



Positive Behaviour Policy

“Behaviour is exemplary. Pupils are polite and helpful. They are keen and willing to go the extra mile for others. Bullying is rare. If it does occur, it is dealt with swiftly by adults.”

(Ofsted Inspection, November 2022)

The Headteacher must set out measures in the school’s behaviour policy, which aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils

Behaviour is the way we act and respond to people and to situations we find ourselves in. In any scenario, an individual (nearly) always has a choice about how to behave.

Behaviour expectations

- We set very high standards for children’s conduct from the moment they are admitted to the school
- We view our school as a large family built on healthy and respectful relationships. As in a smaller family, we would like everyone to show care and concern for their ‘brothers and sisters’. Bullying is never tolerated at our school
- Staff always look to praise children for their good behaviour, kindness and consideration. In so doing we encourage and reinforce positive behaviour and relationships
- Children who let themselves down in class through poor behaviour are given one clear warning about their conduct. If this does not lead to an improvement in their attitude a sanction is imposed

A common saying, which is frequently repeated at our school, is *‘Treat other people the way you would like to be treated yourself’*, this applies both online and face to face. Children are taught about kindness and consideration, and the difference between right and wrong, during Personal Health and Social Education lessons in the classroom through the interactive assemblies which they attend and the relationships within school. In assembly, through the use of stories and role play, children are shown that in all situations they have options regarding how they behave. They are actively taught strategies for how to deal with any conflicts or disagreements that may arise. They are also informed about how to self-manage tricky emotions, such as anger or frustration. We teach children to be assertive, rather than aggressive. All children have a right to confront, using speech, another child who is not showing them kindness and respect. We guide children to behave in a controlled, rather than confrontational, way and teach them to be clear and forthright in what they say, using such phrases as *‘Please don’t do that. I don’t like it because . . .’*

Our intention is to help pupils develop empathy for and understanding of the feelings of others.



Should a problem occur between two or more children at school which parents are unhappy about, they are asked to refer this problem to their child's teacher.

We strongly advise parents not to approach other children or parents, as this may lead to the problem escalating. Problems that persist following referral to the class teacher, and more serious difficulties, should be reported to the Headteacher or the Deputy Headteacher. All difficulties that are reported will be fully investigated and parents informed of the outcome of that investigation. We use a restorative justice approach to help bring about lasting changes and emotional development.

In order for all pupils to learn well it must be safe for anyone to make a mistake, get something wrong, or not understand something. Pupils are expected to show kindness and respect to their peers and never to laugh at a classmate who makes a mistake: we learn from mistakes. At all times, we encourage children to be responsible for their actions.

Rights and responsibilities

All members of the Barnes Primary School family have a right to expect to:

- Feel safe and secure at all times
- Be treated with kindness and respect by others
- Be listened to if a problem arises
- Be given time to explain their actions
- Be able to learn without being disturbed by others

Alongside this, all members of the Barnes Primary School family also have a responsibility to ensure that they:

- Uphold the rights of others
- Treat other people the way they would like to be treated themselves
- Talk things through if a problem arises and try hard to see things from the other person's view
- Inform staff if they feel they are being mistreated by others (often this will be their class teacher or via the worry box)
- Try to sort out little misunderstandings or tiny problems without feeling a need to always inform a member of staff
- Respect the right of others to learn.

It is particularly important that pupils inform staff if they have a problem that they cannot sort out themselves. Staff can only act on what they see themselves and what they hear from the pupils.

School values in child speak:

- I try new ways of doing things (Creativity)
- I like to explore and learn new things (Curiosity)



- I know others have feelings and I look after them (Empathy)
- I can be strong and say what is true (Integrity)
- I can see opportunities and good in everything (Positivity)
- I am sure I will be able to do it. It may take time, but it is possible (Self-belief)
- I can organise and do things for myself (Responsibility)
- I keep trying even if it is hard (Resilience)



Definitions:

- Creativity - possessing personal vision; being original and resourceful
- Curiosity - wanting to know or learn
- Empathy - understanding others and being able to appreciate how they see things
- Integrity - being honest, to oneself and others
- Positivity - to have a positive attitude
- Self-belief - the personal conviction that one can achieve; success is always possible, and usually likely
- Responsibility - taking initiative oneself without having to be told
- Resilience - never giving up, continually believing that one can do it: success is always possible

Our simple behaviour rules

- Always try hard to do your best
- Treat other people the way you would like to be treated yourself - with kindness and respect
- Show respect to other people, their possessions and school property
- Try to always be helpful
- Ask for help, or tell an adult, if you are unhappy or if you feel you are not being treated well
- Accept responsibility for your actions and be prepared to explain and talk about these



Children are supported emotionally through:

- Excellent modelling
- Committed staff who deal consistently with behaviour
- Resilience groups
- Social thinking groups
- A well-being mentor
- External agencies and professionals, where necessary

What happens if things go wrong?

Whilst we are proud that pupil behaviour was identified by Ofsted as a significant strength of the school, we are not a complacent organisation. We are also pragmatic and appreciate that sometimes things can go wrong when children are together five days a week for a thirty-nine-week school year. Our aim is to provide a **consistent approach** to behaviour management.

This policy summarises how staff are expected to respond to unacceptable behaviour including our policy on restraint. It outlines how pupils are expected to behave and our system of rewards and sanctions as well as summarising the **roles and responsibilities** of those in our school community with regards to behaviour management.

Our pledge to parents is to do everything possible to:

- Encourage, acknowledge, thank and reinforce good behaviour
- Ensure that pupils are well supervised at all times
- Pre-empt any problems that might arise before they occur
- Spot any signs of bullying, or any signs of a child being treated unfairly
- Deal fairly with everyone involved if there is a problem and ensure that everyone has a right to speak
- Use a restorative justice style approach, providing the opportunity for anyone who is a victim of poor behaviour to be supported and to confront the person who has mistreated them
- Investigate any problem very carefully and sensitively before reaching a conclusion about what occurred
- Deal firmly, but fairly, with children whose actions cause upset and distress to others
- Use any problems that do arise as an opportunity for learning

Definitions of behaviour

We have categorised behaviour into two groups:

1. Poor behaviour
2. Serious Incidents which includes bullying and peer on peer abuse



Poor behaviour is defined as:

- Low-level disruption in lessons, in corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude impacting upon their own learning and others
- Inappropriate lining up or movement around school
- Saying or making unkind comments or using inappropriate words
- Incorrect uniform
- Poor behaviour in assemblies

It is typical that low level, poor behaviour will be dealt with by the Class Teacher and when necessary, the Phase Leader. They will deal with the behaviour. **If repeated frequently a comment will be added to CPOMs.**

It is expected that the class teacher will take the responsibility for contacting / liaising with parents (when appropriate). Teachers are the pivotal point between school and home and therefore should invest in building relationships with parents in order to understand the child more. These conversations will be done discretely (not at the door with others present). If contact is made with parents, then a note should be logged in CPOMs.

Teachers should feel encouraged to seek help from more experienced members of staff when they feel they need to. If a teacher requests a senior member of staff to be present in a meeting, the parent will be told in advance, to avoid any surprises.

Serious Incidents are defined as:

- Repeated breaches of the school rules
- Any form of bullying, on and offline
- Sexual assault/harmful sexual behaviour/peer on peer abuse: this includes any general behaviour that causes humiliation, worry, embarrassment, pain, fear, or intimidation - for further information, please refer to the school's Safeguarding & Child Protection Policy
- Emotional harm and abuse including body shaming
- Vandalism
- Theft
- Any violence or intended violence towards peers or adults
- Racist, sexist, homophobic, anti-transgender or discriminatory behaviour or language
- Leaving the classroom without permission or running away
- Not following adults' instructions

Serious incidents are defined as poor behaviour that escalates and requires a member of the Senior Leadership to become involved. Parents of children involved in a serious incident are always informed, ideally face to face, but also by phone or email - if face-to-face is not possible. A Deputy Headteacher or Headteacher will be the lead member of staff in situations which involve serious



incidents of behaviour. Where incidents involve safeguarding concerns, these will be shared with the safeguarding lead on the Governing Body.

All serious incidents should be recorded on CPOMs on the day of the incident ensuring the Class Teacher, Support Staff as well as the Headteacher and Deputy Headteachers are copied in, alongside the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Wellbeing Mentor if the incident involves a child on the Safeguarding and vulnerable children register. In addition to this, the person completing the report should verbally notify the Headteacher and Deputy Headteachers and not rely on the electronic notification. This is because all serious incidents should be dealt with on the same day, where possible.

Where there is repeated unacceptable serious behaviour incidents an agreed **behaviour plan** will be put in place. This will be agreed with parents and shared across all professionals (in school) working with the child to ensure a consistency in approach.

Please note: we are obliged by law to log all racist and homophobic incidents and report these termly to Achieving for Children. These are also reported to our governing body as part of the Headteachers termly report.

Racist, sexist, homophobia, anti-transgender language or behaviour is never considered banter and will/must always be reported.

Bullying is defined as:

'A sustained action or deed that upsets or harms a pupil so that s/he feels uncomfortable and unhappy and as a result there is an effect on his/her emotional wellbeing.'

In simple terms bullying can be described as deliberately unkind behaviour towards another. This can be through looks, words, or deeds. Persistent bullying is when one person adopts a consistently unkind approach to another over a prolonged period of time. Bullying can involve one person or group by another person or group, where the relationship involves an imbalance of power. We will use personal development time to assist pupils to appreciate this definition by discussing real and imaginary examples.

Specifically, the key features of bullying are:

- It does not happen just once; it goes on over time and happens again and again - it is repeated (the school keeps records of behaviour incidents and will refer to these when assessing an incident/s)
- It is deliberate; hurting someone on purpose - it is not accidentally hurting someone
- It is unfair; the person(s) who bully (ies) is stronger or more powerful (or there are more of them) and even if they are enjoying it, the person they are bullying is not

We will not tolerate bullying of any kind for pupils, staff or visitors to our school.



Our aim is to:

- Prevent, reduce and stop the bullying if and when it occurs
- React to bullying incidents in a reasonable, proportionate and consistent way
- Safeguard the pupil who has been bullied and offer support
- Understand the motivation of the perpetrator and if necessary, safeguard and offer support
- Apply a disciplinary sanction to the bully and ensure they learn from the experience, this is at the discretion of the Headteacher and will follow procedure as outlined in our Equalities Policy
- Safeguarding and SEND (Special Educational Needs and Disabilities) Code of Practice
- Educate all children in order to enable them to safeguard themselves from bullying both in real life and online

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, up-skirting
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Peer on Peer abuse definition:

Peer on peer abuse is any form of harmful sexualised behaviour which can include physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.



How staff are expected to respond to individual inappropriate behaviour

Behaviour Protocol

These are our procedures for managing behaviour and do not cover every eventuality. Our overriding principles are:

- Positive role-modelling
- De-escalation
- Safeguarding the learning and welfare of all
- Prompt communication with parents/carers. An expected initial response to low level isolated behaviours

An expected initial response to low-level behaviour will start with positive engagement techniques being used first and should be used in conjunction with behaviour plans where in place.

1. Non-verbal sign to refocus / remind (e.g. a 'look' at positioning nearby)
2. Verbal reminder - usually reinforcing the positive and what is expected
3. A change of position suggested to provide cooling down
4. Taking the learning to another class
5. An informal conversation in the child's time (not lesson time)
6. A writing up of a statement that is appropriate to the behaviour displayed. This to be dated and logged on CPOMS
7. An informing of the behaviour to the parents

A trial of a suggested strategy (see table below) may form part of a behaviour plan - where needed.

Behaviour	Possible strategies
Withdrawn Unable to make/keep friends	<ul style="list-style-type: none"> • Introduce a buddy system • Consider 'Circle of Friends' • Encourage child to help around school • In KS1 encourage children to use the friend bench • In KS2 encourage children to use the worry box • Raise awareness to Polly for potential resilience group • Offer monitor role • Encourage parents to have play days / attend more clubs • Raise awareness to SLT so can address in assemblies
Destroys property	<ul style="list-style-type: none"> • Validate the child's feelings 'I can see that you are angry' - help the child repair/restore where possible • Support the child to fix the situation – this may be after the child has calmed down rather than at the time



<p>Demanding teacher attention all the time</p>	<ul style="list-style-type: none"> • Notice the child explicitly; give them something to look after for a while • Give child responsibilities for things • Ignore the disruption, praising when doing the 'right' behaviour • Provide boundaries around time – delayed attention – I am going to check in with you in 10 minutes – provide a timer (visual) and they know you are coming. This is on your terms not their terms
<p>Hostile when frustrated</p>	<ul style="list-style-type: none"> • Small step differentiation • Use a timer to divide tasks • Zones of regulation and acknowledging feelings / emotional responses • Now and next board • Emotions wheel and social story • Praise at each successful step • Paired work • Movement break • Being clear about non-negotiables - you are going to complete this - identify the part
<p>Poor concentration, fidgeting, turning around</p>	<ul style="list-style-type: none"> • Arrange seating carefully • Laugh with the child, even at silly things • Movement break • Fidget toy, bands on chairs • Now and next board • Small step differentiation • Timer to divide tasks • Maintain firm boundary through non-verbal reminders and praise
<p>Refuses to engage with work</p>	<ul style="list-style-type: none"> • Offer options and make lessons/tasks very structured • All materials to hand • Ignore • Distract • Give attention to those doing the right thing • Break down the learning into smaller steps • Use a timer • Now and next board • Laminated reward/success chart • Working with the child to adapt the learning
<p>Unable to accept praise or have fun</p>	<ul style="list-style-type: none"> • Do praise but do not be too effusive and be specific • Be mindful that private praise might be more acceptable to some children • Try reframing it to make it about you: "That piece you played on the piano made me feel so calm and serene"; "Your smile just made my day!" • Be specific: "I liked how you handled the questions during your presentation today. You really helped the group find a solution that benefits everyone."



	<ul style="list-style-type: none"> • Sneak it in there. Indirect compliments can build someone up without them feeling like they should deflect what you said. Ask for the recipe if you like their cooking, or ask for advice. They will feel valued • Give compliments if you want to. If giving compliments is part of your character, you don't need to diminish that quality just because you get an unfavourable response from someone. • Be genuine. Fake compliments are often easy to recognize, and faking flattery will make you seem untrustworthy • Model how to accept a compliment graciously • Focus on people's good qualities. • Give them a little encouragement. "I can tell that was hard for you. Maybe this time didn't go so great, but I bet it'll get easier with practice. I have faith in you."
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An expected initial response to persistent challenging behaviour

Should an individual child display persistent challenging behaviour they will be referred to the phase leader, deputy Headteacher and then Headteacher. Their parents will be invited to school to discuss their child's behaviour and a plan to be put in place so that home and school are working collaboratively and consistently. The following will automatically result in **parents being contacted**:

- Physical or verbal abuse
- Refusing to follow instructions when requested
- Destruction of property
- Theft
- Intimidating or violent behaviour

When dealing with conflict all parties will have their say and agree on the way forward. This approach helps to highlight what triggered the behaviour and what might be done in the future to prevent it happening again. When resolving any disputes or falling outs at school we will ask all involved the following questions (see Appendix sheet):

- What happened? What happened first? Where were you when this happened? What else happened?
- What were or are you thinking and feeling?
- What do you think about it now?
- Who has been affected and how?
- What needs to happen to put this right and what can you do to make this happen?
- What do you need to do differently?

Children may be asked to write their response to these questions. **A record of their responses will be scanned onto CPOMS to accompany the staff description of the event and the consequences agreed.**



In extreme cases

There are circumstances when it is appropriate for staff in schools and colleagues to use reasonable force to safeguard children and young people. **All cases of restraint must be recorded on CPOMs and the Headteacher and Deputy Headteacher must be made aware.** The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent:

- Violence or injury to themselves
- Violence or injury to others
- Damage to property.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as guiding a pupil or full restraint.

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. **Staff who are likely to need to use physical intervention will be appropriately trained.** We recognise that touch is appropriate in the context of working with children, and all staff have been given a staff code of conduct to ensure they are aware of correct professional boundaries.

Exclusion

Very occasionally a pupil may be excluded from school. This is a serious and exceptional option that has a very set procedure. Any pupil who is deemed at risk of exclusion are closely monitored by the Senior Leadership Team. **A behaviour plan will be formed by the Headteacher, parent/s and child and may also involve specialist intervention from Behaviour Support within AfC (Achieving for Children).**

The Head teacher is responsible for exclusions. Fortunately, exclusion is rare and it will always be our intention to use the SEND code of practice, SEND or vulnerable children procedures such as EHA (Early Help Assessment) **and Individual Behaviour Plans/Pastoral Support/Risk assessments** to support children who have significant behavioural and emotional difficulties.

A decision to exclude a pupil will be taken only:

- In response to a serious breach or persistent breaches of the school's Positive Behaviour and Healthy Relationships Policies and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Below are examples of circumstances that may warrant a suspension or permanent exclusion:

- serious and persistent disruption to other pupils' learning, including rudeness, disobedience and refusal to adhere to expectations



- physical assault against a pupil or adult
- verbal abuse or threatening behaviour against a pupil or adult
- use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- serious or persistent bullying, including discriminatory behaviour
- racist abuse, abuse against sexual orientation or gender reassignment or abuse relating to disability
- Persistent swearing at any adult and/or pupils in school particularly that of a homophobic, sexist, racist or anti-trans nature
- 'harmful' sexualised behaviour - this will be defined and understood using the Brook Traffic light tool as used by CAMHS for their assessments
- persistently leaving the classroom without permission
- leaving the school grounds during the school day.
- serious damage to property

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Headteachers should take the pupil's views into account and consider them in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.

If a child refuses to do as asked for an Internal Exclusion, then a Fixed Term Exclusion will be given. On re-joining the school, the parent and child will be expected to attend a meeting with the Headteacher and a member of the Senior Leadership Team. Please note that incidents of a racist, anti-transgender or homophobic nature are reported in a termly return to our local authority partners (Achieving for Children) and to the Governing Body in the Headteachers termly report.

Confiscation

The child's or parental permission will be sought before any member of staff looks in a child's bag. Any prohibited items found in pupils' possession (including mobile phones) will be confiscated. These items will be returned to pupils' parents.

SEND, Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs and disability lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.



When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Wellbeing/Mental Health Support:

Where there is an ongoing and recognised need for emotional/behavioural support, our Wellbeing Mentor will become involved with the pupil. This could take the form of meeting with parents/involvement in the sanctions or behavioural strategy that has been decided upon or one to one session with the child. The development of this relationship can be a helpful tool in the understanding and management of behaviour with the child able to think about and express the feelings and motivations behind their behaviour in a safe and private space. The Wellbeing Mentor can then work with staff to help the child move forward and successfully employ agreed strategies.

Travelling around school

A calm environment results in good behaviour. At Barnes, children move around the school and between sites accompanied and unaccompanied (for example to break and lunch). Everyone is trusted to do this sensibly (unless previous behaviour had identified that support is needed). Children walk on the left and stay on the left on stairs. **During lesson time the expectation is children would transit by walking - not talking.** During playtimes and lunchtimes, sensible, quiet and calm behaviour would be expected so as not to disturb others who may be working.

Playtimes and Lunchtimes

When children's time is less structured the management of the school is committed to:

- Each playground having an experienced playground supervisor working alongside other staff members
- Supervisors establishing clear expectations for members of their team and training them to be effective
- Staff leading structured games and play, whenever feasible, to keep as many pupils as possible occupied

We will adopt a graded response to poor behaviour on the playground

- In the first instance a pupil who is failing to fulfil their responsibility to behave well will be given a clear support and encouragement to demonstrate good behaviour and warning about what will not be accepted and why
- If the poor behaviour persists the child concerned will be removed from the playground for the duration of that playtime or lunchtime. The child will spend time with a class teacher, phase leader or senior leader and given some time out to think about and reflect on their behaviour



and their responsibilities and how this can be improved going forward. In KS2 the children will write out their version of events and **this will be added to CPOMS**

- The reason for this removal will be clearly explained to the child and (s)he will have a chance to explain why (s)he behaved in this way as well as how they will try to change their behaviour going forward and how we can support them with this
- If the incident is of a more serious nature, such as the discovery of prolonged bullying, or a fight, the child will be removed from the playground for a longer time period and parents will be informed. The length of time off the playground will be determined by the nature of the offence caused and any previous behaviour concerns that may have arisen. On these occasions our intention is to work in partnership with children and their parents, engaging in a joint problem-solving approach designed to lead to improvements in the behaviour of the child concerned and ensure the safety of others

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, at a sporting event or when transiting to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding & Child Protection policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Sanctions and Rewards

Sanctions and rewards need to be consistent in format in order that all children and staff understand it fully. This system is progressive and rarely needs to be used as children progress in Key Stage 2. This system is clear and very visual. It allows cover teachers and support staff to see 'at a glance' on entering the classroom who may need support.

Children are all in the green zone and ready to learn at the start of the day. On the rare occasion a child might be removed from the green flower/leaf onto the teacher's desk - this is a prompt that the child needs support without shaming the child.

- **Green leaf / zone** (all children start in this zone)
- **Golden Star** (for going above and beyond (can be behaviour, kindness and academic))

The CALM approach is used and children are encouraged to reflect on their behaviour and the impact on others.



Zones of Regulation

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

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Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com

The Zones of Regulation are a system of self-regulation recommended by the Educational Psychology Service to help pupils self-regulate in both the classroom and playground. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. The lessons and activities are designed to help pupils recognise when they are in different zones as well as learn how to use strategies to change or stay in the zone, they are in. In addition, to addressing self-regulation, pupils will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, a clearer perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem-solving skills.

It is important to note to children that everyone experiences all of the zones - the Red and Yellow Zones are not 'bad' or 'naughty' zones. All the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and non-judgmental.

There are many ways in which we Promote Positive Behaviour:

- Encouraging good behaviour through frequent and specific praise
- Clear, simple and consistent rules, sanctions and rewards
- Good communication with parents and sharing of successes
- Celebrating success through various approaches
- Celebration assembly on a Friday
- Using any issues that do arise as an opportunity for learning through circle time and PD10s
- Explicit teaching and learning through our PSHE curriculum
- Headteacher and Deputy Headteacher stickers
- Celebrating in newsletters and assemblies



Parent Partnership:

We aim to always work in close partnership with parents to ensure that we continue to achieve have outstanding behaviour. We have an open-door policy. Parents are encouraged to report any concerns quickly, firstly to the class teachers. Parents should aim to try to:

- Remain calm and objective about what has happened, keep what has occurred in proportion
- Adopt a collaborative, problem solving restorative justice approach
- Avoid any actions that might inflate the problem, such as publicising it to others by e-mail, Twitter or on Facebook, as such actions can cause a great deal of bad feeling.

If issues remain unresolved, parents can then seek advice and support from the Key Stage Leader or a Senior Leader following which concerns are escalated to the Deputy Headteachers or Headteacher. The school will take seriously and investigate all allegations of peer-on-peer abuse and bullying via the following steps:

What we will do	How we will do it
Interviewing all children involved after receiving a report on bullying and/or peer on peer abuse	Children may be requested to write a report of what happened (age dependent) and/or speak to a member of staff. Following any interview, notes will be made and shared with the DSL. It is at the SLT or Headteacher's discretion whether parents will be involved in these meetings and depends upon the nature of the complaint.
Communicating with all parents after receiving a report of bullying and/or peer on peer abuse	The school aims to communicate all outcomes and respond to all concerns/complaints promptly, this will be by the Headteacher or member of the Senior Leadership Team.
Communicating with the Governing Body	If of a 'serious incident' nature, the Headteacher will inform the safeguarding, chair of the incident/complaint/concern.
Involvement of other services	If of a 'serious incident' nature and considered to be peer on peer abuse, this will warrant a report to the Single Point of Access and may lead to intervention from social care and or health and or The Police. This action will be at the discretion of the DSL or a member of the Safeguarding team. In addition to this, it may be appropriate for the school's police liaison officer to complete some proactive work with an individual, group or class of children in school.
If a child is at immediate risk or there has been criminal behaviour	The school will ring 999 and report to the police.
Headteacher decision on a sanction	Based on the outcome of the investigation the Headteacher will make the final decision on an appropriate sanction following our safeguarding and behaviour policy and our SEND Code of Practice. The Safeguarding lead and Chair of Governors will be informed of the outcome as will the parents within 24 hours. Exclusions are always followed by return to school meetings that involve pupil, parent, Headteacher, Governor and a representative from the local authority. Following this further action may be required such as a safety plan (risk assessment) for that child - reviewed fortnightly.
Headteacher decision on support for pupil who has been bullied	Based on the outcome of the investigation the Headteacher will speak with the child who has been bullied and with the child's



	parents to understand their wishes on how to move forward. Our approach is for timely support and a partnership as opposed to removal of pupils or staggered playtimes.
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Roles and Responsibilities

The Governing Body & Safeguarding Governors are responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher and monitoring the policy's effectiveness
- Holding the Headteacher to account for the implementation of the policy. They will gather evidence to enable the safeguarding working party to evaluate the impact

The Headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the Safeguarding Governors, giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure consistency

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (on CPOMS and ensuring relevant staff are alerted)
- The senior leadership team will support staff in responding to behaviour incidents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and online behaviour policies
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Our Headteacher is **Sue Jepson**

Our wellbeing mentor is **Polly Kelynack** - our school dog is **Herbie**

Our SEND Lead is **Heather Smith**

Our Governor with responsibility for looked after children is Matt Dunn

<p>Status: Last reviewed: April 2022; July 2023 by Sue Jepson, Clare Richards and Heather Smith updated by Sue Jepson July 2024</p>
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<p>Next Review: July 2025</p>



Appendix 1

Key principles for Headteachers to help improve school behaviour

Policy:

- Ensure absolute clarity and consistency about the expected standard of pupils' behaviour
- Ensure that behaviour expectations are understood by all staff, parents and pupils
- Display school expectations clearly in classes and around the building. Staff and pupils should know what they are

Leadership:

- Model the behaviour you want to see from your staff

Building:

- Visit the lunch hall and playground and be around at the beginning and the end of the school day
- Ensure that other Senior Leadership Team members are a visible presence around the school
- Check that pupils come in from the playground and move around the school in an orderly manner
- Check up on behaviour outside the school
- Check the building is clean and well-maintained

Staff:

- Know the names of all staff
- Praise the good performance of staff
- Take action to deal with any inconsistency and/or failure to follow the behaviour policy

Children:

- Praise good behaviour
- Celebrate successes

Teaching:

- Monitor the amount of praise, rewards and sanctions given by individual staff
- Ensure that staff praise good behaviour and work
- Ensure that staff understand the individual needs of pupils

Individual pupils:

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them
- Put in place suitable support for pupils with behavioural difficulties

Parents:

- Build positive relationships with the parents of pupils with behaviour difficulties



Appendix 2

Behaviour checklist for teachers to help get the simple things right

Classroom:

- Be POSITIVE and CONSISTENT
- Identify children being good, offer praise and explain why
- Focus on learning behaviour expectations
- Use restorative justice approach
- Use emotion coaching techniques
- Have a visual timetable on the wall
- Follow the school positive behaviour policy
- Know the names and roles of any adults in class
- Meet and greet pupils when they come into the classroom
- Display rules in the class - and ensure that the pupils and staff know what they are
- Have a system in place to follow through with all rewards

Pupils:

- Know the names of children
- Have a plan for children who may display challenging behaviour
- Ensure other adults in the class know the plan
- Understand pupils' needs

Teaching:

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing and say why
- Stay calm and positive
- Have clear routines for transitions and for stopping the class
- Teach children the class routines
- Be consistent

Parents:

- Give feedback to parents about their child's behaviour - let them know about the good days, as well as the bad ones



Appendix 3

Pupils' conduct outside the school gates - teachers' powers

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable."

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

OR misbehaviour at any time, whether or not the conditions above apply, that:

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

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.



Appendix 4

Zones of Regulation

(Coloured sheets displayed in classrooms)

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

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 Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com

A critical aspect of the **Zones of Regulation** is that all staff members know and understand the Zones language. This creates a supportive environment for the pupils to practise their self-regulation skills. It also helps the children learn the skills more quickly and be more likely to apply them in different situations. Staff members support the children in a variety of ways including:

- Using the language and concepts of The Zones to emphasise that we all experience different zones and can use strategies to regulate ourselves. For example, *'This is really frustrating and makes me feel in the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.'*
- Helping pupils gain awareness of which zone they are in by pointing out observations
- Validating the zone, the child is in and help them to brainstorm expected ways to self-regulate so their behaviour is expected for the context
- Sharing with pupils how their behaviour is affecting the zone the adult, or their peers is in, and how it makes them feel



- Encouraging the pupils to use the language of The Zones to communicate their feelings
- Asking the children to frequently share which Zone they are in, for example: check-ins after playtime, or lunch
- Positively reinforcing and giving praise when children recognise their zone and manage their behaviour while in it

It is important to emphasise to children that everyone experiences all of the zones - the Red and Yellow Zones are not 'bad' or 'naughty' zones. All the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and non-judgmental.

Blue Zone



Green Zone



Yellow Zone



Red Zone





Appendix 5

EYFS (Early Years Foundation Stage) & KS1 (Key Stage One) Online Safety Agreement

Our school rules for internet and phone use - these rules will keep everyone safe and help us to be kind to others:

FOR PUPILS:

- I will ask permission before using a computer, iPad or phone and before going online
- I will only use a device in a shared space where an adult can see my screen
- My parents and carers will decide on an agreed amount of screen time for me
- I will only access content that is appropriate for my age
- I will close any page I am uncomfortable with and then tell an adult I trust
- I will only chat to or message people I know and trust when I am online
- The messages and posts I send will always be kind and friendly
- I will tell my teacher if any unkind messages are sent to me
- I will only change or delete my own work
- I will ask permission before downloading anything at home
- I understand that I need to ask my parents or carers when a payment is needed
- I will not give out any personal information online, such as my name, phone number or address
- I will not upload images or videos of other people without their permission
- I will never arrange to meet anyone that I have met online
- I understand that the school and my parents and carers will monitor my devices

FOR PARENTS/CARERS:

It is our experience that families who have established firm guidelines around online use when their children are young, have a much easier time once they reach secondary school age. This good practice becomes a habit and allows a sense of the child being in control rather than the device controlling the child.

It is our hope that by providing a suggested framework, we will enable parents/carers to feel confident in drawing up a contract with their children, which reflects them as a family - rather than pressure they may feel from children and their peers.

Best Practice guidelines for primary school age children:

- Your child must provide the passwords on all digital devices used in the home
- Digital devices should be left downstairs in a centralised area of the house at bedtime - if your child claims the need to have the telephone as an alarm, buy them an alarm clock
- Devices are used only in public areas of your house - no devices in bedrooms
- Insist on house rules being acknowledged by guests, as well as by your own children

Once you have shared this Agreement with your child, please confirm you have done so by completing this Form (link to [Microsoft Forms](#))



Appendix 6

KS2 (Key Stage 2) Online Safety Agreement

Our school rules for internet and phone use - these rules will keep everyone safe and help us to be kind to others:

FOR PUPILS:

- I will only communicate with people I know and trust when I am on my phone or online
- My parents and carers will decide on an agreed amount of screen time for me
- I will be responsible for my behaviour when using the internet, including social media platforms, games, and apps. This includes the resources I access and the language I use
- The messages I send and comments I post will be polite, friendly and positive - I will remember what we have learnt about respect for other people and their feelings
- I will not share or forward material or messages that could be considered unkind, threatening, bullying, offensive or illegal
- I will think for myself before I share anything online
- I will report to a safe adult or CEOP (Child Exploitation and Online Protection) any unpleasant material or messages sent to me or others
- I know that I should not delete any messages or images that may be needed as evidence - I can screenshot anything I need to keep and show to an adult
- I will not deliberately look for, download, or upload material that could be considered offensive or illegal - if I accidentally come across any such material, I will report it immediately to a safe adult
- I will only access content that is appropriate for my age
- I will immediately close/minimise any page I am uncomfortable with and tell a safe adult
- I will not give out personal information online, such as my name, phone number or address
- I will not share my passwords with anyone
- I will not upload or share images or videos of other people without their permission
- I will never arrange to meet anyone that I have met online
- I will only access, edit or delete my own work files when I am working at school
- I will not attempt to download or install anything without permission
- I will be aware that I need to ask my parents/carers when payment is required for something
- I understand that the school and my parents/carers will monitor my computer files, emails, phone, websites, and apps that I have used

**FOR PARENTS/CARERS:**

In giving a child a smartphone, tablet or computer with no restrictions or monitoring, you are saying: “...*Off you go; you can go wherever you like, with whomever ever you like, wear as little as you like and be out as long as you like. And you don't need to tell me where you have been, who you have been with, or what you have been doing.*”

If you chose not to monitor your child's use of social media and the internet, you are providing all the freedoms described above. We therefore urge you to consider whether you are doing all you can to protect your child from engaging with inappropriate content. It is important to highlight that, in most cases, you, as parents, are the ones paying for internet or phone contracts.

Ultimately, therefore, the device is in your name and, crucially, its user history is traceable and accountable to you.

We would politely remind you that the majority of social media platforms require a minimum user age of 13 years (WhatsApp is 16 years of age). If your child is in Year 5 or Year 6 and has access to WhatsApp, they will have had to lie about their age, which is a violation of the user agreement each platform requires. Whilst there is no enforceable legal consequence in doing this, there is a reason age limits are set. Whilst joining social media is theoretically free, data collection is taking place - which in turn is sold to data brokers, who then target specific and personal advertising to the user. This content will therefore be tailored for an older user. As a result, the content may not be appropriate for your child.

Best Practice guidelines for primary school age children:




- Your child must provide you with access to all passwords on all digital devices used in the home
- Digital devices should be left downstairs in a centralised area of the house at bedtime - if your child claims the need to have the telephone as an alarm, buy them an alarm clock
- Devices are used only in public areas of your house - no devices in bedrooms
- Insist on house rules being acknowledged by guests, as well as by your own children
- Check social media/photo reels regularly - you may wish to agree spot-checks but emphasise that you would prefer monitoring to be in the form of directed co-use with your child. This may lead to some enlightening conversations.

It is our experience that families who have put these guidelines in early have a much easier time once children reach secondary school age. This good practice becomes a habit and allows a sense of the child being in control rather than the device controlling the child.

Once you have shared this Agreement with your child, please confirm you have done so by completing this Form ([link to Microsoft Form](#))



Appendix 6 Restorative justice reflection sheet.

Name	Class	Date	Staff member
<ul style="list-style-type: none"> What happened? What happened first? Where were you when this happened? What else happened? 			
<ul style="list-style-type: none"> What were or are you thinking and feeling? 			
<ul style="list-style-type: none"> What do you think about it now? 			



- Who has been affected and how?



- What needs to happen to put this right and what can you do to make this happen?















- What do you need to do differently?





- Is there anything else that you would like to add that you have not had the chance to say?

Please remember to offer prompt cards and save onto CPOMS.
















 Made silly noises	 Shouted at someone	 Rude to someone	 Walked off
 Scribbled on work	 What happened?		 Tore my work
 Threw something			 Broke something
 Swore at teacher	 Swore at student	 Hurt someone	 Something else





 Worried	 Fidgety	 Confused	 Angry
 Scared	 What were you thinking or feeling?		 Excited
 Silly			 Distracted
 Fizzy	 Giggly	 Anxious	 Something else














 Frustrated	 Sleepy	 Restless	 Not sure
 Embarrassed	 What were you thinking or feeling?		 Grumpy
 Shy			 Stressed
 Sick	 Mad	 Out of control	 Something else












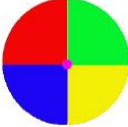

 Me	 A friend	 A teacher	 A T.A
 My mum	 Who has been affected?		 My dad
 My family			 Group
 Someone else's mum	 Someone else's dad	 Someone else's family	 Someone else



 Sad	 Sorry	 Guilty	 Ashamed
 Fizzy	 What are you thinking or feeling now?		 Scared
 Worried			 Unsure
 Okay			 Calm

 Write it down	 Write a letter	 Talk with someone	 Say sorry
 No reward point	 What needs to happen to put it right?		 Minutes
 Draw			 Fix something
 Make a plan			 Make a change



 <p>Talk to a teacher</p>	 <p>Ask for time out</p>	 <p>Fiddle with something</p>	 <p>Talk to someone</p>
 <p>Count to 10</p>	 <p>Next time I could</p>		 <p>Take deep breathes</p>
 <p>Play with someone else</p>			 <p>Sit next to someone else</p>
 <p>Walk away</p>	 <p>Make a change</p>	 <p>Think about zones</p>	 <p>Something else</p>



Appendix 7

Racial Abuse Statement

Racist name-calling is an offensive, bullying behaviour.

- It is verbal abuse
- It is not acceptable behaviour and will not be tolerated
- Calling someone a rude and offensive name is bad enough, referring to a person's racial background when doing so makes it even worse
- All children are born equal whatever their gender, skin colour, racial background, religious beliefs or first language. London is a successful example of a tolerant, multi-cultural society and it is everyone's duty to respect diversity
- Children who racially abuse others have not learnt a simple and very important rule about living as part of a large school family: everybody has a right to be treated with kindness and respect
- When somebody abuses you or your family it makes you feel hurt, upset and angry
- That person is trying to take away your self-confidence

We will never tolerate racial abuse at our friendly, polite school.

Ways of dealing with racial abuse:

- Do not name call back - this makes things worse
- Tell the person who called you a name "*Do not be rude and offensive. How dare you be racist!*"
- Be assertive (speak clearly and firmly), but avoid being aggressive (never be threatening or place your hands on the other person)
- If you can manage it try not to show the other person that you are upset
- Tell a friend so that you have some support
- Report to a teaching staff member exactly how you were spoken to
- Talk to your parents about it only if you feel you need their support
- Be proud of who you are. Remember: it is the person who is being racist that has the problem, not you

The school's response to racial abuse

- Children who name call will miss their playtimes for a day and write out this policy
- If they continue to name call their parents will be called to the school to discuss their behaviour



Appendix 8

Homophobic Abuse Statement

We live in a society that allows people the freedom to make their own decisions about how they choose to live. This is a free country and everyone within it has the right to reach their own decisions. Adults live in many different arrangements:

- Some grown-ups live alone
- Some are married and live as man and wife
- Sometimes a man and a woman live together in a relationship, as a couple, and choose not to marry
- Sometimes two men live together in a relationship, as a couple. These men may, or may not, be married
- Sometimes two women live together in a relationship, as a couple. These women may, or may not, be married.

Whatever decisions people take they should be respected by others. This is what happens in a civilised, tolerant society. Everyone is entitled to their own views about these different arrangements, but they should always accept and respect the decisions made by others.

The word 'gay' is used in our society to describe two men, or two women, who are together, in a relationship, as a couple. It is not a bad word and it is not a word of abuse. It is a word that describes two people of the same gender who are a couple. Sometimes children use the word, wrongly, in an unkind and abusive way. This is a form of name calling which is called homophobic bullying. It causes offence and upset to others.

All offensive name calling is unacceptable and will not be tolerated in our polite, friendly, school. It will always be challenged and firm action will be taken against anyone behaving in this unacceptable way. As we grow up we are learning the importance of accepting that people are different and that they have the right to be different.

We will never tolerate homophobic behaviour at our friendly, polite school.



Appendix 9

Bad Language and Swearing Statement

At Barnes Primary School, we have a 'zero tolerance' approach to bad language and swearing.

- It is not acceptable behaviour. There is nothing big, or cool about it. It is a crude and vulgar way of talking and we will not tolerate it in our polite, friendly school
- The English language contains such a large number of wonderful words and we expect children to express themselves by displaying good decisions about the words they use
- Bad language and swearing is offensive. It is anti-social and it upsets others
- Therefore, it will **not** be tolerated
- When others hear bad language or swearing, it makes them feel distressed, intimidated, or even scared. This is unacceptable
- All members of staff will challenge children who speak in this way
- Children who behave like this have not learnt a simple and very important rule about living as part of a large school family: everybody has a right to be spoken to in a polite and respectful manner

We will never tolerate bad language or swearing at our friendly, polite school.

The school's response to swearing and the use of bad language

- Children who use bad language or swear will need to write out this statement and miss their playtimes for a day
- If they continue to use bad language or swear their parents will be called into school to discuss their behaviour



Appendix 10

Name Calling Statement

Name-calling is a bullying behaviour

- It is verbal abuse
- It is not acceptable behaviour
- Children who name call have not learnt a simple and very important rule about living as part of a large school family: everybody has a right to be treated with kindness and respect
- When somebody abuses you or your family it makes you feel hurt, upset and angry
- That person is trying to take away your self-confidence
- Sometimes name calling may start as fun but it almost always causes distress and it often leads to more serious things happening, such as fighting

We will never tolerate verbal abuse at our friendly, polite school

Ways of dealing with verbal abuse:

- Do not name call back - this makes things worse
- Tell the person who called you a name *“Do not be rude and offensive.”*
- Be assertive (speak clearly and firmly), but avoid being aggressive (never be threatening or place your hands on the other person)
- If you can manage it try not to show the other person that you are upset
- Tell a friend so that you have some support
- If it is silly behaviour try to ignore it, but if it continues tell a staff member that it is happening
- Whenever you can try to sort things out without telling a staff member
- Talk to your parents about it only if you feel you need their support
- Be proud of who you are

Remember: it is the person who is calling you a name that has the problem, not you.

The school’s response to name-calling

- Children who name call will miss their playtimes for a day
- If they continue to name call their parents will be called to the school to discuss their behaviour



Appendix 11

Brasserie Statement

Each and every one of us wants to have a happy Brasserie experience and we can all play our part to make sure this happens. Here are the things you can do to make it an enjoyable time for everyone:

Water:

- Fill up your water bottle during lunch time using the water fountains in the Year 3 and the Year 4 and 5 shared areas
- In the Brasserie, be careful when pouring water into your cup
- Take your cup to the clearing area when you have finished your lunch

Lunch boxes:

- Drop your lunch box into your class box in the morning
- Make sure your name is written clearly on your lunch box
- Place your lunch box carefully into the class box once you have finished eating

Hands:

- Take your time to wash your hands carefully. We all know how important it is to have clean hands to help prevent germs from spreading

Lining up:

- Once the Barnes staff member has come out with your class sign, line up calmly
- After washing your hands, follow the adult into the Brasserie and wait calmly to get your lunch
- Your lunch will not run away so there is no need to rush or jump the queue
- Speak clearly and politely to the cooks
- Remember that a smile and a thank you will be gratefully received

Eating:

- Use your knife and fork to eat and stay in the same place unless you are asked to move
- Talk with the people around you but ensure the volume of your voice is appropriate
- If you drop or spill anything, take responsibility to clear it up or let an adult know
- Take your time overeating and eat as much as you can - we do not want to waste food
- When you have finished, put your knife and fork carefully onto your plate so they are not a danger to you or those around you
- When collecting your dessert, make sure you use the tongs and take a plate
- All food is to be eaten sat down at your table

Leaving:

Once you have eaten and have cleared your belongings away, walk back to your playground so that you are helping to keep our school a calm and safe place.



Appendix 12

Behaviour in Assembly Statement

At Barnes Primary School, we have a 'zero tolerance' approach to disrespectful behaviour.

In assembly, we expect children to behave in a courteous manner.

We expect:

- Children to enter assembly in silence
- Children to listen attentively in assembly
- Children to remain facing the front
- Children to share and discuss with peers, when requested
- Children to follow the instructions of the adult leading the assembly

We do not tolerate:

- Children talking when they are supposed to be listening
- Children not facing the front when they are supposed to be

These behaviours are disrespectful to the person who is leading the assembly. We are a polite friendly school and we respect and value others.

To talk during assembly when others are trying to listen is not fair, appropriate or acceptable. It means that others cannot listen properly and this is frustrating and distracting for all concerned. It means the assembly is interrupted.

All members of staff will challenge any child who behaves in this way. Children who behave like this have not learnt a very simple and important rule about living as part of a large school family: everybody has a right to learn. Everybody has a right to be respected. The school's response to poor behaviour in assembly is very simple:

1. Children who talk inappropriately in assembly will be given a non-verbal warning.
2. If the behaviour continues they will be asked to stand for a short period while they reflect.
3. Upon sitting if the behaviour continues they will be moved to sit at the front of the assembly hall. Children who cannot behave appropriately, whilst sitting with their peers, will sit at the front of the assembly hall until they earn the right to sit back with their peers. A member of the leadership team will decide when this is appropriate after talking with the child about their behaviour.
4. KS2 (Key Stage 2) children who talk in assembly will have to write out this statement and miss playtime. A copy of the write-up will be dated and kept on file.

We will not tolerate poor behaviour in a friendly, polite school. We want our school to be full of learning, love and laughter.



Appendix 13

Toilets

At Barnes, in our toilets and cloakrooms we behave beautifully. This means:

- We are calm and quiet
- Only one person goes in each toilet cubicle.
- Privates are private
- We flush the toilet when we have finished
- We make sure we leave the toilet ready for the next person

We always take responsibility for all our behaviour.

We are proud of our school.

We treat everyone and everything with respect.





Appendix 14:

A behaviour support plan template


Masters of these documents can be found here: T:\05 Special Educational Needs (SEN)\Behaviour and risk assessment plan masters.

Instructions for use

- To personalise the plan - search 'child' and replace 'child' with the child's name. All the standardised pages use pupil instead of child so these should not change.
- This is a master and will need adapting for each child depending on their age, needs and context.
- A physical copy of the document to be given to parents
- All staff working with or in the phase to be sent an electronic version of the plan
- JAG to receive an electronic version of the plan
- A copy of the pastoral support plan to be saved on CPOM in the document vault and the creation of the document to be logged as an incident. A suggested text to copy and paste into the incident section:

This pastoral support plan contains individual targets for the named child and identifies the adults involved. This plan has been shared with all necessary staff, the pupil and parents.

Barnes Primary School



Pastoral Support Plan Booklet for child

Aim

At its simplest, a pastoral support plan is the provision we will action to ensure the physical and emotional welfare of our pupils. It is the essential foundation upon which learning can take place.

The aim of this pastoral support plan booklet is to clearly set out clear and appropriate boundaries for pupils who have additional behavioural needs, and may exhibit complex barriers to learning.

The booklet outlines the action plan and targets for the pupil, family and professionals to ensure consistency to maximise the impact for the pupil.

We want everyone involved with our school to feel well supported. We believe that good pastoral support focuses on nurturing the individual needs of each child. We aim to build trusting and empathic relationships with all our pupils and their families. We aim for pupils with a pastoral care plan to feel they belong, are valued, they have a voice and as a result their self-esteem is able to flourish because they feel supported and cared for.

Supporting the pastoral needs of pupils sometimes involves working with external agencies. In these situations we ensure that a confidential, professional, non-judgemental and sensitive service is provided.

**LEARNING
LOVE
LAUGHTER**

Aim

There is no such thing as a 'one size fits all' pastoral support plan. At Barnes Primary we will implement strategies which fit our context, circumstances and will have been developed in the light of many variable factors which will exist. These might include:

- Age and ability of the pupil
- The building the pupil is based in
- The number of pupils with SEND in the class / year group / phase
- The staffing ratio

Different styles of pastoral support may be appropriate for different pupils, depending on the circumstances in any individual case.

At Barnes Primary we like to engage with parents early on in any situation. We believe in working in partnership, with the pupil at the centre of the partnership. We aim to involve parents early on in any situation where the behaviour of a pupil is causing the degree of concern.

Staff involved in the drawing up of a pastoral action plan will be mindful of the [Education \(Pupil Information\) \(England\) Regulations 2005](#) which place a duty on schools to disclose, with a few exceptions, the contents of pupil records to parents and pupils where they make such a request. Indeed, the involvement of parents in discussing and determining the management of an individual pastoral support plan at school is a desirable course of action.

Any accidents and injuries will be recorded and reported, no matter how trivial they might appear. These will be recorded on CPOMS.

General information

- Pupil's name:
- Date of birth:
- Pastoral support plan completed by:
- Date:
- Review date:
- Pastoral support plan agreed by the following signatories:

 - Pupil
 - Parent
 - Staff

The main concerns include:

- Specific targets
- Actions
- Success criteria
- Agreed rewards
- Agreed sanctions

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Pastoral support plan

Specific Target	Action	Success criteria	Agreed rewards	Agreed sanctions
For child to complete work learning task (approximately 10 minutes) in each lesson.	<ul style="list-style-type: none"> Visual timetable Increase in practical tasks. Sticker when achieved 'Time up at break time' - work must be completed Clear simple instructions repeated 'Working time over' Notice positive behaviours 	<ul style="list-style-type: none"> To be seen on my plan Answer 3 questions Ask 3 questions Talk a what I have learned Pack up neatly 	<ul style="list-style-type: none"> Child to collect stickers when completed 	<ul style="list-style-type: none"> If learning is not completed it will be done at the next break time.
For child to sit on the carpet for 5 minutes in each lesson.	<ul style="list-style-type: none"> Adults to use non-verbal about class. Stim Using seating position Sticker when achieved 	<ul style="list-style-type: none"> 50 facing the front Classmate suggest Hold a book in my The car on wheels if I have something to say 	<ul style="list-style-type: none"> Child to collect stickers when completed 	<ul style="list-style-type: none"> If not completed it will need to sit at desk at L2 for 10 minutes at next break time.
For child to cope when they are doing what they have their name and follow classroom instructions.	<ul style="list-style-type: none"> Stop sign Visual looking sign Added to be at child's level Use clear calm voice. 	<ul style="list-style-type: none"> Child to stop and look towards the adult Listen to the instruction Follow the instruction Ask a question if needed 	<ul style="list-style-type: none"> Child to collect stickers when completed 	
To reduce incidents of rough play to once per week.	<ul style="list-style-type: none"> For child to have success every day at their end and then walk into class with a smile on their face. Child to attend social skills with a 	<ul style="list-style-type: none"> Child to play inside with toys for half of lunch time Child to talk to adult if they feel class Child to talk to an adult if they hear their name 	<ul style="list-style-type: none"> Child to collect stickers when completed Sticker that shared with home 	<ul style="list-style-type: none"> If there are incidents of rough play child will be off the playground the following day.

Pastoral support plan

Resources	Parental involvement / Partnership meetings	Monitoring
<ul style="list-style-type: none"> Zone of regulation Service animals on arrival Safe space to regulate 	<ul style="list-style-type: none"> Meetings at ... 	
Start date: 15.04.2023	Review date:	End date: To be confirmed
RECORD OF REVIEW		
Review of Targets	Other observations / outcomes	What forward

School Values



A pupil risk assessment template. Masters of these documents can be found here:

T:\05 Special Educational Needs (SEN)\Behaviour and risk assessment plan masters

Instructions for use

- To personalise the plan - search 'child' and replace 'child' with the child's name. All the standardised pages use pupil instead of child so these should not change.
- This is a master and will need adapting for each child depending on their age, needs and context.
- A physical copy of the document to be given to parents
- If appropriate all staff working with or in the phase to be sent an electronic version of the plan
- If appropriate JAG to receive an electronic version of the plan
- A copy of the risk assessment to be saved on CPOM in the document vault and the creation of the document to be logged as an incident. A suggested text to copy and paste into the incident section:

This risk assessment in the pupil welfare context is a careful examination of what could cause harm to pupil welfare and appropriate control measures that can be put in place to prevent harm. The risk assessment includes: identification of potential hazards; an assessment of the risks and suggestions for reducing the risks. This plan has been shared with all necessary staff, the pupil and parents.

Barnes Primary School

Pupil Risk Assessment Booklet for child

Aim

The aim of this risk assessment booklet is to minimise risks at Barnes Primary School for all.

A risk assessment in the pupil welfare context is a careful examination of what could cause harm to pupil welfare and appropriate control measures that can be put in place to prevent harm. The risk assessment will:

- Identify hazards.
- Assess the risks.
- Suggest how to control the risks.

The risk assessment will be a central record for findings to the above. The risk assessment will identify and balance different perceptions of risk, including the child, their parents / carers and professionals. We hope that all families will participate in devising and agreeing the risk assessment, but this is not essential. A copy of the risk assessment will be shared with:

- All staff involved with the pupil or working in the phase
- All Senior Leadership
- All lunchtime and cover staff
- The parents / carers
- The pupil (where this is age appropriate)

**LEARNING
LOVE
LAUGHTER**

Aim

There is no such thing as a 'one size fits all' pupil behaviour risk assessment. Barnes Primary will implement strategies which fit our context, circumstances and will have been developed in the light of many variable factors which will exist. These might include:

- Age and ability of the pupil
- The building the pupil is based in
- The number of pupils with SEND in the class / year group / phase
- The staffing ratio

Different styles of pupil behaviour risk assessment may be appropriate for different pupils, depending on the circumstances in any individual case.

At Barnes Primary we like to engage with parents early on in any situation. We believe in working in partnership, with the pupil at the centre of the partnership. We aim to involve parents early on in any situation where the behaviour of a pupil is causing the degree of concern likely to lead to a behaviour risk assessment being required.

Staff involved in the drawing up an individual pupil risk assessments will be mindful of the [Education \(Pupil Information\) \(England\) Regulations 2005](#) which place a duty on schools to disclose, with a few exceptions, the contents of pupil records to parents and pupils where they make such a request. Indeed, the involvement of parents in discussing and determining the management of an individual behaviour plan at school is a desirable course of action.

Any accidents and injuries will be recorded and reported, no matter how trivial they might appear. This is as true of verbal abuse as it is of physical assault, as the psychological harm which can follow such incidents can lead to very real illness and mental distress for those who are unfortunate enough to experience them.

General information

- Pupil's name:
- Date of birth:
- Assessment completed by:
- Date of assessment:
- Review date
- Risk assessment agreed by the following signatories:
 - Pupil
 - Parent
 - Staff
- The main concerns include:
 - Running away
 - Physical aggression and throwing items
 - Refusal to follow instructions

SEVERITY	IMPACT/SCOPE	RISK RATING
0 = not likely or there	1 = very remote	0 x 1 = 1 Very low
1 = low risk or there	2 = possible	1 x 2 = 2 Low
2 = moderate risk or there up to 3 days away	3 = probable	2 x 3 = 6 Medium
3 = high risk or there up to 3 days away	4 = probable	3 x 4 = 12 High
4 = major injury / there	5 = likely	4 x 5 = 20 Very high
5 = major disabling injury / there	6 = certainty	5 x 6 = 30 Extremely high

Running away (part 1 of 2)

Identification of risk	
What risk does this behaviour pose?	Who is affected by the risk?
<ul style="list-style-type: none"> Others being uncontrolled in school Being injured while running Pushing another child / adult Having to be restrained to keep safe (if in danger or danger to others) Attempting to leave the school site Unsafe behaviour occurring 	<ul style="list-style-type: none"> Child Supporting adults Other children Parents
Assessment of risk	
In which situations does the risk usually occur?	How likely is the risk to arise?
<ul style="list-style-type: none"> Refusal to complete work When inappropriate to act in place for previous, challenging behaviour When an adult needs to speak to the child (about their behaviour) 	4
If the risk arises who is likely to be injured or hurt?	What kind of injuries or harm are likely to occur?
<ul style="list-style-type: none"> Child Other children Staff 	<ul style="list-style-type: none"> Physical injuries Distress
How serious are the adverse outcomes?	Risk
3	A x 3 = 12 Medium risk

Running away (part 2 of 2)

Risk reduction			
Type of measure	Options	Benefits	Drawbacks
Clear instructions followed by all staff	<ul style="list-style-type: none"> Script so that all staff use the same agreed language Visual reminders to reduce stress Role and role based Depositions made clear with visual prompts Clear consequences and rewards agreed with all staff A special safe place allocated to clean clean and regulate 	<ul style="list-style-type: none"> Child follows instructions promptly Child calms down and returns to class without becoming distressed 	<ul style="list-style-type: none"> Staff absence can result in difficulties with provision and engage with adults There is no 1:1 support in place so staff involved with the child will involve teaching and support staff Barnes is a soft site school and we need to move between sites for different lessons
De-escalation strategies when child initially shows oppositional behaviours	<ul style="list-style-type: none"> De-escalation Take to zone of regulation Safe to re-engage Positive behaviours Physical disengagement Time out allowed 	<ul style="list-style-type: none"> Child often responding well to de-escalation strategies Too physical disengagement needed 	<ul style="list-style-type: none"> Not always successful Child sometimes resorts to hitting adult during de-escalation
Reactive strategies used if de-escalation unsuccessful	<ul style="list-style-type: none"> Staff call for Senior staff and admin Broken record approach to language expected and intended behaviour Clear expectations stated Positive language - believe you can ... 	<ul style="list-style-type: none"> May be the only way for a number of staff to step in and prevent injury or harm 	<ul style="list-style-type: none"> Can put the member of staff stepping in at risk
Revised to be used if:	<ul style="list-style-type: none"> Child is at risk of harm Adult is at risk of harm Other children are at risk of harm 		

Physical aggression and throwing items (part 1 of 2)

Identification of risk	
What risk does this behaviour pose?	Who is affected by the risk?
<ul style="list-style-type: none"> Causes injury or harm Leads to anxiety on pupils and/or staff 	<ul style="list-style-type: none"> Members of staff Children Visitors
Assessment of risk	
In which situations does the risk usually occur?	How likely is the risk to arise?
<ul style="list-style-type: none"> When child is cross about something During an off-task conversation Refusal to work When interacting casually with children In the playground where there is greater freedom 	<ul style="list-style-type: none"> Minor incidents are very likely, serious incidents are unlikely Probability - 5
If the risk arises who is likely to be injured or hurt?	What kind of injuries or harm are likely to occur?
<ul style="list-style-type: none"> Anyone triggering the behaviour - e.g. the class teacher who said the pupil 'no' Staff / children in close proximity 	<ul style="list-style-type: none"> Minor physical injuries such as a bruise Psychological harm, such as anxiety and distress
How serious are the adverse outcomes?	Risk
Behaviour - 2	2 x 3 = 6 Medium risk



Physical aggression and throwing items (part 2 of 2)

Risk reduction			
Type of measure	Options	Benefits	Drawbacks
Proactive interventions to prevent risk	<ul style="list-style-type: none"> Being aware of triggers – regular and clear timetable Setting clear boundaries for what is acceptable and what isn't – use words (ATC or NOT ATC) Single word instructions Use of visual Keeping as much space as possible between the child and the adult 	<ul style="list-style-type: none"> The measure is set out in the pupil's behaviour plan 	<ul style="list-style-type: none"> The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers The pupil may not respond well to the boundaries set
Early interventions to prevent risk	<ul style="list-style-type: none"> Removing the pupil from class to calm down Regular movement breaks Consistency Zone of Regulation Clear single word instructions Reference to rewards and targets 	<ul style="list-style-type: none"> Success with de-escalation 	<ul style="list-style-type: none"> Child hitting out can be impulsive and other takes place during de-escalation
Reactive interventions to manage risk	<ul style="list-style-type: none"> Working tables for Senior staff and admin Broken record approach to language, expected and unexpected behaviour Clear expectations stated Positive language – how can you ... Clear expectations stated <p>Recurrent to be used if</p> <ul style="list-style-type: none"> Child is at risk of harm Adult is at risk of harm Other children are at risk of harm 	<ul style="list-style-type: none"> May be the only option to step in and keep other pupils and/or staff safe 	<ul style="list-style-type: none"> Pposes a risk to the pupil or member of staff

9

Refusal to follow instructions (part 1 of 2)

Identification of risk			
What risk does this behaviour pose?	Causes injury or harm	Who is affected by the risk?	Member of staff/Children
Assessment of risk			
In which situations does the risk usually occur?	<ul style="list-style-type: none"> Being told 'no' Other disappointed and feeling silly or cross Disabling themselves Refusal to work – even when toy is offered as activity on completion 	How likely is the risk to arise?	<ul style="list-style-type: none"> Most incidents are very likely, serious incidents are possible Probability – 4
If the risk arises who is likely to be injured or hurt?	<ul style="list-style-type: none"> Child 	What kind of injuries or harm are likely to occur?	<ul style="list-style-type: none"> Minor physical injuries such as a bruise Non-physical harm, such as anxiety and distress The risk if risk reduces to leave the site
How serious are the adverse outcomes?	Seriousness – 3	Risk	2 x 3 = 6 Medium risk

10

Refusal to follow instructions (part 2 of 2)

Risk reduction			
Type of measure	Options	Benefits	Drawbacks
Proactive interventions to prevent risk	<ul style="list-style-type: none"> Being aware of triggers – regular and clear timetable Setting clear boundaries for what is acceptable and what isn't – use words (ATC or NOT ATC) Single word instructions Use of visual Keeping as much space as possible between Bobby and adult 	<ul style="list-style-type: none"> The measure is set out in the pupil's behaviour plan 	<ul style="list-style-type: none"> The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers The pupil may not respond well to the boundaries set
Early interventions to prevent risk	<ul style="list-style-type: none"> Removing the pupil from class to calm down Regular movement breaks Consistency Zone of Regulation Clear single word instructions Reference to rewards and targets 	<ul style="list-style-type: none"> Success with de-escalation 	<ul style="list-style-type: none"> Child hitting out can be impulsive and other takes place during de-escalation
Reactive interventions to manage risk	<ul style="list-style-type: none"> Working tables for Senior staff and admin Broken record approach to language, expected and unexpected behaviour Clear expectations stated Positive language – how can you ... Clear expectations stated <p>Recurrent to be used if</p> <ul style="list-style-type: none"> Child is at risk of harm Adult is at risk of harm Other children are at risk of harm 	<ul style="list-style-type: none"> May be the only option to step in and keep other pupils and/or staff safe 	<ul style="list-style-type: none"> Pposes a risk to the pupil or member of staff

11

School Values

I can be STRONG and SO-WEAR IS FUN!

I can do things for mySELF

I can be HAPPY and I can smile

I can be KIND and I can help others

I can be CALM and I can listen

I can be CREATIVE and I can make things

I can be RESPONSIBLE and I can take care of my things

I can be FRIENDLY and I can share

I can be SAFE and I can follow rules

I know that others have feelings and I look after them

I can be HAPPY and I can smile

I can be KIND and I can help others

I can be CALM and I can listen

I can be CREATIVE and I can make things

I can be RESPONSIBLE and I can take care of my things

I can be FRIENDLY and I can share

I can be SAFE and I can follow rules

12



Appendix 15

Assembly Expectations

Transition

- Walk quietly in lining up order
- Shirt tucked in
- Hands out of pockets
- No talking

In Assembly

- Enter the hall silently and sit down
- Eyes focused on the teacher leading assembly
- No talking / shouting out
- Sit cross legged
- Face the front and focused at all times

Lining up / returning to class

- When prompted by the teacher stand up silently
- Shirt tucked in
- Hands out of pockets
- No fuss

Quietly at all times when walking



Appendix 16

Class Expectations

Transitions

- Move around quietly
- Shirt tucked in
- Hands out of pockets
- Hang up my bag and get what I need sensibly and quietly without fuss

Carpet

- No talking unless prompted by teacher
- Listening and looking at my teacher
- No shouting out
- Sit cross legged
- No playing with hair
- Face the front and focused at all times

Lining Up

- Lining up order
- No fuss
- Quietly
- Shirt tucked in
- Hands out of pockets



Appendix 17

Expectations when sitting at our tables

What we should do:

- Sit with our chairs tucked in straight and both feet on the floor.
- Looking at our teacher and listening

What we shouldn't do:

- talking while the teacher is talking
- fiddling with things on the table
- Rocking on the chair
- Playing with our hair
- Shouting out



Appendix 18

Lunchtime Play

I sometimes find it difficult at lunchtime play. Someone may be annoying me or my friends may want to play the game we are playing differently and I don't like it. When this happens, I may shout or hit out at them

I know that this is not expected behaviour. If someone annoys me, I should say 'Stop! I don't like it' and walk away. If they don't stop, I should then tell a teacher on duty.

By doing this, I won't get into trouble and will feel calmer.

I can then continue playing, and follow the playground expectations and rules.



Appendix 19

My morning schedule

This will help me if I feel 'Fizzy'

- I wake up early and I may feel Fizzy
 - I have my fidget toy
 - I have a drink of water
 - I go to the toilet
 - I eat my breakfast
 - I brush my teeth
 - I get myself dressed
 - I put on my shoes
 - I get my bag ready for school
 - I leave my fidget toy at home
- I walk to school, listening to my mum calmly
 - I kiss my mum goodbye
- I get a smile sticker or a star for my chart when I get to my class
 - I'm not fizzy now!



Appendix 20

Personal Belongings Expectations

Personal belongings are things which belong to us.

- Bags
- Clothes
- Water Bottles
- Things from home

We do not:

- Touch any of these things which belong to others
- Do not go and touch things which are on someone's table

Personal Bubble/Space

This is the space around and on our bodies.

We must not go into anyone's personal space and...

- Touch
- Hit
- Push
- Kick or Bite



Appendix 21

Reading Corner Expectations

The reading corner is a calm space. We can...

- Read a book quietly
- Have reflection time
- Calm down

We must not....

- Throw cushions or books
- Act silly
- Disrupt the class



Appendix 22

Transition from home to school

In the mornings I sometimes feel tired and this makes me grumpy. I find it hard to listen and follow instructions. This makes the adult looking after me feel grumpy too.

If this happens, I find it difficult to calm down.

When I arrive at school, if I am still feeling grumpy I react by displaying unexpected behaviour. This makes everyone around me sad.

If this happens, when I arrive at school

- I will be given some time out to calm down by either walking around the playground
- Or I can sit with a book in the book corner
- I can talk to an adult if I want too

I know that this will help me calm down and I will be able to hang up my coat and bag and join my class. This will make me feel happy!



Appendix 23

When I arrive in the class, I need to remember:

- Hang my coat and my bag on my peg
- Take out my reading book, water bottle and reading journal
- Put my reading book and journal in my tray
- Put my water bottle in the crate
- Follow the instruction which are on the board
- I will get a star on my chart
- I am calm



Appendix 24

When I feel Angry

Sometimes I feel angry. When this happens, I find it difficult to follow the rules and I behave unexpectedly. This makes children and adults around me feel sad.

When my teachers ask me what's wrong, I'm not always sure. I know that I need help to understand my feelings, so everyone is happy.

I can ask an adult for time out when this happens, so I understand why I feel angry.

I will work on a strategy to help me. I can then go back into the classroom feeling happy. My friends will feel happy and my teachers will feel happy.



Appendix 25

When I feel confused

Sometimes when I feel confused or unsure I do things which are unexpected. I might hide under a table or in a corner, shout out or make noises. This interrupts everyone's learning, which makes my teacher sad.

When this begins to happen, I could ask my teacher or an adult for a break out of the classroom, or an adult may ask me to take a break out too.

I know that this will help me to self-regulate how I feel and I will be able to return to the classroom.

This will enable everyone to carry on with their learning. My teacher will be happy.

I will be happy!



Appendix 26

How we talk to adults

We should always be respectful and polite when talking to adults.

We need to follow their instructions and guidance to keep us safe.

We should not be rude to someone who is there to help us.

Refusing to follow instructions, or saying no to an adult when given an instruction is not acceptable.