



Positive Behaviour Policy

Policy owner	Inclusion Lead
Policy approved by	Education Standards Committee
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Introduction

This policy sets out the purpose, nature and management of behaviour in our schools and reflects the consensus of opinion of the whole teaching staff.

The implementation of this policy is the responsibility of all staff.

This policy will be adapted to cover the behaviour of children younger than Key Stage 1 within our schools.

Entitlement

We aim to ensure that:

- We provide a safe, caring and stimulating environment where children can develop a positive set of attitudes towards everyone in the school community;
- The furniture is comfortable to work at;
- There is easy access to water and fresh air;
- The temperature is kept at a comfortable level;
- There is space in the learning environment to celebrate success;
- There are good quality and interesting resources to work with;
- There is a friendly and supportive atmosphere to enable children to acquire moral values such as honesty, sincerity, trust, mutual respect and tolerance;
- Each child is valued as an individual;
- We encourage each child to develop his/her self-esteem, confidence and feeling of self-worth to lead to the development of independence in work and decision making;
- There is an understanding that we all have rights, rules and responsibilities.

Rights, Rules and Responsibilities

Rights

At St Barnabas MAT, we believe that children have the right:

- To learn;
- To feel safe;
- To be happy;

- To be an individual;
- To be listened to;
- To be treated kindly, fairly and equally;
- To have access to the school at appropriate times;
- To communicate and express themselves;
- To be left alone;
- To share ideas and ask questions;
- To have a friend and to join in games.

Rules

Our schools have a set of 3 rules or expectations of behaviour; which apply to every situation:

- Show good manners at all times
- Follow instructions with thought and care
- Care for everyone and everything.

These rules are displayed around the school and in classrooms. These rules are then adapted within class to create age appropriate behaviour contracts.



Responsibilities

Governors are responsible for following the legal guidelines on the school's Positive Behaviour Policy and monitoring and reviewing the Behaviour Policy.

The legal responsibilities for the discipline of the school lie with the Governors who have delegated the day-to-day management to the Hub Lead/ Head of School. Parents/carers of an excluded child have a right to make a written representation to the Governing Body. The Governing Body will take steps to consider any such representation.

Staff are responsible for:

- Recognising that good behaviour needs to be taught;
- Having high expectations of *all* people in the school;
- Applying the Behaviour Policy in *all* situations and to *all* children in the school;
- Communicating behaviour clearly and effectively with others;
- Having a good knowledge of the school's Behaviour Policy;
- Following its procedures for positive and negative consequences;
- Being consistent and fair;
- Providing a learning experience when dealing with children's behaviour;
- Clearly rewarding positive behaviour;
- Following behaviour management procedures to ensure that children are ready to learn;
- Separating the child from the behaviour so they understand it is the behaviour choices that need changing;
- Actively seeking positive relationships with parent/carers;
- Providing an inclusive curriculum which promotes a high self-esteem;
- Using the clear agreed language of positive behaviour management.

Senior Leaders are responsible for:

- Monitoring the implementation of the Positive Behaviour Policy and its procedures to ensure that it is consistent across the school;
- Supporting staff with the implementation of positive behaviour management strategies;
- Being available to support teachers communicating with parent/carers;
- Being available over lunchtimes to support midday supervisors.

Parent/carers are responsible for:

- Supporting the school's Positive Behaviour Policy;
- Attending the presentations of rewards;
- Sharing information about what is happening outside of the school which may affect their child's behaviour;
- Being available to discuss their child's behaviour with the school.

Children are responsible for:

- Doing their best to contribute to a positive learning environment and allowing others to do the same;
- Taking responsibility for their own behaviour;
- Helping to create a secure environment where children can be safe, happy and learn.

St Barnabas MAT promotes the learning and participation of everyone within the school community. Everyone is valued and diversity is seen as a rich resource to enhance and support learning for all.

The school's inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experiences outside of the school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in the life of the school.

Inclusion is achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given an equal priority and available resources are used to maximum effect.

St Barnabas MAT recognises behaviour management as a subject and therefore it is differentiated where appropriate. Where patterns of behaviour have been identified as needing a differentiated approach, the class teacher, in liaison with a member of the Senior Leadership Team (SLT) and Learning Mentor, will request a meeting with parents/carers. The child will then be placed on a Behaviour Support Plan. This is then reviewed weekly and parents/carers are asked to sign it daily. At this stage, the school's policy for positive and negative consequences is followed (Appendix 1).

Inclusion

If the pattern of behaviour continues the child would have a 'Behaviour Contract', which will include achievable targets and rewards. The consequences will differ and smaller steps will be given to the child e.g. they will receive a sticker for every session of the day which will accumulate to a reward at the end of the week. This *may* form part of the child's IEP or IBP (Individual Education or Behaviour Plan). This contract should be for a specified time and evaluated at the end of this time.

If it is necessary to restrain a child, the school's policy on Positive Handling will be adhered to.

Resourcing

Resourcing for positive behaviour will take into account the needs of all pupils. All staff will receive a copy of this policy as part of their induction programme. Further training will be arranged as appropriate, this may include:

- Observation of teacher colleagues
- Training sessions for staff
- Consultation with specialist teachers

Implementation is a *whole school* responsibility and supported through the ethos within the school. This will be achieved in a variety of ways:

Our own behaviour as adults will reflect our expectations of the children. As a staff we will aim to meet the children with a smile, be consistent, keep calm, have a sense of humour, use a 'talking' voice, listen to the children and follow up their problems to a conclusion. When members of staff discuss behaviour with children, they will always aim to have a learning experience as an outcome and use the agreed language.

Strategies

Non-verbal strategies and reinforcement

Members of staff use non-verbal communication such as giving eye contact, smiling, using positive gestures (such as thumbs up and clapping).

Verbal reinforcement

Members of staff use praise to groups and individuals.

Consequences (Positive and Negative)

These are set out in Appendix 1 to this policy. They outline the agreed consequences to negative and positive behaviour. The consequences outline individual consequences and group consequences (e.g. target for the class), these should be logical next steps to support the child to rebuild relationships.

Referral to other staff and senior staff

By arrangement, and as part of the school's systems for positive and negative consequences, children are sent to other members of teaching and learning staff (teachers and teaching assistants) to share work, information and behaviour.

Communication with parents/carers

Parents/carers are kept informed about all aspects of a child's behaviour. This is achieved by:

- Meeting informally with parents/carers at the beginning or end of the day;
- If a child's behaviour is causing concern, parents/carers will be invited to meet with the teacher and/or senior staff to discuss how the child can be helped to change his/her behaviour.

Dazzle Assembly

Weekly Dazzle Assemblies are used to celebrate good work, effort and behaviour. Dazzle certificates are awarded to celebrate success in line with the weekly focus (Dream, Drive Duty, Dazzle). Individual work is celebrated on the 'Dazzling Work' board in the main hall. Children's names are published in our weekly newsletter.

Lunch Time

Midday Supervisors are given guidance on their role in implementing this policy. In addition, they are given 'golden tickets' for children who display positive behaviour and follow the school rules on the playground and in the dining hall. They are responsible for liaising with the Senior Leadership Team during lunchtime and teachers at the end of lunch about children's positive and negative behaviour.

Dealing with Inappropriate behaviour

When dealing with inappropriate behaviour the main considerations are:

- That a learning experience is gained;
- That the behaviour is separated from the child so they understand it is the behaviour choices that need changing;
- Care for the individual or group of pupils involved;
- Prompt, fair and consistent responses by the adults concerned;
- Consultation with parents/carers if the child's behaviour is a cause for concern.

In some circumstances it may be necessary for the senior member of staff or the Head of School to deal with inappropriate behaviour by talking to a large group assembled together.

Links with Other Policy Documents

Positive behaviour is fundamental to good learning and all policy documents will reflect elements of the Positive Behaviour Policy.

All health and safety issues related to this policy are covered within the Health and Safety Policy.

This policy should be read in conjunction with the following:

- Positive Handling Policy
- Suspension and Permanent Exclusion Policy

Monitoring

In order to monitor the effectiveness of this policy evidence will be collected in a number of ways, these include:

- Consultation with parents/carers via questionnaire and informal dialogue;
- Teacher's records and Reflection Room referral records;
- SIMS Behaviour data;
- Class Celebration boards;
- Dialogue with staff groups;
- Review of targets on IEPs;
- Records of certificates for good behaviour;
- Records of incidents of bullying;
- Records of incidents of racist incidents;

Implications of the Discipline Policies and Pupil Behaviour on the Policy

Regulating pupils' behaviour outside school premises

St Barnabas MAT has a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff on educational visits; sporting events; behaviour on the way to and from school and behaviour when wearing school uniform in a public place. In these instances, disciplinary action will only take place on school premises

and, where appropriate, parents/carers have been consulted. St Barnabas MAT would expect any out-of-school misconduct witnessed by members of the community (police, shopkeepers, street wardens etc.) to be reported to the Head of School.

Internal Exclusions (Reflection Room)

The internal exclusion room (Reflection Room) will not operate during school holidays, after school hours or weekends and non-teaching days.

Confiscation

The school includes confiscation of pupils' property as a disciplinary sanction in the Behaviour Policy. Confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

The guidance indicates that teachers have authority to confiscate property 'in pursuance of a legitimate aim', defined by the guidance as generally 'maintaining an environment conducive to learning ... which safeguards the rights of other pupils to be educated'. The guidance says, importantly: *"it is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising."*

Power to search for weapons

The school can search pupils who are suspected of having weapons or knives without consent. Should it be deemed necessary to search a pupil, two members of the Senior Leadership Team will be consulted and present during the search.

The guidance states the following:

Paragraphs 3.8.4 – 3.8.5 of the guidance briefly cover the basic powers of certain school staff to search suspected pupils for knives or other weapons without consent. This power to search derives from the *Violent Crime Reduction Act 2006*, which added new provisions to the *Education Act 1996*. It only relates to weapons and does not extend to searches for other material such as illegal drugs or stolen property. In these cases the police should only do searches. Section 45 of the *Violent Crime Reduction Act 2006* provides full and precise authoritative information, which can be accessed online.

Appendix 1: Behaviour Principles

Creating positive relationships with children

This is done in the following ways:

- Greet your children individually, by name, when they come into your classroom
- Stop and chat with them in other areas of the school
- Make a point of initiating conversation
- Monitor and modify actions to show an openness and friendly concern
- Show interest and try to give complete attention when the children are talking to you
- Show care, concern and empathy
- Smile and show a sense of humour
- Find out as much as you can about a children's likes and dislikes
- Bring up non-academic topics of mutual interest
- Say something positive to children at the end of the day
- Offer to shake their hands as they leave to go home
- Focus on their strengths
- Remind them about the things they have done well
- Give them responsibilities in class
- Keep their parents informed – especially about the good things
- Make it your goal to establish positive relationships with even the most difficult children

Rules

Expectations of behaviour are made clear to pupils in the form of 3 simple, whole school rules.

Rewards associated with following the rules:

Children are awarded 'House/Flock points' for following school rules & trying their best. House points are recorded on individual grids of 25. When the children have filled in a number of grids they receive a certificate in the Dazzle Assembly.

100 – Bronze certificate
200 – Silver certificate
300 – Gold certificate
400 – Platinum certificate

Praise

Parents.....message cards home
Rewards...immediate: house/flock point sticker, star of the day, ball in the class tube
Awardsdazzle certificates
Intuitivepersonal
Specialsservices & jobs
Dojo points and messages to parents
Encouragement

Consequences of not following the Rules

Just as a child makes a conscious effort to follow the rules so there is a decision on the part of the child to break them.

When this happens the teacher is placing the responsibility where it should be, on the child.

In cases of extreme poor behaviour (violence, abusive/threatening language, damaging property) staff may choose to move straight to the highest (C3) step. However, this is only in extreme cases and it must be made very clear to the child as to why this is being done.

Hierarchy

First time a child chooses to break a rule: A Verbal Reminder

Four steps to follow when giving a child a verbal reminder as a way of signalling inappropriate behaviour

1. Use the child's name
2. Indicate to the child the rule being broken
3. State the effect that breaking the rule is having , or could potentially have
4. Say what will happen if they persist with the wrong sort of behaviour

Second time a child chooses to break a rule: C1

It is important they know they have received an unrecorded warning and what the next step will be in the process if they continue to misbehave

Third time a child chooses to break a rule: Time out within the classroom or partner class
C2

A space reserved for a child, away from other children

A visual reminder to all children that, just as they are rewarded for good behaviour, there will be repercussions for choosing to use bad behaviour.

Make a place for thought and reflection.

Chair and small table.

Need paper for child to record their name and a timer

Record on **Bromcom**

Fourth time a child chooses to break a rule: C3 Time out in the reflection room, inform the Head of School & parents.

Consider:

- How long for?
- What will they do?
- When will the child's parent be informed?
- When will Head of School be informed?
- They must take a referral slip you have completed
- Children will monitor their own time
- Record on Bromcom
- Ensure the child is supervised at all times
- The consequence is based around restoring harm and relationships

TIS

St Barnabas MAT have embedded the Trauma and Mental Health Informed Schools ethos to support and provide safe learning environments for all our pupils.

We recognise that behaviours can be learned and are within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship

with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans. Any plan of action is agreed and shared in a working partnership with parents and carers.