



William Barnes Primary School

BEHAVIOUR POLICY

Reviewed by Curriculum Committee:	19.1.26
Approved by the Full Governing Body:	23.2.26
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At William Barnes Primary School, we believe Every Child Counts and we aim to provide a safe and secure school at the heart of the community, with an inspirational, stimulating, well-resourced environment and a high quality, professional staff team where all children are prepared for life. We take pride in all our achievements, encourage inquiry, independence and enthusiasm for learning, and expect high standards of behaviour from all.

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

The Philosophy of the behaviour policy at William Barnes Primary: At William Barnes Primary School, we recognise that understanding our emotions is a key aspect of understanding, teaching and moderating behaviour through a therapeutic approach. Through Therapeutic Thinking and being attachment aware, children can learn to regulate their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand and make the right choices. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this, we encourage reflective thinking. Ultimately, we aim to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, beyond school and into the real world.

Our Behaviour Policy reflects our school ethos: William Barnes Primary School treats all children with unconditional respect and has high expectations for learning and social behaviours. In our calm, purposeful school, we pride ourselves on excellent relationships and high-level care. We consistently teach and model positive behaviour. We understand that negative behaviour can sometimes signal a need for support which will be provided whilst maintaining high expectations.

Policy Aims

- To maintain a caring, orderly community that is highly conducive to learning and in which children flourish in an environment of mutual respect.
- To help children develop a sense of worth, identity and achievement.
- To help all children to self-regulate, to be able to accept responsibility for their own actions and make positive choices.
- For all children to be able to work cooperatively and collaboratively and to appreciate other ways of thinking and behaving.
- For children to develop self-discipline and appropriate conflict resolution.

This Behaviour Policy links to the following other policies we hold in school:

PSHE Policy

Equality Policy

Health and Safety Policy

Safeguarding Policy

E-safety policy

Wellbeing Policy

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect all staff, parents and carers to be a good role models for our children.

Promoting Good Choices

William Barnes Primary School takes a therapeutic approach to behaviour that prioritises the well-being and needs of everyone within the dynamic. Good choices can be defined as behaviours that are positive, helpful, and considerate of the rights, feelings and welfare of other people. These behaviour choices promote a sense of belonging and benefit other people in society.

There are a number of strategies in use throughout the school support pupils to make good choices. These include using positive phrasing to define choices as well as some individual strategies. All staff take an interest in children and model the behaviours that we seek to promote. At William Barnes, we get to know children as individuals, providing emotional support where necessary.

The School Day

Throughout the school day, a range of activities support children to develop:

- self-awareness
- awareness of others
- self-esteem
- cooperation
- trust
- listening skills

Two trained ELSA staff offer particular support to pupils and parents. Stormbreak is used through the school to help pupils to develop self-awareness and self-regulation. Therapeutic Thinking supports self-regulation allowing children to make sense of their choices.

The use of 3 steps in emotion coaching is used by all adults to co-regulate with pupils and leads to setting boundaries and problem solving:

1. Recognizing and Empathizing with the child's feelings to build connection and trust
2. Labelling and Validating those emotions to help the child understand and accept them, and
3. Setting Limits on unacceptable behaviour and Problem-Solving to guide the child toward healthier responses.

Positive consequences

Each class has their own whole class positive consequence system. Classes are praised for positive behaviour, and provided with targets to support good choices, just as they have targets to improve areas of work. Parents are told about targets for behaviour, through home-school links books or verbally by the class teacher. The School Celebration Folder is used in Celebration Assembly each week to highlight children who have made particular achievements during the week with aspects of behaviour focussed on in the SCARF curriculum. Their names are read out, and they are each awarded a special sticker and certificate.

Poor Choice Behaviour

Poor Choice Behaviour can be defined as:

- behaviours that cause harm to an individual, the community or the environment
- behaviour that is likely to cause injury, harassment, alarm or distress
- behaviour that violates the rights of another person
- behaviour that is contrary to the laws and customs of society

Difficult behaviour can be defined as behaviours that are Poor Choice, but not dangerous. Dangerous can be defined as behaviours which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

It is important that all staff recognise the importance of reinforcing Good Choice behaviours as a way of reducing occurrence of these Poor Choice behaviours. If Poor-Choice behaviours persist staff will use the strategies from Therapeutic Thinking training and responses outline in Learning and Protective Consequences.

Learning and Protective Consequences

Staff maintain respect for all pupils at all times. Staff will use Therapeutic Thinking techniques as the basis of their response.

Each class will have its own system to support learning behaviour. Each pupil is unique and may require individualised support. This could be as a result of knowing an individual's circumstances and external professional support. The aim is to provide equity and to be fair.

When faced with difficult behaviour, adults will follow guidance from Therapeutic Thinking training which includes, positive phrasing, limited choice, disempowering the behaviour, and the use of de-escalation scripts.

Where appropriate, children will be asked to contribute to the replacing, repairing and removal of any physical damage to the school property, peers' property or the learning environment.

Where a peer or adult's feelings have been affected or if pain has been inflicted, children will be asked to apologise and to take part in a restorative act / act of kindness. Time will be taken to explain that for an apology to be restorative, it will come with the intention to not repeat the behaviour.

A three-warning system will be used if Poor-Choice behaviours persist. After three warnings, a child may be sent to a reciprocal class to work. This will be followed up with learning consequence time to reflect and reinforce learning with the member of staff involved or the Head teacher. This includes, social stories, comic book stories, reflect, repair, restore conversations.

Children with SEN or particular needs may have individual strategies to support them. If there are ongoing behaviour concerns a child will be given additional intervention to help the pupil learn from Poor Choice behaviours in order to build internal discipline and reintegrate into the class positively and successfully. This could be linked with individualised target cards or home-school books to share behaviour. This is often a short-term strategy in order to support Good Choice behaviours.

All staff should focus on de-escalation and preventative strategies, however if a child is displaying dangerous behaviours and is not responding, then a Purple Card will be sent to the office to contact the Head or a Senior Leader for assistance. This will result in the child being removed using Therapeutic Thinking physical intervention procedures. If the child refuses to leave and is causing serious disruption or a danger to themselves or others, then the class may be removed. Reasonable force can be used alongside reasonable adjustments for children with Special Educational Needs. Reasonable force may also be used to prevent pupils from hurting themselves or others, from damaging property or causing disorder. This will be down to the professional judgement of the staff member and should always depend on individual circumstances. An incident form will be filled in following use of reasonable force and passed to the Head teacher to sign. The parent will be informed. If it is likely further physical interventions will be needed in future a Pastoral Support Plan meeting will be held and a risk assessment taken and referral to external agencies discussed. If a child continues to present challenging behaviour a Pastoral Support Plan meeting will be held and referral to external agencies discussed. Temporary external exclusions may be used in certain circumstances. Use of a

permanent exclusion can be used in extreme circumstances. These can only be authorised by the Head Teacher.

In addition to the above it is recognised that on occasion it will be necessary for the school to take action beyond that which is usual:

If a child brings, or is suspected of having brought any object or substance to school that could put the orderly running of the school at risk, or pose a threat to another pupil or themselves, then the Head or designated member of staff will search the child's possessions.

Any instance where this occurs will result in the parent being informed and appropriate consequences applied.

The school accepts full responsibility within their duty of care during school hours or when the hours of a school day are extended as a result of an organised activity, whether on or off site, however we also recognise the essential part that the journey to and from school has for the good reputation of the school.

The school holds Parents/Carers responsible for the behaviour of their children out of school hours and would expect families to work with the school if an instance of inappropriate behaviour occurred that would bring the school a loss in reputation to ensure that the child is disciplined and consequences seen by the school community.

On occasions where an allegation is made against a member of staff or a pupil we will always follow the complaints procedure reporting the matter immediately, in the first instance, to the Head teacher.

Allegations found to be malicious will be removed from personnel records; any that are unsubstantiated, unfounded or malicious will not be referred to in any reference.

Pupils found to have made malicious allegations will have breached the school behaviour policy and an appropriate sanction will be considered which could include a temporary exclusion as well as referral to the Police if there are grounds for believing a criminal offence may have been committed.

William Barnes' Routines for Consistency

Gaining attention

Why	In order to listen carefully, it is important for that everyone is silent so everyone is aware of the expectations.
What this looks like	1. Teacher to begin counting down from five while displaying a visual gesture of hand raised and dropping fingers. 2. Giving / repeating simple instructions between counts. 3. Ending with verbal praise if done. 4. If not done, "If _____, then _____."
Additions	Children working within intervention groups. Explaining the reasons for silence.

Active listening

Why	In order to maximise learning, children must pay attention in class. There are five key behaviours for active listening that should be demonstrated.
What this looks like	• Listening ears • Watching eyes • Quiet mouth • Still hands • Super-sitting (KS1) Smart-sitting (KS2)
Additions	There may be children that require fiddle tools. These are lap objects and a discussion with Head/SENCO is required. Specific children that find eye contact challenging.

Wishing to share

Why	In order to ensure everyone has the right to speak and be heard by all, children should raise their hand to demonstrate their desire to share.
What this looks like?	• Child to silently raise their hand in the air. • When prompted to speak by the teacher, the class is actively listening. • Other children to drop their hand until conversation is over.
Additions	Group work Activities that require calling out

Lining Up and Travel

Why	Readiness to learn Focus
What this looks like?	• Face the front • Silent • Hands to yourself • Alphabetical Order • Stay in the same order for travel and entry
Additions	(teacher judgement used for exceptions)

Manners

Why	To show respect and care for those around us
What does this look like?	• 'Pardon' • 'Please' 'Thank you' • Holding doors • Greetings • Table Manners • Tidiness



Child's name _____

Adult's name _____

Date _____

Reflection sheet

Description of my behaviour...

Which of the 3 do I need to improve?

Kindness

Courage

Respect

How has my behaviour affected others and myself? How does everyone feel?

What will I do differently next time?

Consequence



Expectations in Context

In our classrooms, you will see us:

- Ensuring we are prepared and ready for learning
- Actively listening
- Taking pride in our presentation
- Focussing on our learning
- Treating our environment with respect
- Joining in with discussions, and showing interest in the ideas of others

You won't see us...

- Calling out
- Disrupting others
- Talking whilst the teacher is
- Swinging on chairs

When playing outside, you will see us:

- Treating others with kindness
- Demonstrating respect to all peers and staff
- Making sure everyone feels included and valued
- Treating our environment and equipment with respect
- Trying to resolve any disagreements independently
- Lining up quickly and sensibly when the whistle is blown

You won't see us...

- Using unkind words or inappropriate language
- Taking part in rough play
- Going indoors, without the permission from a member of staff

In the lunch hall, you will see us:

- Walking in a calm manner
- Lining up quietly
- Remembering our manners, saying please and thank you
- Using quiet voices
- Using our knives and forks
- Keeping our tables clean and tidy
- Hands up for help

You won't see us...

- Getting out of our seats without permission from an adult
- Running
- Talking loudly
- Making unnecessary mess

When around school and during education visits, you will see us:

- Walking in a calm manner
- Greeting people politely
- Using eye contact when someone is talking to you
- Remembering our manners, saying please and thank you
- Being mindful of others around us
- Following instructions quickly and accurately
- Holding doors for adults and peers

You won't see us...

- Talking loudly
- Being inappropriate

Show Kindness	Show Courage	Show Respect
Do you: • Include people? • Invite people? • Treat everyone equally? • Use your manners • Volunteer? • Choose to have roles and responsibilities? • Compliment others whenever you can? • Forgive others? • Forgive yourself? • Create acts of kindness	Do you: • Try new things? • Speak in class and groups? • Make new friends? • Stand up for what is right? • Avoid peer pressure? • Admit to your mistakes? • Try to be independent? • Complete your homework? • Ask for help? • Make improvements? • Share your ideas?	Do you: • Show politeness to all? • Greet others? • Listen to others? • Actively listen to the opinion of others? • Follow the rules? • Work as a team? • Compromise in different situations? • Co-operate with others? • Respect tidiness • Use table manners at lunchtime? • Take pride in your school uniform? • Use appropriate body language?