



POSITIVE BEHAVIOUR POLICY

Executive Summary

Our "Positive Behaviour Policy" outlines a comprehensive framework for fostering a **supportive and respectful learning environment**. It details the school's **high expectations for pupil conduct**, emphasising the importance of kindness, self-discipline, and effective conflict resolution, often through a **restorative justice and attachment aware approach**. The policy clearly defines categories of **unacceptable behaviour**, from low-level disruptions to serious incidents, outlining the **protocols and sanctions** for each, including parental involvement and, in extreme cases, exclusion. Furthermore, it highlights the school's commitment to **promoting positive behaviour** through consistent strategies, emotional support, and partnerships with parents, all while upholding a **zero-tolerance stance on discriminatory language and bullying**.

At Barnes Primary School we are committed to developing the habits of **self-discipline and kindness**, through education, consistent support, and clear, proportionate consequences. Our school is a large family built on healthy and respectful relationships, where everyone shows care and concern for each other. Our aim is to provide a consistent approach to behaviour management, ensuring a calm, safe, and supportive environment where children belong, can learn and thrive.

'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)

1. Introduction and vision

This policy outlines how staff will support pupils to meet high standards of behaviour and how the school will respond to both positive and unacceptable behaviours.

Our vision: We maintain **high standards for children's conduct** from the moment they are admitted to the school. We believe that good behaviour is central to a good education and that being taught how to behave well and appropriately is vital for all pupils to succeed personally. Our culture ensures pupils can learn in a calm, safe, and supportive environment and protects them from disruption of their education.

A whole-school approach to behaviour (Positive Behaviour Support - PBS): We adopt a whole-school approach where high standards and expectations of good behaviour pervade all aspects of school life, including our culture, ethos, and values. This involves **identifying students quickly when they are struggling** with behaviour, social skills, or emotional regulation, and implementing support before more significant challenges develop. **Consistent** and fair implementation of our behaviour policy is central to this approach, creating a predictable environment where everyone is treated with dignity, kindness, and respect. We celebrate positive behaviour, positive attitudes to learning and our values in our whole school Friday assemblies.

Communication of the policy: This policy is **accessible and easily understood** by staff and parents. We have a child-friendly version for pupils. The Headteacher ensures it is publicised in writing to



parents, staff, and pupils at least once a year and is published on the school website. The child-friendly version is on display in all classrooms and is frequently referred to by staff.

2. Behaviour expectations: PHSE – rules and routines

Our PHSE Rules and Routines unit defines the expected behaviours in school and year groups, rather than list prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties.

Explicit teaching:

All pupils are explicitly taught, and deliberately practise our basic routines: entrance, exit, cloakroom, changing for PE, coming in for lunch and use of the toilet areas in their first week of each academic year. These are all revisited after every half term and end of term break and more frequently if required. Children are taught about our school rules, kindness and consideration, resilience and self-protection, and the difference between right and wrong during Personal Social, Health and Education (PSHE) lessons, interactive assemblies, posters on the walls, reminders in lessons and through on-going relationships within school.

Routines and habits:

Routines are used to teach and reinforce the behaviours expected of all pupils, promoting positive behavioural norms and certainty on consequences. This includes, for example, expectations for moving around school quietly, calm entry into assemblies, and orderly conduct in the brasserie. All staff are expected to be aligned and insist on this during all points of the school day.

Consistent language:

Consistent and clear language is used when acknowledging positive behaviour and addressing misbehaviour.

Our core value:

A common saying, 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.

Barnes Primary School values:

- **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
- **Responsibility** - taking initiative oneself without having to be told
- **Resilience** - never giving up, continually believing that one can do it: success is always possible

We have value bands that are awarded to pupils displaying our values consistently. Records are kept of the value bands awarded.

Our simple behaviour expectations:

1. Always try hard to do your best



2. Treat other people the way you would like to be treated yourself - with kindness and respect
3. Show respect to other people, their possessions and school property
4. Ask for help, or tell an adult, if you are unhappy or if you feel you are not being treated well
5. Accept responsibility for your actions and be prepared to explain and talk about these.



3. Roles and responsibilities

All members of the Barnes Primary School family have **rights and responsibilities**.

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

- Feel safe and secure at all times.
- Have their achievements, academic or otherwise recognised.
- Have rewards accessible to them.
- 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.

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.

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.

The Headteacher is responsible for:

- Reviewing and approving this policy, giving due consideration to the school's statement of behaviour principles.



- Ensuring that the school environment encourages positive behaviour and that staff deal effectively and consistently with poor behaviour.
- Implementing measures to secure acceptable standards of behaviour, making sure all staff understand behavioural expectations, and providing appropriate training.

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour and relationships.
- Treating all children fairly, irrespective of gender, race or religion.
- Providing a personalised approach to the specific behavioural needs of particular pupils and dealing sensitively with children in distress.
- Recording behaviour incidents and ensuring relevant staff are alerted.
- Receiving clear guidance about school expectations of their own conduct.

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 or trauma that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Reinforce the school's behaviour policy at home as appropriate.
- Keep to the guidelines of our Parent and Community code of conduct.

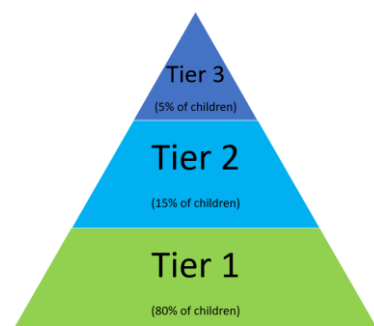
4. Supporting pupils: a tiered approach to positive behaviour support (PBS)

We aim to proactively support pupils to behave appropriately, identifying and putting in place additional support as soon as possible to avoid misbehaviour occurring. Our support system is tiered, in line with Positive Behaviour Support (PBS) principles.

Tier 1 can be seen as preventative. It is a set of actions to support all learners in the school to maintain good wellbeing and be successful learners.

Tier 2 is for those learners who need a little more targeted support.

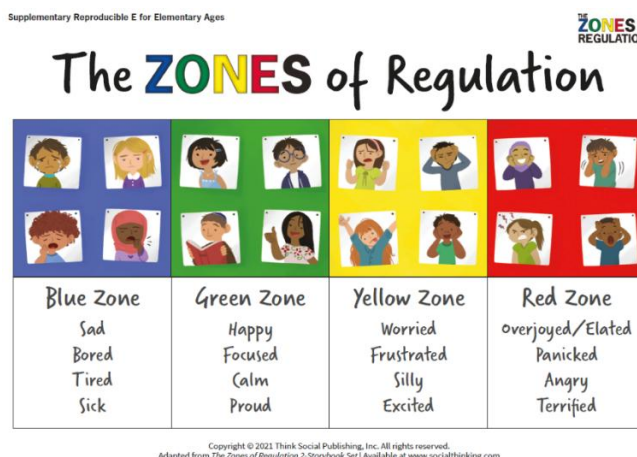
Tier 3 involves comprehensive assessment and support for those learners displaying significant behaviours that challenge and will often involve external support agencies and behavioural/pastoral plans.





Tier 1 - Support Universal - 80% of cohort

This is a set of actions to support all learners in the school to maintain good wellbeing and be successful learners. It is the foundation for all pupils and involves establishing an environment where positive behaviours are more likely. This focuses on and acknowledges positive behaviours and provides preventative strategies. It is important to ensure consistency in the approach to behaviour across the school for this to be successful and to teach social, emotional and behavioural skills. Everyone has a part to play and consistency is critical. This includes the use of zones of regulation to help children identify their feelings and self-regulate.



The following are embedded into the culture and ethos of the school across all age ranges.

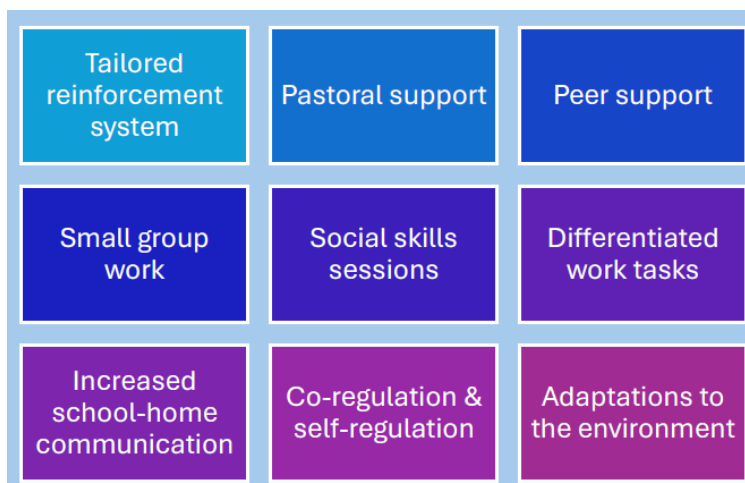
Behaviour demonstrated by the teacher	Actions to support all learners in the school to maintain good wellbeing and be successful learners
Explicitly teach expectations, practice and rehearse these	<ul style="list-style-type: none"> • Revisiting expectations after every break (half term, start of term) • Knowing the expectations for your phase and ensure alignment • Empowering everyone to enforce and notice expectations being met • Ensuring alignment to PSHE rules and routines units of work
Clarity of non-negotiables	<ul style="list-style-type: none"> • Being clear and insist on expectations • Developing a sense of belonging and team-ness • Sharing expectations as guided reading • Having expectations clearly displayed in the classroom • Being consistent – use praise, consequences in line with the policy
Excellent modelling and celebrating of expected behaviour	<ul style="list-style-type: none"> • Noticing and naming expected behaviours • Praising positive behaviour choices • Using video clips to show e.g. how whiteboards are to be handed out • Celebrating successes • Pointing out the positives of expected behaviour: it is so quiet everyone can really focus



Have non-verbal strategies and routines to gain attention	<ul style="list-style-type: none"> • Coming into the classroom in silence and standing behind chairs • Using visual cue cards attachments to lanyards • Using a bell or chime • Having a posture or position that shows you are waiting • Clapping a rhythm • Chanting an expectation – 1,2,3 eyes on me or HIL – hands in lap • Use lanyard attachments (e.g. 'Good Sitting', 'Size of the Problem')
Clarity	<ul style="list-style-type: none"> • Having simple easy to remember expectations • Being clear, succinct and do not over explain • Using a clear, firm voice when needed • Ensuring 100% of children follow your instruction
Calmness	<ul style="list-style-type: none"> • Being prepared and organised • Having resources organised • Sticking to the systems • Using music to set the tone • Using a slower deeper and quieter voice to bring about calmness
Use of voice	<ul style="list-style-type: none"> • Variety of voice speed, timber, pitch and volume to create a desired effect • Quiet, low and slow whisper to engage to calm • Fast and higher pitch to inject energy
Transitions	<ul style="list-style-type: none"> • Using songs, rhymes and chants • Using transition rituals for lining up • Having a clear line order – watching carefully for certain combinations
Use of zones of regulation	<ul style="list-style-type: none"> • Helping children to identify the zone they are in and strategies to get back in the green zone to enable them to be ready to learn. • Modelling using the zone of regulation as an adult
Noticing	<ul style="list-style-type: none"> • "That was great sharing – so kind!" • "Thank you for stopping & listening" • "Oh my goodness – you tidied up without me asking!" • Across the setting, staff should aim to make 4 positive comments to 1 negative comment for every child.

Tier 2 - Strategies to support a change in low level behaviour – 15% of pupils across school

Approximately 15% of children are identified for tier 2 support. Identifying children for tier 2 support is based on the data collected. There may be difficulties with behaviour, social skills or educational progress. Tier 2 support involves more targeted supports. Tier 2 support needs to be implemented quickly: as soon as the child is highlighted as having difficulties.



Strategies need to be achievable for the teacher/support staff to put in place considering time/resource constraints. The strategy needs to be matched to the specific difficulty and progress needs to be closely monitored so changes to the strategies can be made if no progress is seen. Behaviour mapping (ABC) helps to identify any patterns or triggers for pupils who persistently fail to meet required expectations and helps identify specific strategies for common behaviours.

Tier 2 behaviour requires all staff – including lunchtime and playground – to be consistent. For older children they may also be involved in developing the strategies. Our behaviour expectation process would support staff with children in this tier (see appendix 3).

Behaviour demonstrated by the child	Possible strategies
Demanding teacher attention all the time	<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
Poor concentration, fidgeting, turning around	<ul style="list-style-type: none"> • Arrange seating carefully • Movement/water break instigated by adults within the class • Focus tool, bands on chairs • Now and next board • Small step differentiation • Timer to divide tasks • Maintain firm boundary through non-verbal reminders and praise • Assess whether the children have been seated for too long and the lesson needs to move on
Dysregulated	<ul style="list-style-type: none"> • Pupils recognise when things are getting too much and can take time out to an agreed safe space (with a timer)



	<ul style="list-style-type: none"> • Morning check-in to meet with an emotionally available adult, to talk, validate feelings, or co-regulate before the day begins • Wellbeing / ELSA, check-ins: opportunities for pupils to meet with an emotionally available adult to talk, validate feelings, or co-regulate • ELSA, resilience, sensory circuits, social communication groups: support programmes to assist children in being successful and building strategies to self-manage • MHST: structured and planned sessions with pupils identified through the wellbeing mentor are offered • Movement breaks instigated by the adults within the classroom • Restorative conversations: a structured approach involving opening lines of communication, allowing pupils to explain their perspective, identifying root causes and impact, addressing needs, repairing harm, and creating an agreement. Pupils who routinely receive regular comments on CPOMS will have restorative conversations • Co-regulation and self-regulation: co-regulation is a supportive process where another person helps the pupil manage their emotions and behaviours, important when a pupil is unable to self-regulate • Supporting with self-regulation and encouraging pupils to manage their own emotions and behaviours, • Using specific teaching skills such as emotional control, impulse management, to focus • Increased school home communication • Strategic seating for persistently disruptive pupils (e.g. an individual table) to reduce disruption • Reward systems • Safeguarded quiet time each day, e.g. with Lego • Take learning to a partner class (same year group or different year group – but one agreed, consistent space) • Even more important to be a confident and consistent presence within the classroom so expectations are crystal clear and remain the same. These children need clear boundaries to avoid a sense of chaos within the classroom. • Limit setting is a key part of our CALM approach.
<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 • Emotion’s wheel and social story • Praise or notice each successful step • Paired work • Movement break • Being clear about non-negotiables - you are going to complete this - identify the part
<p>Unable to accept praise or have fun</p>	<ul style="list-style-type: none"> • Notice rather than praise. ‘I notice you stopped immediately.’ • Do praise but do not be too effusive and be specific • Offer engagement and your time and presence rather than praise – e.g. ask questions instead about the child or their work, use small physical action (smile), share a joke, create a moment of ‘special time’ instead through 1:1 conversation • Be mindful that private praise might be more acceptable to some children



	<ul style="list-style-type: none"> • Try reframing it to make it about you: “That piece you played on the piano made me feel so calm and serene”; “Your smile 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.” • 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. Find something, they know about and ask them to explain it. They will feel valued. • Play the compliments game as a class. • Be genuine. Fake compliments are often easy to recognise, 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."
<p>Withdrawn, unable to make/keep friends</p>	<ul style="list-style-type: none"> • Introduce a buddy system within class or with an older pupil • Encourage attendance at Mindful Art with Olivia, Polly’s lunchtime sessions, or Heather’s Forest school groups – speak to the adult leading the session first, take the child there in person, ask them to invite a friend • Find common interests with the child – then introduce other children to this by creating links or inviting them to join conversations • Consider ‘Circle of Friends’ • Encourage child to help around school and have a position of responsibility • In KS1 encourage children to use the friendship 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 Phase leaders so can raise in SLT and address in assemblies

Tier 2. Poor behaviour (low-level disruption):

Defined as: low-level disruption in lessons/corridors, non-completion of work, poor attitude, rudeness, inappropriate lining up/movement, unkind comments/words, incorrect uniform, poor assembly behaviour.

Initial responses: Typically dealt with by the Class Teacher, involving positive engagement techniques first. This progresses through:

1. Non-verbal sign to refocus/remind (e.g., hand signal, eye contact, sharp pause).
2. One calm, concise, quiet verbal reminder, reinforcing expected behaviour, e.g. ‘You must not call out. Removal of child from the green zone with a firm tone used. The children need to know why they are off and hear a difference in tone of voice.
3. A change of position to re-set (away from other pupils)
4. To avoid behaviour escalating through these steps we want to catch a child ‘being good’, look for opportunities to praise, re-engage them in the learning (through questioning or support), re-focus or re-regulate using the strategies under Tier 2.

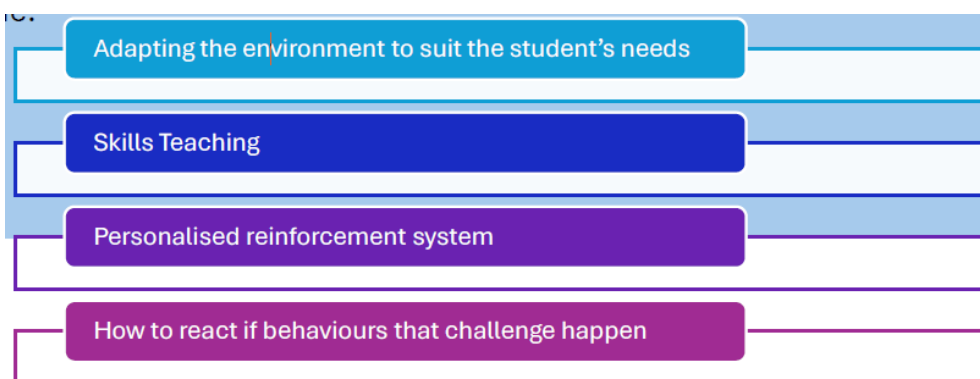
Following the incident:



1. An informal conversation when the child is calm. 'Today seemed... How did you feel? I wonder why...'
2. Informing parents (discretely).
3. If poor behaviour persists frequently, a comment is added to CPOMs. Specific strategies for managing particular behaviours (e.g., withdrawn, demanding attention, poor concentration) may be implemented (see Appendix 2).
4. A change of position within the classroom. A move from a table to the carpet. A conversation (outside of learning time). The child copies out a behaviour statement and it is dated and logged on CPOMs.
5. If poor behaviour persists frequently, a comment is added to CPOMs. Specific strategies for managing particular behaviours (e.g., withdrawn, demanding attention, poor concentration) may be implemented (see Appendix 2) and a conversation between the class teacher and parents set up. **A note to be made on CPOMS if there has been a conversation with parents about behaviour.**
6. Low level disruption should not need to come to the Headteacher or Deputy Head unless it is repeated and therefore moves into the serious incidents below. A clear escalation process exists to help improve behaviour (see appendix 3).

Tier 3 - Support Individualised – 5% of pupils across the school

Approximately 5% or less of children require Tier 3 support, typically for **developing significant behaviours that challenge**. This level involves individualised assessment and tailored support strategies. The first step in Tier 3 support is understand why the behaviours of concern are happening. This helps us understand what the pupil is communicating through their behaviour, often related to: "I want something," "I don't want to do something or to be somewhere," "I want attention," or "I don't feel good". This will involve the following:



Once we understand the behaviour, we put in place tailored support strategies. This might include: adapting the environment to suit the pupil's needs, skills teaching (e.g., emotional control, impulse management), a personalised reinforcement system or strategies on how to react if behaviours that challenge happen.

Specialist support:



Tier 3 support requires involvement from the senior leadership team (SLT), SEND lead or external agencies such as Education Inclusion school services (EISS). For pupils at risk of exclusion, a behaviour plan will be formed with the Headteacher / SEND lead, parents and child and may involve specialist intervention from Behaviour Support within AfC (Achieving for Children).

SEND considerations:

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Behaviour will often need to be considered in relation to a pupil’s SEND. The graduated approach (assess, plan, deliver, review) is used for pupils identified with SEND. We anticipate likely triggers of misbehaviour and put in place preventative support, such as movement breaks, adjusted seating, or uniform adaptations. The Wellbeing Mentor/ELSA/MHST become involved for ongoing emotional/behavioural support.

Behaviour demonstrated by the child	Possible strategies
Refuses to engage with work	<ul style="list-style-type: none"> • Give attention to those doing the right thing • Break down the learning into smaller steps or reduce demands • Use a timer • Now and next board • Laminated reward/success chart • Working with the child to adapt the learning • Close relationship with home and work sent home to complete if missed • Offer options and make lessons/tasks very structured • All materials to hand • Ignore • Distract • Give support to get started and then move away • Discussion with child (when calm) to understand where the problem lies – e.g. ‘I noticed today that you found it hard to... How were you feeling?... I wonder why that is.... Perhaps it could be... What do you think? What could we do next time? How can I help you?’ • Give attention to those doing the right thing • Have school communication book • Quiet table/space to work on to aid focus
Destroys or damages 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 • Opportunity to create a safe space they have some ownership over
Physically violent reaction and unsafe behaviour	<ul style="list-style-type: none"> • Ensure everyone is safe. • A child may need to be guided away from a situation, physically restrained and removed from the area • Opportunity to move to a safe space they have some ownership over



Maintaining a positive culture requires constant work, and we positively reinforce behaviour that reflects school values and prepares pupils for learning. When behaviour is unacceptable, pupils need to understand there are consequences.

Responding to good behaviour:

We acknowledge good behaviour to encourage repetition and communicate our expectations. Positive recognition and rewards reinforce school culture. Examples include the use of the golden zone, verbal praise, communicating praise to parents, certificates, or whole-class rewards.

Headteacher and Deputy Headteacher stickers can be used for children that model strong behaviour regularly and should not be used for short moments of following the group plan. These should be earned and be viewed as special to all children for excellent work or regularly showcasing the school values.

Responding to unacceptable behaviour - general principles:

When aware of misbehaviour, staff respond **predictably, promptly, and assertively** in accordance with this policy. Our first priority is to ensure safety and restore a calm environment. Responses are **consistent, fair, and proportionate**. The aims are to maintain school culture, restore calm, and prevent recurrence. De-escalation techniques are used to prevent further issues. Each phase has clear steps in place to follow that align with this key policy. All staff must follow these steps for consistency and so that the **Headteacher and Deputy Headteachers** are only used as a last resort.

Consideration of contributing factors:

Where appropriate, staff take into account any identified contributing factors after an incident such as bereavement, abuse or neglect, mental health needs, bullying, un-identified SEND, criminal exploitation, or significant home challenges. It is important to be consistent and have clear boundaries in class for all children. All children want and need this. Multi-agency assessment (e.g., Early Help Assessment) may be considered for serious concerns.

Serious incidents:

Defined as:

- Repeated breaches of school rules, including repeatedly not following instructions (repeated behaviour in multiple lessons in one day or on repeated days)
- any form of bullying (on/offline)
- sexual assault/harmful sexual behaviour/peer on peer abuse
- emotional harm/abuse (including body shaming)
- vandalism
- theft
- violence/intended violence
- racist/sexist/homophobic/discriminatory behaviour or language
- leaving classroom/school without permission.

Immediate actions and reporting:

- Serious incidents require Senior Leadership involvement. The child should then be brought to the Phase Leader, Head, or Deputies. The phase leader should be the first port of call



- Children are asked to complete a restorative justice behaviour sheet (in KS1 teachers scribe for pupils). This is the basis for discussion and recorded on CPOMS. Then are pictorial cards to support KS1 pupils.
- Parents are always informed, ideally face-to-face
- All serious incidents are recorded on CPOMS on the day of the incident
- Where there are repeated serious incidents, an agreed behaviour plan is put in place with parents and shared with all in-school professionals. Behaviour plans are regularly renewed (each term). If a child is on a behaviour plan they will need a risk assessment to go off site and will not be selected to represent the school. To represent the school children must be trusted to demonstrate our school values.

Bullying:

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'. Key features are it is repeated, deliberate, and unfair. We will not tolerate bullying of any kind and will prevent, reduce, stop, and react to incidents in a reasonable, proportionate, and consistent way. We safeguard victims, understand perpetrator motivation, apply disciplinary sanctions and educate all children to safeguard themselves.

Racist and homophobic incidents:

We are obliged by law to log all racist and homophobic incidents and report them termly.

Peer on peer abuse:

Any form of harmful behaviour, including physical, sexual, emotional or financial abuse, and coercive control, exercised between children. All allegations will be seriously investigated, interviewing all children involved (with written reports if age-dependent), communicating outcomes to parents. The school will inform the Governing Body, and involving other services (Social Care, Police) if serious. 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
1. Interview 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 using our restorative justice forms (age dependent) and/or speak to a member of staff. Following any interview, notes will be made and shared with the Designated safeguarding head (DSL) and saved on CPOMS. It is at the Senior Leadership Team (SLT) or Headteacher’s discretion whether parents will be involved in these meetings and depends upon the nature of the complaint.
2. Communicate 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 (SLT).



3. Communicate with the Governing Body (where necessary)	If of a 'serious incident' nature, the Headteacher will inform the safeguarding chair of the incident/complaint/concern.
4. Involve other services (where necessary)	If a peer-on-peer abuse incident is considered to potentially cause significant harm to a child, this will warrant a report to the Single Point of Access (SPA) 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.
5. If a child is at immediate risk or there has been criminal behaviour	The school will engage the police or ring 999.
6. Headteacher / SLT 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 where necessary a representative from the local authority. Following this further action may be required such as a safety plan (risk assessment) for that child.
7. Headteacher / SLT 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.

Online behaviour and mobile phones:

We expect the same standards of behaviour online as apply offline. Our policy prohibits mobile phones and other smart technology with similar functionality on site. Watches must be analogue.

Confiscation of electronic devices (phones and smart watches):

If a phone or smart watch is found it will be confiscated.

Pupil expectations:

Pupils will only communicate with known and trusted people online, use appropriate content for their age, be polite/friendly/positive in messages, not share unkind/threatening/offensive material, report unpleasant content to a safe adult or CEOP, and not delete evidence. Pupils must not give out



personal information, share passwords, upload images/videos without permission, or arrange to meet online contacts. SENSO monitors this in school.

Parental role:

Parents are responsible for online behaviour occurring outside school hours. We strongly advise parents to establish firm guidelines for online use, including providing passwords, keeping devices in public areas of the house (not bedrooms), and regularly checking social media/photo reels, putting in appropriate restrictions on access to material and sites. Our website contains extensive guidelines and parents should be referred to this if necessary.

Suspected criminal behaviour:

If criminal behaviour is suspected, we make an initial assessment to establish facts and will report to the police. Any further school action will not interfere with police action, but schools retain discretion to continue investigations and enforce sanctions.

Malicious allegations:

If a pupil makes a malicious accusation against a member of staff, the pupil will be disciplined in accordance with this policy or whistleblowing policy.

5. Sanctions and disciplinary measures

When pupils misbehave, the school responds promptly, predictably, and with confidence. A range of possible sanctions are clearly communicated and understood by all. A sanction is lawful if decided by authorised staff, on school premises (or under lawful charge elsewhere), and **does not breach other legislation (e.g., equality, SEND, human rights) and is reasonable in all circumstances including school trips.**

Verbal reprimands and reminders: the first step, reminding pupils of expectations.

Missing play or lunch play: a commonly used sanction, requiring pupils to remain under supervision during a break. Teachers have authority to implement this strategy. For lunch breaks, reasonable time for eating, drinking, and toilet use is allowed and a structured supervised run around the playground. Specific reasons this may include disrupting others, not following instructions, being unkind.

Loss of privileges: such as loss of a responsibility.

School-based Community Service: such as tidying a classroom, sorting books, sharpening pencils.

Regular reporting: including early morning reporting, scheduled uniform checks, for behaviour monitoring.

Confiscation: school staff can confiscate and retain a pupil's property as a disciplinary penalty. We will ask for permission before looking in a child's bag, but any prohibited items will be confiscated and returned to parents.

Removal from classrooms: used for serious disciplinary reasons, requiring a pupil to spend a limited time out of the classroom under supervision. This is a serious sanction, used when necessary, after other strategies, or for extreme behaviour. The removal allows for continuation of education in a managed environment, ensuring reasons are transparent, principles for length of time are set in an appropriate supervised location, and a clear reintegration process. This enables the learning to continue for other children.



Use of reasonable force: staff have power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to maintain good order and discipline. This covers actions involving physical contact to control or restrain children, using no more force than is needed. All cases of restraint are recorded and reported on CPOMS.

Suspension and permanent exclusion: these are serious and exceptional options, used in response to serious incidents or persistent poor behaviour not improved by in-school support and sanctions. The Headteacher makes the decision based on professional judgement. Grounds include serious/persistent disruption, physical/verbal assault, use of weapons, bullying (including discriminatory), repeated swearing, harmful sexualised behaviour, leaving classroom/school grounds, serious property damage. For maintained schools, the Headteacher must have regard for the most recent 'Suspension and permanent exclusion guidance'.

6. Playtimes and lunchtimes:

When children's time is less structured the management of the school is committed to each playground having experienced playground staff.

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 clear support and encouragement to demonstrate good behaviour and warnings about what will not be accepted and why.

If behaviour continues, they will have five minutes of time out against the wall. This will enable the child to reset and have a 1:1 discussion with the adult on duty. 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 be 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 (using the restorative justice sheet) 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 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.

7. Behaviour outside of school premises:

We have the power to sanction pupils for misbehaviour off-site to such an extent as is reasonable. This includes misbehaviour: when taking part in school activities, travelling to/from school, wearing school uniform, or identifiable as a pupil, or if the behaviour could have repercussions for school order, pose a threat to another, or adversely affect the school's reputation.

8. Preventing recurrence and reintegration



Following a sanction, strategies are considered to help pupils improve behaviour and meet expectations.

Initial intervention strategies: We use a range of strategies to reduce the likelihood of suspension and permanent exclusion, including proactive support, often delivered outside the classroom, in small groups, or one-to-one. We have a system to ensure leaders are aware of persistently misbehaving pupils or sudden changes in behaviour. Examples include frequent parent engagement, mentoring / coaching, behaviour plans, and engaging with local partners/agencies for specific challenges such as MHST, EISS, our wellbeing mentor, ELSA or social skills groups. Behaviour plans are written and updated by the SEND lead and reviewed termly.

Reintegration: We have a clear strategy for reintegrating pupils after removal from the classroom, time in an alternative provision (forest school), or fixed term suspension. This may involve reintegration meetings with the school, pupils, parents, and relevant agencies, determining what support is needed for the pupil to succeed back in our classrooms.

9. Monitoring and evaluating behaviour

We have strong and effective systems for data capture, including all components of our behaviour culture. This data is monitored and objectively analysed regularly by skilled staff.

Our behaviour, attendance and safeguarding data are stored on CPOMs and SIMS.

Data Collection: We collect data from various sources, including:

- Behaviour incident data, including restraint.
- Attendance, permanent exclusion, and suspension data.
- Incidents of searching, screening, and confiscation.

Analysis and Review:

School leaders and staff analyse data objectively, looking at school, group, and individual levels to identify factors contributing to behaviour, system problems, or support failures.

Reviewed by:	TLA&I Committee
Last reviewed:	Summer 2026
Next review:	Spring 2027



Appendix 1

Barnes Primary School: Classroom Expectations

Our classroom: A place for learning, safety, and respect!

At Barnes Primary, we foster self-discipline and kindness in a calm, safe, and supportive environment. We believe in our core value: 'Treat other people the way you would like to be treated yourself'. Be kind, be respectful, be responsible.

Expected behaviours:

- **Be prepared:**
 - Quietly get your learning materials ready (e.g., reading book, water bottle, reading journal, PE kit etc.).
- **Be polite and respectful:**
 - Show kindness to everyone and respect all property.
 - Be respectful to adults and follow all instructions.
- **Be focused:**
 - Sit properly at your table, feet on the floor.
 - Listen attentively to your teacher.
 - Speak only when prompted by the teacher.
- **Be calm:**
 - Move quietly around the classroom and school.
 - Respect personal space (no touching, hitting, pushing or kicking, or biting others).
- **Be responsible:**
 - Always try your best.
 - Accept responsibility for your actions.
 - Ask for help or tell an adult if you are unhappy, worried or have any concerns.

What we do not tolerate (unacceptable behaviours):

- **Disruptive behaviour:** talking over the teacher, shouting out, fidgeting, rocking on chairs, playing with hair.
- **Disrespect and rudeness:** bad language, swearing, refusing to follow adult instructions, or being rude to staff.
- **Bullying:** any form, including name-calling, racist, sexist or homophobic language. All bullying is dealt with swiftly.
- **Aggression:** hostile behaviour, physical aggression (hitting, pushing, kicking), or damaging school property.
- **Leaving the classroom** or school grounds without permission.

Responding to unacceptable behaviour:

- Poor behaviour may lead to **change of position, a conversation, a loss of playtime or writing out school statement**, completing a restorative justice reflection.
- For **serious incidents** (e.g., repeated rule breaches, bullying, aggression), you may be **removed from the classroom** and your **parents may be involved**.



Appendix 2

Barnes Primary School: Playground Expectations

Our playground: a place for learning, safety, and respect!

At Barnes Primary School, we are committed to developing self-discipline and kindness in all pupils, providing a calm, safe, and supportive environment. We believe in treating others the way you would like to be treated yourself. All of our staff are here to support you.

Expected behaviours on the playground: Be kind, be respectful, be responsible

- **Be kind and respectful:**
 - Show kindness to everyone and respect all property.
 - Be respectful to adults and follow all instructions.
- **Play safely and be aware of those around you.**
 - Be responsible.
 - Always try your best.
 - Accept responsibility for your actions.
 - Ask for help or tell an adult if you are unhappy, worried or have any concerns.

If someone is irritating you or you feel unhappy:

Sometimes playtime can be difficult. If someone annoys you or you feel 'fizzy' or angry:

- Say "Stop! I don't like it!" clearly and firmly.
- Walk away from the situation.
- Tell an adult on duty if the behaviour continues or you are unhappy. You can also use the worry box in KS2.
- Talk to an adult to understand and manage your feelings.

What we do not tolerate:

- Disrespectful behaviour towards adults, including refusing to follow instructions.
- Bullying of any kind (including name-calling, racist, sexist or homophobic language).
- Physical aggression (like shouting or hitting out at others).
- Destruction of property.
- Bad language and swearing.
- Leaving the playground without permission.

Responding to unacceptable behaviour:

If unacceptable behaviour persists:

- You will first receive clear support and encouragement and a warning.
- You will be given a time out (on the wall) so there is a chance to reset and time to discuss this with the adult on duty properly.
- You may be removed from the playground for that playtime or lunchtime to reflect with a staff member. You may be asked to write out a school statement or restorative justice sheet.
- For serious incidents, you may be removed for a longer period from the playground, and parents will be informed.
- Restorative conversations may take place to understand what happened and put things right.
- We will help and support you, working in partnership with your family, to help you improve your behaviour choices so you are a positive member of our community.

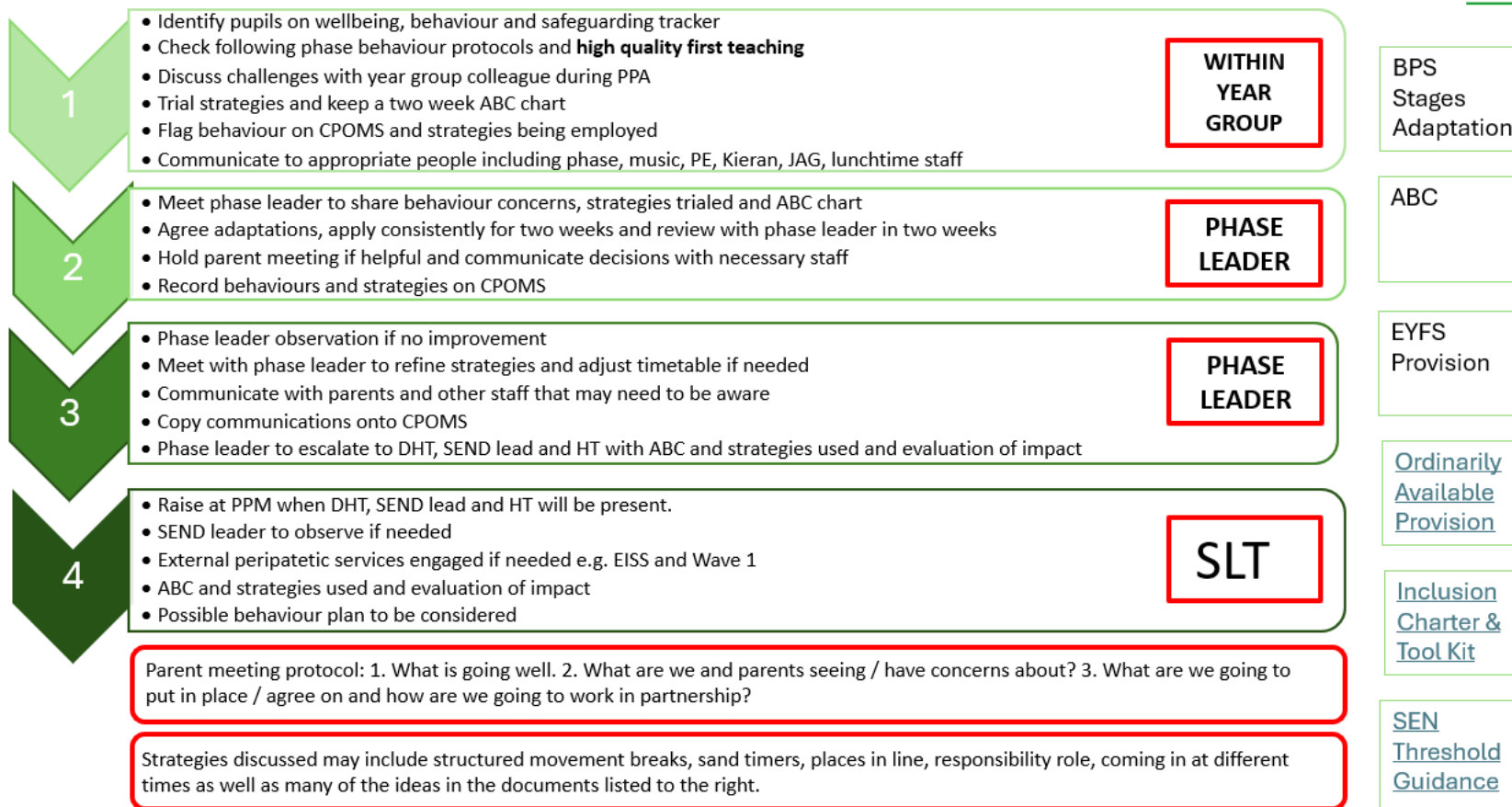




Appendix 3

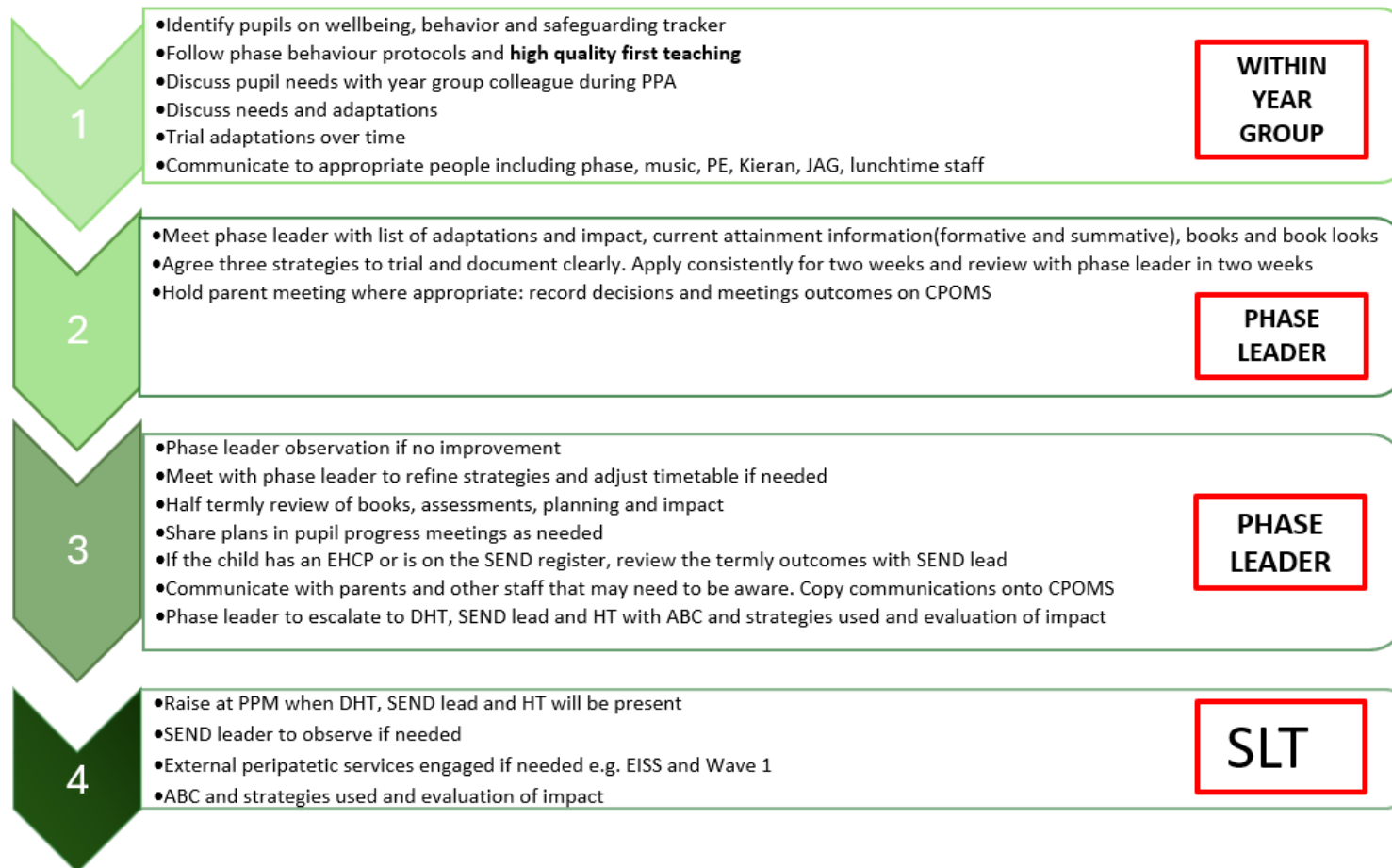


Escalation flow chart for behaviour





Escalation flow chart for attainment



Parent meeting protocol: 1. What is going well. 2. What are we and parents seeing / have concerns about? 3. What are we going to put in place / agree on and how are we going to work in partnership?

ABC

EYFS
Provision

[Ordinarily
Available
Provision](#)

[Inclusion
Charter &
Tool Kit](#)

[SEN
Threshold
Guidance](#)