



# Barnsbury Primary School and Nursery

## Behaviour for Learning Policy

**Originator: Headteacher**  
**Created: January 2024**

### **Mission**

We champion every child's potential, igniting curiosity, nurturing creativity and fostering Barnsbury's core values

### **1. Introduction**

At Barnsbury Primary School and Nursery, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning. Everyone at Barnsbury is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our Learning for Behaviour Policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children. Our school community has three simple rules of being 'Ready, Respectful and Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, nature, organisation and management of pupil behaviour at Barnsbury Primary School and Nursery. It is a working document designed to enhance the development of positive relationships between children, adults working in the school, parents and other members of the wider school community. It reflects current and developing practice within our school.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. This document sits alongside our Behaviour Policy Overview (Appendix A), that allows visitors to our school to understand the key aspects of our policy during their visit.

### **2. Our Core Beliefs**

***'Adult behaviours create children's responses and behaviour.'***

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

### **3. Aims**

Through this policy, we aim to:

- Ensure a consistent and calm approach to, and use of language for, managing behaviour;
- Promote good relationships and community cohesion by ensuring that all children are treated fairly and shown respect;
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- Promote the use of restorative approaches in place of punishments;

- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- Ensure our pupils are polite, happy and considerate of others' feelings;
- Encourage our pupils to respect their own and others' property;
- Foster good citizenship and self-discipline;
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities, eg: lunchtimes, trips and after school clubs, we aim to:

- Teach specific social skills, eg: sharing, turn taking, listening to each other, how to address people politely, etc.;
- Teach strategies for children to solve conflicts peacefully;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;
- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

***'It is the everyday habits of adults that provoke a change on pupil's behaviour.'***

## 4. The Basics

### 4.1 This is how we do it here

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules*, *relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book, 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and as much as possible, reminded in private.

*'When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The trust is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.'*

Paul Dix, Pivotal Education

Our school has three simple rules: **Ready, Respectful** and **Safe**. These rules are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

### 4.2 Core Principles

- Our Behaviour Policy is applied with absolute consistency by all.
- Our children need to be taught the behaviours that we expect in order to be a successful learner at our school.
- We praise our children in public and discuss poor behaviour in private. We do not shout.
- We know that all behaviour is communication.

### 4.3 Adult Strategies to Develop Excellent Behaviour

At Barnsbury Primary School and Nursery, adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour.

### 4.4 Language Around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off', 'screaming fit' or 'melt down' are unhelpful in these instances and adults should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. However, we strongly encourage all adults to 'pick up their own tab' and apply our 5 steps 'in the moment' rather than waiting to refer children on to their teacher.

Incidents are then logged on CPOMS (our school internal logging system), at the staff member's discretion.

## 5. Shared Scripts and Expectations

Good behaviour is recognised sincerely in the moment and we aim to make positive behaviour about relationships rather than a transactional act such as a reward or prize. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

***'Children are praised publicly and reminded in private'.***

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

#### **Ready**

I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

#### **Respectful**

I will listen and talk politely to adults and other pupils and look after equipment and other people's possessions.

#### **Safe**

I will be kind and look after myself and others, following appropriate instructions from adults. I will make sure I show 'Fantastic Walking' as I move around the school.

### 5.1 Visible Adult Consistencies

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- **Children are greeted at the classroom door** and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

- **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- **Staff accompany children to the playground** at playtimes and to the gate at the end of the day. At playtimes, there must be an adult on duty before children are left.
- **Staff intervene whenever incidents occur**, following Restorative Approaches where possible.
- **All staff challenge children who are not keeping school rules** in a non-confrontational way.

## 5.2 Above and Beyond Recognition

Children will be recognised for their good behaviour in a number of ways, including:

### Recognition Board

Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on.

### Positive Notes Home / WOW cards

Certificates, positive notes and WOW cards will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.

### House Points

Children displaying exemplary behaviour and/or who go over and above in their learning and attitude receive House Points. The winning house is awarded a trophy at the end of each term which is presented to the House Captains.

## 5.3 Stepped Sanctions

Engagement with learning is always our primary aim at Barnsbury Primary School and Nursery. For the vast majority of learners, a gentle reminder is all that is needed.

**Section 6** outlines the steps an adult should take to deal with poor behaviour in the classroom and in the playground. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly and with respect.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; delivering the required message; and then leaving the conversation to allow the child 'take up time'.

Adults should not be drawn into and/or respond to any secondary behaviour; which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

## 5.4 Sanctions

Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
2. Make it clear that it is the behaviour that is unacceptable, not be made personal to the child;
3. Not apply to a whole group for the activities of individuals;
4. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure;
5. Be in proportion to the offence

## 5.5 Language around Behaviour

At Barnsbury Primary School and Nursery, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'being naughty' or 'melt down' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS at the staff member's discretion. If a child is sent to another class or is sent to a Senior Leader's office, then restorative conversations will happen with the staff member present and this will be recorded on CPOMS for monitoring purposes. If a child has time out at playtime, then this will be recorded on CPOMS at the staff member's discretion.

If members of staff are concerned about a child's behaviour, they should seek advice from the SENCO and a child may need individual behaviour strategies / positive handling plan.

### 5.6 Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. However, it must not be a prelude to a forced apology. We take responsibility for our behaviour in different ways and at different speeds. Some can see the reflection of their own behaviour in an instant. For others, the reflection is clouded and takes longer to come into focus.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

## 6. Our Behaviour Blueprint

<b>Our rules</b>	<b>Visible Adult Consistencies</b>	<b>Above and Beyond Recognition</b>	<b>Relentless Routines</b>
Be READY Be RESPECTFUL Be SAFE	Daily Meet and Greet Staff notice and respond to good behaviour Staff intervene whenever incidents occur. All staff challenge children who are not keeping to the school rules. Consistent Language Calmness	Praise Recognition boards WOW cards Positive notes sent home House Points	Fantastic Walking Fantastic Lining Up Meet and Greet Straight into tasks Praise in Public and Remind in Private

## Stepped Sanctions

*Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away*

	<b>Application</b>	<b>Consistent Language</b>
<b>1. REMINDER</b>	<ul style="list-style-type: none"> <li>▪ Repeat reminders if necessary.</li> <li>▪ De-escalate and decelerate where reasonable and possible.</li> <li>▪ Reinforce Ready, Respectful, Safe</li> <li>▪ Make a point of congratulating a pupil who is completing the action/request correctly first and putting the focus on this correct behaviour.</li> <li>▪ Delivered as privately as possible (don't make the poor behaviour the focus).</li> <li>▪ Use praise if the child is able to model good behaviour as a result of the reminder.</li> </ul> <p style="text-align: center;"><b>Distraction can work well for refusal behaviours at this point.</b></p>	<ul style="list-style-type: none"> <li>▪ I noticed you chose to ... (state the noticed behaviour).</li> <li>▪ This is a reminder that we need to be ... (state relevant rule: Ready, Respectful, Safe).</li> <li>▪ You now have the chance to make a better choice (to be Ready, Respectful, Safe).</li> <li>▪ Thank you for listening (give the child 'take up time' and DO NOT respond to any secondary behaviour).</li> </ul> <p><i>Example: I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.</i></p>
<b>2. FINAL WARNING</b>	<ul style="list-style-type: none"> <li>▪ A clear verbal warning given as privately as possible.</li> <li>▪ Draw attention to another child following the rule first and thank them (but don't make comparisons).</li> <li>▪ Firmer more assertive tone than the reminder (but not aggressive – nor overly passive).</li> <li>▪ Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson (even if the behaviours improve after this – it cannot be earned back).</li> <li>▪ Remind the child of when they did succeed in following the rule – try to be specific.</li> <li>▪ Walk away so as not to get into a back and forth negotiation – ignore secondary behaviours at this point (to be addressed later).</li> </ul>	<ul style="list-style-type: none"> <li>▪ I noticed you chose to ... (state the noticed behaviour).</li> <li>▪ This is the second time / I have spoken to you several times. You need to speak to me for two minutes after the lesson (insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ...</li> <li>▪ Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.</li> <li>▪ Thank you for listening (give child 'take up time' and DO NOT respond to any secondary behaviour).</li> </ul> <p><i>Example: I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.</i></p>

	<b>Application</b>	<b>Consistent Language</b>
<b>3. REFLECTION TIME – IN CLASSROOM</b>	<ul style="list-style-type: none"> <li>Child sent to an appropriate area of the classroom to reflect (X minutes) – with work.</li> <li>If a child is deregulated, it might be appropriate for ‘time out’ such as a walk with another adult, or time for a drink.</li> <li>5+ minute discussion at the next break about what happened and how it can be avoided in the future.</li> </ul>	<ul style="list-style-type: none"> <li>I noticed you chose to ... (state noticed behaviour).</li> <li>You need to ... (describe appropriate place in classroom).</li> <li>Child sent to designated area of classroom.</li> <li>5-10 minutes sitting alone in order to reflect, calm down, etc without causing further disturbance.</li> <li>Child to complete an appropriate task.</li> <li>If behaviour improves, return to class. If not or child refuses, move to step 4.</li> </ul> <p>Example: <i>I noticed you choosing to use rude words. You are breaking the school rule of showing respect. You have chosen to go and sit in the quiet area. I will come back and speak to you in 2 minutes. Thank you for listening.</i></p>
<b>4. REFLECTION TIME – IN ANOTHER CLASSROOM</b>	<ul style="list-style-type: none"> <li>Child escorted to designated colleague / follow up to check child has arrived.</li> <li>Remainder of lesson working alone without causing further disturbance.</li> <li>Possible removal of privilege / playtime.</li> <li>Teacher must provide work / activity for the child to complete and communicate this to colleague.</li> <li>If behaviour improves, return to class. If not, or if child refuses, move to step 5.</li> <li>Record on CPOMS.</li> </ul> <p><b>DO NOT describe the child’s behaviour to other adults in front of the child.</b></p> <p>For regular occurrences:</p> <ul style="list-style-type: none"> <li>Discussion with SLT and/or SENCO: consider Behaviour Intervention and/or additional support.</li> <li>Begin monitoring to identify areas of concern / possible causes / appropriate targets.</li> </ul> <p>Parents contacted by teacher to inform them that behaviour is a cause for concern.</p>	<ul style="list-style-type: none"> <li>I noticed you chose to ... (state noticed behaviour).</li> <li>You need to go to ... (state the classroom/other space to go to).</li> <li>I will come and speak to you at the end of the lesson.</li> </ul> <p>Example: <i>I have noticed you chose to continue to use rude words. You are breaking the school rule of showing respect. You have now chosen to go and sit in Ms Hampton’s classroom. I will come and speak to you at the end of this lesson. Thank you for listening.</i></p>
<b>5. REFLECTION TIME – SOMEWHERE ELSE</b>	<ul style="list-style-type: none"> <li>Child escorted to / collected by appropriate adult.</li> <li>From remainder of lesson through to a half day working alone without causing further disturbance.</li> <li>Possible removal of a privilege / playtime.</li> <li>Teacher must provide work / activity for child to complete as soon as possible after removal.</li> <li>Record on CPOMS</li> </ul> <p><b>DO NOT describe the child’s behaviour to other adults in front of the child.</b></p> <p>For regular occurrences:</p> <ul style="list-style-type: none"> <li>Discussion with SLT / SENCO as soon as appropriate.</li> <li>Parents informed of withdrawal by teacher or Key Stage Lead / SLT depending on nature of incident.</li> <li>Meeting with parents to investigate possible causes / alternative strategies.</li> </ul> <p>Referral to multi agencies, ie, Behaviour Support / ELSA, etc</p>	<ul style="list-style-type: none"> <li>I noticed you chose to ... (state the noticed behaviour).</li> <li>I will now contact ... and you will need to go to ... / with them (tell child who you will contact and where they will go). I will come and speak to you at the end of the lesson / next break / end of day.</li> </ul> <p>Example: <i>I have noticed you have chosen to continue to use rude words. I will now contact Mrs Maley and you will need to complete your learning in her office. I will come and speak to you at the end of the day. Thank you.</i></p>

	Application	Consistent Language
<b>6. FOLLOW UP, REPAIR AND RESTORE</b>	<p>The most important part of the process - use to restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.</p> <p>Can either be an informal chat at breaktime, walking in the playground (walk and talk), or in the classroom; or a more formal restorative meeting with a senior staff member present.</p> <p>The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.</p> <p><b>REMEMBER: it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.</b></p>	<ol style="list-style-type: none"> <li>1. What happened? (neutral, dispassionate language).</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> <li>4. How did this make people feel?</li> <li>5. <b>Who has been affected?</b> (use age/stage appropriate language, eg, <b>'hurt/upset' for Early Years and KS1 children</b>).</li> <li>6. How have they been affected?</li> <li>7. <b>What should we do to put things right?</b></li> <li>8. How can we do things differently in the future?</li> </ol>

## 7. Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or a specific additional need. At Barnsbury, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children, they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Individual Behaviour Plans' that detail additional support, strategies and expectations. They also may be supported by a Pastoral Support Plan.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS. If a child is held, this will also be recorded.

Suspensions will occur following extreme incidents, at the discretion of the Headteacher or Deputy Headteacher. A fixed-term suspension will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The level of aggression or physical nature of the incident is serious.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the School Leadership Team (SLT), based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## 8. Unacceptable behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs, a focussed meeting involving SLT and the staff members involved will be arranged to discuss what happened and ways forward.

**However, it is important to maintain that all adults can deal with these types of behaviour.**

Unacceptable behaviours may include:

- Violence (ie physical contact made with the intention to harm)
- Defiance/rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Swearing

## **9. Managing Sexual violence and Sexual Harassment Between Children**

Sexual violence and sexual harassment are never acceptable and will not be tolerated at Barnsbury Primary School and Nursery. If, during the investigation of an incident, it is reported or suspected that the incident involves sexual violence and/or sexual harassment, the Designated Safeguarding Lead (or deputy) must be informed.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. The Designated Safeguarding Lead (or deputy) will take a leading role and coordinate a considered and appropriate response.

The victim(s) will be reassured that they are being taken seriously and school will keep them safe. They will also be given as much control as is reasonably possible regarding how any investigation will be progressed. The school may be supported by other agencies, such as children's social care and the police as required.

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident using our Behaviour for Learning Policy. This would include the consideration of permanent exclusion. Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider any suitable sanctions in light of our Behaviour for Learning Policy, including consideration of permanent exclusion.

## **10. Physical Attacks on Adults**

At Barnsbury Primary School and Nursery, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy (Appendix B) and call for additional support if needed. Staff who defend themselves will have the full support of the Headteacher and the Local Governing Committee, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person as outlined in Appendix B.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMS. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child.

## **11. Permanent Exclusion**

Permanent Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent Exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. There will in most cases also have been a bespoke package of support designed around the child which will have involved the advice and input from our multi-agency professional partners.

**In all instances, what is best for the child will be at the heart of all decision-making processes.**

## **12. The Role of the Parent**

At Barnsbury Primary School and Nursery, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school's expectations for behaviour;
- Share concerns about standards of behaviour;
- Support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.



# Appendices

- Appendix A:** Behaviour Policy on a page
- Appendix B:** Rights and Responsibilities
- Appendix C:** Example Individual Behaviour Plan
- Appendix D:** Positive Handling Policy
- Appendix E:** Screening and searching pupils, confiscation of items
- Appendix F:** The power of discipline beyond the school gate

**WHEN THE  
ADULTS  
CHANGE  
EVERYTHING  
CHANGES** PAUL DIX  
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

At Barnsbury Primary School and Nursery, we follow the Paul Dix approach to behaviour. This celebrates positive behaviour and promotes adults dealing with behaviour personally so that every child understands that they are responsible for the behaviour that they display.

**'Why crush behaviours with punishment when you can grow them with love?'**

### Visible Consistencies

Staff 'Meet and Greet' children in the mornings.  
Fantastic Walking and Lining Up.  
Staff notice and praise good behaviour exhibited by children from across the school.  
Staff intervene whenever incidents occur – following Restorative Approaches where possible.  
All staff challenge children who are not keeping school rules in a non-confrontational way.

**Positive Behaviour is recognised and celebrated in the moment through use of:**

- Praise
- Recognition Boards
- Meet and Greet
- All staff noticing and praising
- Positive notes in class and sent home

Appendix A

## School Rules

We are **READY**  
We show **RESPECT**  
We are **SAFE**

### Barnsbury Primary School and Nursery



### Behaviour Policy Overview

#### Core Behaviour Principles

Our behaviour policy is applied with absolute consistency by all.  
Our children need the behaviours that we expect to be a successful learner at our school.

We praise our children in public and discuss poor behaviour in private. We do not shout.

We know that all behaviour is communication.

**'No child is ever punished for make a bad choice but there is always a consequence for their actions – good or bad.'**

If a child is not displaying the behaviour we expect at Barnsbury, we follow these 5 steps:

1. **Reminder:** the adult gives a general reminder about the rule that is being broken (verbal or non-verbal).
2. **Caution:** the child is given a private reminder of desirable choice.
3. **Last chance:** use of the 30 second script.
4. **Time out** or a move to another class if time is needed to calm down.
5. **Repair:** child discusses behaviour with the adult and consideration is given to how best to repair the problem behaviour, eg. complete missed work during own time, apologise to those that have been affected, decide what you need to stop/start doing.

### 30 Second Script

- I noticed that you are ... (having trouble getting started / struggling to get going / wandering around the classroom / continuing to talk).
- It was the rule about ... (ready, respectful, safe) ... that you broke.
- You have chosen to ... (miss 2 minutes of playtime / move to the back / catch up with your work at lunchtime etc).
- Do you remember last week when you ... (made me smile every day / got a WOW card / completed a great piece of work etc).
- This is who I need to see today.
- Thank you for listening (walk away looking for someone to praise on the way).

If a child has repeated 30 second conversations or 2+ restorative conversations in a week – parents will be contacted.

## Appendix B

### Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> <li>▪ To be able to learn to the best of their ability.</li> <li>▪ To be treated fairly with consideration and respect.</li> <li>▪ To be listened to by the adults in the school.</li> <li>▪ To know what is expected of them.</li> <li>▪ To feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To treat others fairly with consideration and respect.</li> <li>▪ To do their best and let others learn.</li> <li>▪ To follow instructions from teachers and other staff.</li> <li>▪ To support and encourage each other.</li> <li>▪ To take responsibility for their own actions.</li> <li>▪ To care for and take pride in the environment of the school.</li> <li>▪ To sort out difficulties appropriately, seeking adult help if needed.</li> </ul>
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> <li>▪ To be treated with respect by pupils, parents and colleagues.</li> <li>▪ To be able to teach without unnecessary interruption.</li> <li>▪ To work in a supportive and understanding environment.</li> <li>▪ To feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To follow the school's Learning for Behaviour Policy.</li> <li>▪ To create a safe and stimulating environment in which all children can learn.</li> <li>▪ To treat pupils with consistency and respect at all times.</li> <li>▪ To foster good relationships, leading by example.</li> <li>▪ To involve parents when children are consistently finding it difficult to meet expectations of behaviour.</li> <li>▪ To work as a team, supporting and encouraging each other.</li> </ul>
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> <li>▪ To be sure their children are treated fairly and with respect.</li> <li>▪ To know their children are safe.</li> <li>▪ To be able to raise concerns with staff and be told when their child is experiencing difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.</li> <li>▪ Ensure children attend regularly and on time.</li> <li>▪ Be aware of the strategies of the school and reinforce these at home.</li> <li>▪ Promote good behaviour, politeness, courtesy and consideration for others.</li> <li>▪ Inform the school of any concerns that may affect the behaviour of their child.</li> </ul>

# Appendix C

## Example Individual Behaviour Plan

Behavioural Plans for individual children may look different to the one below, depending on the needs and age of the child.

### Behaviour Support Plan

<b>Name:</b>		<b>Date:</b>	
<b>Class Teacher:</b>		<b>Support Staff:</b>	

	Behaviour of Concern	Trigger
1.		
2.		
3.		

<b>Proactive Strategies (Core Support Strategies)</b> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<b>Reward System</b> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<b>New skills we will teach to replace problem behaviour</b> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<b>Behaviours we will reward</b> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<b>How to reward</b> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>

### Reactive Strategies

<b>Behaviour 1:</b>	
<b><i>What does the pupil do?</i></b>	<b><i>What adults should and should not do</i></b>
<b>Early signs:</b> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<b>Do:</b> <b>Do:</b> <b>Do:</b>  <b>Do not:</b>

<b>Behaviour occurs:</b> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<b>Do:</b> <b>Do:</b> <b>Do:</b>  <b>Do not:</b>
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<b>Post Behaviour</b> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<b>Do:</b> <b>Do:</b> <b>Do:</b>  <b>Do not:</b>
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<b>Behaviour 2:</b>	
<b>What does the pupil do?</b>	<b>What adults should and should not do</b>
<b>Early signs:</b> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<b>Do:</b> <b>Do:</b> <b>Do:</b>  <b>Do not:</b>

<b>Behaviour occurs:</b> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<b>Do:</b> <b>Do:</b> <b>Do:</b>  <b>Do not:</b>
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<b>Post Behaviour</b> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<b>Do:</b> <b>Do:</b> <b>Do:</b>  <b>Do not:</b>
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<b>Possible Consequences:</b>
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# Appendix D

## Positive Handling Policy

### 1. Definitions

- **'Reasonable force'**: actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- **'Reasonable in the circumstances'** means using no more force than is needed.
- **'Control'** is either passive – eg, standing between pupils, or active – eg, leading a pupil by the arm out of a classroom.
- **'Restraint'** means to hold back physically or to bring a pupil under control.

### 2. The Legal Position – who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, eg, unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to decide to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases, it may not be possible. Schools do not require parental consent to use force on a pupil.

### 3. When can physical force be used?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave.
- Prevent a pupil:
  - Who disrupts a school event, trip or visit;
  - Leaving the classroom where this would risk their safety or disrupt others;
  - From attacking someone.
- Restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot use force as a punishment – this is always unlawful.**

# Appendix E

## Screening and Searching Pupils & Confiscation of Items

### 1. Key Points

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them 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.

Prohibited items are:

- Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vapes
  - Fireworks
  - Pornographic images
  - Any article that the member of staff reasonably suspects has been or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### 2. Schools' obligations under the European Convention on Human Rights (ECHR)

Under Article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

### 3. Who can search?

Any teacher who works at the school, and any other person who has the authority of the Headteacher.

### 4. Under what circumstances?

The staff member must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

## **5. Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such items should be handed in to a senior member of staff.

## **6. Screening**

It is not the policy of the school to routinely screen pupils without identified cause. Further advice for staff can be found at this link:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

# Appendix F

## **The Power to Discipline Beyond the School Gate**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable.'

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions in relation to the general principles laid down in this Behaviour Policy.

In all circumstances, the Headteacher will consider whether it is appropriate to notify the police or Local Authority of the actions taken against a pupil. If the behaviour is criminal, or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering or being likely to suffer, significant harm. In this case, the school staff will follow the school's Safeguarding Policy.