



At Barkisland CE VA Primary School we firmly believe that effective teaching and learning will only take place if pupil behaviour and conduct is strong. Therefore it is everyone's responsibility to support children to make the right choices about their behaviour. It is our belief that when children's successes and achievements are praised and recognised, this will self-manifest and children will strive to become the best that they can be in all that they encounter!

It is the responsibility of **all** adults in school to implement our behaviour policy **consistently** throughout the school.

Core Values:

We have ten core values in school which underpin the way in which all members of the school community conduct themselves in school. They clearly state how we should behave and act both inside and outside of school.



Aims:

- To encourage a calm, purposeful and happy atmosphere in school.
- To promote high standards by modelling positive behaviour at all times.
- To encourage high standards of work and behaviour through positive reinforcement and a strong culture of praise.
- To encourage independence and self-discipline so that each child learns to accept responsibility for their own behaviour.

- That the foundations of all that we do will be built upon mutual respect, between all members of the school community.
- A consistent approach to behaviour supported by parental cooperation and involvement.
- That all members of the school community enjoy coming to school and feel safe and supported at all times.

STRATEGIES:

POSITIVE REINFORCEMENT

Class Reward Systems

Each class has their own bespoke class reward systems which promote positive behaviour and hard work. This will vary from class to class, but may include ‘marbles in the jar’, children moving to different sections of a chart etc.

Stickers and stamps also recognise positive work and behaviour. Verbal praise and written praise are also strong features within school.

House Points

Every child is allocated a ‘House’ as they begin at Barkisland School – Maude, Founders or Whitworth’. Children can earn House Points for excellence in their work and conduct. These House Points are collated each week and the totals are shared each Friday during merit assembly. The winning house at the end of each term receives a small prize.

Merit Certificates

Children can be awarded a merit for outstanding work or behaviour. Children who have been awarded a merit will visit the Headteacher with their work. The Headteacher will spend time with each pupil, reinforcing the successes achieved. The child will receive a merit sticker on their work and one for themselves to wear. The child’s parents/carers will be notified via a text each Thursday if their child has been recognised for a merit. The parents/carers are invited to attend the Friday morning merit assembly. All parents/carers are welcome to attend the assembly each Friday irrespective if their child is being recognised. Children who have received a merit over the course of the week are celebrated with the whole school and show off their work. They also receive certificate to further cement the praise and recognised success.

There are no limits on how many times a child can be awarded a merit, but children only be awarded a merit when their work or behaviour is outstanding. This will vary for each individual in school. Children can be awarded a merit for absolutely anything which is recognised as outstanding.

_____ of the Week

Each half term, a focus area is chosen to recognise and celebrate successes. We acknowledge and celebrate that all children are unique and this reward system supports this. Focus areas could be: Reader, Sportsperson, Musician, Linguist, Polite Person, Writer, Theologian, Scientist, Creative Person, Mathematician etc. Children are awarded this accolade through their class teacher and they are awarded a certificate in merit assembly. The child’s parents/carers will be notified via a text each Thursday if their child has been chosen. The parents/carers are invited to attend the Friday morning merit assembly. A display, outside the Headteacher’s office showcases children’s work who have been awarded.

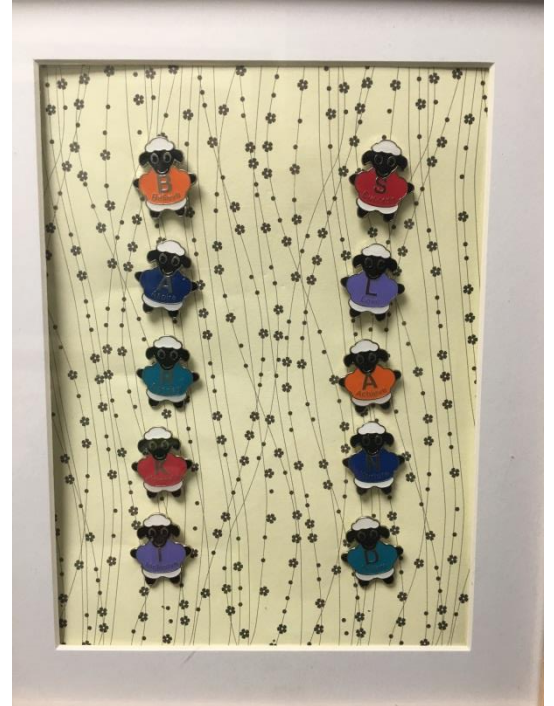
This system is managed by the Year 6 pupils.

Captain's Table

This initiative promotes positive behaviours at lunchtime. Children who have been 'spotted' following the school's core values are issued a raffle ticket by the lunchtime staff. The raffle tickets are collated and each Friday during merit assembly, ten raffle tickets are chosen. These ten children are then invited to sit at the Captain's Table and eat their lunch that day. On Captain's Table, the children will be able to choose extra treats e.g. juice, ice-creams, ice-lollies etc.

Core Value Badges

We have ten core value badges to represent each of the core values. Any member of the school community can nominate pupils to receive a core value badge. Each half term, the badges are awarded during the last merit assembly of the half term.



Attendance

Termly attendance of 100% is awarded at the end of each term with a certificate presented in assembly.

Annual attendance of 100% is celebrated at the end of the school year with a certificate and a prize – usually a book.

Pupil Voice

We have a wide range of pupil voice groups in school which are fundamental to making improvements to the school and routines from children's perspectives. Some pupil voice group representatives are elected by their peers, others are chosen from pupil applications. Each group will meet regularly to discuss improvements for the school etc. Pupil voice groups include: School Council, Eco-Council, Pupil Health and Safety Team, Worship Leaders. We expect children who represent their class via pupil voice groups to be excellent role models to others in school.

Responsibilities

If children are encouraged to take on responsibilities, it promotes our core values, pride and supports our children to become responsible citizens. Children whose behaviour is exemplary will be chosen to take on additional responsibilities. These responsibilities will include, but are not limited to: Barkisland Buddy, Playleader, Befriender, selling poppies (or other charity items), setting up the hall for Collective Worship, monitors (for a variety of things), sports leaders etc.

SANCTIONS AND CONSEQUENCES

Although the emphasis is on encouraging and rewarding positive behaviours, at times, it may be necessary to issue consequences for specific behaviours which are not in line with our core values. The consequences are issued to give pupils the opportunity to reflect on their behaviour choices and give support or strategies so that the unacceptable behaviour does not reoccur.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm - all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences - a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices - remind the pupil they need to make good choices.
- Fresh start - every child must feel that every day is a fresh start.
- Inappropriate behaviours need to be logged in the appropriate behaviour book.

Some inappropriate behaviours are more serious than others and the sanctions applied may differ. The frequency of the inappropriate behaviour may also determine the level of sanction.

Possible Sanctions and Consequences

- Verbal warning and reminder of acceptable behaviour
- Loss of a break time (including lunchtime)
- Child to complete work in another classroom or during a break time
- Work to be completed at home
- Loss of privileges / responsibilities
- Phone call / letter home
- School based community service e.g. tidying a classroom
- Home / school diaries and communication book
- Fixed term exclusion
- Permanent exclusion

With all misbehaviours, pupils are expected to apologise appropriately for their behaviours to anyone involved. This could be a verbal apology or a written apology.

At times, it may be necessary to inform parents/carers about their child's inappropriate behaviour. This is usually if a child's behaviour is not improving or worsening. It is vital that the school and family work together to support the child to improve their behaviour choices. This may be in the form of a phone call home, a meeting with the Headteacher, home school diaries etc. It is important that together, families and school try to ascertain the reasons why a child may be finding it difficult to control their behaviour and support the child further so that behaviours improve.

Acts of intentional violence to another pupil will usually be dealt with by a member of the Senior Leadership Team.

If a pupil has damaged school property or property belonging to another child, either intentionally or through inappropriate behaviours, school will work with parents/carers to come to an arrangement to replace/repair the damage.

Special Education Needs

Children who have special educational needs may require different approaches to manage their behaviours. These may look very different to the typical approaches which are often used in school and will be very specific to the child's individual needs.

If this is the case, the child should have an Individual Behaviour Plan which details the specific targets for the child and the way in which school will deal with this. This plan will be shared with the child's parents/carers. These plans need to be reviewed at least termly, but more frequently if not having the desired impact. The school's inclusion manager will support with this process. It may, at times, become necessary to involve outside agencies to support with behaviour such as Education Psychologist, Behaviour Support etc.

Pupils Conduct Outside of School

We expect the pupils of Barkisland School to uphold our core values both when they are in school and when they are out of school. If a child's behaviour does not support the core values outside of school, we may choose to discipline the pupils as appropriate. This includes when:

- Pupils are representing the school at an event e.g. sporting, musical
- Pupils are representing the school on a trip
- Pupils are travelling to or from school
- Pupils are wearing school uniform
- Pupils are in some other way identifiable as pupils of Barkisland School.

If pupil's behaviour is such that it:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school,

(whether or not the pupil is identifiable to the school) discipline and sanctions will be applied.

The discipline and/or sanctions would only ever take place at school and parents would always be informed.

Fixed Term and Permanent Exclusions

In serious or severe cases it may be necessary to exclude a child from school. Only the Headteacher can decide to exclude a pupil (or the most senior teacher acting in that role in the absence of the headteacher).

A fixed term exclusion is an exclusion from school for a set period. This cannot exceed a total of 45 school days in a school year.

There may be exceptional circumstances in which the Head teacher feels it is appropriate to permanently exclude for a serious breach of the Schools Behaviour Policy. The decision to permanently exclude should only be taken:

- In response to serious breach or persistent breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Confiscation and Searching

School staff are able to confiscate, retain or dispose of a pupil's property, as long as it is reasonable to do so. This would only be the case if a pupil's property was having an adverse effect on their learning or that of others or if it posed a danger to themselves or others. In most cases, the item would be confiscated and retain for a short period of time. The item may be handed directly back to the parents/carers.

If the school suspects that a child has a prohibited item in school (such as knives and weapons, stolen items etc), then this search can be done with or without the child's permission. This would usually be carried out by a member of the Senior Leadership Team. Parents/carers would be informed if this occurred.

Reasonable force

In order to maintain the safety and welfare of our pupils, it may be sometimes necessary to use reasonable force on a pupil (as permitted by law). This is only to be used when all possible options have been exhausted or if pupil safety is in immediate jeopardy.

We have a number of school staff who have received appropriate training to use reasonable force where necessary when dealing with inappropriate behaviour or conduct. Reasonable force will only be used to:

- Remove disruptive pupils from an area when they have refused to follow an instruction to do so, however, it may be safer to remove the other children from the area first
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Only trained members of staff have the authority to use reasonable force if required. Following the event the incident must be logged in the appropriate behaviour book. Parents/carers would always be informed if reasonable force had been used on their child.

This policy should also be read alongside the following policies:

Anti-Bullying

Exclusions

Child Protection

Safeguarding

Managing Allegations

Equality

Gender

Radicalisation and Extremism

This policy has been written with reference to:

Equality Act 2010, Education and Inspections Act 2006, Education Act 2002, Behaviour and Discipline in Schools – advice for Headteachers and school staff 2016, Screening, Searching and Confiscation – advice for Headteachers, staff and Governing Bodies 2014, Use of Reasonable Force – advice for school leaders, staff and Governing Bodies 2013 and Exclusion from Maintained schools, academies and PRUs in England – a guide for those with legal responsibilities in relation to exclusion.