



Canon Barnett Primary School

Behaviour Policy

**September 2021 –
September 2024**

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 behavior charter. 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.

British Values

British Values also underpin our behaviour policy with a particular focus on the rule of law and mutual respect and tolerance.

Who is responsible?

Governing Body - The Governing Body must agree the general principles on the behaviour policy. They should periodically review the policy. The governors should review:

- the ethos of the school, ensuring that it offers a clear and defensible set of values, making clear boundaries of acceptable behaviour;
- the rewards and sanctions to be fairly and consistently applied.
- 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
- inform the governors on behavior monitoring procedures

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
- creating a positive learning environment

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.
- Class rewards - Marbles in the jar - A teacher must 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.

Peer on peer abuse

Canon Barnett takes a zero tolerance approach to peer on peer abuse. We ask children, parents and staff to be vigilant and report their concerns to a trusted adult as soon as possible. Peer on peer abuse will be investigated by the SLT. Parents of both perpetrators and victims will be informed of the outcome. Both victims and perpetrators will be supported with Early Help interventions (either in school or outside organisations) and the situation will be monitored. Designated adults will be asked to do 'check ins' with the children or parent as appropriate.

Whilst we recognise that primary school are learning how to behave towards others. It is important that sanctions for perpetrators support them being educated in appropriate ways to talk to others and to understand that certain behaviours may offend or harm another. It is also important to ensure that the victim is well supported and understands that the abuse was not their fault or doing.

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) and they are taught that being mean and unkind can lead to bullying. PSHE lessons also teach children the role of bystanders and witnesses in bullying and ways to report bullying that that they may witness.

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. [Early Help support either through the school resources or outside agencies may be given.](#)

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

Sexual Harassment

It is important that adults in the school take a stance that sexual harassment can and does occur in primary schools. Adults should be vigilant about sexualised language, sexist comments or behaviours that could be deemed as sexual harassment.

Victims must be listened to and praised for coming forward. SLT will investigate and support and sanctions will be put in place for the perpetrator and support for the victim. This will be decided on case by case. Parents will be informed and may be asked to attend workshops or sessions to support their child.

Sexual abuse

Adults should remain vigilant to any concerns about sexualised language or behaviour between the children in the school. There must be a stance of ‘this could happen here’. Children should be encouraged to report any abuse. PSHE lessons support them to know safe people whether in their home, school or charities such as the NSPCC.

Victims should be supported and SLT informed immediately. SLT may need to call the police and social services. Parents will be informed unless this puts the child at risk. Further information can be found in the school’s **Child Protection Policy** (last updated 2021).

Adults should be careful about only using the language spoken by the child to ensure that they are not exposed to any other harmful sexualised language.

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 de – escalating 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 **Positive Handling Policy** (updated May 2021) for further details. 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. Parents of the child will be informed if physical intervention has been necessary.

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 midday 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 behaviour policy.

Early Years

The Early Years follows the whole school behavior policy and practitioners educate the pupils on the school values and children’s rights in appropriate child friendly language. The Early Year’s practitioners recognise that during the settling in period pupils may need support with routines and behavior choices. Pupils development age, time at school and wellbeing scale is taken into consideration before an appropriate consequence is given . For example a child who snatches or hits to get something they would like will be guided by an adult who will model the correct approach to sharing so that the child can learn, if this behaviour is repeated after several attempts to model it then they may be given some thinking time away from the play area so that they can learn about consequences from the choices they make.

The Early Tears recognises that personal, social and emotional development is a core area of learning and is planned for in the daily curriculum and the continuous provision. In line with the whole school policy, the Early Years uses a ‘3 warning approach’ at warning 3, pupils will have some thinking time on the Stop, Think and Go space in the classroom. Children do not fill in a Stop, Think and Go sheet (see below for more information) however the practitioners keep a log of behavior which they discuss with the learning mentor each half term.

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:

Canon Barnett Primary School

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		

<p>Level 1 Unkindness - one off</p> <p>Not on task when learning</p> <p>Not following school policy e.g.</p> <ul style="list-style-type: none"> - not bringing PE kit - unsafe behaviour on stairs - not listening to an adult 	<p>Each day is a new start</p> <p>Warning 1 Warning 2 Warning 3 means a Stop, Think and Go is issued</p> <p>Loss of Golden Time 5 mins</p> <p>Golden Time can be earned back by good behaviour that week</p>	<p>Class teacher Support staff MMS</p>	<p>STG kept in class folder and collected by Learning Mentor weekly</p>
<p>Level 2 Meanness – on purpose</p> <p>Disrupting the learning of others</p> <p>Continuing to not follow school policy e.g.</p> <ul style="list-style-type: none"> - not bringing PE kit - unsafe behaviour on stairs - not listening to an adult 	<p>STG issued and handed to parents to take home</p> <p>If behaviour is impacting on others, then child may be sent to Buddy class for 15 mins</p> <p>Loss of Golden Time KS 1 10 minutes KS 2 15 minutes</p> <p>Golden Time can be earned back by good behaviour that week</p>	<p>Class teacher Support staff MMS</p>	<p>STG log sheet completed</p> <p>Data collection on Integris – the school's management information system</p>
<p>Level 3</p> <p>Bullying - several times on purpose</p> <p>Peer on peer abuse including homophobic, sexist, religious, ethnic, physical including involving others, extremist</p> <p>Racism</p> <p>Physical assault - calculated</p> <p>Cyber bullying</p> <p>Swearing at a child or adult</p> <p>Refusing to do what an adult has asked</p> <p>Vandalism</p> <p>Stealing</p> <p>Dangerous choices</p> <p>Have been sent to a Buddy class twice in one week</p>	<p>Loss of Golden Time It cannot be earned back 25 mins – every child is entitled to 5 mins a week</p> <p>Parent meeting</p> <p>Conflict resolution meeting</p> <p>Mediation</p> <p>May include some loss of privileges</p>	<p>The child should be taken to a member of the SLT by an adult who is responsible for issuing a level 3 STG</p> <p>A child may report an incident to any adult</p>	<p>STG signed by the parents is kept in the SLT behaviour folder</p> <p>Incident log - investigation notes kept in SLT Behaviour folder</p> <p>Integris – the school's management information system</p> <p>Bullying or racist incidents will be anonymously recorded by the LBTH</p>

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).
- ❖ In extreme/certain situations, SLT may decide that children need to stay within their buddy class for extended periods of time. If this is the case, children will be given work in line with their class and complete it within the buddy class.

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 and sexist language, homophobic incidents, [peer on peer abuse including sexual harrassment](#) 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.

Appendix

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)



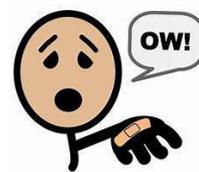
Angry



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:

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? 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:

