Each week, the learning mentor collects and records all behavior incidents onto the school’s online tracking system. Each half term the learning mentor meets with the deputy head teacher to discuss the levels of behavior and whether there are children who need some additional support for their behavior.

Every term the Deputy Head teacher analyses and evaluates the behavior data for next steps. This is reported to the school governors.

All serious unacceptable behaviour including racist, sexist, religious and homophobic incidents are recorded on incident sheets. These are completed by the member of staff who dealt with the incident and then investigated by a senior member of staff who decides on the next action. If required a copy is sent to the Local Authority. This monitoring is also reported to the Governors through the school evaluation process.

KS 1 Stop, Think and Go

Full name:

Year:

Class:

Our Rights Respecting Charter

Articles 2/12 – We respect the right to be listened to and to listen to others

Articles 19/24 – We respect the right to feel safe at school and help others feel safe

Article 28 – We respect the right to learn and let others enjoy their learning

Articles 15/31 – We respect the right to join in and be part of a team

Article 29 – We respect the right to develop our potential and to do it with a growth mindset

Article 27 – We respect the right to look after our own and others property

Our school values

Respect Integrity Independence Resilience Ambition Creativity

Date:

Time

Issued by:

Please circle Location: Classroom Lunch hall Playtime Lunch play Stairs

Level:

1

2

3

Incident:

What happened?

How do you think the other person is feeling? (please tick)



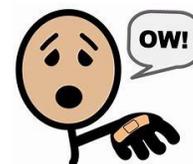
Angry



upset



embarrassed



hurt

Reflect on your behaviour – what should you have done?

I should of.....

Child's signature:

KS 2 Stop, Think and Go

Full name:

Year:

Class:

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Articles 2/12 – We respect the right to be listened to and to listen to others

Articles 19/24 – We respect the right to feel safe at school and help others feel safe

Article 28 – We respect the right to learn and let others enjoy their learning

Articles 15/31 – We respect the right to join in and be part of a team

Article 29 – We respect the right to develop our potential and to do it with a growth mindset

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Our school values

Respect Integrity Independence Resilience Ambition Creativity

Date:

Time:

Issued by:

Please circle Location: Classroom Lunch hall Playtime Lunch play Stairs

Level:

1

2

3

Incident:

What happened?

How do you think the other person is feeling? How have your actions affected others?

Reflect on your behaviour – Which article did you not respect?

What do you need to do now?

Child's signature:

