

Behaviour appendix

Samuel Barlow Primary Academy

September 2023

1 Academy statement

We follow all aspects of attendance guidance outlined in the [Trust Policy](#)

In addition to the above we adopt the following local academy specific arrangements:

1. Aims and purpose

Samuel Barlow Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Children learn effectively when they are secure, happy and settled. Establishing a consistent and shared approach towards behaviour is our priority. With commitment from pupils, staff, parents, governors and the wider community, we are creating an inclusive community where every young person feels supported and encouraged. We believe that respect, self-regulation and strong moral values are the key principles underpinning a whole school policy promoting positive behaviour. As an academy, we encourage every child to see themselves as a member of the team and to consider their own rights and the rights of others; and to recognise that with these rights come responsibilities.

Our main aims are:

- To create a culture of exceptional behaviour: for learning, for community, for life.
- To build a community which values respect, kindness, care and empathy and celebrates individual differences.
- To develop positive relationships between children, staff and our community.
- To motivate children to take responsibility for their learning and behaviour through well planned, inspirational and challenging learning and recognising and valuing effort and achievement.
- To provide an orderly environment where children and adults are mutually respectful.
- To create a safe and secure environment that promotes learning.
- To implement rewards and sanctions fairly and without prejudice.
- To work effectively with parents / carers and the community to ensure the best possible outcomes for all children.

The purpose of our policy is to provide simple, practical procedures for staff and children that:

- Recognise and positively reinforce the behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

2. Academy Standards

Our Samuel Barlow Standards set the expectations and behaviours for learning and daily life.

We are caring

We are responsible

We are respectful

We strive to succeed

The Samuel Barlow Standards are taught and modelled explicitly and it is an expectation that all members of our Academy community uphold these standards at all times.

3. Responsibilities

Staff responsibilities

- Uphold, promote and model the Trust Values and Academy Standards at all times
- Be relentlessly bothered and invest in getting to know our children and families to build positive relationships
- Give first attention to positive conduct and recognise children who are going the extra mile.
- Plan lessons that engage, challenge and meet the needs of all children.
- Create a learning space and environment that support children no matter what their background.
- Always adopt a calm, consistent and fair approach to managing behaviour.
- Remove any personal emotion from any situation.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time to engage in restorative conversations with children and retain ownership.
- Never ignore or walk past children who are behaving in a manner not in line with our Academy Standards.
- Class teachers are responsible for managing pupil behaviour effectively in line with the requirements of the Teacher Standards (2012).

All adults in the Academy take responsibility for implementing the Samuel Barlow Standards. As adults walk around the Academy, they will always do the following:

- Frame positively when reminding children about behavioural expectations, eg 'We walk because it's safer'.
- Politely challenge a child who is in the building at break/lunch times
- Deal with inappropriate behaviour directly, never walking past
- Discuss inappropriate behaviour with children and remind them of their obligations
- Intervene if children are talking to others in a disrespectful way
- Model and positively reinforce desirable behaviour
- Inform class teachers promptly of any inappropriate behaviour and how it has been dealt with

Senior leader responsibilities

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our children. Senior leaders will:

- Meet and greet children
- Be a visible presence around the Academy
- Regularly share good practice
- Support staff in managing children with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for children who fall beyond the range of written policies
- Take time to welcome children at the start of the day

Home-Academy agreement

Our home-academy agreement summarises the expectations and responsibilities of the Academy, our children and our families in terms of behaviour and is included in the appendix.

Child responsibilities

- Uphold the Academy Standards both in and out of class.
- Take responsibility for their learning and always strive to succeed.
- Treat pupils, staff and equipment with respect and take responsibility for their actions.
- Take good care of their peers and themselves and let an adult know if they are worried or unhappy.

Family responsibilities

- Support the Academy behaviour policy
- Use the Academy Standards to reinforce the highest expectations of behaviour
- Notify the Academy of any changes in circumstance or incidents outside that may impact on their child's behaviour in and around the Academy
- Foster good relationships with the Academy to provide an effective partnership in delivering the very best for their child

The Academy is committed to continuing professional development of its staff in all matters around teaching, learning, behaviour management and a furthering of understanding into potential barriers to learning – particularly amongst disadvantaged children.

The Academy staff adhere to the guiding principles outlined in the Improving Schools Behaviour guidance (EEF 2019):

- To know and understand our pupils and their influences
- To *teach* learning behaviours alongside *managing* misbehaviour
- To use classroom management strategies to support good classroom behaviour
- To use simple approaches as part of a regular routine
- To use targeted approaches to meet the needs of individuals in the Academy
- To apply all strategies consistently across all phases and all classrooms

4. Consistency – this is how we do it here

‘Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.’

Paul Dix

- Consistent language; consistent response: All adults use consistent language and Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: We ensure 'certainty' at all levels with all adults. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the academy. Staff are explicit about what good behaviour looks like with clear and consistent routines for:
 - Lining up
 - Travelling through the Academy
 - Taking the register
 - Working in class
 - Starting the lesson
 - Carpet time
 - Lunch
 - Entering the classroom
 - Exiting the classroom
 - Leaving the Academy

Teachers explicitly teach the behaviours they want to see and the routines that will support this.

5. Recognising and rewarding excellent behaviour

Samuel Barlow Primary Academy is committed to promoting and celebrating positive values as the prime tool in ensuring outstanding behaviours for learning.

We recognise and reward learners who go above and beyond our Standards. Although there are specific rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.' The use

of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are hardest to reach.

At classroom level:

1. Praise
2. Stickers – where appropriate
3. Coloured Standards stickers – recognition for displaying our values
4. Going the extra mile – postcard home from class teacher

At whole-academy level

1. Praise
2. Principal Award - Children can be sent to the Principal for recognition of an exceptional piece of learning, achievement or behaviour. The child will receive a Principal reward sticker. They will also receive a message home to inform parents / carers and their achievement will be celebrated on the weekly newsletter.
4. Going the extra mile award – recognition certificate awarded in assembly and recognition on the newsletter.

At lunchtime:

1. Praise
2. Sticker – where appropriate for younger children
3. Middays select one child per year group, who have demonstrated our Standards throughout the week at lunchtime, to sit at the Golden Table each Friday.

Random Act of Kindness

Principal or senior member of staff to invite one child from each class who has carried out a random act of kindness during the week to share a hot drink and a chat together. It is a ripple of recognition of kindness in our academy.

6. Managing behaviours

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed.

All staff go through the following steps with care and consideration, considering individual needs where necessary, and giving 'take up' time between each step. The staff prompt, with more detail, can be found in the appendix.

Reminder

Verbal warning

Last chance

Time out

Repair

If a child reaches the last chance step, time must be given to the child to reflect on their choices and the incident and consequence is recorded on SIMS.

Every effort is made to follow through with the consequence on the same day so that the child can start fresh the following morning.

Children are encouraged to apologise meaningfully to adults and children that may have been impacted by their behaviour.

Where appropriate, class Circle Time or discussion may be utilised to resolve and explore behaviour incidents.

Where there are several incidents of concern during a one week period or short period of time, teachers will discuss this with parents or carers.

Parents may be asked to contribute towards any equipment that has been misused, damaged or broken by a child.

It is important that children are clear about the undesirable behaviour, its impact on others and how they can change this.

If felt necessary by members of staff, children may be asked to take playtimes inside, in order to support and encourage them to have successful and happy playtimes. This would only be used as a temporary measure.

Consequences are clear and consistent throughout the Academy and are used by all staff. The Academy operates a stepped approach to managing behaviour which can be seen in the appendix.

Where there are several incidents of concern during a one week period or over a short period, teachers will discuss this with family member(s).

At all stages of the ladder the Academy will seek to put appropriate intervention in place to mitigate the likelihood of a child moving further towards an exclusion. The full suite of possible responses outlined above may be used as appropriate.

Where children are displaying behaviours of concern and the policy is proving insufficient / ineffective, the class teacher should decide whether to proceed along the Behaviour Pathway.

Any racist, homophobic or discriminatory comment is recorded on My Concern and brought to the Principal's attention for appropriate action to be taken

7. Social and emotional support

In order to support the well-being and emotional resilience of our children we follow the five ways to wellbeing – Connect, Be Active, Take Notice, Give and Keep Learning. Our KS2 complete the daily mile each afternoon in order to allow them to Connect, Be Active and Take Notice of their surroundings. We encourage our children to Give back to our local community by promoting the importance of being responsible citizens and Keep Learning by offering a variety of after school clubs and activities.

In addition, we follow the Take 5 initiative within our academy. The Take 5 at school project involves grounding and breathing exercises with the aim to develop a greater sense of personal wellbeing. It enables children to manage stress and navigate challenging situations more effectively and increases their ability to focus and concentrate. Take 5 takes place daily in all classes after lunch and at other times throughout the day if necessary.

We further promote wellbeing by celebrating children's Random Acts of Kindness every fortnight in our special mentions' assembly. Students who have been seen by staff to do something kind for another are rewarded with a hot chocolate treat to take home.

As an academy we celebrate Wellbeing Wednesday. We have a wellbeing assembly for the whole academy, and each class participates in a wellbeing activity. Information is shared with parents through WeDuc about different ways to support our children's wellbeing. Our Wellbeing Champion also shares information with staff to support their wellbeing.

Our academy has two members of staff who are trained ELSA's. They are available to provide interventions to children who require additional social or emotional support and can respond according to the need required. Our ELSA staff have a drop-in session daily to allow them to respond to any urgent need. Our ELSA's work in our Rainbow Room, which is a quiet, nurture-based environment.

We also employ a Family Support Advisor who can offer support to our families who may require additional emotional support.

8. Concerning behaviours

Where there is concern regarding behaviour or a change in behaviour, teachers follow the Graduated Response to Behaviour agreed by the Nottinghamshire Pathway to Provision.

This is based on the principles that:

- most issues can be corrected through early intervention and alterations to classroom practice
- parents are fully aware, consulted and involved
- guidance for strategies is provided
- staff feel supported in the escalation process where classroom adjustments have not led to improvement or behaviours are severe
- the role of the SENDCo is clear and not relied upon to manage behaviour
- Senior Leaders in the school are involved in an appropriate way and at an appropriate level

9. Pupil voice

Our Academy Council are regularly consulted regarding behaviour and their views on the policy in the academy.

10. Steps to manage behaviours

| | |
|-----------------------|---|
| Reminder | <ul style="list-style-type: none"> • A reminder of our expectations delivered privately where possible. • Repeat reminders if necessary. • Deescalate and decelerate where reasonable and possible. <p>Take the initiative to keep things at this stage.</p> |
| Verbal warning | <ul style="list-style-type: none"> • A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. • Use 'Think carefully about your next step.' |
| Last chance | <ul style="list-style-type: none"> • Speak to the child privately and give them a final opportunity to engage. • Offer a positive choice to do so and refer to previous examples of good behaviour. • Use our scripted intervention • Attach 'Stay behind after the lesson / at break / lunch / take time out to reflect on the choices you are making' to this step. It cannot be removed, reduced or substituted. • If there are secondary behaviours, as you walk away write them down and follow up later. <p>We resist endless discussions around behaviour and spend our energy returning children to their learning.</p> |
| Time out | <ul style="list-style-type: none"> • Time out may be a short time in the partner classroom, in a quiet place in the classroom, at the side of the playground at break. <p><i>Children should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.</i></p> <ul style="list-style-type: none"> • Time out is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. • If a child refuses to take time out then the learner will be asked to leave the room. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. • If children refuses to move, walk away and address the behaviour once the rest of the class have left. |
| Repair | <p>Restorative conversation takes place. This could be a brief chat or a more formal meeting.</p> |

11. Incident stages and consequences

| Stage 1 | Stage 2 | Stage 3 |
|--|---|---|
| <ul style="list-style-type: none"> • Behaving in an unfriendly way towards another child and excluding others • Talking out of turn / calling out • Minor disruptions to learning • Being off task | <ul style="list-style-type: none"> • Regular/constant incidents that are stage two • Ignoring instructions • Not respecting school equipment • Speaking or behaving disrespectfully • Continuing to disturb the class • Physical contact with another child (Low level) • Continuing to call others unkind names | <ul style="list-style-type: none"> • Regular/constant incidents that are stage two • Hurting others verbally • Hurting others physically • Swearing • Fighting • Racist incident • Homophobic incident • Stealing |
| <ul style="list-style-type: none"> • Reminder of rules • Verbal warning • Last chance (+ reflection after lesson with staff member) • Time out in class • Repair – restorative conversation during reflection time | <ul style="list-style-type: none"> • Reminder of rules • Verbal warning • Last chance (+ reflection at break / lunch with staff member) • Time out in partner classroom • Repair – restorative conversation during reflection time at break / lunch • Informal conversation with family member | <ul style="list-style-type: none"> • Repair – restorative conversation during reflection time at break / lunchtime with staff member • Family meeting (after the school day to be attended by responsible adult) • Repair – restorative conversation with a member of the Senior Leadership Team • Internal exclusion with leadership team (half or full day) • Formal meeting with Family member(s) • Behaviour contract issued • Fixed term exclusion (Two - five days) – Principal decision • Repair – restorative conversation with a member of the Senior Leadership Team as part of the reintegration meeting on return to the academy • Permanent exclusion – Principal decision |