



Barden Primary School
Only my best is good enough for me



Behaviour and Relationship Policy

Date Approved	Next Review	Responsible Person
November 2025	November 2026	C. Holgate

Positive Behaviour Management Policy

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

— Haim Ginott

‘Connection Before Correction’

At Barden Primary School, we understand that developing good behaviour and a positive attitude are essential in order for learning to take place. We believe that the most important tool in managing behaviour is to create an environment where the children feel valued, respected, happy and safe. We strongly believe in the principle of 'connection before correction'. We recognise that meaningful relationships between adults and pupils lay the foundation for positive behaviour management, building a supportive and inclusive community where children are empowered to thrive socially, emotionally, and academically. As such, we ensure that staff take an empathic view of behaviour. Thinking of a child making poor behaviour choices disposes us to think of consequences. Thinking of a child as struggling to handle something difficult encourages us to think of this behaviour as a form of communication and drives us in a desire to help them through their distress.

We treat all children fairly and apply this behaviour policy in a consistent way. However, we recognise that our children have not all had the same start in life and as such may need differing levels of support and intervention in order for them to achieve the expected standard of behaviour. Children will have different needs, causes for their behaviour and motivations for their choices. Good behaviour is not automatically learned but needs to be taught and supported by parents/carers. Therefore, whilst we treat all children fairly, treating fairly doesn't always mean treating everyone the same.

What is Deliberate Botherdness?

Teachers and all staff are expected to get to know each and every child well. They must take the time, effort and commitment to build the relationship deliberately over time with care and kindness. They show that they are interested in the children's lives in and outside of school making connections through particular interests, listening to, noticing, enquiring about and remembering what is happening for each child and returning to what is important regularly. Staff make sure that each child feels appreciated, valued and important and in this way builds emotional currency and rapport. The quality of teaching and learning also builds on this. Positive recognition is critical and knowing the different ways in which children feel appreciated is key.

The effective, consistent implementation of this policy will enable every child to reach their potential both academically and in becoming a positive, responsible and increasingly independent member of the school and local community.

We aim to do this by;

- Developing excellent relationships. Connecting with and getting to know each child as an individual
- Making expectations and rules for expected behaviour and routines very clear and teaching them repeatedly and effectively to pupils
- Respecting and valuing one another in our school community
- Supporting children with challenging behaviour that may be related to SEND, poor mental health, including Adverse Childhood Experiences
- Having a clear sequence of escalating consequences for repeated unacceptable behaviour
- Helping all children develop appropriate and relevant social skills
- Involving parents/carers and ensuring that communication between home and school is open and honest
- Creating an interesting and stimulating environment in which children want to learn
- Recognising and celebrating effort and achievement
- Developing a consistent language to promote expected good behaviour
- Respecting pupil voice so that children's views and opinions positively impact upon the development of the school
- Encouraging pupils to take responsibility for the consequences of their actions and choices
- Keeping clear and consistent records of behaviour incidents to ensure that effective analysis leads to effective interventions and support on an individual, class and whole school basis.
- Recognise and act upon any incidents of bullying immediately (please refer to our Anti-Bullying Policy)
- Summarising the roles and responsibilities of different people in our school community to promote a shared approach and responsibility for positive behaviour management.

Expectations and Shared Responsibility;

We operate a positive behaviour management approach and work hard to ensure that children understand what kind of behaviour is expected and acceptable in school and what the consequences of different types of behaviour might be. We also clearly identify and celebrate behaviours which are exceptional and go 'above and beyond' the expected. Consequences for positive and unacceptable behaviours are made clear to all staff and pupils.

We aim to teach the children at Barden Primary School how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between the adults in school, and between adults and children. All adults who work at Barden Primary School have a shared responsibility for behaviour. They support our 'no shouting and no intimidation' culture and ensure that they treat children with unconditional positive regard. The only exception to this is where there is a safeguarding risk where the children need to hear a clear, immediate message in order to keep them safe.

When a member of staff requires the attention of children in a group, they raise their hand into the air and wait for children to respond by copying this action (quietly awaiting further instruction). We do not 'shush' or 'shout' to gain the attention of a class/group of children. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

Children are more likely to behave well in school when their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations. When children join Barden Primary School, they are provided with a Home-School agreement which clearly outlines what the school expects of pupils and parents and what they can expect from Barden.

The effective, consistent implementation of this policy will enable every child to reach their potential both academically and in becoming a positive, responsible and increasingly independent member of the school and local community.

Consistency

Consistency of staff behaviours is vital. When staff members consistently enforce rules, expectations and rewards, children know what is acceptable behaviour and what is not. This clarity creates a predictable, safe and secure environment which is conducive to learning. What staff do every day matters more than what they do once in a while.

1. **Consistent language and consistent responses** Simple and clear agreements are made between adults and children for the whole school and in each classroom about behaviour and these are reflected in all conversations. This is used to clarify expectations and promote high standards of behaviour.
2. **Consistent Follow Up** All staff take responsibility for behaviour, behaviour plans and interventions, seeking support from senior leaders but not delegating or passing up the hierarchy unless absolutely necessary.
3. **Consistent Positive Reinforcement** All staff regularly use consistent ways of reinforcing, encouraging and celebrating appropriate, expected, good and 'above and beyond' behaviour.
4. **Consistent Consequences** Consequences are defined, agreed and applied at classroom level and there are also consistent structures for more serious behaviours.
5. **Consistent Respect from the Adults** Barden staff consistently show respect to all children even when faced with challenging and/or disrespectful behaviours
6. **Consistent Models of Emotional Control** Emotional restraint is modelled at all times by staff as role models for our children.
7. **Consistent Reinforced Routines for Behaviour** Children and adults will know what is expected of them during certain regular routines such as handwashing, lining up, entering assembly, moving around school. These routines will be regularly modelled and positively reinforced by staff around school at all times
8. **Consistent environment** Consistent visual messages in the school environment reflect our core values (Respect, Ambition, Acceptance, Resilience), our Barden School Code, positive language and positive images of learners.

Expectations within our School Community;

In order to maintain outstanding behaviour across school we have the highest expectations of all members of our school community. Teaching and support staff are responsible for creating the optimum environment for positive behaviour within the classroom and around school. Agreed and expected adult behaviours build appropriate relationships and encourage positive behaviour in every child.

All Adults are expected to:

- Demonstrate unconditional care and compassion
- Model and promote our school values of Respect, Ambition, Acceptance and Resilience.
- Meet, greet and welcome each child using their name when they enter the classroom (or school building) each day showing visible enthusiasm.
- Prioritise the development of strong, positive relationships with, and between, children.
- Earn, rather than expect the child's respect and trust and do not give up on any learner, ever.
- Be consistent, calm and show emotional control. Avoid showing exasperation, frustration or anger or communicating other negative emotions such as anxiety or fear.
- We are a 'no-shouting' school. Emotional responses such as shouting and humiliation or punishment in public can have a long-lasting impact on children and are not acceptable
- Persistently and relentlessly catch and appreciate expected and positive behaviours
- Keep emotion for when it is most appropriate: passion for teaching and learning and praise for children's achievements. Set the tone for the classroom and other school areas by showing positivity and enthusiasm
- Very explicitly teach, recall and regularly reteach all expected behaviours and key routines regularly and in a timely manner with care and compassion rather than retrospectively and reactively with a punitive tone
- Address and relentlessly follow up all poor and unacceptable behaviours
- Deliberately and persistently catch children doing the right thing and praise them.
- Praise compliance (positive behaviours) in order to address off task behaviours
- Avoid over praising children that are struggling with behaviour choices by making praise focused and specific.
- Avoid getting distracted by or responding to secondary behaviours such as giggling or not looking you in the eye, which may be due to discomfort.
- Use distracting and supportive strategies such as supervised movement breaks, jobs, additional responsibility, an engaging task if suitable and appropriate.
- Use brief, quiet 30 second interventions to avoid disrupting teaching and learning in lessons.
- Set aside time with the child to manage and discuss behaviour.
- Use the suggested sentence starters and scripts that are repeated and familiar to the class to individuals
- Never walk past or ignore children who are failing to meet expectations.
- Always redirect children by referring to the Barden Code
- Be a good role model.
- Follow our playtime and lunchtime escalation ladder when on playground duty

- Record significant or repeated behaviour incidences on CPOMS ensuring that relevant adults are alerted.
- Be aware of what constitutes a 'banned item' and follow procedures if it is believed that any of these items have been brought into school
- Conclude the day positively and start the next day (or session) afresh - 'new day, new start' - so that children know that they have another opportunity to make good choices.

In addition to the expectations of all adults, learning support staff must also:

- Stand in the corridors / at playground doors during transition times to ensure that children are continuing to demonstrate the expected standards of behaviour in school
- Work in partnership with the class teacher as a team to support children's behaviour choices and ensure a positive learning environment
- Use behaviour scripts consistently when dealing with escalated behaviours

In addition to the expectations of all adults, teachers must also:

- Regularly communicate with parents sharing news of both 'above and beyond' behaviour (through praise, phone calls, certificates and stickers) as well as news of unwanted behaviour
- Deal pro-actively, promptly and positively with any low-level disruption
- Be at the door of their classrooms at the start and end of each session to welcome the children
- Seek advice when a child's behaviour becomes a concern
- Record behaviour incidents on CPOMS where necessary
- Seek support when needed

In addition to the expectations of all adults, the Headteacher and members of the Senior Leadership Team must also:

- Be a visible presence around school
- Regularly celebrate students whose efforts go above and beyond expectations
- Encourage use of praise, phone calls, postcards, certificates and stickers to reward above and beyond behaviour.
- Ensure staff training needs are identified and met
- Record behaviour incidents on CPOMS where necessary
- Use behaviour data to target and assess interventions
- Support staff in managing students with more complex or challenging behaviours.
- Support staff in meeting with parents when needed
- Seek support when needed

Children will try their best to:

- Be the best they can be.
- Show respect to members of staff and each other
- Adhere to the Barden Code at all times
- Actively contribute to their learning
- Make it possible for all pupils to learn in class
- Demonstrate our school values of Respect, Ambition, Acceptance and Resilience
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school
- Let an adult know if there is a problem.

Parents / Carers must:

- Take all steps possible to ensure that children have had a good night's sleep and have eaten breakfast.
- Inform school of any changes in circumstances which may influence a child's learning or behaviour.
- Discuss any behavioural concerns with the class teacher promptly
- Promote the importance of education and good behaviour choices to children.
- Have high aspirations for their children.
- Share any successes that children achieve and talk through any difficulties they may be experiencing
- Be supportive of the school values and promote them at home.
- Support the school's behaviour policy and co-operate fully with any behaviour procedures should they become necessary.
- Encourage children to respect staff, children and school property.
- Engage positively and respectfully with school staff.
- Act as a good role model for our children at all times
- Relay any concerns directly to school.

Governors must:

Carry out their legal responsibilities to the school and ensure that:

- The school strives to give the best education for every pupil
- The behaviour policy is reviewed and approved regularly
- The effectiveness of the behaviour policy is monitored regularly
- Staff are both supported and challenged to ensure the school meets the needs of all its pupils.
- School policies outline the best possible education and care.
- Funding received by the school is used efficiently to support learning
- Governors visit the school regularly (when risk assessments allow) and make it a priority to raise standards in the school

Barden Code

We expect all children at Barden Primary School to follow the behaviours which are captured in our school code. Our school code is displayed prominently in all classrooms. Regular and consistent teaching, application and reminders of the school code ensures that it is understood and followed by all members of the school community.

- Be ready**
- Be respectful**
- Be safe**
- Be your best**

Positive Rewards and Recognition

At Barden Primary School, our emphasis is on positive behaviour. We use a Traffic Light system in every class to encourage children to have ownership of their behaviour. Rewards must be attainable for all pupils and not just a select few. We praise and reward positive behaviour in many ways including;

Praise	Verbal, written, sticker, friendly word or gesture, referral to another adult (other class teachers/support assistants, Key Stage Leader, Deputy Headteacher).
Special responsibility, privilege or trust	Work with/sit by a friend of their own choice, complete a special task, be awarded a special job or responsibility.
Badges	Children work towards bronze, silver and gold badges (then bronze, silver and gold merits). Teachers must keep accurate records of badge winners so that timely awards can be allocated.
Teams	Children are placed in colour teams (Earth, Fire, Water and Air) to work towards collecting winning team stars for the end of term treat. Where possible, please try to keep children in the same team as they progress through school. This keeps the teams even and instils a sense of pride and belonging in their team.
Head and Deputy Students	This prestigious responsibility will be awarded to children in Year 6. We have two head students for the whole year and two new deputy head students added each term to total a team of 8 in the Summer Term. It is the responsibility of the Year 6 teachers (and occasionally senior leaders) to allocate responsibilities for these roles in addition to assembly duties. For example, it may be showing potential candidates round school, sitting on interview panels.
Silver and gold on the traffic light system	Children that progress onto silver receive a praise pad certificate to take home. Children that get onto gold receive a special prize in Praise Assembly.
Informing parents	Communicating good news whenever possible, speaking to parents at collection time, sending home messages (praise pads), entry in home/school diary or a phone call.
Visiting another member of staff or Key Stage Lead	Sharing good news with other teachers or Key Stage Leads to receive acknowledgement, praise and/or rewards.
Visiting the headteacher	For outstanding performance/behaviour children may be sent to visit the headteacher. Stickers/certificates/praise pads/small gifts will be used to reward.
Weekly Achievement Assemblies (Praise Assembly)	These are held on a Friday morning. 2 children from each class are selected from each class. They are commended for hard work, good manners, sporting achievements etc.
Jar of Joy	The whole class can work together to earn rewards for the class. Every time a child does something praiseworthy, a handful of pasta goes into the jar. When the jar is full the class receive a reward (which is decided upon by a class vote).
Children's commitment to learning is recognised	In termly school reports children are recognised and celebrated for how committed they are to learning (how much effort they put in).
Celebrating success through social media	Behaviour and achievements can be posted and celebrated on the school's social media.

Barden Traffic Light System



Teachers have the right to teach, and children have the right to learn. Children who make poor behaviour choices stop teachers from teaching and stop themselves and others from learning. The school procedure begins when a child has been given a chance to correct their behaviour and this has not been successful.

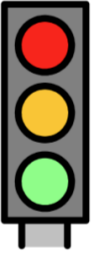
All classrooms operate a traffic light system which is a fair and consistent approach that all children understand.

All staff have collective responsibility to promote and encourage positive behaviour within Barden Primary School. This guidance will be followed carefully to ensure a consistent approach is implemented.

The Traffic Light system is displayed clearly at child height in the classroom to enable children to access the traffic lights when required. There is a child-friendly version below to share with children.

GREEN	<ul style="list-style-type: none"> • Every child starts every day with their name on green (this is seen as 'expected behaviour').
AMBER Stage 1 behaviours on the Escalation Ladder	<ul style="list-style-type: none"> • If a child does something below the expectations of the School Code, their name will be moved discretely to amber by an adult in the classroom. This must be communicated to the child privately using the suggested sentence starters. Clear reasons must be given to the child along with suggestions for how they can put things right. Make it clear to the child when you will be checking back in with them to hopefully celebrate their success and move their name back to green as soon as possible. • Isolated low-level behaviour incidents do not need recording.

RED Stage 2 onwards on the Escalation Ladder	<ul style="list-style-type: none"> If a child continues to display the same behaviour the adult will follow the Escalation Ladder within the Behaviour and Relationship Policy and an option within this is to move the child's name down to red. This may not always be appropriate. The adult in the class will have excellent relationships with the children and will know the most appropriate and effective consequence. If a child is moved to red on the traffic lights, they will be required to spend time with the class teacher or teaching assistant for part of a break or lunchtime to discuss the behaviour choices made. When a pattern of behaviour begins to emerge (regular low-level incidents or more serious incidents) then a behaviour record log needs keeping by the class teacher. More serious behaviour incidents (level 3 and above) are reported on CPOMS with the relevant staff members alerted. Follow Level 3 and above on the Escalation Ladder
SILVER and GOLD	
Silver and Gold sections on the Traffic Lights are used to celebrate the efforts of those children who 'go the extra mile'.	
SILVER	<ul style="list-style-type: none"> SILVER is to be used for any act that makes the teacher or staff member happy and proud! Worked well without being prompted, good attainment, good effort, a kind act etc. If a child is on SILVER they receive a praise pad certificate to take home that day.
GOLD	<ul style="list-style-type: none"> GOLD is used for examples of excellent behaviour, effort or conduct. Any child getting to GOLD will go out in the Celebration Assembly for a certificate. They will also receive a gift from the 'GOLD prize box' (to be chosen in the Celebration Assembly) GOLD is to be used in extra-special circumstances – so we can really celebrate these 'special' achievements and children feel unique.

Child Friendly Traffic Light System		
	GREEN	<ul style="list-style-type: none"> You will start every day with your name on green. 'New Day New Start!' You will remain on green as long as you follow the Barden Code. You might even get to SILVER or GOLD.
	AMBER	<ul style="list-style-type: none"> You will move to amber if you make choices that fall below the expectations in the Barden Code It is important that you listen to adults when they have a quiet word with you to help you to understand the importance of making good behaviour choices. Think about your choices and try really hard to get your name back to Green. If you need to move to amber lots, the adults in the class may need to speak to your parents/carers.
	RED	<ul style="list-style-type: none"> If you continue to make poor behaviour choices OR if you make a serious behaviour choice, your name may be moved down to red by an adult You will need to spend some of your breaktime and/or lunchtime with an adult to help and support you with your behaviour choices An adult will need to speak with your parents so that they can work with us to help and support you to make the right behaviour choices
	SILVER	<ul style="list-style-type: none"> SILVER is to be used for any act that makes the teacher or staff member happy and proud! You will receive a praise pad certificate to take home that day.
	GOLD	<ul style="list-style-type: none"> GOLD is used for examples of excellent behaviour, effort or conduct. If you go onto GOLD you will go out in the Celebration Assembly for a certificate. You will also receive a gift from the 'GOLD prize box' (to be chosen in the Celebration Assembly)

Escalation ladder

A behaviour escalation ladder is a structured framework used to categorise, address and manage pupil behaviour. It outlines a series of progressive steps or interventions that will be used when responding to instances of pupil behaviour that do not meet our expectations at Barden. The purpose of the escalation ladder is to provide a consistent and fair approach to managing behaviour whilst also aiming to prevent further escalation or harm.

The decision to sanction a pupil must be made by a member of school staff or a member of staff authorised by the headteacher. When behaviour patterns emerge, approaches will be recorded, so that a clear log of support, interventions and impact can be built up and evaluated at each stage. Behaviour patterns will be logged on a Pupil Behaviour Log. Children should always be given a warning before a consequence so that they have a chance to change their behaviour before the consequence. The principles upon which consequences for unacceptable behaviour are based are that they should:

- Demonstrate unconditional care and compassion
- Prioritise the development of positive relationships with, and between, children
- Be the minimum necessary (proportionate)

- Be immediate and short lived
- Be consistent
- Be focused upon the act not the child
- Be expected and understood by the child
- Be delivered in a calm way
- Be accompanied by a model of acceptable behaviour
- Not be humiliating to the child or the adult
- Be avoided where possible
- Be sufficiently disagreeable to discourage a repetition
- Involve parents/carers where deemed appropriate
- Be from our school-agreed sanctions in order of the escalation ladder and must not be invented on the spot.
- Not breach any other legislation (for example, in respect of disability, SEN, race and other equalities and human rights)
- Whole class sanctions are never acceptable – it is not fair or reasonable to punish a child for the actions of another

We have divided inappropriate behaviour into five categories.



STAGE 1 - Low level inappropriate behaviour – isolated occurrences

This is day-to-day classroom behaviour that would be handled by the class teacher and teaching assistants.

Examples include	Consequences may include
Unkindness (such as name calling)	<p>It is the class teacher's responsibility to ensure that parents are informed of any behaviour incidents at the end of the school day either in person at collection time or by telephone call.</p> <p>Level 1</p> <ul style="list-style-type: none"> • A look or a quiet reminder (verbal or visual) to an individual. Praising a pupil demonstrating the behaviour you wish to see. • A small verbal reminder of the expected behaviour can be used if required. <p>Level 2</p> <ul style="list-style-type: none"> • A quiet warning: clear verbal or visual caution/reprimand. Visual prompt cards to be used when appropriate. Urge the pupil to think carefully about their next step. Please refer to suggested sentence starters and interventions. • Thirty second intervention, speak to them privately, scripted intervention. • Amber on the traffic lights (dependent upon severity). Adult in the class to discretely inform the child and move their name. • Regular efforts should be made to move the child back to green (which will also be shared with the child discretely).
Running or unsafe behaviour	
Shouting	
Hurting others: physical acts of aggression such as hitting, kicking, pushing, spitting, biting or threatening physically	
Discourtesy	
Minor damage: wilful destruction of property of others and the school	
Minor classroom disruption – frequent interruptions during learning, affecting the ability of others to learn	
Over aggressiveness	
Negative use of body language	
Repeated milder misbehaviours that are not responsive to guidance	
<p>Follow up, Repair and Restore:</p> <ul style="list-style-type: none"> • After incident – including after time out or during sanction time at break/lunch. Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important. <p><i>What happened? (Neutral, dispassionate language.)</i> <i>What were you feeling at the time?</i> <i>What have you felt since?</i> <i>How did this make people feel?</i> <i>Who has been affected?</i> <i>What should we do to put things right?</i> <i>How can we do things differently?</i></p>	

Stage 2 – Low level inappropriate behaviour – frequent occurrences

This is day-to-day classroom behaviour that would either be handled by the class teacher or referred to other staff in the year group

Examples include	Consequences may include
Unkindness	<p>For ongoing low-level behaviour, Levels 1 will have already been implemented</p> <p>Level 2</p> <ul style="list-style-type: none"> • A quiet warning: clear verbal or visual caution/reprimand. Visual prompt cards to be used when appropriate. Urge the pupil to think carefully about their next step Please refer to suggested sentence starters and interventions. • Thirty second intervention, speak to them privately, scripted intervention. • Amber on the traffic lights (dependent upon severity). Adult in the class to discretely inform the child and move their name. • Regular efforts should be made to move the child back to green (which will also be shared with the child discretely). <p>Level 3</p> <ul style="list-style-type: none"> • Red on the traffic lights • Time in another space or with another adult (change of face) for a few minutes to breathe or calm down if needed (always supervised) • Loss of part or full break or lunch time. Additional teaching time of expected behaviours with agreed next steps. Provide opportunities for the child to reflect on
Speaking Inappropriately: name calling, verbal disruption or abuse, rudeness, swearing	
Running	
Shouting	
Hurting others: physical acts of aggression such as hitting, kicking, pushing, biting, spitting or threatening physically	
Discourtesy	
Minor damage - wilful destruction of property of others and the school, stealing	
Minor classroom disruption – frequent interruptions during learning, affecting the ability of others to learn	
Negative use of body language	
Repeated milder misbehaviours that are not responsive to guidance	

	<p>their behaviour (restorative conversations). Duration to be decided by the member of staff.</p> <ul style="list-style-type: none"> • Expectation that unfinished schoolwork will be completed at home (involve parents) • Internal exclusions in another class for fixed periods from an hour to a day • A personal approach for the pupil may be required (such as moving playgrounds for a fixed period). This can be discussed and agreed with the Key Stage Lead and shared with all relevant staff. <p>It is the class teacher's responsibility to ensure that parents are informed of any behaviour incidents (all parties) at the end of the school day either in person at collection time or by telephone call.</p> <p>Other sources of support</p> <ul style="list-style-type: none"> • Liaise with previous teacher • Discussion with other staff for advice • Cause for concern if relevant – SENCO • Discuss with Emotional Literacy Support Assistants (ELSA) for advice/support • Discuss with the pastoral team for advice/support
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Follow up, Repair and Restore:

- **After incident – including after time out or during sanction time at break/lunch. Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

What happened? (Neutral, dispassionate language.)

What were you feeling at the time?

What have you felt since?

How did this make people feel?

Who has been affected?

What should we do to put things right?

How can we do things differently?

Stage 3 – Serious inappropriate behaviour – isolated occurrences (use your knowledge of the child)

To be referred to the Senior Leadership Team

Examples include	Consequences may include
Theft	<p>Level 3</p> <ul style="list-style-type: none"> • Red on the traffic lights • Time in another space or with another adult (change of face) for a few minutes to breathe or calm down if needed (always supervised) • Loss of part or full break or lunch time. Additional teaching time of expected behaviours with agreed next steps. Provide opportunities for the child to reflect on their behaviour (restorative conversations). Duration to be decided by the member of staff. • Expectation that unfinished schoolwork will be completed at home • Internal exclusions in another class for fixed periods from an hour to a day • A personal approach for the pupil may be required (such as moving playgrounds for a fixed period). This can be discussed and agreed with the Key Stage Lead and shared with all relevant staff. <p>As the behaviour in Stage 3 may range in severity – a consequence from Level 4 may be required</p> <p>Level 4</p> <ul style="list-style-type: none"> • Conversations with members of the senior leadership team (dependent upon severity, but usually starting with Key Stage Lead) • Conversations with parents/carers • Agreed behaviour support plan (IBP). This will be developed by the class teacher with support and input/advice from teaching assistants, senior leaders, pastoral lead, parents and outside agencies where relevant. • Pupil Risk assessment if necessary. This should be considered when a child's behaviour and/or conduct poses a demonstrable and ongoing risk to the health, safety, and well-being of other members of the school community. • A clear plan to ensure a consistent approach by the whole team around the child • In class interventions delivered by the teacher or teaching assistant, such as social skill work, anger management (this may also involve the Pastoral Team) • Interventions: Behaviour support and accommodations, social skill work, therapies, observations by therapists, assessment etc. • Referral to the Emotional Literacy Support Assistants (ELSA) for suggestions, support and potential intervention, if relevant • Referral to the pastoral team for assessment and suggestions, support and potential intervention, if relevant • Involve other agencies if required, such as Early Help • Suspension or permanent exclusion (if necessary) • Detention (lunchtime or after school) • Withdraw privileges (like trips/reward events)
Serious aggression	
Serious verbal abuse	
Rude gestures	
Discriminatory Behaviour: racism, homophobia, sexism, xenophobia	
Destructiveness	
Physical violence	
Misusing computers: cyber bullying, misuse of the internet	
Refusing to follow instructions – defiance, rudeness to adults, answering back, refusing to cooperate with guidance, refusing to listen	
Bullying: The repetitive, intentional harming of one person or group where the relationship involves a balance of power	
Sexual assault: any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation	
Possession of prohibited items: weapons, illegal drugs, alcohol, tobacco products including vapes, pornographic images, stolen items, fireworks, anything that has been, or is likely to be, used to cause injury or commit an offence	

It is the class teacher's (may require a senior leader to support) responsibility to ensure that parents are informed of any behaviour incidents (all parties) at the end of the school day either in person at collection time or by telephone call.

Follow up, Repair and Restore:

- After incident – including after time out or during sanction time at break/lunch. Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

What happened? (Neutral, dispassionate language.)
What were you feeling at the time?
What have you felt since?
How did this make people feel?
Who has been affected?
What should we do to put things right?
How can we do things differently?

Stage 4 – Serious inappropriate behaviour – frequent occurrences.

To be referred to the Senior Leadership Team

Examples include	Consequences
<p>Theft</p> <p>Serious aggression</p> <p>Serious verbal abuse</p> <p>Rude gestures</p> <p>Discriminatory Behaviour: racism, homophobia, sexism, xenophobia</p> <p>Destructiveness</p> <p>Physical violence</p> <p>Misusing computers: cyber bullying, misuse of the internet</p> <p>Refusing to follow instructions – defiance, rudeness to adults, answering back, refusing to cooperate with guidance, refusing to listen</p> <p>Bullying: The repetitive, intentional harming of one person or group where the relationship involves a balance of power</p> <p>Sexual assault: any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation</p> <p>Possession of prohibited items: weapons, illegal drugs, alcohol, tobacco products including vapes, pornographic images, stolen items, fireworks, anything that has been, or is likely to be, used to cause injury or commit an offence</p>	<p>For ongoing serious behaviour, Levels 1 –3 will have already been implemented</p> <p>Level 4</p> <ul style="list-style-type: none"> • Conversations with members of the senior leadership team (dependent upon severity, but usually starting with Key Stage Lead) • Conversations with parents/carers • Agreed behaviour support plan (IBP). This will be developed by the class teacher with support and input/advice from teaching assistants, senior leaders, pastoral lead, parents and outside agencies where relevant. • Pupil Risk assessment if necessary. This should be considered when a child's behaviour and/or conduct poses a demonstrable and ongoing risk to the health, safety, and well-being of other members of the school community. • A clear plan to ensure a consistent approach by the whole team around the child • In class interventions delivered by the teacher or teaching assistant, such as social skill work, anger management (this may also involve the Pastoral Team) • Interventions: Behaviour support and accommodations, social skill work, therapies, observations by therapists, assessment etc. • Referral to the Emotional Literacy Support Assistants (ELSA) for suggestions, support and potential intervention, if relevant • Referral to the pastoral team for assessment and suggestions, support and potential intervention, if relevant • Involve other agencies if required, such as Early Help • Suspension or permanent exclusion (if necessary) • Detention (lunchtime or after school) • Withdraw privileges (like trips/reward events) • Report Card • Temporary relocation to an alternative class (for example half a term) <p>In very challenging or upsetting situations</p> <ul style="list-style-type: none"> • Move the class in an emergency to keep them safe • Support the rest of the class and any individual affected if and when required • Alert another adult to get help if required • If you are an adult involved in such a situation, ensure that you seek support if required from colleagues and/or senior leaders <p>At this level, it is a senior leader's responsibility to ensure that parents are informed of any behaviour incidents (all parties) at the end of the school day either in person at collection time or by telephone call.</p>

Follow up, Repair and Restore:

- After incident – including after time out or during sanction time at break/lunch. Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

What happened? (Neutral, dispassionate language.)
What were you feeling at the time?
What have you felt since?
How did this make people feel?
Who has been affected?
What should we do to put things right?
How can we do things differently?

Stage 5 – very serious inappropriate behaviour

To be referred to the Headteacher (or Deputy Head Teacher)

Examples include	Consequences may include
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Pre meditated theft	<p>For ongoing serious behaviour, Levels 1 –4 will have already been implemented</p> <p>Level 4</p> <ul style="list-style-type: none"> • Conversations with members of the senior leadership team (dependent upon severity, but usually starting with Key Stage Lead) • Conversations with parents/carers • Agreed behaviour support plan (IBP). This will be developed by the class teacher with support and input/advice from teaching assistants, senior leaders, pastoral lead, parents and outside agencies where relevant. • Pupil Risk assessment if necessary. This should be considered when a child's behaviour and/or conduct poses a demonstrable and ongoing risk to the health, safety, and well-being of other members of the school community. • A clear plan to ensure a consistent approach by the whole team around the child • In class interventions delivered by the teacher or teaching assistant, such as social skill work, anger management (this may also involve the Pastoral Team) • Interventions: Behaviour support and accommodations, social skill work, therapies, observations by therapists, assessment etc. • Referral to the Emotional Literacy Support Assistants (ELSA) for suggestions, support and potential intervention, if relevant • Referral to the pastoral team for assessment and suggestions, support and potential intervention, if relevant • Involve other agencies if required, such as Early Help • Suspension or permanent exclusion (if necessary) • Detention (lunchtime or after school) • Withdraw privileges (like trips/reward events) • Report Card • Temporary relocation to an alternative class (for example half a term) <p>Level 5</p> <ul style="list-style-type: none"> • Suspension or permanent exclusion (the school follows government guidance on Suspension and Exclusion which can be found here Suspension and permanent exclusion guidance september 23.pdf (publishing.service.gov.uk)) • Involving the police if necessary <p>In very challenging or upsetting situations</p> <ul style="list-style-type: none"> • Move the class in an emergency to keep them safe • Support the rest of the class and any individual affected if and when required • Alert another adult to get help if required • If you are an adult involved in such a situation, ensure that you seek support if required from colleagues and/or senior leaders <p>At this level, it is a senior leader's responsibility to ensure that parents are informed of any behaviour incidents (all parties) at the end of the school day either in person at collection time or by telephone call.</p>
Violent physical assault	
Serious and wilful vandalism	
Misuse of drugs	
Sexual assault	

Follow up, Repair and Restore:

- **After incident – including after time out or during sanction time at break/lunch. Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

What happened? (Neutral, dispassionate language.)

What were you feeling at the time?

What have you felt since?

How did this make people feel?

Who has been affected?

What should we do to put things right?

How can we do things differently?

Behaviour at playtime and lunch time

Children are expected to follow the Barden Code both in the building and outside in the playground. As with classroom behaviour, playtime behaviour can be categorised and the most appropriate consequence from the Escalation Ladder will be given to children who break the school code.

Playtime and Lunchtime Escalation Ladder



<p>STAGE 1 - Low level inappropriate behaviour – isolated occurrences</p> <p>Unkindness (such as name calling) Running or unsafe behaviour Shouting Hurting others: physical acts of aggression such as hitting, kicking, pushing, biting or threatening physically Discourtesy Minor damage: wilful destruction of property of others and the school Over aggressiveness Negative use of body language Repeated milder misbehaviours that are not responsive to guidance</p>	<ul style="list-style-type: none"> • Follow Level 1 and 2 on the Escalation Ladder.
<p>Stage 2 – Low level inappropriate behaviour – frequent occurrences</p> <p>Unkindness Speaking Inappropriately: name calling, verbal disruption or abuse, rudeness, swearing Running Shouting Hurting others: physical acts of aggression such as hitting, kicking, pushing, biting or threatening physically Discourtesy Minor damage - wilful destruction of property of others and the school, stealing Negative use of body language Repeated milder misbehaviours that are not responsive to guidance</p>	<ul style="list-style-type: none"> • Follow Level 1 and 2 on the Escalation Ladder. • If children display continuous low level inappropriate behaviour (after Level 1 on the Escalation Ladder has been followed) they may be asked to take 5 minutes time out. They will walk around next to a member of staff on duty to enable the child to regulate and reflect. If their behaviour choices improve as a result, there will be no further actions taken and the child can continue to play on the yard. If the pupil continues to make the wrong choices, further consequences will follow. Children will be accompanied to the member of teaching staff of duty.
<p>Stage 3 – Serious inappropriate behaviour – isolated occurrences (use your knowledge of the child)</p> <p>Theft Serious aggression Serious verbal abuse Rude gestures Discriminatory Behaviour: racism, homophobia, sexism, xenophobia Destructiveness Physical violence Refusing to follow instructions – defiance, rudeness to adults, answering back, refusing to cooperate with guidance, refusing to listen Bullying: The repetitive, intentional harming of one person or group where the relationship involves a balance of power Sexual assault: any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation Possession of prohibited items: weapons, illegal drugs, alcohol, tobacco products including vapes, pornographic images, stolen items, fireworks, anything that has been, or is likely to be, used to cause injury or commit an offence</p>	<ul style="list-style-type: none"> • Follow Level 3 and 4 of the Escalation Ladder • Child is taken to the member of SLT on duty
<p>Stage 4 – Serious inappropriate behaviour – frequent occurrences.</p> <p>Theft Serious aggression Serious verbal abuse Rude gestures Discriminatory Behaviour: racism, homophobia, sexism, xenophobia Destructiveness Physical violence Refusing to follow instructions – defiance, rudeness to adults, answering back, refusing to cooperate with guidance, refusing to listen Bullying: The repetitive, intentional harming of one person or group where the relationship involves a balance of power Sexual assault: any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation Possession of prohibited items: weapons, illegal drugs, alcohol, tobacco products including vapes, pornographic images, stolen items, fireworks, anything that has been, or is likely to be, used to cause injury or commit an offence</p>	<ul style="list-style-type: none"> • Follow Level 4 of the Escalation Ladder • Individual approach for the children to be designed with the key stage lead.
<p>Stage 5 – very serious inappropriate behaviour</p> <p>Pre-meditated theft Violent physical assault Serious and wilful vandalism Misuse of drugs Sexual assault</p>	<ul style="list-style-type: none"> • Follow Level 4 and 5 of the Escalation Ladder • SLT members alerted and attend the incident immediately.
<p>The Headteacher may also consider asking parents to take their child home from school during lunchtimes in cases of repeated, or extremely inappropriate behaviour.</p>	

Core routines are an essential part of high expectations. When used effectively, they positively impact on the behaviour of the children.

Core Relentless Routines			
Routine	Teacher Version	Pupil Version	Pupil Visual
Entering the Classroom	<ol style="list-style-type: none"> Enter the classroom, no lining up <ul style="list-style-type: none"> Open door ready for pupils. No line, allow pupils straight inside. Ensure voices are quiet. Greet the Teacher <ul style="list-style-type: none"> Teacher stands on the door. Use a welcoming gesture (e.g. a smile, nod, or verbal welcome). Enter Calmly <ul style="list-style-type: none"> Children walk quietly into the classroom, one at a time. Children keep hands to themselves. Put Away Belongings <ul style="list-style-type: none"> Children hang up coat/bag in the designated area. Place water bottle and lunchbox in the correct spot, if applicable. Prepare for the Lesson <ul style="list-style-type: none"> Walk directly to their table place or assigned area. Ensure a "Do Now" task is ready on their table or displayed on board. Pupils sit down and start it straight away. Praise pupils who impress. Ready to Learn <ul style="list-style-type: none"> Teacher signals preparing to begin. Children sit quietly, facing forward. Children fold hands or place them on their desk ready to learn. Children show active listening by looking toward the teacher or board, ready for instructions. 	<p>Enter and Say Hello</p> <ul style="list-style-type: none"> Enter quietly and greet your teacher. <p>Sit down, begin task</p> <ul style="list-style-type: none"> Go straight to your desk and start the given task. <p>Get Ready to Learn</p> <ul style="list-style-type: none"> Tidy your things and sit quietly, magnet eyes. 	
Moving around school	<ol style="list-style-type: none"> Line Up, straight line <ul style="list-style-type: none"> Stand pupils in a straight line, single file (lovely lines). Adults in Position <ul style="list-style-type: none"> One adult stands at the front and one at the back of the line- when possible. Adult at the front models expectations and controls speed and behaviour. Adult at the back stays close and supports leading adult. Stay Silent <ul style="list-style-type: none"> Children must remain silent unless they are greeted by someone. Walk at All Times <ul style="list-style-type: none"> Children always walk—no running, pushing or overtaking. Continuously praise. Face Forward <ul style="list-style-type: none"> Children always face the front as they walk 	<p>Lovely Lines</p> <ul style="list-style-type: none"> Stand one behind the other, ready to go. <p>Silent and Walk</p> <ul style="list-style-type: none"> Be silent unless someone talks to you, and walk at all times. <p>Face Forwards, Keep Up</p> <ul style="list-style-type: none"> Look forwards and keep up with the person in front of you. 	
Ready for Learning	<ol style="list-style-type: none"> Signal Stop <ul style="list-style-type: none"> Hand in the air. Verbal prompt if required (3...2...1) Eyes on the Teacher <ul style="list-style-type: none"> All children stopped, magnet eyes. Hands Still and Quiet <ul style="list-style-type: none"> Children keep hands empty and placed on their desk or in their lap. Children are silent and ready to listen. Wait until ALL children to be ready. Sitting Smartly <ul style="list-style-type: none"> Expect all children to sit up straight with both feet on the floor, facing forward. 	<p>Stop and Look</p> <ul style="list-style-type: none"> Hand in the air, stop what you're doing, and magnet eyes. <p>Stay Quiet and Still</p> <ul style="list-style-type: none"> Keep your hands empty and sit quietly, ready to listen. <p>Sit Smartly</p> <ul style="list-style-type: none"> Smartly sit up straight 	

	<ul style="list-style-type: none"> Legs crossed, arms folded if sitting on the carpet. <p>4. Positive Praise</p> <ul style="list-style-type: none"> Praise children who are following the routine and showing expected behaviour. Support staff actively supporting expectations (silent/visual prompting). 		
Assembly	<p>1. Line Up Silently</p> <ul style="list-style-type: none"> Stand in a single file and wait for your turn to enter. Children keep their hands to themselves and stay silent. Adult at the front and back of the line. <p>2. Find Your Spot</p> <ul style="list-style-type: none"> Sit down, 1 at a time, quickly in your designated area. Straight line. Children sit smartly. Provide positive praise. <p>3. Listen and Watch</p> <ul style="list-style-type: none"> Children face the front and keep their eyes on the speaker or presentation. Adults stand at each side of the line and model expectations until assembly begins. Continuous monitoring and visual prompts to reinforce positive behaviour (smile, thumb up, communication symbols). <p>4. Stay Calm and Respectful</p> <ul style="list-style-type: none"> No talking, playing, or fidgeting with belongings. Children show respect by listening and applauding at appropriate times. <p>6. Exit Quietly</p> <ul style="list-style-type: none"> When the assembly is over, remain silent. Prompt pupils to stand up by verbal prompt and raising arms. Pupils follow instructions to leave the hall. 	<p>Line Up</p> <ul style="list-style-type: none"> Stand in line and wait for your turn. <p>Silent</p> <ul style="list-style-type: none"> Sit silently. <p>Listen and Watch</p> <ul style="list-style-type: none"> Face forward, keep your eyes on the speaker, and show respect. <p>Be Respectful and Calm</p> <ul style="list-style-type: none"> No talking or playing; clap when it's time to show appreciation. 	
Home Time	<p>1. Tidy Up the Environment</p> <ul style="list-style-type: none"> Make sure tables are tidy and the classroom is clean. Chairs tucked under the table. <p>2. Collect Coats and Bags (One Group at a Time)</p> <ul style="list-style-type: none"> Call one group at a time to get their coat and bag. Children collect belongings quietly and return to their seat. <p>3. Stay Quiet and Calm</p> <ul style="list-style-type: none"> Children sit quietly at their desk, ready to listen for further instructions. <p>4. Dismiss in a Controlled Manner</p> <ul style="list-style-type: none"> Call a name or group. Exit the classroom in a calm, orderly way. 	<p>Tidy Up and Pack</p> <ul style="list-style-type: none"> Tidy your desk, tuck your chair under, and pack your bag when it's your group's turn. <p>Stay Quiet and Ready</p> <ul style="list-style-type: none"> Sit quietly, waiting for your name/group to be called. <p>Exit Calmly</p> <ul style="list-style-type: none"> When called, line up quietly and leave the classroom calmly. 	
PE Changing	<p>1. Give Clear Instructions</p> <ul style="list-style-type: none"> Explain the process: "Take out your PE kit and get changed quickly and quietly." Remind children to stay in their own space while changing. <p>2. Monitor the Room</p> <ul style="list-style-type: none"> Move around the room to ensure children are focused on changing and not chatting or playing. Gently remind children to stay on task if they are distracted. <p>3. Encourage Quick and Calm Changing</p> <ul style="list-style-type: none"> Give gentle time reminders: "You should be nearly finished." Praise children who finish quickly and quietly, encouraging others to do the same. 	<p>PE Kit Out</p> <ul style="list-style-type: none"> Take out your PE clothes. <p>Change Quietly</p> <ul style="list-style-type: none"> Change quickly and quietly and stay in your spot. <p>Fold Your Clothes</p> <ul style="list-style-type: none"> Fold your clothes and put them in your bag. <p>Sit Down, Be Ready</p> <ul style="list-style-type: none"> Sit quietly once you're ready. 	

	<p>4. Task</p> <ul style="list-style-type: none"> A task must be available for children who are ready (e.g. Curiosity task) <p>5. Check for Readiness</p> <ul style="list-style-type: none"> Ensure all students are changed and have packed their uniforms away neatly. Confirm everyone is sitting quietly and ready to move to the PE lesson. 		
End of Lunchtime	<p>1. Bell 1 – 12:50</p> <ul style="list-style-type: none"> When the bell rings, prompt pupils to start tidying up their areas. Prompt pupils to start changing out of their wellies and waterproofs. <p>2. Tidy and Prepare</p> <ul style="list-style-type: none"> Staff on duty (with help from pupils) will tidy and organise equipment into the correct places. <p>3. Teachers stand at classroom doors.</p> <ul style="list-style-type: none"> Teachers position themselves at classroom doors ready to monitor pupils entering school before 12:55. <p>4. Bell 2- 12:55</p> <ul style="list-style-type: none"> When the bell rings, children walk straight from the yard into their classrooms and begin “entering classroom” routine. No lining up. <p>5. Check Zones</p> <ul style="list-style-type: none"> Welfare staff will check their zones and tidy away any remaining equipment. The shed will be locked at 1:00 PM. 	<p>Bell 1 – Stop</p> <ul style="list-style-type: none"> Time to stop playing. <p>Tidy up</p> <ul style="list-style-type: none"> Start cleaning your area and change out of your wellies and waterproofs. <p>Bell 2 – Enter Classroom</p> <ul style="list-style-type: none"> When you hear the second bell, walk straight into your classroom and start your routine. 	

Detentions

- Detentions are used as a sanction on the rare occasions when pupils display serious isolated or ongoing behaviour issues that have not responded to the positive behaviour and relationships approach.
- The detention should be recorded on CPOMS and the school office alerted via email. A letter will then be sent home to inform parents/carers (24 hours' notice is required for an after-school detention).
- Detentions can only be allocated by members of the Senior Leadership Team, and they will supervise detentions.
- The severity of the behaviour will be reflected in whether the detention given is lunchtime or after school (3.05-4.00pm). During lunchtime detentions children will not eat in the school hall and instead eat with the senior leader supervising the detention.
- The class teacher for the pupil will need to set the work to be completed in the detention (regardless of who gave the detention).
- Parental consent is not required for detentions, but parents will be informed by letter when their child receives a detention (parents will also be informed of the behaviour incident on the day as per the Escalation Ladder).
- Part of detention session will be spent reflecting on the pupil's behaviour choices. It may be appropriate here to enlist the support of a member of the pastoral team and/or an Emotional Literacy Support Assistant (ELSA) to provide advice/support and/or specialist materials.

Early Years Foundation Stage

Children in reception are just beginning to understand their own emotions and can struggle to identify or verbalise these. Therefore, they need a greater amount of staff support in managing their emotions and consequently their behaviour. In recognition of this, we support the children in understanding their emotions by discussing how the incident has made them feel and support their management of these emotions by modelling self-soothing behaviours, such as deep breathing or rubbing their arms. This support not only helps them to calm themselves in order to deal with the behaviour but will also support them later when they begin to use zones of regulation.

We also ensure the EYFS classrooms have an area that is comfortable, calmer and quieter in order for children to remove themselves, reduce anxiety and self-soothe. The staff use consistent approaches and support the children with clear expectations, for example through the use of visual prompts and sand timers for taking turns. We use praise (as outlined in this policy) in order to reinforce positive behaviours, ensuring we catch all children displaying these behaviours.

Children with SEND/Mental Health Issues

In certain cases, a child may present challenging behaviours because of special educational or mental health needs. Children's behaviour is often a way of sending a message to adults and peers about unmet needs and significant issues, including trauma. For a variety of reasons, they may find it difficult to cooperate with the Barden Code, instructions or guidance. In cases where inappropriate behaviour is clearly related to special educational and mental health needs, relevant adaptations and an individual behaviour support plan will be developed by staff, parents, the SENDCO/Inclusion Lead and relevant professionals. This will be developed in consultation with the child (where appropriate). There will be clear and appropriate rewards and sanctions for the individual child.

It is also important that other children at Barden are provided with opportunities to understand why children with SEND/mental health needs may require an adaptive approach to behaviour management. This is important to us at Barden and is reflected in our school values of 'acceptance'. It

is also important in teaching children alternative ways in dealing with behaviour, such as ignoring certain behaviours or supporting children that need it. It is also made clear to children which behaviours are unacceptable (see our Escalation Ladder) and how they should react should these occur. This enables children to gain the important life skills of empathy, understanding and resilience.

Identifying and Recording Behaviour Issues

- Isolated low-level behaviour incidents do not need recording.
- When a pattern of behaviour begins to emerge (regular low-level incidents or more serious incidents) then a behaviour record log needs keeping by the class teacher. This will be kept within the secure class file in the Behaviour Log folder on the shared drive.
- Behaviour incidents (above low-level incidents such as talking in class) are reported on CPOMS with the relevant staff members alerted. This helps to build up a chronology of behaviour choices and help to decide upon the right interventions to put in place to support the child. It also then allows us to evaluate if the interventions have been successful.
- The Lancashire Behaviour Support Toolkit will be used to provide support and resources for positive behaviour management in school
- The ABC approach will be used to observe pupil behaviour and identify patterns and potential solutions.
- The Behaviour Pathway evaluation document in the Lancashire Behaviour Support Toolkit can be used to identify the best support for a pupil experiencing difficulties with behaviour management.

Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

As such, we implement measures for searching, screening, and confiscation when necessary. These actions are carried out with the utmost respect for children's rights and dignity, and they are conducted by trained staff members following established procedures. Searches and screenings may be conducted if there are reasonable grounds to suspect that a student is in possession of prohibited items that may pose a threat to safety or disrupt learning. Confiscation of such items serves to mitigate potential harm and maintain order within the school community.

In line with **Searching, Screening and Confiscation Guidance (July 2022)**, headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. These items are

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- fireworks; and
- pornographic images.

Any searching of a pupil will be implemented consistently, proportionately and fairly in adherence with the **Searching, Screening and Confiscation Guidance (July 2022)**

Suspensions and Exclusions (DfE Guidance September 2023)

Internal exclusion

At Barden Primary School, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the Barden Code and/or our Behaviour and Relationship Policy.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home. In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers. Parents will always be spoken to before a child carries out an internal exclusion. A letter will also be sent home.

Suspension

In cases of repeated disruption or on occasions of high-level inappropriate behaviour, a suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from as suspension and is chaired by the Headteacher or Deputy Headteacher. Parents will always be spoken to before a child is suspended from school. A letter will also be sent home.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). This will be in response to extreme or repeated high level negative behaviour. The decision to exclude a pupil permanently should only be taken:

- 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 such as staff or pupils in the school.

Power to use reasonable force (DFE advice and guidance – Use of Reasonable Force – July 2013)

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. Force usually refers to 'control' and 'restraint'. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupils' path, or active physical contact such as leading a pupil by the arm out of a classroom. 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
5. School staff should always try to avoid acting in a way that might cause injury.
6. Reasonable force must never be used as a punishment; this is always unlawful.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force – only when it is required and necessary to the situation. Permanent exclusion (expelled) is also a sanction open to schools when all other available options and approaches have been considered.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. School can use reasonable force to:
 - a. Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
 - b. Preventing a pupils behaving in a way that disrupts a school event or a school trip or visit;
 - c. Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - d. Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - e. Restrain a pupil at risk of harming themselves through physical outbursts.

*The school has a legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs.

All incidents involving the use of reasonable form will be reported to parents/carers and also recorded on CPOMS under the 'serious behavior incident' category. The report describing the incident should include;

- a description of the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff; and
- the child's age.

When can reasonable force NOT be used?

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Recording procedures for the use of 'reasonable force'

- If a staff member has to use reasonable force for one of the reasons described above, then a Positive Handling Report must be completed after the event. This document is then uploaded to our recording system, CPOMS.
- Parents are always contacted to inform them that reasonable force has been used and the circumstances around it.

Racist Remarks

The school will take incidents and reports of racist behaviour extremely seriously. Sanctions issued will also include an opportunity for restorative justice for the parties involved. A record of such incidents and reports will be made on CPOMS and also recorded on an individual recording

form. Any instances of racist behaviour will be reported in detail to the headteacher. The year groups involved, and any trends will be taken into consideration when reporting instances of racist activity to the governing body. The victim of any incident of racist behaviour will be informed of any investigation and the outcome. Incident reports will be reviewed and tracked to identify any trends.

Following any incident or report of racist behaviour, the victim will be provided with the appropriate type and level of support. Victims of racist behaviour will be offered direct support from the school's safeguarding and/or equality lead where appropriate. Following any incident of racist behaviour, the victim's experience will be listened to and validated with the intention of rebuilding any impact the experience, or experiences, have had on their confidence and self-esteem.

Issues out of school hours

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'.

Issues out of school hours should be referred to the school leadership team. They may choose to act if the child is;

- On the way to / from school.
- Taking part in out of school clubs or school-organised activity.
- Wearing school uniform and therefore representing the school in the eyes of the community.
- In some other way identifiable as a pupil from Barden Primary School.
- Other behaviour which brings the school into disrepute (e.g. derogatory comments on a social network site).

Additionally, pupils may be sanctioned for poor behaviour choices at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

We would advise parents to inform the school of any out-of-school incident which may affect relationships.

Behaviour on School Trips, Residential Trips and Sporting Events

We are proud of the children who attend Barden Primary School and believe they are ambassadors for the school on trips and when representing the school at outside events. We have the same expectations for behaviour when taking part in trips and visits and representing the school as we do during the school day. The same school code and behaviour expectations apply when children are out on visits or representing the school as will apply on the school premises during school hours. If children fail to adhere to these expectations, the same consequences will apply.