



Behaviour Management Policy

2021-2022

1 Introduction and Values

1.1 At Barnard Grove Primary School our philosophy is to promote exceptional behaviour, through the embedding of consistent routines and the empowering of children. Visible consistencies and children receiving relentless praise and recognition underpin this (The Barnard Grove Way).

1.2 Positive behaviours and attitudes are centred around our school's five core values of safety, care, achievement, resilience and friendship (SCARF).

1.3 Each class' positive behavior will be recognised and celebrated through the use of a clearly displayed Recognition Board. The focus is always time-limited and can incorporate a whole-school approach or be determined by the Class Teacher.

1.4 Children who demonstrate behaviour over-and-above expectations are recognised by positive phone calls home and/or 'praise' postcards home.

1.5 All staff promote The Barnard Grove Way by adhering to the agreed visible consistencies, which includes:

- Meet and Greet – all staff welcome each child into the school building and classrooms
- RIP and PIP – Reprimand in Private Praise in Public
- End and Send – all staff will endeavor to end the day in a positive way (in preparation for the next day)

2 School Aims (Rules)

2.1 Our basic school rules are based on the premise that children at Barnard Grove Primary School are:

- respectful;
- kind;
- safe;
- and ready to learn.



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3 Guidance

3.1 Behaviour Tracking Sheets should be used **each day** and filed for future reference.

3.2 **Children sent on time out must be provided with work by the teacher sending them.**

3.3 Teaching Assistants, employed for individual pupil support, must go with the child, should they be sent on a time out.

3.4 Severe clause instances will be recorded on CPOMS. Any specific alterations to these procedures, which are tailored to individual pupils (e.g. reduced consequences for a period of time), will be specifically referred to on the Behaviour Tracking Sheet, enabling staff covering classes to following set procedures. Any such systems should be easy to understand and not hinder teaching or learning.

3.5 Details of behaviour incidents of a 'severe' nature, or any incidents brought to the school's attention by parents/carers, must be recorded using CPOMS, with relevant members of staff alerted.

4 Consequences of Poor Behaviour Choices

4.1 When a child does not follow our rules, even after non-verbal cues and reminders, it is important to give a verbal reminder – RIP – followed by the adult leaving the child enough time to reflect upon their behaviour.

Examples of 'drive-bys' are:

- "I've noticed that....."
- Rule reminder (linked to 2.1, above)
- "If you continue, you'll have to"
- Reminder of previously seen positive actions

4.2 After a reminder has been issued the following actions must be recorded on the tracking sheet (refer to Behaviour Tracking Sheet):

- Warning - to be recorded on tracking sheet
- Time out in another classroom- (recorded with reasons leading up)
- If a child's behaviour continues to be a concern, they are sent to the Leadership Hub for 30 minutes, followed by a restorative conversation with the Class Teacher
- If children are persistently having behavioural difficulties a member of the Senior Leadership Team will be informed.

4.3 Severe Clause - There are some behaviours which will result in a severe clause being invoked when we will move straight to other consequences which may include contact with parents.



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4.4 Severe clause behaviours include:

- swearing at a member of staff
- racial comments or abuse
- comments of a sexual nature directed towards staff or other students
- aggressive behaviour
- deliberate damage to school property
- refusing to follow a direct request made by SLT
- violence towards another child
- severe disruption of class's learning

4.5 Any 'severe-clause' behaviours must be recorded on CPOMS. Staff to be informed are the Key Holders, Class Teacher, Team Co-ordinators, Mr. Weatherill and Mr. Whitham (and any Teaching Assistants working directly with a child).

5 Reflection/Restoration

5.1 As part of The Barnard Grove Way, children who have exhibited behaviour which requires significant intervention, will have a structured, restorative conversation with the adult involved. The purpose of this is to restore the positive relationship, ensuring the child is ready to continue learning as soon as possible. Restorative questions are:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected and how?
5. What do we need to put things right?

5.2 We seek to adopt the view that every day is a fresh day. This reinforces the notion that children always have the time to reflect upon their actions.



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6 Special Educational Needs and/or Disabilities

6.1 The Equality Act (2010) states that schools must not discriminate against a pupil, child or young person. The duties cover not just teaching and learning but also lunchtimes, clubs and activities, school trips and, in effect, the whole life of the school.

6.2 With regards to behaviour, attention will be paid as to whether the concerning behaviour is related to a special educational need or disability.

6.3 Each case will be judged on its own merits and this policy may be adapted as seen fit, in discussion with the pupil, parents/carers, school staff and any stakeholders working with relevant outside agencies.

Reviewed: September 2021

Review Date: September 2022