

.....Headteacher: Mrs Duncombe

.....Chair of Governors: Fr. John Caster

Date Approved: September 2025 Review Date: September 2026

## **St Barnabas' CE Primary School**



## **Behaviour Policy**

Vision:

We believe:

- \* Each child is uniquely created and loved by God.
- \* It is a privilege to nurture and develop our children.
- \* An outstanding education enables children to reach their full potential.
- \* Children are the future of our community.
- \* Christian faith informs behaviour and moulds character of our adults and children.

*Each child is uniquely created and loved by God.*

## **Rationale**

*Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.*

*Timothy 4:12*

This policy outlines the underlying purpose, nature, organisation and management of pupil behaviour at St Barnabas' CE Primary School. Positive behaviour management is thoroughly underpinned by the School's Christian Values, with SMSC pervading all aspects of the work of the school and further enhanced by our RE curriculum.

It is a working document designed to promote and ensure the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

The policy reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff, governors and volunteers.

## **Aims**

- \* To encourage pupils to make right & positive decisions, in relation to school, home and the community
- \* To promote self discipline and encourage the children to know right from wrong
- \* To make clear to pupils, parents and staff, our commitment to our School's Vision and Values
- \* To encourage friendship and harmony, equality of opportunity and respect
- \* To enhance positive links with the pupil's home and community and encourage parents to help us in our efforts
- \* To encourage and acknowledge all those who continually achieve a high standard of behaviour throughout school life
- \* To promote good citizenship

We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

## **Expectations**

We will:

- \* As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.

- \* Support the way in which all members of this school community can work together in an environment which is happy, safe and secure and where effective learning can take place.
- \* Reward good behaviour.
- \* Provide encouragement and stimulation to all pupils.
- \* Treat all children fairly and apply this policy in a consistent way.
- \* Ensure that children are aware of the school rules and that each class has its own classroom code.
- \* \*Teach, knowledge and skills through the School Christian Values, Collective Worship and the school curriculum, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

### **A Positive Approach**

An effective discipline policy is one that seeks to promote high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting high expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of St Barnabas' Primary School are that:

- \* Each child is uniquely created and loved by God
- \* Behaviour can change and that every child can be successful.
- \* Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's' self-esteem and thus help them to achieve more.
- \* Celebrating success helps children to achieve more.
- \* Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- \* Reinforcing good behaviour helps our children feel good about themselves.

Our expectations are:

We are kind and helpful

We listen

We are honest

We work hard to achieve our full potential

We look after property and our school environment

Every member of the school community should apply the following principles:

- \* If you don't stop the inappropriate behaviour you are condoning it;
- \* You own your own behaviour.

### **Rewards and Sanctions Overview**

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence and recognises that there is always a choice. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

### **Rewards**

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated through display and performance.

Rewards may involve:

- \* Verbal praise and smiling at children
- \* Verbal praise to parents about their children or to other staff
- \* Smiley faces
- \* Stickers and stamps
- \* Certificates
- \* Sending good work to other staff members for reward or praise
- \* Special responsibility jobs
- \* Special privileges (e.g., free time)
- \* Positive phone call home
- \* Class wide rewards
- \* House points (counted weekly by Year 6)
- \* Individual points eg: reward points, etc.

- \* Star of the Week certificates
- \* Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded with an entry in the Golden Book (located in lobby). The comments are read during 'celebration assemblies' on a weekly basis and are published in the weekly Parent Newsletter.

## **Sanctions**

Despite positive responses as a means to encouraging good behaviour in St Barnabas' Primary School, it may be necessary to employ a number of sanctions to enforce the Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. Rewards or house points are never to be taken away. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

As a school we use a traffic light system to enable a visual approach to sanctions and rewards

## **Rewards**

All staff and visitors are expected to praise and reinforce good behaviour as often as possible.

House points are rewarded for both positive behaviour and work. There are four house groups which are made up of children from each year group. At the beginning of the year children from Year 6 are voted as House Captains. House Captains and Vice Captains must set good examples and be role models for other pupils to follow.

Children are placed in teams, not by ability, on entering reception class. House points are awarded to pupils throughout the day for their good work, being sensible, helpful, good behaviour and participation. Individual children collect house points and these contribute to their house/team which are celebrated in a whole school assembly. At the end of each term a cup is awarded to the house with the most points.

## **Classroom Management**

- \* All classrooms have clear routines and visual timetables which support children to prepare themselves for the school day.
- \* We use positive intervention, strategies and restorative conferencing to prevent and manage successful solutions to behaviour problems.
- \* Discussions in circle time, council meetings, ownership and the sharing of ideas encourages the children to be active agents in their individual, class and school development.
- \* Routines are essential to support pupils to be well prepared and organised for learning, reducing behaviour 'hot spots'.
- \* Class rules are revised and agreed together at the beginning of term.
- \* We inform parents of positive and negative behaviour, and then follow up with progress reports.
- \* Parents are encouraged to reinforce positive behaviour at home.

## **Roles**

### **The Role of the School Council**

The School Council meets approximately fortnightly. The School Council consists of children from Year 1 – Year 6. School Councillors wear special badges that identify them throughout school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

### **The Roles of Parents**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

### **The Role of Non-teaching Staff**

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors liaise with class teachers and communicate with them about incidents of unacceptable behaviour or positive examples.

### **The Role of the Teaching team**

Good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Our teaching team are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Our Teaching team contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. We expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

The use of Collective Worship, RE and the time to talk in school plays a vital role. Through circle time, discussion and role play the children deal with getting on with others and seeing things from other points of view as well as dealing with loss and bullying.

### **Role of the Governors**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.



## APPENDIX 1 – Code of Conduct for Parents

### **Code of Conduct for Visitors**

1. Visitors are requested not to smoke on school premises
2. Adults are expected to be appropriately dressed eg, in hot weather shirts should be worn.
3. No alcohol is to be brought onto the premises, people doing so will be asked to leave the site.
4. All persons must follow health and safety regulations at all times to ensure the safety of themselves, volunteers and visitors.

We promote respect between all adults and children working within the school. As part of this we operate this zero-tolerance policy towards visitor behaviour:-

5. We ask that all staff, families and visitors exercise patience, tolerance and courtesy at all times.
6. All cases of verbal and/or physical abuse or threatening behaviour will result in being asked to leave and may result in a ban and, where appropriate, prosecution. All such incidents will be logged.
7. St Barnabas' CE Primary School expects that its staff will not be subject to any form of abuse for simply doing their jobs.

The school is an equal opportunity organisation and we will not tolerate any discrimination towards any person at this school.