

1.1 There is a need for the school to have a whole school approach to behaviour that all staff, children and parents are aware of. The school has adopted a whole school approach to pastoral and disciplinary issues. There is an ongoing process of training to help all staff deal effectively with behaviour and discipline. All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions.

2. Introduction

2.1 Within school it is important that children behave appropriately so that they are able to develop as independent learners – taking more responsibility and initiative; maturing in their approach to school work, in developing friendships, and co-operating with each other, and behaving appropriately within the environment outside of school and on the internet and in using technology responsibly.

2.2 At Barnton we understand that children have an array of needs, and some children experience significant trauma. Trauma informed practice informs our approach to all children. Our expectation is that all children behave appropriately but understand that on occasion different approaches may be necessary.

2.3 By encouraging good behaviour children are allowed the opportunity to foster positive attitudes to learning, developing listening skills and encouraging sustained concentration. This in turn should lead to an increased interest in work and should allow the children to grow in self-confidence and self-esteem.

HMI identify the features of an orderly and well-disciplined school as:

- Good relationships with mutual respect between pupils and teachers;
- Teachers' high expectations of pupils, academically and socially;
- Curriculum and teaching methods stimulating and well matched to pupils' needs;
- The nurturing of pupils' growing maturity and self-esteem.

2.4 This policy will allow for a positive, balanced approach towards behaviour management, with rules and strategies being implemented from Nursery through to Year Six.

3. Behaviour and Discipline Statement

- 3.1 All pupils are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times. The emphasis lies in positive reinforcement and rewards and praise rather than sanctions and punishments. Setting and expecting high standards of behaviour and mutual respect is our aim.
- 3.2 This policy sets out to address this issue and seeks to reinforce procedures acceptable to all, with a commitment from staff to endorse the guidelines. It is important that the guidelines work towards achieving high standards of behaviour. Behaviour should be exemplary; relationships are conducive where all adults associated with the school treat pupils with respect.
- 3.3 All staff will provide firm and patient insistence on high standards and will take practical steps to transmit high expectations to colleagues and pupils.
- 3.4 It is important to note that the quality of teaching and learning activity has a direct effect on good behaviour. We aim for lively and stimulating teaching, quality learning experiences where attention is paid to differentiation and involvement in interesting activity.
- 3.5 Parents will be regularly informed and will be encouraged, in a climate of trust, to feel confident to visit school to discuss difficulties of their own volition. Open discussions will be encouraged, and solutions will be sought together, to identify and diffuse potential behavioural and emotional problems.

4. Purpose

- 4.1 The school has codes of behaviour, reflected in our five school rules, (which can be found in the appendix), which are familiar to staff, pupils and parents. This will ensure that everyone in school is working to the same standards and fully understands what we are aiming for.
- 4.2 The majority of children who experience behavioural or emotional difficulties in school will have these dealt with in school if this is possible. For those children who require additional help the support services will be brought in to advise. These being:

- Education Psychology Service
- Education Welfare
- Inclusion Team
- Special Needs Support Services and

- Social Services.

4.3 Throughout school life we are seeking to develop positive attitudes, bolstering the self-esteem of pupils and establishing school and education as being of value. We hope to achieve this through friendly internal competition where children can achieve and gain recognition: ‘Special Mentions’ and Certificates - for effort as well as achievement. Work is also positively displayed for wider audiences. A system of awards also encourages children to earn recognition for themselves and their peers.

4.4 We are very keen to involve families in all aspects of the child’s education – academic, social and moral. Parents will also be invited to attend our weekly ‘Family Assembly’ to celebrate the children’s success – for good effort, good work and good behaviour.

Our School Rules

Look after yourself and others in a caring way

Follow instructions first time and listen when others are speaking

Take care and look after equipment and the environment

Settle quickly and remain on task.

Be calm and quiet around school

5. Overview of Awards and Certificates

5.1 Each child has an award card. In Reception and Key Stage 1 pupils have to earn 15 awards and in Key Stage 2 pupils have to earn 25 awards. The children are given ‘awards’ for good behaviour, effort and good work. The awards that they receive are recorded on the award cards, and when these are complete, they receive a certificate in the family assemblies on a Wednesday and Thursday morning.

- 5.2 During the Family assemblies the efforts of 2 children from each class are also rewarded with a 'Special Mention'. These reflect both efforts in class, developing essential skills and demonstrating our school values. The special mention book will be sent round to each class every Wednesday or Thursday morning and then passed to the Hall in preparation for the assembly. If children get a 'Special Mention', they will be given a special 'Headteacher's Award' sticker.
- 5.3 In conjunction with this there are also 'Postcards' which should be sent home when the child does something spectacular! (The child should not be informed, as it should be a surprise for them). It is expected that we should send home approximately one per week to different children.
- 5.4 A record should be kept of children who are rewarded, either by post card, special mention or reward certificate.
- 5.5 A whole class reward of 'Gems' in a jar is in place. When ALL children in the class are behaving as expected, (i.e. all sitting attentively following a playtime) then they will be awarded marbles. On achieving 30 marbles the children will be allowed a 10-Minute treat, of their choice, such as an extra playtime, or choosing time.

6. Overview of 'Traffic Light System', Early Years and Recording Behaviour Incidents

- 6.1 Our consequences will also be standardised, using our 'Traffic Light System' for KS1 and KS2. Reception will adopt this approach from Spring 2 onwards depending upon the children. They will be as follows:
- Informal Warning
 - Formal warning - Name moved into green
 - Name moved into Amber: (spend the next playtime in the penalty room, during break time – no snack).
 - Name moved into Red: (sent to the next class down and SLT informed.)
 - Any further problems the children will be sent to a member of SLT.
- 6.2 Each member of staff will be responsible for a 'Thinking Room' duty, which will be highlighted on the playground duty rotas. The Thinking Room will take place for all pupils each morning break time. The date, child and reason they are in the Thinking Room will be logged each day in the Thinking Room Record. At the end of each 1/2 term, the records will be analysed and any child who has been in the Thinking Room 5 times or more will be discussed by the Senior Leadership Team

and appropriate action will be taken, which will usually result in communication with the parents or carers. The behaviour logs are kept in the corresponding year group Behaviour Files.

6.3 Pupils in the Thinking Room are asked to complete a reflection task, allowing them to think about how they can modify and improve their behaviour. It is hoped that the Thinking Room will be a short-term measure, and that through the introduction and consistent use of the reward and consequence system the children's behaviour will improve to an extent where pupils kept in during playtime is rare. The success of the Thinking Room will be evident in the decreasing number of children who attend.

6.4 In Early Years, all staff have been trained using 7 key principles from the Learning Behaviours: A Practical Guide to Self-Regulation in Early Years by Sue Cowley. This supports staff in recognising 'typical' behaviours and strategies to support early years children to develop self-regulation. A programme of role-playing, adult modelling and support is imperative to the children developing these skills.

6.5 In Early Years, the consequences are standardised and adopted by all adults working with the children. They are as follows:

Child is not meeting behavioural expectation – Adult says to child/ren “That’s 1.”

Child continues behaviour after adult has counted 5 seconds in head - Adult says “That’s 2”

Child continues behaviour after adult has counted 5 seconds in head – Adult says “That’s 3. Reflection Area.”

Child spends as many minutes as their age in the reflection area before they can continue with their day.

Physical behaviours – such as hitting, kicking or pushing – are an immediate ‘3 behaviour’ and children will need to go to the Reflection Area.

6.6 Across the whole school, It is REALLY important that we adopt a uniform approach to discipline, and that we all adhere to these rewards and consequences. In doing this we will be ensuring we have consistently high expectations with regard to behaviour from ALL children. In addition, the children will know how we all expect them to behave and they should soon begin to behave in this manner.

6.7 Our School Council has been established to allow our children the opportunity to express themselves and share their ideas. Meetings take place weekly on Wednesday lunchtime and are held in the Thinking Room.

6.8 Should a child behave in an inappropriate way that is beyond the expected behaviour of a child of that age, an incident should be recorded on CPOMs using the main category of ‘Behaviour’ and any relevant subcategories related to the behaviour. The Behaviour Team should be notified of this incident being added to CPOMs. This should provide as much information about the event as possible and reflect the views of all involved. Parents are informed of any incidents recorded and appropriate actions taken. Consideration will be given to repeat offences and appropriate action taken.

7. Fixed – Term and Permanent Exclusions

7.1 Only the Executive Headteacher and Head of School has the authority to externally exclude a child from school.

7.2 The Executive Headteacher and Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

7.3 If a pupil is excluded, the parents must be informed immediately in a meeting and a letter must be given to the parents, giving reasons for the exclusion.

7.4 The Executive Headteacher and Head of School is to inform the Local Governing Body if a child has received a fixed term exclusion.

7.5 If a permanent exclusion is made, the Executive Headteacher or Head of School will inform the Local Authority and CEO of Trust.

7.6 The Executive Headteacher or Head of School will inform parents that they can appeal the exclusion to the governing body.

8. Review and Evaluation

8.1 This policy was drawn up in consultation with staff and Governors. Staff will review it every year, in line with our Policy Review Cycle, unless there are significant changes and therefore a need to review it sooner.



Barnton Community Primary School Behaviour Policy Appendix

Guidance for Staff

Traffic Light System

1. Informal Warning

Pupils are reminded of the school rules and what behaviour needs to stop and why. Examples include; fiddling, time wasting, swinging on a chair, talking out of turn, calling out; walking around the classroom. We aim to do this through positive reinforcement of others behaviour and aim to encourage and praise.

At this stage it is made clear what changes in behaviour are required to avoid a formal warning and use of the traffic light system.

2. Formal Warning: Name moved to Green

This is a formal warning and the child's name is recorded within the traffic light system. A child's name will be moved to **Green** for continued incidents, as outlined above, or more serious incidents. Examples of more serious incidents include; rude noises; arguing; lying; name calling.

3. Name moved to Amber (Thinking Room)

This is the second formal stage of the behaviour system. A child's name is moved to **Amber** for continued incidents, after they have had their name moved into green; or more serious incidents. Examples of more serious incidents include; refusing to comply; swearing; verbal abuse towards children or adults; damaging property.

4. Named moved to Red (Sent to class in year group below, SLT informed, Thinking Room)

This is the third formal stage of the behaviour system. A child's name is moved to **Red** for continued incidents, having had their name in amber - or more serious incidents. For example; stealing; vandalism; racism; violence; fighting; inappropriate contact towards an adult. If a child's name is moved to **Red** then they are sent to another classroom to reflect on their behaviour.

Thinking Room Record

If a pupil receives more than one formal warning and their name is moved into **Amber** or **Red**, they will spend their next playtime in the Thinking Room. Their names will be recorded in the thinking Room Record Book, also outlining the reason for spending time in the Thinking Room. This record will be regularly reviewed by the Behaviour Lead and Senior Leadership Team.

If a child is in the Thinking Room on 5 or more occasions within a Half Term, then they are discussed by the Senior Leadership Team and appropriate action will be taken, which may include a meeting with the parents to review the child's Behaviour.