



Reviewed on:	November 2019
Next Review:	November 2020
Staff Responsibility	Head Teacher
Governor responsibility	FGB
Signed by Chair	

## Behaviour Policy

At Barton Primary School, through our seven values, together we aim to create a positive, inclusive, stimulating and accessible environment in which everyone feels valued, happy and can strive to become successful learners.

We aim to provide an environment in which our children are secure and confident, irrespective of gender, ability, ethnicity, social, cultural or religious background.

### Aims

Good behaviour creates a better climate for learning. By reinforcing positive behaviour and discouraging inappropriate behaviour we aim to foster in each child the ability to:

- determine right from wrong;
- grow in independent thought and judgement;
- take responsibility for their own actions and develop resilience; and
- become positive, responsible and independent members of the community.

### We aim to:

- create a community where all its members feel valued and respected and where the building of positive relationships is paramount;
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us;
- treat all children fairly and apply this policy in a consistent way encouraging respect towards others and the school environment at all times;
- provide an agreed strategy for managing behaviour based upon respect for the needs of all;
- encourage high expectations and a sense of self-worth, respect and tolerance to all in line with British Values;
- ensure all involved know and understand the reason for school and class rules;
- ensure children understand that all behaviours have consequences and impact on others; and
- help children grow, live and work in a safe, happy and secure environment.

## **Barton Expectations**

At Barton we encourage the use of positive praise and rewards (see Appendix 2). We also have sanctions (see Appendix 3 consequences chart) for those who do not adhere to the school expectations (see Appendix 1). Each class has its own class rules which reflect the expectations, values and key stage. These are devised and agreed by both the children and staff in the class at the beginning of every year, and reviewed and discussed throughout the year within PSHE lessons. These rules are displayed in the classroom and are followed at all times.

## **Guidance for staff**

Positive reinforcement by an adult role model is the most effective way to promote good behaviour. Staff praise children who behave in a polite, helpful, considerate and sensible manner and who strive to do their best. It is the responsibility of the class teacher to ensure that their class behaves in an appropriate manner at all times. If a child displays inappropriate behaviour it is expected that the teacher and learning support assistant will deal with the situation following the school's behaviour policy (see Appendix 4 Stages of Intervention).

## **Parental support**

The school welcomes early contact if parents have concerns about their child's behaviour or the behaviour of others towards their child. When parents and school work together there is a more positive impact on the discipline and behaviour of our children.

Parents can help in the following ways:

- by supporting the school's expectations to ensure all children behave in a responsible, courteous and respectful manner at all times;
- by ensuring that children arrive punctually for the start of the school day;
- by ensuring regular attendance at school and avoiding unnecessary pupil absence;
- by adhering to the Home/School Agreement (see Appendix 5), which details the agreed responsibilities of parents, pupils and teachers; and
- by talking to the class teacher if there is a problem.