

Barton Seagrave Primary School Behaviour Policy

At Barton Seagrave Primary School we create an inclusive school where all children and adults are valued and respected. Our legal and moral responsibility is to ensure every child is safe and protected from harm. Therefore, we aim to provide an environment where our behaviour culture defines expected behaviours in school, centred on what successful behaviour looks like. We are committed to understanding barriers children may have and empower every pupil to successfully access their education and thrive at Barton Seagrave Primary.

All stakeholders at Barton Seagrave Primary School are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our policy guides staff to teach character skills and echoes our core values with a heavy emphasis on respectful behaviour.

Purpose and Aims

Our behaviour policy is designed to:

- Create a safe and supportive environment for all pupils to learn and thrive.
- Promote high standards of behaviour and positive attitudes.
- Encourage pupils to take responsibility for their actions.
- Build and maintain respectful relationships among pupils, staff, and parents/carers.
- Prevent bullying, discrimination, and any form of harassment.

Core Values

Our policy is underpinned by the following principles:

- Respect: Treat everyone with kindness, dignity, and understanding.
- Responsibility: Be accountable for your actions and contribute positively to the school community.
- Inclusion: Celebrate diversity and ensure every child feels valued and included.
- Resilience: Foster perseverance and a growth mindset in the face of challenges.

School Rules and Expectations

All members of our school community are expected to:

1. Be kind and considerate to others.
2. Follow instructions from staff promptly and politely.
3. Care for the school environment and resources.
4. Work hard and always try their best.
5. Move calmly and safely around the school.

Positive Behaviour Reinforcement

We encourage good behaviour through a range of strategies, including:

- Verbal Praise: Recognising and celebrating positive actions by logging Green behaviours on Track It.
- House Points: Awarded for exceptional behaviour and achievements.
- Certificates and Awards: Presented during assemblies for outstanding contributions.
- Responsibilities and Roles: Opportunities to take on leadership roles such as school council.
- Parental Engagement: Sharing successes with parents through positive notes, calls etc.

Appendix 4 contains further details

Preventing Unacceptable Behaviour

All staff will endeavour to create a consistent and safe environment by always challenging negative behaviour; responding in a consistent, fair and proportionate manner.

Preventative and de-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent and challenge negative behaviour.

All pupils will be treated equitably under our policy, with any factors that contributed to the behavioural incident identified, and taken into account.

When giving behaviour sanctions, staff will also consider what strategies and support could be offered to a pupil to help them in the future.

To maintain our positive behaviour culture, adults will:

- Plan and structure an engaging and motivating curriculum with appropriate scaffolds to build academic confidence.
- Establish effective and trusted relationships.
- Build self-esteem and character skills in all children through the use of positive encouragement and consistent routines.
- Develop emotional intelligence; teaching the language of feelings through our PSHE curriculum
- Consider emotional regulation.
- Use a polite, calm tone of voice.
- Use redirection and positive encouragement.
- Focus on the behaviour, not the child.
- Use 'we' when talking about expectations.
- Use 'if' and 'then' to clarify actions and consequences.
- Follow school systems and procedures.

When reacting to negative behaviour and dysregulation staff should:

- Remain calm at all times and use age-appropriate language.
- Give feedback in private if possible to avoid negative attention.
- Take time to establish why negative behaviour has been shown and give the child a chance to 'fix' the situation if appropriate.
- Deliver a consequence if needed.
- Give the pupil time to regulate their emotions using taught strategies.

There must be a fresh start after every incident.

The following warning system may be used when a child or a class demonstrate negative behaviour. Staff and pupils must always endeavour to be fair and honest.

Warnings within class/school:

1. Reminder about expected behaviour
2. Verbal warning with an orange warning on Track it
3. Verbal warning with a yellow warning on Track it
4. Move within their class to reset learning behaviour.
5. Age appropriate time out in a supervised shared area or in another class (ideally in same year group) to have regulation time. This must be age appropriate and not used as time for additional adults to become involved.
6. Red Behaviour recorded on Track it (Parents contacted same-day)

All Red Behaviour incidents must be recorded and followed by an incident report on Track It, completed by the member of staff that issued the Red behaviour log. **All Red behaviours must be communicated to parents/carers on the same day of issue.**

3 x Red behaviour logs = debrief with Class Teacher and Senior Leadership.

4 or more Red behaviour logs = debrief with Class Teacher, Senior Leadership, parents and carers.

Support may also be sought from our SENCO, Family Support Worker and any appropriate outside agencies.

A Restorative Approach

Red Cards require a reflection.

A time for reflection will take place after choices have led to conflict or have failed to meet what we expect. Children are given time to think about what happened and why. This will be age-appropriate and is important in helping children understand their behaviours, emotions and responses.

Children are supported to reflect on our values. A restorative approach offers an alternative way of thinking about addressing negative behaviours and offers a consistent framework for responding to these issues.

This provides a meaningful dialogue that leads to reducing and resolving conflict.

Reflection can have a greater impact on self-esteem and wellbeing by empowering and allowing forgiveness and resolution.

Reflection discussions may include:

What has happened / is happening?

How are you feeling?

How are you being impacted? And others?

What do you need to do to move forward?

What is being restored?

What do we do next?

Recording Red Behaviour Consequences

The Class Teacher must aim to inform parents/carers each time a child receives a Red behaviour log. Staff should aim to, whenever possible, speak directly to a parent/carer after school or make a phone call on the same day.

The Red behaviour incidents must be entered as an incident onto the Track It system by the member of staff dealing with the incident.

Behaviour reports will be monitored by Senior Leadership every half term and by the Deputy Head/Headteacher.

The school keeps a variety of records concerning incidents of misbehaviour. Track It writes Red Behaviour incidents to CPOMS. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details when required which are handed to a member of the management team.

Where relevant, CCTV will be used to support the investigation of any incidents.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body will review this policy every two years.

Escalation for Serious Incidents

In cases of serious misbehaviour, such as bullying, physical aggression, or discriminatory actions:

1. Senior staff members will investigate the incident thoroughly.
2. Parents/carers will be informed, and a meeting may be arranged to discuss the incident. The school uses a warning letter system to communicate and escalate concerns.
3. Restorative approaches will be implemented to rebuild relationships and ensure accountability.
4. Sanctions, such as loss of privileges or temporary removal from class, will be applied proportionately.
5. Additional support, such as counselling or tailored interventions, will be offered if required.
6. Pastoral support plans will be put in place and Risk Assessments where necessary.

Pupil Support

At Barton Seagrave Primary School we have a very clear graduated response to ensuring children who display challenging behaviour are supported at the earliest stage. The first stage of our graduated response is to carry out an assessment. This assessment will be supported by senior leaders/SENco within the school and will include an analysis of quality first teaching. We aim to work in partnership with parents and so involve parents early in the process.

Supporting Pupils with Additional Needs

In line with the DfE Behaviour in Schools guidance, the school recognises that behaviour can be influenced by additional needs, including Special Educational Needs and Disabilities (SEND), trauma or adverse childhood experiences. When considering sanctions, including suspension, leaders will carefully consider the individual circumstances of the pupil and whether reasonable adjustments, further support or alternative strategies are required to meet the child's needs while maintaining a safe environment for all.

Reasonable adjustments will be made for pupils with SEND or other vulnerabilities, including:

- Individual Behaviour Plans (IBPs).
- Pastoral Support Programmes (PSPs).
- Involvement of external agencies (e.g., educational psychologists, CAMHS).

However, SEND or other vulnerabilities does not remove the expectation that all pupils behave safely and respectfully. The school will balance the needs of the individual pupil with the safety and wellbeing of the wider school community.

Internal Time Out/Suspension/Exclusion

- Where necessary, pupils may be given time out of class internally where their behaviour undermines the quality of teaching and learning for other pupils. Parents will be notified when this is to be used and this will be logged on CPOMS.
- Permanent exclusion may be considered for serious incidents e.g pupil displaying serious disruption/violence in spite of applying all the appropriate measures/strategies, and/or it undermines the quality of teaching and learning for other pupils/staff or puts them at risk of harm, then procedures for the exclusion of the pupil will commence. In dealing with incidents resulting in exclusion of a pupil, the Head Teacher and Governing Body will follow the Guidelines for Exclusion by North Northamptonshire Local Authority and the DFE.

- The support of external agencies such as Education Entitlement Service, Children and Families Support, Social Health and Care and Bereavement Counsellors may also be pursued where appropriate.
- Fixed term exclusions (suspensions) will be used if the incident, in the opinion of the Headteacher, or in his absence a member of SLT, is very serious.

Examples may include:

- Physical violence towards pupils or staff.
- Persistent or severe bullying, including online bullying that impacts pupils at school
- Serious verbal abuse, threatening behaviour or intimidation towards pupils/staff
- Deliberate damage to school property or the property of others
- Racist, homophobic, transphobic or discriminatory abuse
- Bringing prohibited items into school, including items that may cause harm
- Behaviour that significantly disrupts learning or safety of others, particularly where previous interventions have not led to improvement
- Refusal to follow reasonable instructions where this places others at risk
- Serious unsafe behaviour that places themselves or others at risk, including leaving the school site without permission

These examples are not exhaustive. The Headteacher will consider the individual circumstances of each incident, including the age of the pupil, any SEND or additional needs and the impact of the behaviour on the safety and wellbeing of the school community.

- Fixed term exclusions (suspensions) will also be used if a child's behaviour shows no improvement after all available options to the school have been used and procedures followed.
- The ultimate sanction is to permanently exclude a child from school. This can only be done by the Headteacher. (Please see suspension and permanent exclusion policy for further details.)

Bullying and Discrimination

Our school has a zero-tolerance approach to bullying and discrimination of any kind. We define bullying as intentional, repetitive behaviour that causes harm to others. Reports of bullying will be taken seriously and addressed promptly through:

Investigation of incidents.

- Support for the victim.
- Appropriate sanctions for the perpetrator.
- Preventative measures, including PSHE lessons and assemblies.

Records

- The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents on CPOMS. The Headteacher/Deputy Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details when required which are handed to a member of the management team.
- The school operates a warning letter system. Warning letters can be given out by senior leaders for incidences of poor behaviour, repeated low level behaviours or one of serious behaviours. This system is used to track issues in relation to behavioural concerns and the application of the policy in a transparent way. See Appendix 3 for further details.
- Where relevant, CCTV will be used to support the investigation of any incidents.
- The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

- The governing body will review this policy every year.

Searching, screening or confiscating

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. 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. The Head Teacher, and any 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 or any other item that could be used to breach the school rules.

Any searches are undertaken in line with statutory Searching, Screening and Confiscation guidance from the DfE. Prior to searching, the authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

Physical Restraint

Teachers do not hit, push, slap or in any sense physically intimidate children. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children. Please refer to our Physical Intervention Policy which will only be used as part of an individualised behaviour plan in accordance with the Team Teach techniques.

Behaviour Beyond the School Gates

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. (see Behaviour in Schools 2024). The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Partnership with Parents/Carers

We value the role of parents/carers in supporting their child's behaviour. Open communication is maintained through:

Regular updates on behaviour via reports and meetings.

Workshops and resources to support behaviour management at home.

Collaboration on individual plans for pupils with specific needs.

Monitoring and Review

Behaviour data is monitored regularly to identify trends and areas for improvement. Feedback from pupils, staff, and parents is used to refine our approaches. This policy is reviewed annually by senior leadership and governors.

Conclusion

By working together, we aim to create a positive, inclusive, and respectful school community where all pupils can succeed. This policy reflects our commitment to providing a safe and nurturing environment for every child.

Linked Policies

- Anti Bullying Policy
- Positive Handling Policy & Use of Reasonable Force Guidance (DFE 2013)
- Suspension and Exclusion Policy
- DFE School Suspension and Permanent Exclusion Guidance 2024
- Keeping Children Safe 2025
- Child Protection and Safeguarding Policy
- E-Safety Policy
- Behaviour in School DFE Guidance 2024
- Searching, Screening and Confiscation (DFE 2022)

Appendix 1

Reasonable Adjustments and Adaptive Teaching

- To take a preventative approach to pupils with more challenging behaviour
- To enable children with challenging behaviour to be successful in school
- To support our pupils with social and emotional needs to build confidence and character skills to thrive in school.

Examples of reasonable adjustments and adaptations made to support our pupils may consist of:

SEN Support Plan	<ul style="list-style-type: none">▪ Highlights triggers and strategies to support the pupil▪ Appropriate to use <i>with</i> the pupil as well to support social and emotional development
Behaviour Support Plan / Positive Handling Plan	<ul style="list-style-type: none">▪ Identifies triggers and what behaviours can look like▪ Explains key information about the child▪ Details of physical intervention for children who exhibit behaviour that puts them at risk of harm or a need to keep them safe▪ A risk assessment may also be required
A team of trusted adults who will check-in with the pupil	<ul style="list-style-type: none">▪ Children who are vulnerable need to know they have a team of trusted adults around them▪ A One Page profile template may be used and include a photo of all adults (including mum and/or dad or carers)▪ Each adult needs their role identifying and how often they will 'check-in' with the pupil

<p>Morning check in before any tasks are given</p>	<ul style="list-style-type: none"> ▪ A welcoming, positive start to the day ▪ Provide a calming activity if needed ▪ Check in with how the pupil is feeling (zones / pictures might be appropriate) ▪ If dysregulated, a calming down activity before learning begins
<p>After lunch check in</p>	<ul style="list-style-type: none"> ▪ A positive start to the afternoon ▪ Provide a calming activity if needed
<p>Pupil intervention/ calm area</p>	<ul style="list-style-type: none"> ▪ Adult support and supervision required ▪ Positive handling if necessary ▪ Activities to calm and regulate
<p>A meeting with the pupil's family run by the Class Teacher and a member of SLT</p>	<ul style="list-style-type: none"> ▪ Explain the positive approach ▪ Go through: Behaviour Support Plan / SEN Support Plan / Positive Handling Plan ▪ Opportunity for questions ▪ Decide on the best time for a weekly check-in to discuss and celebrate progress
<p>Choice boards</p>	<ul style="list-style-type: none"> ▪ Laminated card with options of activity e.g. this or this ▪ Needs to have visual pictures with the word underneath ▪ Use of token reward system (agreed with SENDCo)
<p>Visual timetable</p>	<ul style="list-style-type: none"> ▪ Needs to be appropriate for the needs of the child ▪ Needs to have pictures/symbols ▪ Visual timetables are also good to share with parents
<p>Team Around the Child meetings</p>	<ul style="list-style-type: none"> ▪ A half termly meeting with parents/carers ▪ What is working well ▪ What are the current concerns ▪ What needs to happen next ▪ Agreed action from the meeting

Appendix 2

Affective Statements

Listed below are some examples for the affective statements which staff can use with pupils.

Statements

I was very disappointed when you did that to John.
I am upset and angry by what has just happened.
I feel that all the work we have done has been wasted through your actions.
I feel that (describe the action) was very disrespectful.
I feel disrespected and angry when you ignore me.
I am sorry that I misunderstood the situation.....
I feel really proud of you when I heard.....
I feel really pleased and encouraged that you made the right choice.
I respected your honesty and thank you.
I want to thank you for your cooperation.

Restorative Questions

To be used by adults and children to support situations where harm has been done.

Questions

What happened? – followed by:
What were you thinking about when you did that?
How did your actions affect.....?
How do you think.....felt about what you did?
How do you feel about what you did?
How do you feel about what you did and the effect it had on me?

Appendix 3.
Warning Letters

LETTER 1

Dear

This letter is to let you know that today has been issued with a behaviour warning letter. The incident was investigated by staff before this action was taken.

This is the first occasion this has happened and we hope that there will be no further problems. At this stage we ask that you talk to your child and encourage them to want to improve. It is important for children to learn to take responsibility for their own actions and that they are given the chance to do their best. You could look at our 'Children's Code of Conduct' with them to make sure they haven't forgotten the school rules and that they understand what we expect.

In the majority of cases children do not get issued with a warning letter for a second time. However you should be aware that the procedure is, that if a child receives a warning letter twice in any two consecutive terms I arrange a meeting with the child's parents to discuss the issues.

At this stage notes below give you further information and if you wish you can discuss it further with a senior member by making an appointment. Please remember that it is important to give your child a second chance to improve of their own accord.

Yours sincerely

LETTER 2

Dear

This letter is to let you know that today was issued with a behaviour warning letter' for the second time in two consecutive terms.

Please can you attend a meeting on at to discuss 's behaviour and an action plan to improve matters.

If you need to rearrange the date and or time please inform the school office as soon as possible and set a mutually convenient time.

Yours sincerely

LETTER 3

Dear

This letter is to let you know that today was issued with a behaviour warning letter following a serious incident (when) that was reported today.

Please can you contact the school office to make an appointment with the Headteacher/Deputy Headteacher to discuss the incident and 's behaviour.

Yours sincerely

Appendix 4

What support and intervention for behaviour looks like in our school:

School Support	Further Support	Involvement of External Professionals
<ul style="list-style-type: none"> • Where at all possible adults support in the classroom/on the playground in a small group. • School behaviour management system which supports positive behaviour and incorporates a preventative/therapeutic approach • Personalised behaviour plan/coordinated plan. • Lunch and play support where needed • Daily behaviour logs and individual behaviour charts to record positive behaviours • Green behaviour points lead to the awarding of certificates (Bronze through to Platinum) when children reach certain milestones 	<ul style="list-style-type: none"> • Additional 1:1 support for class based learning – specified only with funding from the LA • Pastoral meet and greet every morning. • Sensory circuits • 1:1 and/or group work to support emotional wellbeing. • Personalised transition programmes. • Individualised behaviour plan. • Time with Pastoral Manager reflecting time to discuss behaviours. • Team Around the Family (TAF) meetings this is via the Early Help module to work with local agencies. • Risk assessments • Thrive nurture provision both group and 1:1. • Family support work – direct work with parents • Visual timetables 	<ul style="list-style-type: none"> • CAMHS • Social Services • EIPT (Inclusion service) • Early Help Assessment • Community Paediatrician • School nurse team • Behaviour panel • SEND team • Educational Psychologist • Specialist Teachers (outreach) • MHST • ASD/ADHD Team • Service Six / Youthworks

Support for E-Safety Issues/Behaviours

(This is a guide and can be used flexibly depending on circumstances)

Category - child accessing or being exposed to:	1st Response	2nd Response	3rd Response
Gambling	<p>Logged on CPOMS - Safeguarding team to monitor.</p> <p>Parental contact - phone call / email/</p>	Parent meeting request	MASH Referral
Social Media	<p>Teacher discussion with child. Remind of age restrictions and related risks</p> <p>Parent contact - phone call / email</p> <p>Logged on CPOMS.</p>	<p>Logged on CPOMS. Safeguarding team to monitor.</p> <p>Whole class/year group specific instruction</p> <p>Parent meeting request</p>	<p>Headteacher/Deputy meeting</p> <p>Safety information share with all parents in year group (assuming these are people the child is communicating with)</p> <p>Family Support Worker to follow up weekly with parents re keeping safe at home.</p>
Inappropriate materials (age related)	<p>Logged on CPOMS Safeguarding team to monitor</p> <p>Parent contact - phone call / email</p>	<p>Logged on CPOMS. Safeguarding team to monitor.</p> <p>Whole class/year group specific instruction</p> <p>Parent meeting request</p> <p>MASH Referral</p>	MASH Referral follow up
Pornography / sexting	<p>Logged on CPOMS - Safeguarding team to monitor.</p> <p>Parent meeting request</p>	MASH Referral	<p>Contact Northamptonshire Police</p> <p>Parent contact - phone call</p>
Violent or abusive content	<p>Logged on CPOMS - Safeguarding team to monitor.</p> <p>Parent meeting request</p>	MASH Referral	<p>Contact Northamptonshire Police</p> <p>CIRV Team</p> <p>MASH Referral</p>
Religions Radicalisation	<p>Logged on CPOMS Safeguarding team to monitor</p> <p>Parent meeting request</p>	<p>Contact Prevent - Northants Police</p> <p>MASH Referral</p>	<p>Safeguarding team to monitor case with Prevent team.</p> <p>Request weekly update.</p>
Drug/Alcohol abuse	<p>Logged onto CPOMS</p> <p>Parent meeting request</p>	<p>MASH Referral</p> <p>Parent meeting request</p>	Contact Northamptonshire Police

Barton Seagrave Primary Reward System

Frequency	Type of Rewards	Reason for the Reward
When appropriate	Take work to Headteacher and other SLT for praise and award	To celebrate good work, effort or attitudes.
Daily	Verbal Praise	Given by all, at all times
	Class Rewards	Stickers, raffle tickets, cubes (dependent on the class teacher)
	Positive written remarks or verbal feedback	For achievement and effort
	Stickers	See above
	Green Behaviour Points = House Points (recorded on Track It)	To reward good behaviours & school values, e.g honesty, kindness, as well as academic achievement.
Weekly	Student of the Week	Children who have worked hard demonstrating positive behaviour and/or academic achievement.
	I've been green all week sticker I've been green all day sticker	For children in Y1 and Y2 who have reflected school expectations every day. *For Reception children
	Key Stage Assemblies	Opportunity to praise children for their efforts/work/conduct.
	Behaviour Certificates	Bronze through to Platinum awarded when certain Green Behaviour Point thresholds have been met
Half Termly	Be the Best Award	Presented with class trophy, gold star and certificate for demonstrating exceptional behaviour and or academic achievement worthy of extra recognition.
Termly	Postcards/Text Messages from Headteacher	For demonstrating exceptional behaviour and or academic worthy of extra recognition.

Appendix 5

Trackit Lights Tiered Reward Suggestion

Bronze: 70 points: Certificate

Silver: 150 points: Certificate

Gold: 250 points: Certificate

Platinum: 400 points: Certificate, message to parents and a small stationery prize

Diamond: 700 points: Certificate, message to parents, ice cream from school selection

VIP Visit Award: 900 points: Certificate, message to parents and a hot chocolate with a school leader

Power Purple: 1200 points: Certificate and £10 voucher. Mention in school newsletter