



## BARLOW C OF E PRIMARY SCHOOL

### BEHAVIOUR & REWARDS POLICY

#### Vision and Values



#### One family, branching out together

*'For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others.'*

*(Romans 12 verse 4-5)*

**Our Federation is a safe and caring environment which allows our community to flourish and grow.** We nurture positive relationships, which lie at the heart of all that we do.

**We believe in** engaging pupils through challenging and inspiring learning opportunities, which are rooted in practical learning. We foster **independence and resilience, enabling each unique individual to fulfil their potential academically, socially, morally and spiritually, learning to become responsible members of our society.**

#### Our Core Values

**By peace** we mean that all members of the school community, as far as it depends of them, strive to live at peace with another (Romans 12 verse 18) and that pupils and staff make every effort to maintain the bond of peace throughout the school day (Ephesians 4 verse 3).

**By friendship** we mean that all members of the school community aim to treat others as they would wish to be treated (Luke 6 verse 31), looking out for the vulnerable and remembering that 'a sweet friendship refreshes the soul.' (Proverbs 27 verse 9).

**By endurance** we mean that staff and children alike resolve to forget what is behind and push on towards our shared goals (Philippians 3 verses 13-14), setting our faces like flint and meeting challenges with a cheery optimism and a desire to grow.

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Responsible officer			
J. Marwood			
Signed:			
Headteacher	S. MacDonald	Co-Chair of Governors	Chris Taperell & Jenny Brown

#### Links to Other Policies

Home School Agreement

## **Barlow Church of England Primary School Behaviour Policy**

Barlow Church of England Primary School is a family, branching out together.

We aim to:

- Establish a safe and caring school environment in which there will be a focus on the Christian values we adhere to
- Value and nurture everyone as individuals, celebrating their strengths
- Create an environment where pupils will be given fair and equal opportunities, with positive regard to gender ethnicity, cultural and religious background, sexuality or disability
- Encourage positive relationships in all aspects of school life and in all areas of the school so that pupils can learn without distraction in order to flourish and grow
- Establish an ethos of respect, sensitivity and peace
- Develop self-discipline, independence and resilience with increasing responsibility in order for pupils to acquire and display well developed social skills.

Strategies to realise aims

We believe that a positive approach to behaviour management is beneficial to all. Strategies include:

1. Use of praise and encouragement to reinforce messages of good behaviour.
2. Allowing pupils time for quiet and peaceful reflection time – catching escalation before crisis point.
3. Pupils are encouraged to take responsibility for their actions and to realise that the choices they make have consequences.
4. Every individual is encouraged to respect the views and possessions of others.
5. We develop communication skills to allow pupils to feel their view is valued and responded to.
6. Positive messages are reinforced by the use of house points, stickers, certificates and house point reward time. This provides a mix of individual, group, class and house recognition thus rewarding positive behaviour at all levels.
7. There are many different opportunities for parents to become involved in school.

### **Rules**

In order to foster positive behaviour and to ensure that our school is a place of peace, time is spent at the start of each academic year familiarising all pupils with our school rules. They are:

1. Follow instructions first time
2. Treat others as you would like to be treated
3. Keep hands, feet and objects to yourself
4. Walk around the school with care and consideration
5. Always be the best that we can be when learning and during play.

In addition to these school rules, each class agrees class rules. These can be adapted to the needs of the particular class and can change throughout the year if the need arises.

### **Our Whole School Behaviour Policy**

We operate an Assertive Discipline policy, which is based on finding and rewarding positive behaviour – both socially and in relation to work ethic. We operate a clear policy as follows:

**House Points:** We will continue to arrange the children in “houses”. House points are given to children by their class teacher for correct spellings in tests for learning times tables and completing homework. Every term the winning team gets a special reward, based upon curriculum enrichment. The reward is in school and the children are able to request their reward.

**Weekly Certificates:** These are awards given to those children who make an extra effort in their learning, both in class and at home, have demonstrated any of the Christian values, particularly our core values of peace, friendship and endurance, or have shown qualities that reflect our school rules.

There are consequences when pupils are not behaving appropriately:

Classroom	Playtime/Lunchtime
Reminder of school rules	Reminder of school rules
Formal warning from Class teacher	Formal warning from Class teacher
Sanction	Sanction
Referral to Head of School	Referral to Head of School
When appropriate, involvement of parents	When appropriate, involvement of parents

\*Sanctions are personal and age appropriate to the child. These may be: missing some playtime, completing a reflection sheet or completing missed work.

### **Restorative Practice**

To support children to reflect upon their behaviour, we operate a restorative practice approach in school. This encourages the children to find their voice, reflect upon their actions and consider the impact of their behaviour. The adult speaks to the person displaying challenging behaviour first. This approach is only used with pupils who are able to cognitively access the questions and reflect appropriately, which is why it is most successful in KS2. This can be followed up by using the reflection sheets.

Restorative Questions 1	Responding to Challenging Behaviour	Restorative Questions 2	Responding to Those Harmed
What happened? What were you thinking about at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think needs to happen next?		What happened? What were your thoughts at the time? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen next?	

### **Restrictive Physical Intervention**

For the vast majority of the time, pupils at Barlow behave well. However, in order to fulfil our duty of care to all pupils and to prevent harm and maintain a safe/secure learning environment, as a last resort, staff may need to restrain a pupil for his/her own safety and the safety of those around them.

Staff have been trained in de-escalation techniques and will always explore all strategies before using restrictive physical intervention. Restraint will only be used in strict accordance with the legislative framework (Powers of members of staff to use force, Education and Inspections Act 2006) to protect the child and those around them.

Power of members of staff to use force:

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,
  - (b) causing personal injury to, or damage to the property of, any person (including the pupil themselves), or
  - (c) 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.
- (2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.
- All incidents will be recorded and reviewed in line with DFE guidance.

This policy has been written following consultation with pupils, staff, governors and parents. Agreement has been sought in the spirit of partnership as school aims can only be achieved if all parties work together for the good of all concerned.

### **Recording Behaviour**

We record behaviour incidents on CPOMS. Staff access the pupil page and write up the incident under 'conduct'. Parents are informed if a pattern of behaviour emerges. Follow-ups occur within a week and are written up on CPOMS underneath the conduct section and governors are informed of behaviour incidents at each termly meeting. All staff are informed about significant behaviour follow up outcomes in order to support the child effectively.

### **Referral to Head of School**

If an incident is considered a serious breach of the school rules, the Head of School will be involved immediately.

The school has a zero-tolerance policy with regards to bullying. Any behaviour that is deemed inappropriate will be dealt with by the class teacher. Appropriate action will ensue that will reflect the nature and severity of the incident. Serious incidents will be written in the incident book, kept in the third drawer down in the school office. If a pupil's name is entered into the incident book, they will complete a reflective sheet to reflect on their behaviour. Following this, we ensure that we work with the pupils and adults to ensure that a suitable resolution is attained. This may involve in school consequences. This is then shared with parents.

Parents are contacted if their child's behaviour has been deemed to be wholly inappropriate to the standards at Barlow Church of England Primary School.

**If unacceptable behaviour continues, or if an incident were to be of an extremely serious nature, then exclusion will not be ruled out. The Executive Headteacher will be consulted at this point and is responsible for the decision to exclude. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**

If a pupil persistently displays behaviour that impacts negatively on the learning of other pupils, they will be placed on the Special Needs Register and an Individual Behaviour Plan used to set targets and strategies for improved behaviour. This is implemented in partnership with parents. North Yorkshire County Council Support Service will be approached to provide support where appropriate.

### **Parents**

Teachers cannot teach effectively, and pupils cannot learn effectively, in classes disrupted by poor behaviour. As a parent, you are asked to respect the school's behaviour policy and the disciplinary authority of school staff. Parents are asked to treat school staff with the same respect they would expect to receive. Parents can be barred from school premises if their behaviour is unreasonable and the Parent Behaviour Policy reflects our thinking around this. Parents must not take matters into their own hands.

**Related Policies**

The school also has a separate policy on safeguarding pupils (Child Protection Policy) and an Anti-Bullying Policy.

Appendices: Behaviour Reflection Sheet

All of the awards will be given out each week, in our Friday Worship Celebration

Reviewed June 2020

**Corona Specific**

All staff, pupils and visitors will:

- Follow altered routines for arrival or departure.
- Follow school instructions on hygiene, such as handwashing and sanitising.
- Follow instructions on who pupils can socialise with at school.
- Stay in their own bubble and will not move across classrooms.
- Use tissues and put hands to mouth when sneezing, coughing. Dispose of tissues immediately and wash hands thoroughly using warm water and soap. Avoid touching mouth, nose and eyes.
- Pupils will tell an adult if they are experiencing symptoms of coronavirus or if they are feeling unwell.
- No toys will be brought into school, water bottles are for their own use and each child will have an equipment pack. There will be no sharing of equipment.
- There are amended expectations about breaks and play times, including where children may or may not play.
- Each bubble will have access to their own toilets, cleaned regularly throughout the day.
- Deliberate coughing or spitting at or towards any other person will not be tolerated and will be dealt with in accordance with our sanctions.
- Pupils will use online learning responsibly, adhering to our acceptable use agreement.



## Barlow Behaviour Reflection Sheet

Name:

Date:

What happened?

Why do you think it happened?

What can you do to make sure it doesn't happen again?