Barn Croft Primary School
Behaviour Policy

Version no.	Date	Approved by	Review Frequency	Review Date
2	September 2026	Governing Body	+1 Years	September 2027

The Behaviour Policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Exclusion Policy
- Special Educational Needs & Disability Policy (SEND)
- Single Equalities Policy
- Attendance Policy
- Safeguarding and Child Protection Policy (Keeping Children Safe in Education 2026)
- Disability Discrimination Scheme.

Rationale

A clear behaviour policy that:

- supports and promotes the school's vision statement and values of **Courage Excellence and Love**
- creates an academic environment conducive to high standards and educational improvement
- develops good personal, social and moral attitudes
- develops children's independence, high self-esteem and a respect for others so that they are able to take responsibility for their own actions
- develops co-operation and a school environment that supports good behaviour.

Aims

Through our behaviour policy we aim to:

- ensure a consistent approach throughout the school and in all areas of school life
- ensure that individual pupil's needs are taken into account
- provide clear parameters for behaviour structured around the rules – **Ready Respectful Safe** - which will be applied consistently in all areas of school life
- develop children's self-esteem and confidence through a clear system of rewards and reasonable and realistic sanctions
- develop a co-operative approach to behaviour
- give parents a clear understanding of what is expected from children and how they can support their child
- work in partnership with parents over any behaviour issues from the earliest appropriate time
- develop ownership of the policy by the whole school community
- develop a clear link between behaviour and educational improvement

Our school values – COURAGE LOVE EXCELLENCE – underpin this policy and our ethos towards behaviour. We want our children to have the courage to do and say what they know to be right

and to be supported in a loving environment so that we can help them develop excellent character traits giving them the foundations for a good and healthy life.

Guidelines

The school's behaviour policy has been developed by a process which involved pupil participation at all stages. Through discussions with children the school created three rules for behaviour (Ready Respectful Safe) and a series of rewards and sanctions.

The school endeavours to maintain a consistent approach to behaviour across the school. The rules apply to all members of the school community. All members of staff are role models for the children to follow. We spend a significant amount of time at the start of each new academic year and at the start of each new term, to discuss and reinforce the school rules and to make sure that all children understand the rules and why we have them and what our school expectations are of everyone.

Whilst the Behaviour Policy is applied to all children it is also applied in line with our Single Equalities Policy. This means that it is differentiated for children with SEND, trauma & attachment issues and/or anxiety/mental health issues on an individual basis. Just as with our learning, we all need support with our behaviour & responses and this includes that support sometimes looking different for different children. We always aim to ensure that all our children understand this concept in an age appropriate way and we include parents in individual behaviour adjustments or plans.

ALL BEHAVIOUR IS COMMUNICATION

We believe that children who resort to less than positive behaviours are simply trying to express an emotion and it is our job to find out what they are trying to tell us.

Rules

- READY
- RESPECTFUL
- SAFE

Rewarding pupil commitment to keeping to the rules

At Barn Croft we use the online tool Class Dojo to award points for positive behaviour. For example, they receive points for:

Being determined

Being ready to learn

Being respectful

Being safe

Learning from their mistakes

This system allows us to track the different behaviours of every child and every class in order to ascertain where more support is needed. Every pupil earns points which accumulate towards a class total. There is a league list of rewards which the children are given when they reach

each total on the scale. These rewards include extra playtime, extra PE lessons, watching a film with popcorn, a non-uniform day etc.

Unacceptable behaviours include:

Being impolite, unkind or unsafe

Continually calling out or forgetting to whisper

Damaging property

Consistently distracting others

Hurting someone

Ignoring instructions

Consistently not being ready to learn.

Class behaviour is celebrated in our Friday assembly each week and the class which gained the most Dojo points that week is awarded a class Dojo soft toy monster to display in their classroom.

We believe in talking to children about the poor behaviours and always refer to the behaviour rather than the child so that they know they can change the way they behave. We strongly believe that every child wants to behave well and be successful in their relationships and in their learning.

At Barn Croft we aim to build resilience, a strong character and a growth mindset in all our children. We believe that children can develop effortful control over their behaviour and the Dojo points system emphasises this. Adults always aim to use positive feedback to children and keep their praise for acknowledging a child's effort rather than their achievement. For example, **"I can see that you worked really hard to solve that problem. Well done!"** rather than **"Well done - you got that problem right!"**

Research has shown that when children are praised for the effort they put in they will then want to try more challenging tasks. However, if they are always praised for getting something right they will become fearful of failure and resist "having a go". At Barn Croft we use the motto FAIL - First Attempt In Learning and we tell everyone that Feedback Is A Gift!

Celebration Assembly – this is a time for everyone in the school community to acknowledge the achievements of all our children. Each week there is a specific focus on a particular subject and teachers and teaching assistants award a certificate to two children in their class who have worked really hard to improve in that subject throughout the week. The adult awarding this Star of the Week award tells the whole school why they have chosen that child and hand them a certificate to take home. **We keep a record of every child who receives a certificate and ensure that throughout the year every child in each class receives at least one certificate because every child can excel in at least one area.** We also give certificates for overall Star of the Term and Star of the Year for improvement in all areas.

The school ensures that all children's achievements throughout the school year are acknowledged as appropriate to their needs. The school recognises that children's needs vary greatly and therefore rewards are given in a variety of circumstances.

The Celebration assembly is also an opportunity to say well done and award any certificates gained in the areas of sport, music, drama or any other of the many competitions our children enter. We also recognise and celebrate the many opportunities and events the children have experienced.

Sanctions

It is, of course, necessary to sanction children who consistently break the rules. These sanctions are not intended to humiliate or make an example of a child. The aim is to help the child think about his/her/their actions and take responsibility for changing their behaviour. This is very important in the classroom because a lack of good learning behaviour leads to disruption and ultimately affects the ability of the rest of the class to concentrate as well as take time away from the teacher to do their job and teach all the children.

Classroom

Step	Response
Reminder	The child will be given a gentle reminder(s) of the three rules and which rule is not being adhered to.
Stage 1	A clear verbal caution is delivered privately, making the pupil aware of the behaviour and clearly outlining the consequences if it continues. The pupil is given a final opportunity to engage and make the right choices.
Stage 2	Thinking Time: 3 minutes at a timeout table in class.
Stage 3	If the behaviour continues, the child has Thinking Time in the Buddy Class for 10 minutes (dependent on age). They take their work with them so that learning continues. The class teacher shares this with parents at the end of the day.
Stage 4	Thinking Time for the rest of that session with a senior leader. The child takes their work with them so that learning continues. This gives senior leaders an opportunity to speak to the child and ensure that they are calm and ready to learn again. The senior leader informs parents.

Repair and Reflection

After each stage of the sanctions process, the child is given the opportunity to repair and reflect on their behaviour. This is an essential part of supporting behaviour change and maintaining positive relationships.

Staff use the 3 Ws restorative approach:

- **Welcome back –** reassuring the child that they remain valued and belong in the school community
- **What happened? –** allowing the child to share their perspective and reflect on their behaviour
- **What now? –** supporting the child to identify next steps and make positive choices moving forward

This process enables children to reflect on their behaviour, understand its impact, and repair relationships with adults and peers in a calm and supportive way.

Playground

Step	Response
Reminder	The child will be given a gentle reminder(s) of the three rules and which rule is not being adhered to.
Stage 1	A clear verbal caution is delivered privately, making the pupil aware of the behaviour and clearly outlining the consequences if it continues. The pupil is given a final opportunity to engage and make the right choices.
Stage 2	Thinking Time: 3 minutes on a bench.
Stage 3	If the behaviour continues, Thinking Time on the bench for 10 minutes (dependent on age).
Stage 4	Thinking Time for the rest of that session with a senior leader. Where applicable, the child takes their work with them so that learning can continue. This gives senior leaders an opportunity to speak to the child and ensure that they are calm and ready to learn again. The senior leader informs parents.

Escalation for serious incidents

Only extreme physical violence goes straight to Stage 4. Deliberately hurting another child during play may go straight to Stage 3 (10 minutes). Incidents are considered individually and sensitively, taking account of the circumstances and the needs of the children involved.

Recording, monitoring and escalation

All incidents where children are sent to the Senior Leadership Team (SLT) are logged and monitored. These records are reviewed weekly by SLT, and more frequently where there are repeated or escalating behaviour concerns. Significant behaviour incidents, or ongoing patterns of behaviour, are also logged as safeguarding concerns in line with school procedures.

Where a child displays persistent low-level behaviour and is regularly reaching Stage 1 or Stage 2 on a daily basis, but is not being referred to SLT, class teachers must inform SLT following Friday's briefing so that patterns can be identified and appropriate support put in place.

Restorative conversation following Thinking Time

If a child requires Thinking Time, this immediately triggers a restorative conversation with an adult, either straight away or later when the child is calm and ready for the conversation. This is not a time for further reprimand. It is a time to repair and reflect on what has gone wrong with adults who are there to support the child in making positive choices. The adult and child will work together to understand the problem and how it can be resolved.

The restorative conversation may include:

- What rule was broken?
- How was this rule broken?
- What impact did this behaviour have on yourself?
- What impact did this behaviour have on others?
- What will you do differently next time?
- How can adults support this change?

- Discussion with the child as to whether parents need to be informed, with SLT making the ultimate decision where appropriate.

If a child's behaviour means that they need Thinking Time in another class, they will also have reflection time before returning to their usual learning environment.

Further support and serious behaviour

Where staff have concerns about a child's behaviour, a plan for observation, discussion and support may be put in place. This may involve parents and carers so that home and school can work together. Behaviour records are reviewed by senior staff to identify patterns, recognise improvement and determine whether additional support or intervention is needed.
Serious incidents may include:

- Rudeness or swearing towards staff
- Refusal to follow instructions
- Striking a member of staff
- Physical aggression or fighting
- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Racist or homophobic behaviour
- Vandalism or damage to property
- Theft
- Truancy.

Child on Child Abuse

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of school/college and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children/young people; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals.

At Barn Croft, staff are trained to be vigilant and report any concerns they have relating to behaviour or possible child on child abuse. We recognise that school may be the only stable, secure, and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Consistent Adult Behaviour

At Barn Croft you will see **Three Visible Adult Consistencies** everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with the school policy.

We do not shout – At Barn Croft we believe that there is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting "Stop!"

across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way. Shouting implies a lack of control and staff have regular training on how to manage behaviour positively and how to speak to children who are repeatedly exhibiting challenging behaviour. We believe that there is always a reason for challenging behaviour of every kind and that as the adults we are responsible for finding out the reasons and adjusting our behaviour and the environment to support the child in developing the skills they need to take responsibility for their own behaviour. We also believe that adults will sometimes need support in doing this and so we have clear lines of communication to ensure that staff feel supported by the Senior Leadership team. Staff receive annual behaviour management training as well as micro refreshers throughout the year. As needed, individual support is provided to adults if specific, additional training is required. We also believe strongly that working in partnership with parents/carers is key to supporting individual children and so endeavour to contact parents/carers at the earliest appropriate time to communicate how we can work together, in line with policy, to support behaviour improvements.

We always refer to the behaviour and not the child – when we are speaking to children about negative behaviour we always talk about the behaviour so that they understand they have a choice in how they behave. They are not a 'naughty/bad' child – they have simply chosen an inappropriate behaviour and need help in choosing to behave positively. We never use the word 'stupid' or similar to describe behaviour because children can confuse the use of this word to mean that they themselves are 'stupid' and this causes distress, confusion and conflict.

We have a relentless focus on giving children positive feedback about their behaviour as well as their learning – we understand that children need to hear that they are doing well and they need encouragement to do the right thing and understand the rules. We do this by constantly praising positive behaviour as well as rewarding with points.

"It takes a whole village to raise a child."

Beyond the school gates

We encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community. We have regular assemblies on ways we can contribute positively to the local community. We always act upon any complaints from the local community and speak to parents and children (for example if a child has been seen to be misbehaving on their way home from school). However, the school has the right to make decisions about when it is appropriate to become involved in incidents which happen outside school – is it appropriate for the school to speak to all parties concerned (including parents) or is it a matter that the parents need to deal with or involve the police or other services. As part of the school community parents are expected to engage fully with the school to actively promote positive behaviours both in and out of school and attend meetings to review concerns and support school in implementing individual plans, when required.

We strongly believe in welcoming children back to see us when they are at secondary school and we will contact their secondary school if we have any concerns about their behaviour or well-being when we see them.

Monitoring

We aim to ensure consistency throughout the school and to monitor the effectiveness of the policy on children's behaviour and attitudes.

The school monitors the implementation of the behaviour policy in the following ways:

- Review and evaluate policy and procedures annually at the start of the Autumn term
- Review Incident Records
- Regularly discuss the effectiveness of the policy with staff and make any adjustments as soon as possible.
- Representative of Governing body to observe occasional assemblies and report back to full meeting
- Representative of Governing body to observe behaviour at playtime and lunchtime from time to time and report to full meeting
- Intervention reviews are monitored to measure effectiveness of strategies put in place to moderate behaviour for individual children.

Signed : Headteacher Adrien Schweitzer ……

Signed: Chair of Governors Max Peters ……..

Date : September 2026 Review date : September 2027