



Reviewed on:	September 2024
Next Review:	September 2025
Staff Responsibility	Head Teacher
Governor responsibility	FGB
Signed by Chair	

Behaviour for Learning Policy

At Barton Primary School, through our seven values, we aim to create a positive, inclusive, stimulating and accessible environment in which everyone feels valued, happy and can strive to become successful learners, irrespective of gender, ability, ethnicity, social, cultural or religious background.

Aims

Making the right behaviour choices 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
- 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 towards 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
- help children grow, live and work in a safe, happy and secure environment.

Behaviour Expectations

At Barton Primary School, we expect our children to behave in a well-mannered and self-disciplined way in and outside school, including online (see Online Safety and Mobile Phone policies), demonstrating respect towards both staff and each other. Within the classroom, they should ensure that their behaviour allows everyone to learn effectively. Children are also expected to move around the school quietly and sensibly, handle school property with care and wear the correct uniform at all times.

For those who do not adhere to the school expectations ([Barton-School-Expectations-Poster-Appendix-1.pdf](#) (bartonprimaryschool.co.uk) we follow our Behaviour for Learning Ladder (see below and [Behaviour-for-Learning-Ladder-2024-2025.pdf](#) (bartonprimaryschool.co.uk). Each class has its own class rules which reflect the expectations, school values and key stage. These are devised, agreed and signed by both the children and staff in the class at the beginning of every year, and reviewed and discussed throughout the year within PSHCE lessons. These rules are displayed in the classroom and are followed at all times.

Roles and responsibilities:

The governing body

The governing body is responsible for:

- Reviewing and approving this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Ensuring that the school environment encourages positive behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behaviour expectations and have the skills to implement these effectively
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from chronologies and My Concern is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for all pupils
- Establishing and maintaining clear boundaries of acceptable behaviour
- Implementing the behaviour policy consistently with all pupils in the school
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Communicating any behaviours with parents or carers

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

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. The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents can help in the following ways:

- Support their child in following the school's behaviour policy.
- Ensure that children arrive punctually for the start of the school day and collect on time at the end of the day.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Ensure regular attendance at school and avoiding unnecessary pupil absence.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following any incidents e.g. attend reintegration meetings after a suspension, attend review meetings for any behaviour interventions.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture.

Pupils

Children will be made aware of the following during their induction:

- The school behaviour expectations
- That they must follow the behaviour policy and the classroom expectations
- The rewards they can earn for meeting the behaviour expectations, and the sanctions for behaviour that doesn't meet the expectations
- The support that is available to them to help them meet the behaviour expectations

- Children will be asked to give feedback on their experience of the behaviour culture in school through pupil voice.

Responding to behaviour

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 a positive 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 for Learning Ladder. We promote the use of preventative measures to support children who struggle with making the right choices. Across the school, we carry out Zones of Regulation, a programme which teaches children to articulate how they feel and the strategies to use when they are feeling in the different Zones (emotions). If a child has made a wrong choice, we use restorative questions to discuss the incident and how a repeat of the incident can be prevented next time. Children with Special Educational Needs (SEND) are appropriately supported to help them make the right behaviour choices and to ensure that they understand the consequence of their actions, if necessary. Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum. (See SEND section)

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour. The school recognises that there are many ways in which this may be achieved, but at Barton, providing a sense of belonging by developing positive and supportive relationships with the children, (including greeting children in the morning and concluding the day positively and starting the next day afresh) is key. The classroom environment should be inclusive, calm yet stimulating, encouraging children to be fully engaged with their learning. Clear classroom rules, routines and behaviour expectations are shared with the children verbally and non-verbally ensuring all children understand their role in helping to maintain a safe and effective learning environment. Staff use positive reinforcement, highlighting and promoting good behaviour and manage low level behaviour with as little disruption to learning as possible.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection [Child-Protection-Policy-September-2024-1.pdf \(bartonprimaryschool.co.uk\)](https://bartonprimaryschool.co.uk/Child-Protection-Policy-September-2024-1.pdf) and safeguarding [Safeguarding-Policy-2024-1.pdf \(bartonprimaryschool.co.uk\)](https://bartonprimaryschool.co.uk/Safeguarding-Policy-2024-1.pdf) policy for more information.

Responding to expected or above expected behaviour

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to support the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise, with reasons made clear to the child
- Showing their work in class/to other adults in the school
- Dojos linked to school value tokens
- Feedback to parents via a text
- Whole class or year group awards, such as extra golden time/extra mufti
- Special responsibilities
- Headteacher awards
- Superstar awards
- Celebration assembly with parents

Responding to behaviours that are not our expectations

When a child's behaviour does not meet the expectations, staff will take action to restore a calm and safe learning environment and to prevent the behaviour from recurring. The behaviour will be managed in a fair and proportionate manner, with consideration given to any factors contributing to the incident. Sanctions will be applied for behaviour occurring off-site while representing the school or online. To prevent further issues, staff may use de-escalation techniques, including pre-arranged

scripts and phrases. When applying behaviour sanctions, staff will also consider what support might help the child meet behaviour expectations in the future.

All children are expected to understand and demonstrate the Barton School Values of Belonging, Respect, Reflection, Independence, Challenge, Enjoyment and Creativity. If our expectations are not followed, these consequences will apply.

Low Level behaviours will be dealt with promptly by the adults in the class using quick reminders and signals, without interrupting learning time.

Level 1

- Doodling on work/books
- Destroying own work
- Throwing litter/not tidying up
- Not following instructions
- Answering back
- Leaving the classroom
- Unkind words
- Work avoidance (including not returning to class promptly after break times)
- Encouraging others to make wrong choices
- Pinching
- Poking
- Scratching
- Bringing things in from home

What will happen?

Time at break/lunch, conversation with an adult & recorded on a chronology, parent informed - 1st letter (uploaded to My Concern).

Level 2

- Damaging equipment
- Rudeness
- Swearing
- Name calling
- Hitting
- Slapping
- Pushing
- Persistent level 1 behaviour

What will happen?

Time in another class, parent informed - 2nd letter (uploaded to My Concern), 5 Questions restoratives using language linked to Zones of Regulation and recorded on My Concern

Level 3

- Damaging furniture
- Destroying the work of others
- Graffiti
- Swearing at others
- Use of prejudicial language e.g. racist, homophobic, sexualised
- Bullying*
- Punching
- Kicking
- Biting
- Spitting
- Persistent level 2 behaviour

What will happen?

Time after school or working away from the class for the day (KS2), parent informed - 3rd letter, 5 Questions restoratives using language linked to Zones of Regulation and recorded on My Concern.

Advice from external agencies will be sought by the school.

If behaviours continue which are not in line with school expectations, a parent meeting will be arranged with SLT (see also Suspensions and Permanent Exclusion below).

Physical intervention

Physical intervention/Positive Handling involves physical contact with children. All members of staff have a duty to use reasonable force to: prevent a child from causing disruption; hurting themselves or others; damaging property; or committing an offence. However, these incidents are always used as a last resort; should be applied using the minimum amount of force and for the minimum amount of time possible; and used in a way that maintains the safety and dignity of all concerned. They should never be used as a form of punishment and are always recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether the incident should be reported to the police. When investigating the incident, the school will ensure that any relevant information or evidence will be given to the police, if necessary. If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team will make the report. If a report to the police is made, the designated safeguarding lead (DSL) will also make a referral to children's social care, if appropriate. The school will not interfere with any police action unless the behaviour impacts the safeguarding of others in school.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection [Child-Protection-Policy-September-2024-1.pdf \(bartonprimaryschool.co.uk\)](#) and safeguarding policy [Safeguarding-Policy-2024-1.pdf \(bartonprimaryschool.co.uk\)](#) for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help before considering consequences. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of the member of staff and the pupil.

Similarly, where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help before considering consequences. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of **both** pupils. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other children.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents (including the possession of any banned items e.g knives, vapes or stolen items) or in response to persistent behaviour and the correct procedure will be followed. These are seen as a last resort and are only employed if all other options have been unsuccessful. Certain forms of behaviour may result in this being the immediate course of action e.g. if a child's behaviour is a danger to other children or staff, in which case the head teacher will refer the matter to the governing body giving account of the action taken by school to date, supported by logged information.

Please refer to our Exclusions policy for more information [Exclusions Policy February 2024](#).

Responding to behaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of behaviour not in line with our policy arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of behaviour will be connected to their SEND. When dealing with behaviour from children with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy as set out in the [Equality Act 2010](#) and the [Children and Families Act 2014](#):

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of behaviour, and put in place support to prevent these from occurring.

Preventative measures are put into place to support children who have sensory needs through adjustments to the curriculum, environment and equipment.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will consider whether the child was unable to understand the rule or instruction, act differently at the time as a result of their SEND or was likely to behave aggressively due to their particular SEND. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a child 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 outside specialists, e.g. speech & language or school nurse, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for them. We will work with parents/carers to create the plan and review it on a regular basis. These will be written within the pupil's Provision Report.

Pupils with an education, health and care plan (EHCP)

If the school has a concern about the behaviour of a child with an EHCP, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHCP.

SEN@iow.gov.uk

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the child to understand how to improve their behaviour and meet the expectations of the school. The strategies will be adapted to suit a child's individual needs.

Pupil transition

Inducting new pupils

The school will support new pupils to meet behaviour expectations by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing pupils for transition

To ensure a smooth transition to the next year, children have transition sessions with their new teachers and transition meetings where information relating to pupils' needs and behaviour is shared with relevant staff to ensure the appropriate support is put in place.

Training

Regular training and CPD on managing behaviour is provided for all staff to ensure that the needs of all children are met through staff having the knowledge and understanding of how SEND and mental health needs can impact behaviour. A staff training log is maintained by the office staff.

Monitoring arrangements

Monitoring and evaluating behaviour

The school collects data on: behaviour incidents; attendance, permanent exclusions and suspensions; use of alternative provisions and managed moves; and the views of all stakeholders on the school's behaviour culture. This data is analysed every half term by the Inclusion Team and SLT to gain a variety of perspectives. The results of this analysis is used by the school to ensure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified, the school will respond by reviewing its policies.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the full governing body.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection policy
- Safeguarding policy
- Positive Handling policy
- Online Safety Policy
- Mobile phone policy
- Anti-bullying policy

*Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)