



# Barton CE (VA) Primary School

## Behaviour and Physical Intervention Policy

Date policy last reviewed: 26.03.25

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## Introduction

*"You can't teach children to behave better by making them feel worse.*

*When children feel better, they behave better."*

Pam Leo

### **Matthew 7:12 'Do to others, whatever you would like them to do to you'**

Our vision is taken from Matthew 7:12 "Do to others whatever you would have them do to you", following Jesus' example. We work together to help and support each other to believe, nurture, grow and flourish together in our learning and in our relationships, exemplified in the Parable of the Sower. We do this through our six core values: love, respect, integrity, justice, thankfulness and determination. Inspired by our vision, we want our pupils to make good choices academically and socially, to become creative and independent thinkers, evidencing a love for learning and a thirst for knowledge.

We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further. Our Christian ethos and school values focus on developing children's moral, spiritual, social and cultural understanding. These are woven, like a golden thread, into every aspect of school life.

With God's help, our Christian vision binds us together from the moment of arrival at our school, until the day of departure. All members of the Barton School community are bathed in and supported by our Christian ethos: implicitly in our core values and personal relationships; explicitly in the Religious and Worldviews Education, Collective Worship, PSHE and Spiritual, Moral, Social and Cultural development opportunities specifically and our whole curriculum more widely.

With this in mind, this policy outlines the purpose, nature and management of behaviour in our school.

## Statement of intent

Barton CE (VA) Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school has based its therapeutic approach on the STEP ON training provided by Cambridgeshire Steps in 2023. To achieve the optimum conditions for all our staff and pupils to grow and flourish as individuals and as learners, it is essential to ensure that the behaviour of every member of our community is prosocial and reflects the content of the Behaviour Policy.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.

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- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school’s policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil’s behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment, all within a distinctive Christian context
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community and Church engagement** – the school proactively engages with parents, outside agencies, the church and the wider community to promote consistent support for pupils’ health and wellbeing, including multiple opportunities to develop spiritual and religious literacy.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health in accordance with the Pupil Mental Health and Wellbeing Policy.

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## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school documents:

- Home School Agreement
- Pupil Mental Health and Wellbeing Policy
- Complaints Procedures
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Statement and Local Authority 'Exclusion Guidance – September 2017'
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Drugs Education Policy
- Anti-bullying Policy

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## Roles and Responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Ensuring the school has an "open door policy" so that parents feel comfortable to discuss any behaviour or SEMH issues that arise with their child.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The school's mental health leads are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

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The SENDCo will be responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Providing Risk Reduction Plans for pupils where necessary, in conjunction with parents, teachers and outside agencies to encourage and promote inclusion, self-worth and positivity for each pupil.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Ensuring effective communication with parents, alerting them with regard to any concerns and ensuring that they are available so that parents can approach them with any concerns that they may have.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Using a therapeutic approach to behaviour.
- Modelling positive behaviour, showing kindness and respect.
- Being aware of the signs of behavioural difficulties.

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- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour so that all staff know how best to support those experiencing difficulties. The relevant figures of authority include:
  - SENDCo.
  - Headteacher.
  - Class teacher or mental health lead.
- Using agreed strategies to de-escalate any antisocial behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community, demonstrating pro-social behaviours such as being supportive, respectful and helpful to others and taking care of property and resources.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Ensuring that their child comes into school ready to learn each day, providing them with the necessary equipment, and ensuring that they are adequately rested and nourished.
- Ensuring that their child has been shielded from issues and events that are unsuitable for their level of emotional and mental maturity.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

The school places great value in developing a strong, active and mutually supportive partnership with parents. Working closely with parents ensures the best outcomes for our pupils, and is the key to their happiness, achievement and fulfilment. The school encourages parents to attend the twice-annual consultations with class teachers, keep up-to-date with regular parent information (for example, the Barton Bulletin, briefing sessions) and work with school to ensure appropriate support is put in place for pupils, as required.

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### Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

Senior staff will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

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**In short, through our Behaviour and Physical Intervention Policy we aim to:**

- Create a happy, safe, purposeful and stimulating learning environment in which all individuals feel valued and respected
- Celebrate success, effort and determination in line with the values that are central to our vision
- Establish an effective and constructive partnership between home, school, the Church and the community by sharing our vision and values and engaging with our partners with openness and integrity
- Promote the importance of enthusiastic, committed engagement in all aspects of school life
- Exhibit a positive can-do approach to challenges and possibilities, seeking out new opportunities and continually planning for improvement in all we do
- Deliver the curriculum in a stimulating way, ensuring skills and content building upon previous learning year on year
- Develop healthy lifestyles in which a nutritious diet, physical activity and personal development are valued as important
- Identify the needs and fulfil the potential of all children in our care, regardless of their background, gender, capability, talents or interests, within a distinctive Christian context
- Be an inclusive community which also seeks opportunities to help and support others, valuing and celebrating diversity within the school and beyond
- Recognise and encourage prosocial behaviour
- Develop the children’s sense of pride, purpose, self-motivation and independence through reflective dialogue
- Provide opportunities to engage in collective worship as a creative, spiritual, worthwhile and educational experience
- Promote Christian values through every aspect of our daily endeavours, and in this way, encourage pupils to develop a sense of personal worth, respect for others and reverence for life

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**In order for our policy to succeed all staff will:**

- Use a therapeutic approach to behaviour
- Model positive behaviour, showing kindness and respect
- Involve parents with our agreed approach
- Take responsibility for the behaviour of pupils throughout the school, regardless of their specific role in school
- Regularly share information about pupils so that all staff know how best to support those experiencing difficulties
- Use agreed strategies to de-escalate any antisocial behaviours (De-escalation before Intervention)

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Our Barton Bs enable the children to understand our behavioural expectations in a succinct and easily remembered way:

**BE SAFE:**

- We listen carefully to instructions
- We are calm and orderly
- We take care of our school
- We consider our impact on others
- We are in the right place at the right time

**BE RESPECTFUL:**

- We are kind, polite and honest
- We treat others as we would like to be treated
- We show compassion and empathy
- We recognise and celebrate difference
- We show integrity in all our relationships

**BE LEARNERS:**

- We come to school ready to learn
- We listen, enquire and think
- We let others learn
- We persevere and are not afraid to make mistakes
- We challenge ourselves, and know we can ask for help



**Specific Examples of Pro-Social Behaviours:**

- Look at others when you or they are speaking
- Listen attentively when others are trying to speak
- Always be polite to others and use appropriate manners, including when in the lunch hall e.g. 'Please', 'Thank you', 'May I ...'
- Greet adults and other children in the school appropriately when they have greeted you
- Follow the playground and dining hall rules summarised in the relevant policies
- Walk around school calmly

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- When an adult asks for quiet in class, respond appropriately
- Sit appropriately on your chair: bottom, back, (4 legs) of the chair, feet flat on the floor
- Show respect and kindness to everyone
- Look after the school's property and resources carefully
- Take responsibility for your own belongings
- Maximise learning time by remembering to go to the toilet at break times
- Tell an adult if you ever have a worry or concern, using the Worry Boxes in class if necessary
- Reflect on your feelings and behaviours and the impact that your words and actions have on others

**In Books:**

- Take pride in the appearance, presentation and content of all your books, including the front cover
- Printed labels to be on the front cover of all books, within the name box and stuck on squarely
- Ensure that all non-negotiables for written tasks are reflected in the work
- Long date for English work in all year groups, either hand written and underlined or printed and stuck in square and without edges overhanging the page
- Short date for other subjects either written by hand and underlined or printed and stuck in square without edges overhanging the page
- Use sharp pencils and rulers for straight lines
- Look after reading and library books in school.

**In Lessons:**

- Listen carefully to teaching and instructions from all adults
- Be ready for learning: correct equipment, clean hands, appropriate clothing after breaks, snacks/lunch completed, water bottles returned to the crate, for example.
- Be respectful to adults and peers when they are contributing to class discussions
  - Be supportive and helpful to others within the school and wider community

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- Take care of property and keep your classroom tidy, especially cloakroom areas, placing coats and bags safely on pegs

Teachers are expected to discuss these expectations with their class at the start of the autumn term and regularly throughout the year.

### **Positive Affirmation and Rewards for Prosocial Behaviour**

At Barton we use the following positive strategies to reward and affirm examples of prosocial behaviour:

- Verbal praise to individual, groups and/or whole classes from an adult focussing on the skill or value observed
- Golden Certificates are awarded weekly during Collective Worship to acknowledge prosocial behaviours and our Barton Values
- Achievement Certificates are awarded weekly during Collective Worship for outstanding prosocial learning behaviours in lessons
- Parents are invited to share in the celebration of their children’s achievements as part of our Friday Collective Worship
- Reward cards linked to the values summarised in our Barton Bs are awarded for prosocial behaviours and outstanding effort and achievement in books
- Reward cards contribute cumulatively to Golden Time in House Groups each half term
- Engagement with the ‘Living our Barton Values’ project

### **Supporting All Learners**

For those pupils who present with difficulties in meeting our expectations in lessons and during social times we will always consider the age and stage of the pupil before deciding upon a course of action. Where prosocial behaviour is not being displayed, an adult will try to talk to the pupil/s to try to find out what has happened. Staff will listen objectively to all pupils involved in an incident and respond appropriately as described below.

Staff make reasonable adjustments to accommodate the individual child’s specific needs:

- For children with ECHP see the provision linked to the specific outcomes and how these may be addressed

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- Vulnerable pupils who are unable to self-regulate and demonstrate prosocial behaviours consistently may have access to:

quiet working spaces, soothing activities, opportunities to talk through the difficulties, therapeutic activities such as construction games, Lego Therapy, counselling/play therapy, access to lunchtime clubs or quiet spaces with a friend

### Unsocial and anti-social Behaviour

Unsocial behaviours are different from antisocial behaviour as they are not done to the detriment of others. Generally, unsocial behaviours are the quiet noncompliance that does not negatively impact on other pupils' learning. Staff strive to interpret unsocial behaviour as a communicating of negative feelings and so differentiate our support accordingly.

Examples of unsocial behaviours and the suggested responses are summarised in the table below:

<b>Example of Unsocial Behaviour</b>	<b>Adult Response to support children demonstrating unsocial behaviour</b>
Non engagement in lesson input	TA to support; adult discussion outside of lesson to establish reasons; pre teach to promote lesson readiness
Absence of concentration	Discrete verbal reminders; timer; tasks broken down; TA intervention; identification of rewards to motivate compliance
Off task focus	Discrete verbal reminders; seating position; peer support; scaffolding
Low effort or poor time keeping in independent tasks	Discrete verbal reminders; timer; tasks broken down; TA intervention; identification of rewards to motivate compliance
Non preparation of equipment	Visual timetable/list of what is required; now and then board; personalised equipment containers
Disengagement with home learning tasks	Liaise with parents to identify issues; offer support to parents with regard to technology and expectations; chunking homework tasks; staff meeting of involved adults to support
Poor engagement with adults in class	Identify 'special time' to build relationships e.g. additional jobs during breaks; arriving early in the morning; focus on child's interests, incorporate into class lessons or free time
Reluctance to contribute to group learning	Activities to develop intra-child friendships; liaise with family to encourage play dates; Lego Club; paired work; playground buddies, reading buddies/triangle; identify interesting activities for individual children to do at playtimes with a friend; PSHE focus – Healthy Friendships
Not eating lunch	Consider other food options, eat away from others in a quieter place, eat sitting with a friend

## Stepped Response to Anti Social Behaviour

### Anti-Social Behaviour:

Anti-social behaviour is difficult or dangerous, causing harm to an individual, a group, the community or the environment.

STEP	ACTIONS
<b>1. Tactical Ignoring</b>	Tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves (unsocial behaviour). A pupil will always be talked with after this strategy is used to ensure they understand that their behaviour, although not impacting on others, is not acceptable.
<b>2. Verbal/Physical Indication</b>	A verbal/physical indication is given so the pupil is aware that the expectation is not being met. e.g. 'John, concentrate on your writing. Thank you' A 'look' or hand signal e.g. pointing to ear to request pupil to listen.
<b>3. Choices</b>	Two simple choices which are acceptable will be given e.g. 'You can complete your work now or at lunchtime.' 'We can talk here or outside the classroom.' 'We can complete the work now or when you are ready but it does need to be completed.'
<b>4. De-escalation</b>	If there is continued non-compliance and/or the pupil is distressed, we will move to de-escalate the situation.  The pupil will be given an indication that the member of staff is waiting to listen as soon as the pupil is ready. This may be at the time or after the lesson.  'I can see something has happened. I am here to help. Talk to me and I will listen.'  A consequence and restorative conversation/task will take place (see next step)
<b>5. Consequences and Restorative Strategies</b>	A consequence will always be discussed with the pupil. A consequence must be logical and meaningful. e.g. 'You have not completed your work so obviously you will have to complete it over your break.' 'You are not working sensibly here, so obviously you will now sit here.'  <b>Educational Consequences and Restorative Strategies</b>  As part of the consequence, staff should engage the pupil in a restorative conversation or task, giving consideration to what the pupil needs to learn from the situation to support them to make a better choice next time.

	<p>'You were shouting out during the lesson so obviously you will talk to me at break time about how this is inappropriate and impacts on everyone in the classroom.'</p> <p>'You have hurt another child on the playground so obviously you will not be on the playground tomorrow.' A restorative conversation or task should take place while this child is missing break time.</p> <p>Parents may be informed at this step.</p> <p>See Appendix 3: Restorative Conversations and Task</p>
<b>6. Risk Reduction Plan</b>	<p>If there is a regular (a pattern has formed) occurrence of anti-social behaviour, the parents/carers will be contacted and invited into school to discuss the anti-social behaviour with the class teacher and their child.</p> <p>At this stage it may be necessary to complete and analyse Roots and Fruits (Appendix 4), and draw up a Risk Reduction Plan (RRP) (Appendix 5).</p> <p>The SENDCO, SLT, parents and pupils will be involved.</p> <p>The RRP will include a de-escalation script (see below), educational and protective consequences and restorative activities enabling the pupil to reflect on their behaviour, repair any damage and restore relationships. This approach allows reflection on the harm that has been caused and how it can be repaired and to explore, through discussion, how conflict is less likely to happen again.</p> <p>A Plan-Do-Review cycle of the RRP will take place. This will be at least termly, but the timescale will be determined case-by-case.</p> <p>If the RRP does not result in improved behaviour, a referral may be made for advice or support for the pupil in school. At this point, or in the process of the above, an Educational Health Care Plan may be considered for the pupil.</p>
<b>7. Internal Suspension</b>	<p>An internal suspension – usually put in place as a protective consequence to keep pupils and others safe or able to learn e.g. withdrawal from break times, lunchtimes separate from peers, working outside the classroom, etc. etc.</p>
<b>8. Suspension</b>	<p>Decisions can only be made by the Headteacher. Parent/carer informed via telephone, face to face discussion and a letter produced for parent/carer when they collect the child; Chair of Governors informed Child to be taken home (temporary suspension between 1 – 5 days) For all suspensions – Statutory and LA guidance will be followed</p>
<b>9. Permanent Exclusion</b>	<p>Decision to be made by Headteacher in conjunction with Chair of Governors</p> <p>Permanent exclusion.</p>

We have used three levels to outline difficult behaviours: low, medium, high

**Antisocial behaviours include:**

**Low level: disruptive behaviours**

Low Level disruption will be dealt with within school. Parents may be informed via face-to-face meeting with the class teacher.

<p><b>Being UNSAFE:</b></p> <ul style="list-style-type: none"> <li>• Running in the corridors</li> <li>• Not following instructions</li> <li>• Not taking care of belongings and equipment</li> <li>• Using loud voices in class, unless allowed to do so</li> <li>• Not having correct equipment or PE kit</li> </ul>	<p><b>Consequences for behaviour:</b></p> <ul style="list-style-type: none"> <li>• Positive verbal reminders of the 3 Bs</li> <li>• Moving to own space in the classroom away from others</li> <li>• Rehearsing how to be safe e.g. practise lining up</li> <li>• Communication from the office to remind parents of the importance of being dressed ready for lessons in PE kits.</li> </ul>
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<p><b>Being DISRESPECTFUL:</b></p> <ul style="list-style-type: none"> <li>• Speaking unkindly to others and about others</li> <li>• Not listening to instructions and or teaching input</li> <li>• Answering back in an inappropriate manner</li> <li>• Being deliberately careless with property</li> <li>• Mocking and putting others down</li> </ul>	<p><b>Consequences for behaviour:</b></p> <ul style="list-style-type: none"> <li>• Adult to model and teach respectful behaviour through conversation with pupil(s)</li> <li>• Opportunities to discuss school values of integrity and responsibility during collective worship, PSHE sessions and ad hoc class discussions as and when needed</li> </ul>
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<p><b>Being a DISENGAGED LEARNER:</b></p> <ul style="list-style-type: none"> <li>• Not being ready to learn</li> <li>• Distracting others and not allowing others to learn</li> <li>• Calling out in class</li> <li>• Noisy or inappropriate classroom behaviour</li> <li>• Being unaware of when to listen and when to speak</li> <li>• Deliberately wasting learning time</li> </ul>	<p><b>Consequences for behaviour</b></p> <ul style="list-style-type: none"> <li>• Completing tasks at a different time e.g. playtime with adult support where necessary</li> <li>• Discussion with class teacher/adult about why the behaviour occurred and how it can be improved in the next session</li> </ul>
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<p><b>Medium Level: difficult behaviours</b></p> <p>Persistent low level behaviours as above</p> <p>Disrupting teaching and learning</p> <p>Individual Behavioural plan to be drawn up where appropriate</p> <ul style="list-style-type: none"> <li>• Always refer back to Be Safe, Be Respectful, Be Learners (the 3 Bs)</li> <li>• Behaviour referred to Headteacher(s) for action/monitoring</li> </ul> <p>Adults involved to complete a log of concern and pass to DSL. Parents will be notified. Behaviour Plan may be drawn up.</p>	
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<p><b>Not being SAFE:</b></p> <ul style="list-style-type: none"> <li>• Deliberately not following instructions on how to keep safe</li> <li>• An incident of violence and aggression e.g. kicking, punching, spitting, throwing objects</li> </ul>	<p><b>Consequences for behaviour</b></p> <ul style="list-style-type: none"> <li>• Space and time to calm down</li> <li>• Protective consequences – removing pupil from the situation to reflect and work with an adult on how to improve behaviour</li> <li>• Allow time to calm down, before reviewing the behaviour</li> <li>• Parents will be contacted</li> </ul>
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<p><b><u>Not being RESPECTFUL:</u></b></p> <ul style="list-style-type: none"> <li>Swearing</li> <li>Name calling (low level bullying behaviour)</li> <li>Challenges to authority</li> <li>Threatening language and behaviour</li> <li>Damaging property</li> <li>Deliberate insensitivity to others' race, sexual and religious orientation or abilities and other protected characteristics</li> </ul>	<p><b><u>Consequences for behaviour</u></b></p> <ul style="list-style-type: none"> <li>Educational opportunities – Discussion about use of language and how to speak respectfully</li> <li>Temporary removal from the group/pupil/situation until positive behaviour has been taught/learned</li> <li>PSHE input with individual/group/class as appropriate</li> <li>Parents will be contacted</li> </ul>
<p><b><u>Not being LEARNERS:</u></b></p> <ul style="list-style-type: none"> <li>Constantly disrupting the learning in the class</li> <li>Refusing to do class tasks</li> <li>Regularly wasting learning time for themselves and others</li> </ul>	<p><b><u>Consequences for behaviour</u></b></p> <ul style="list-style-type: none"> <li>Adapted teaching space</li> <li>Completing tasks outside of class time, with support</li> <li>Input from SENCO where appropriate</li> <li>Behaviour Plan to be put in place</li> <li>Parents will be contacted</li> </ul>
<p><b><u>High Level : dangerous or serious behaviours</u></b> Persistent medium level behaviours as above</p> <p>Always refer back to Be Safe, Be Respectful, Be Learners (3 Bs) Behaviour referred to Headteacher(s) for action/monitoring</p> <p>Review or draw up an Individual Behaviour Plan and consult SEND and specialist services</p> <ul style="list-style-type: none"> <li>Adults involved to complete a log of concern and pass to DSL. Parents will be notified. Official recording of serious incidents will be sent to CCC and social care may become involved, Risk Reduction Plan as required.</li> </ul>	
<p><b><u>Not being SAFE:</u></b></p> <ul style="list-style-type: none"> <li>Violence and aggression resulting in others being deliberately harmed</li> <li>Absconding from school</li> <li>Fighting with intent to harm</li> <li>Vandalism</li> <li>Bringing dangerous objects into school</li> </ul>	<p><b><u>Consequences for behaviour</u></b></p> <ul style="list-style-type: none"> <li>Escorted in social situations</li> <li>Protective consequences – removal of a freedom to manage harm</li> <li>Educational consequences – learning, rehearsing or teaching so the freedom can be returned</li> <li>1:1 support from an adult</li> <li>Exclusion</li> <li>Confiscation of dangerous objects</li> </ul>
<p><b><u>Not being RESPECTFUL:</u></b></p> <ul style="list-style-type: none"> <li>Bullying</li> <li>Serious challenges to authority</li> <li>Discrimination</li> <li>Racial harassment</li> </ul>	<p><b><u>Consequences for behaviour</u></b></p> <ul style="list-style-type: none"> <li>Protective consequences – removal of a freedom to manage harm</li> <li>Educational consequences – learning, rehearsing or teaching so the freedom can be returned</li> <li>Racist comments to be recorded on the 'RAID' form from County</li> <li>Exclusion</li> </ul>
<p><b><u>Not being LEARNERS:</u></b></p> <ul style="list-style-type: none"> <li>Ongoing refusal to engage in learning activities</li> <li>Persistent and continuous disruption</li> </ul>	<p><b><u>Consequences for behaviour</u></b></p> <ul style="list-style-type: none"> <li>Adapted teaching space: Skylark Room as designated safe space</li> <li>Completing tasks outside of class time, with support</li> <li>Team Around The Family (TAF) meeting involving parents</li> </ul>

## Monitoring and Recording

At Barton Primary School we have behaviour logs (Appendix 4 Behaviour Log exemplar). Incidents of antisocial behaviour are logged and passed on to the class teacher, headteacher or DSL as appropriate.

A behaviour log consists of:

- Date
- Time
- Full names of all children involved
- Name of the adult recording
- Facts of the incident
- Consequences
- Ethnicity
- Gender
- Language Spoken
- Consequences

All racial, homophobic or child-on-child abuse incidents are logged. Behaviour logs are regularly reviewed by the SLT and DSLs. These logs help staff to spot patterns, repetitive or consistent behaviours and enable staff to put Risk Reduction Plans in place where needed (STEP 6).

Governors and the Local Authority monitor the school behaviour, including the number of racist and homophobic incidents in school.

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## Unforeseen Behaviour

Unforeseen behaviours are not covered by policy, have never been previously experienced, or are so historic that it is believed that they will not reoccur.

### Examples of potential unforeseen behaviours

Refusing to hand in prohibited items (such as mobile phone)	Pupils will have to hand the item in before entering the school the following day(s) Phone call home to inform parents/carers Said item will not be permitted to be in school unless compliance is assured.
Smoking within school boundaries	The incident will be investigated by SLT and appropriate consequences implemented. Parents contacted and asked to meet with the Headteacher. Barton PS has a policy of no smoking on the premises and this will be upheld.
Inappropriately dressed	Pupils should be supported to dress appropriately. They will be given one opportunity to correct their dress (in communication with home). After this they will be asked to work in exclusion. Staff will continue to liaise with home to rectify any issues.
Drinking or being under the influence of alcohol within school boundaries	The incident will be investigated by SLT and appropriate consequences implemented.
Use of drugs on the premises or being under the influence of drugs	The incident will be investigated by SLT and appropriate consequences implemented. This can often result in a FTE.

## Recording and Communication

### Liaison with parents

We place great value in developing a strong, active and mutually supportive partnership with parents/carers of the pupils at Barton Church of England (VA) School. Should parents have any concerns about their child either at school or at home, the class teacher will be the first point of contact. If there are any changes or circumstances at home that may affect a child's behaviour, it is essential for school to be informed.

If the concern is of a serious nature, an appointment needs to be made with the SENDCo/Headteacher.

Positive adult support both in school and at home reduces the risk that children will exhibit anti-social behaviour.

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We want to ensure the best outcomes for our pupils and know that working closely and effectively in partnership with parents is key to our pupils' happiness, achievement and fulfilment. To that end, we provide the following opportunities for families to make the most of what our school offers and expect parents to engage fully in school life by:

- providing the opportunity for termly parental consultation sessions
- providing policies for parents to read and enable access to them via the website
- alerting parents immediately with regard to any concerns/antisocial behaviour problems
- ensuring the school has an 'open door' policy so that parents feel comfortable to come in and discuss any behaviour problems/Social Emotional and Mental Health issues that arise with their child
- providing regular parent information including updates and dates for the diary
- ensuring staff are available for parents to talk to at an agreed time
- providing Risk Reduction Plans for pupils where necessary, in conjunction with parents and outside agencies to encourage and promote inclusion, self-worth and positivity for each pupil

**To support pupils, we expect parents to:**

- ensure their child comes into school ready to learn each day, wearing named school uniform, providing the right equipment, including PE kit, book bag, water bottle and healthy snacks
- ensure that their children have been adequately rested and nourished
- ensure that their children have been shielded from issues and events that are unsuitable for their level of emotional and mental maturity, including films, computer games and other electronic imagery
- make every effort to attend consultation sessions
- read and understand school policies and methods
- alert the school immediately to any serious behavioural problems or changes in circumstances with their child
- be prepared to come into school to discuss issues/ behaviour problems in the classroom

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- accept the shared responsibility of their child’s punctuality
- share any concerns firstly with the class teacher, then the Headteacher
- always telephone or e-mail before am if their child is absent from school
- keep up to date with the regular parent information on the weekly Barton Bulletin
- work with school, if appropriate, to create individual behaviour plans for pupils who need extra support
- access support from early intervention workers and specialist outside agencies who will also support pupils and parents

**Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, an appropriate level of sanction will be considered, with staff using their professional judgement and experience to determine what is reasonable. The following table gives examples of low, medium and high-level antisocial behaviours (which are categorised in line with the Barton Bs) and outlines possible consequences for each.

Where a pupil’s antisocial behaviour is difficult or dangerous, causing harm to an individual, a group, the community or the environment, the following steps will be taken:

**For discipline to be lawful, the school will ensure that:**

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.

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- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.
- The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.
- Prevention strategies, intervention, and sanctions for unacceptable behaviour
- This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

### **Persistently misbehaving**

- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour
- Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:
  - Frequently engaging with parents
  - Providing mentoring and coaching
  - Long-term behaviour plans
  - Pupil support units
  - Engagement with local partners and agencies

Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

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## **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of our daily curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly to walk into assembly.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

## **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

## **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher

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- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

**De-escalation strategies**

- Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:
  - Appearing calm and using a modulated, low tone of voice
  - Using simple, direct language.
  - Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
  - Providing adequate personal space and not blocking a pupil’s escape route.
  - Showing open, accepting body language, e.g. not standing with their arms crossed.
  - Reassuring the pupil and creating an outcome goal.
  - Identifying any points of agreement to build a rapport.
  - Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
  - Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

**Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

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The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

### **Restorative Conversations/Tasks**

After an incident of antisocial behaviour, a restorative approach will be taken with the pupil which will:

- Focus on the harm that has been done.
- Consider how the harm can be repaired.
- Look at experiences, feelings and needs.
- Plan to ensure that the behaviour is less likely to reoccur in the future.

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- The following additional restorative strategies may be used:
- Social stories
- Comic strip conversations
- Role-play with dolls, soft toys or puppets
- Circle time activities
- Signing or signalling
- Using signs, pictures and symbols to communicate emotions
- Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

### **Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Drugs Education Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the-Child Protection and Safeguarding Policy.

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## Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

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## Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the Home School Agreement which requires pupils to:
  - Conduct themselves around the school premises in a safe, sensible and respectful manner, adhering to the Christian ethos and values of our school.
  - Follow reasonable instructions given by staff.
  - Behave in a reasonable and polite manner towards all staff and pupils.
  - Show respect for the opinions and beliefs of others.
  - Complete classwork as requested.
  - Make every effort to complete homework tasks on time and to the best of their ability.
  - Report unacceptable behaviour.
  - Show respect for the school environment.

## Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do

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not act disrespectfully towards your peers and teachers”. This is in accordance with Cambridgeshire STEP ON guidance and our de-escalation strategies.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement. All rules outlined in the classroom rules agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will be made aware of the classroom rules at the “Class Essentials Evening” at the start of the Autumn Term.

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## **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

Seating those who frequently model poor behaviour closest to, and facing, the teacher.

Seating those who frequently model poor behaviour away from each other.

Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.

Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

## **Praise and rewards**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts to meet the expectations set out in the Barton Bs are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

The praise given is always sincere and is not followed with immediate criticism. Whilst it important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

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As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again.

For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise to an individual, groups and/or a whole class
- Communicating praise to parents
- Inviting parents to share children’s achievements as part of the weekly Celebration Assembly during Collective Worship
- Golden Certificates, which are awarded weekly during Collective Worship to acknowledge prosocial behaviours
- Subject-specific Achievement Certificates, including for RE, which are awarded weekly during Collective Worship for outstanding prosocial learning behaviours in lessons
- Reward cards linked to the values summarised in our Barton Bs
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class, year group or House Team

### **Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Home School Agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

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Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

### **Physical intervention See Appendix 6**

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the

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DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour is deemed severe enough to merit an exclusion, in line with the Exclusion Statement. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups. See below for more information about issues associated with the use of physical intervention.

The best practice regarding physical intervention is outlined below having been considered alongside our other relevant policies in the school, specifically those policies involving behaviour, bullying, child protection and health and safety.

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate: committing any offence, causing personal injury to, or damage to the property of, any person (including the pupil himself), or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

This judgment will take into account the circumstances of the incident.

All staff understand that the use of physical intervention is a last resort to maintain a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment.

Staff intervening with pupils will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risks of injury to both parties and does not provide a witness.

Before intervening in a non-emergency, consideration will be given to whether or not other staff are available to assist.

Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the pupil if this proves necessary.

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Staff should support colleagues by offering to take over the role of holding to minimise stress. A pupil's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the pupil will be removed from the audience. The pupil and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).

Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner, that the reason for the intervention is to keep the pupil and others safe. Staff will explain that as soon as the pupil calms down, he/she will be released.

All staff should be supported by a back-up system to enable staff to call for help in emergencies. The following approaches are regarded as reasonable in appropriate circumstances: standing in between pupils, blocking a pupil's path, leading a pupil by an offered hand (not the arm). In more extreme circumstances, using appropriate restrictive holds which may require specific expertise or training will be necessary.

**The following holds must not be used:**

- *holding a pupil around the neck, or by the collar, or in any other way that might restrict a pupil's ability to breathe,*
- *slapping, punching or kicking a pupil,*
- *twisting or forcing limbs against a joint,*
- *tripping a pupil,*
- *holding a pupil by the hair or ear,*
- *holding a pupil face down on the ground.*

**Recording an Incident**

All incidents that result in non-routine/emergency interventions will be recorded in detail.

Notes will be made immediately following, or as soon as possible after the incident (i.e. before the end of the day of the incident) by the staff member involved in the original incident, in the Physical Intervention Record book kept in the Head's Office and provided by the County Council.

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Notes will also be made in the same way by any other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be signed and dated on the same day.

The notes must contain the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the pupil(s) involved
- when and where the incident took place
- names of staff and pupils who witnessed the incident
- the reason the force was necessary
- the progress of the incident.

**Include details of:**

- behaviour of the pupil which led up to the incident -
- any attempts to resolve the situation
- what was said by staff and pupils
- the degree of force used
- how it was applied
- how long it was used for
- the pupil's response and the eventual outcome
- details of any injuries suffered by either staff or pupils
- details of any damage to property
- details of any medical treatment required (an accident form will be completed)
- details of any follow-up, including contact with the parents/carers of the pupil(s) involved, any other relevant details e.g. the involvement of any other agency, e.g. the Police

Pupil witnesses may also be asked to provide a written account if appropriate.

These notes should be kept in the pupil's file.

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Routine incidents of physical intervention, usually for pupils with identified needs as set out in the pupil's SEND Support Plan, Risk Reduction Plan and/or Pastoral Support Plan will need to be recorded as follows:

- name of pupil
- date
- name of member of staff who intervened
- name of any witnesses
- brief description of the reason for intervention
- brief description of action taken
- details of any follow-up with parents
- First Aid Record

The use of physical intervention in our school will be monitored in order to help our staff learn from experience, promote the wellbeing of pupils in our care and provide a basis for appropriate support and school organisation. Monitoring will help us to determine what specialist help is needed for pupils. Information on trends and emerging problems will be shared within our school using local procedures. Monitoring information will be reported on a regular basis to school governors by the Head teacher.

Our Physical Intervention Record book (stored under lock and key in Head's Office) will be available for monitoring by County Council officers and Ofsted.

### **Post Incident Support**

We will ensure that the pupil and the member of staff have immediate access to first aid for any signs of injury. This must be recorded.

We will give the pupil time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of our staff (or his/her nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given an opportunity to explain things from his/her point of view. We will take all

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necessary steps to re-establish the relationship between the pupil and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, we will ensure a debrief takes place as soon as possible after the pupil returns to school.

All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of our staff (or his/her nominee) will provide support to the member of staff involved.

The Head teacher will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint has been used. The Head teacher (or his/her nominee) will initiate the recording process (see step 6 of the actions listed above) and we will review each incident to ensure that any necessary lessons are learned.

We will inform parents/carers of any incident involving physical intervention as soon as possible after the incident and whenever practicable on the day of the incident before the child arrives home.

Where any injury has occurred, we will complete a Health and Safety Incident Form (IRF (96 1/99) and send it to Cambridgeshire County Council's Health & Safety Advisory Group.

### **Training Needs of Staff**

At least one member of our Leadership Team will attend relevant training on physical intervention and will keep this training updated.

In cases where it is known that a pupil may, on occasions, require physical intervention, we will ensure that appropriate training is provided for relevant staff (both teaching and support staff) by accredited trainers accessed through the County Council from the Specialist SEBD teaching teams. (Primary and Secondary)

We will ensure that all our staff receiving this training will keep it updated as prescribed by the trainers, if such physical interventions remain a possibility within the class/school.

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## Authorisation of Staff to Use Physical Intervention

We recognise that most of the time physical intervention will be used infrequently, that is, as a last resort to maintain a safe and secure environment.

Although, under Section 550A of the Education Act 1996, all our teaching staff are, by the nature of their roles and their duty of care, authorised to use 'force as is reasonable in the circumstances for the purpose,' we will ensure specific training is given.

Our support staff will require specific authorisation, either temporarily or permanently. This authorisation can only be given by the Head teacher or someone deputising for him/her when s/he is absent. Authorised staff will be notified formally and this will usually be on completion of the relevant training. Training will be open to all staff, including non-teaching staff, who have been authorised to use physical intervention techniques.

Dissemination of any revised information (including updated Cambridge County Council Policies will be included as part of the school's normal schedule of meetings.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Governors will be informed of the number of unplanned/emergency physical interventions and the number of planned physical interventions annually.

We acknowledge that some pupils behave in ways that make it necessary to consider the use of restrictive physical intervention as part of a behaviour management plan. All identified behaviours necessitating use of physical intervention will be formally risk assessed.

The resulting risk management strategy must be compatible with the school's positive behaviour management approach and must also take into account the Pupil's Pastoral Support Plan and SEND Support Plan, if these are applicable to the pupil.

Techniques and methods for controlling and restraining pupils using restrictive physical interventions must be assessed to ensure they are safe, suitable and appropriate for use with the named pupil. See below for more information.

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The techniques described in the plan will be agreed in partnership with the pupil, his/her parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when children are looked after by the local authority, in respite care, or cared for by others with legal responsibility in order to ensure that there is a consistent approach to the use of intervention strategies both in and out of school.

In the event of disputes over, or concerns about, techniques and methods being considered, an interim school strategy will be agreed and the matter referred to Cambridgeshire County Council. If necessary, adjudications might be offered by an independent officer nominated by the Local Safeguarding Children's Board. The Risk Assessment should also be properly documented within pupil's records.

#### **Arrangements for informing parents**

Parents/carers will be informed of the school's policy regarding physical intervention through the school website. This will be maintained alongside a summary of the school's legal obligations to maintain a safe environment and the possible use of physical intervention with pupils.

Staff who work with particular pupils who have learning or physical disabilities and who have SEND Support Plans, Risk Management Plans and/or Pastoral Support Plans may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance on an individual basis. All interventions will be routinely recorded.

Parents/ carers will be informed after a non-routine incident where physical intervention is used with their child.

#### **Responding to Complaints**

If a parent/carer or pupil is concerned about any aspect of the management of an incident requiring physical intervention, he/she should inform the Head teacher of their concern. If the concern relates to action by the Head teacher, the parent/carer should contact the Chair of Governors and follow the normal school complaint procedures.

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Sharing details of the incident and its record should enable the resolution of most complaints, but if a parent remains concerned, they should contact an external agency (Police or Social Care) to provide an independent investigation of the circumstances. This will determine the necessity for further action. (See Cambridgeshire County Council Procedures for Allegations Against School-based Staff.)

<https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff>

### **Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

### **Monitoring and review**

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Summer Term 2026.

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## APPENDICES

### 1. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

**This will include, but is not limited to, the following:**

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

### **Therapeutic approach**

An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic.

### **Behaviour**

Anything a person says or does, everything we see or hear. Everything from the most pro-social to the most extreme anti-social.

### **Pro-social behaviour**

Behaviour which is positive, helpful, and intended to promote social acceptance. Behaviour characterised by a concern for the rights, feelings and welfare of others. Behaviour which benefits other people or society.

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### **Unsocial behaviour**

Not seeking to associate with others but not to the detriment of self or others. Not choosing to behave sociably in the company of others, but not to the detriment of self or others. Not doing as instructed or dictated, but not to the detriment of self or others.

### **Anti-social behaviour**

Behaviour that causes harm to an individual, the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of others.

### **Self-discipline**

Participate, contribute and achieve – independent of external control or competition – where behaviour outcomes and achievement are controlled by the individual's motivation.

### **Consequence**

A logical, explainable response to a pro-social or anti-social behaviour.

### **Educational consequence**

A consequence given with the aim that the pupil learns from the situation to support them to make a better choice next time.

### **Protective consequence**

This consequence is only used if a privilege is needed to be removed to reduce a risk of harm. This will be logical and based on evidence of a perceived danger.

### **Restorative approach**

Focuses on harm that has been done.

Consider how the harm can be repaired.

Look at experiences, feelings and needs.

Plans to ensure conflict is less likely to happen in the future.

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## **Appendix 2. OTHER RELATED POLICIES AND PROCEDURES**

### Anti-Bullying

See Anti-Bullying Policy

### Physical Intervention

Holding or restraining children will only happen in extreme circumstances to prevent injury, and only when the child is in immediate danger themselves or posing a risk of immediate danger to others. See Physical Intervention with Pupils Policy.

### Exclusion

As a maintained school we follow the exclusion guidance from the Local Authority. Temporary or permanent exclusions will only happen in extreme circumstances or where a pupil is putting themselves or others in danger.

### Screen and Search

There may be occasions when pupils bring items into school which are inappropriate or dangerous. In these circumstances school will take appropriate action to ensure the safety of all pupils in accordance with DfE guidelines.

### Safety and Wellbeing

At Barton the safety and welfare of the pupils and staff are paramount. In circumstances where there are concerns about the welfare of pupils please refer to the 'Safeguarding and Child Protection Policy', or concerns regarding the suitability of staff to work with children please refer to the 'Allegations of Abuse against Teachers, and other Staff or Volunteers Policy'.

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### Appendix 3: Restorative Conversations and Tasks

#### **Aim:**

- Focuses on harm that has been done
- Considers how the harm can be repaired
- Looks at experiences, feelings and needs
- Plans to ensure conflict is less likely to happen in the future

#### **Questions and conversation prompts:**

- What happened? (tell the story)
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so we can make a different choice next time?
- What would you like to happen next?
- How can we make things better for *John/you*?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back into the classroom/playground/etc?
- What do you think *John* might need?

#### **Additional restorative strategies:**

- Social stories
- Comic Strip conversations
- Role-play with dolls/soft toys or puppets
- Circle time activities
- Signing or signalling
- Use signs, pictures and symbols to communicate emotions

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Appendix 4

**Individual Risk Management Plan**

Name: XXXXXX		DOB: XXXXXX		Date: XXXX		Review Date	
Photo Summary of SEND	Risk reduction measures and differentiated measures:						
	Trigger difficulties:			Risk reduction measures:			
				•			
				•			
				•			
				•			
				•			
Pro social behaviours:				Strategies to respond			
•				•			
Low anxious behaviours:				Strategies to respond			
•				•			
High anxious behaviours:				Strategies to respond			
•				•			
Crisis behaviours:				Strategies to respond			
•				•			
Post incident recovery and debrief measures							
•							

Signature of Plan Co-ordinator..... Date .....

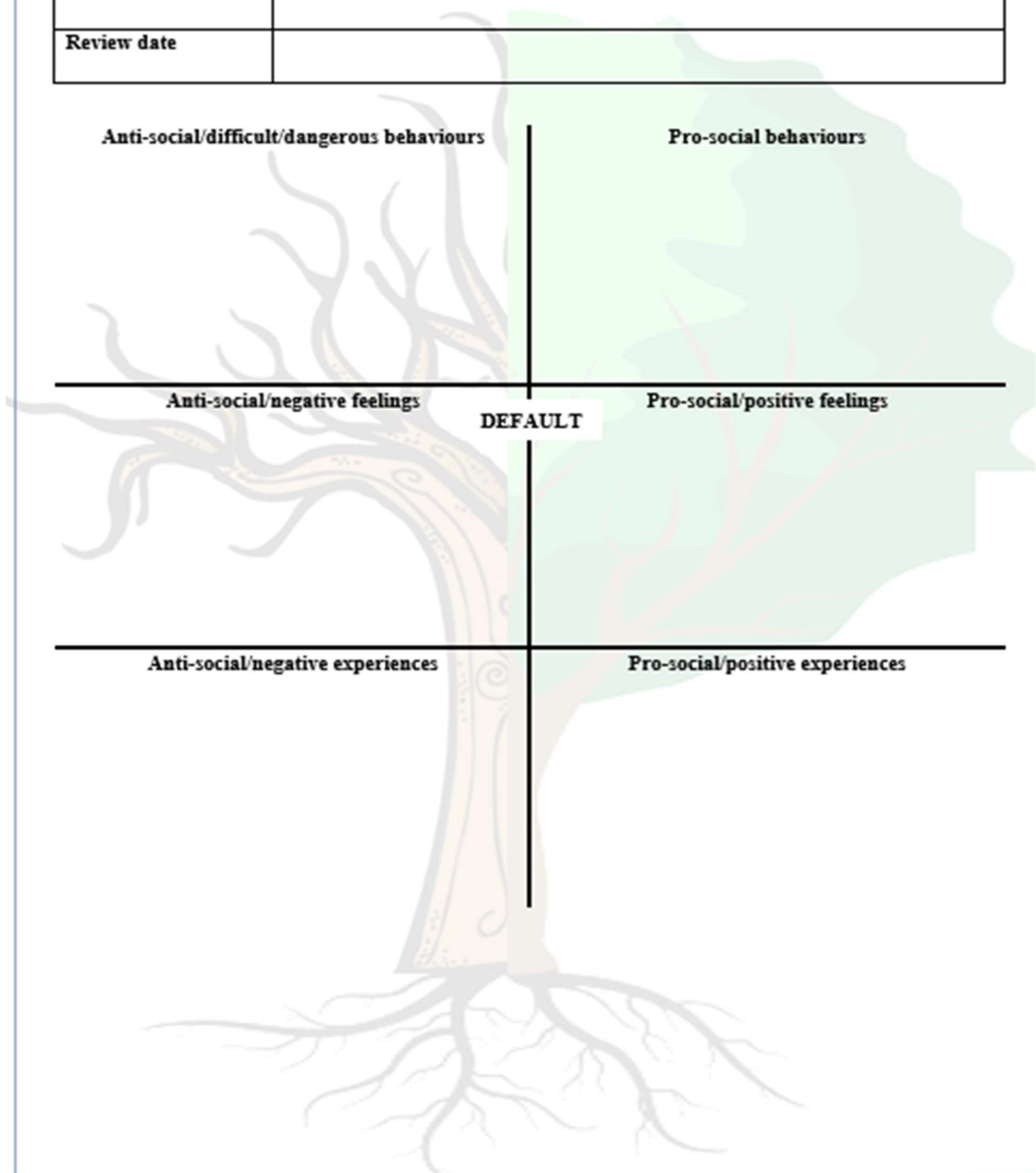
Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....

**Appendix 5 Roots and Fruits**

**Cambridgeshire Steps Roots and Fruits**

<b>Name</b>	
<b>Supporting staff</b>	
<b>Date</b>	
<b>Review date</b>	



## Appendix 6: Physical Intervention



- Fingers together
- Thumb away from fingers
- Palms parallel to floor

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

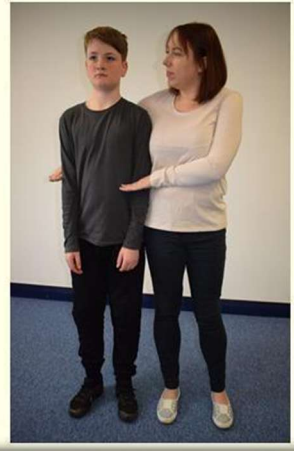


- Fingers and thumb together

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

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Open mitten escort (to support, guide and escort)



Offering an arm (to support, guide or escort)



Supportive hug (to support, guide or escort)



Supportive arm (to support, guide or escort)

