



## Barrow CE Primary School Governing Body

### Behaviour Policy

### LET YOUR LIGHT SHINE

Spring 2026

#### Intent

At Barrow Ce Primary School our Christian vision and ethos influence how behaviour is managed. Our behaviour is guided by faith and values which are based on the teachings of the bible. Good behaviour enables children in our school to make the most of academic, creative and physical opportunities in which we can celebrate their individuality, letting their light shine.

#### Aims and expectations

At Barrow School, we reward good behaviour, as we believe this helps develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter behaviour of concern.

Our three school rules are:

- **Ready**
- **Respect**
- **Try our best**

It is the responsibility of all members of staff to ensure this rules are adhered to at all times.

Barrow School follows a simple Behaviour Blueprint, the aim of which is to:

- Celebrate positive behaviour
- Promote the Christian values and ethos in the school
- Promote the right of all children and adults to feel valued and respected
- Acknowledge the right of all to feel safe and secure
- Treat everyone fairly, politely and consistently
- Encourage positive self-esteem
- Encourage children to take responsibility for their actions and to consider the consequences of their actions
- Support those with behavioural difficulties
- Establish recognised procedures for dealing with persistently inappropriate and unacceptable behaviours of concern

#### Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers consistently look for opportunities to praise children and celebrate their achievements.

- Teachers give children stickers with positive comments on them for following the three Barrow School rules.
- Each week we nominate a child from each class to receive a cup award, either for consistent good work or behaviour. These children receive an award certificate and class cup in the weekly celebration assembly.
- A weekly Headteacher certificate is also awarded to children, to acknowledge outstanding effort or acts of kindness in school, or going 'over and above'.
- Opportunity to show examples of their best work are given in this celebration worship.
- Valuing our whole school approach to positive behaviour, all staff nominate pupils for achievement awards which are given out weekly. These include: Forest School and Lunchtime awards.
- The school acknowledges all the efforts and achievements of children, both in and out of school. These achievements are celebrated in celebration worship and reported to parents and governors in the Head teacher's newsletters.
- Pupils are awarded pebbles for the class jar as positive recognition. Once the class fills their jar, they select a whole class treat
- Each class uses a proud cloud as a tool of positive recognition. This is used when the class are working on a specific target, e.g. being ready to learn as soon as they come in after playtime. Children take pride in seeing their name displayed on the Proud Cloud.

## **Response**

At Barrow School, all staff follow the same positive intervention of 'PIP and RIP' (praise in public, reprimand in private) to ensure a consistently safe and positive learning environment.

If a pupil is not following the school rules, a specific process of interventions is followed:

- Reminder
- Caution
- Scripted intervention
- Time out
- Repair

If a pupil requires a restorative conversation, all staff ask the same 5 questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. What should we do to put things right?

For pupils who are disrupting learning, responses will be considered, e.g.

- Move table
- Move location
- Go to another class
- Miss part of breaktime
- Informal contact with parents
- Behaviour plan
- Refer to Head teacher
- Formal contact with parents
- Consider child profile

- Consider interventions e.g. ELSA, Lego therapy, Next Step Cards
- Liaise with Education Access Team
- Follow LEA exclusion procedures

A record of all such incidents is added to CPOMS.

Staff recognise that behaviour is communication and will seek to identify the need behind any instance of behaviour of concern.

### **The role of the Head teacher**

- It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children and staff in the school.
- The Head teacher reviews records of all reported serious incidents of behaviour of concern which are kept using CPOMS.
- The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of behaviour of concern. For repeated or very serious incidents, the Head teacher may permanently exclude a child. These actions are taken only after the school governors and LA have been notified.

### **The role of parents**

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. A Home/School agreement is sent to parents at the start of each school year.
- We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour of concern.
- If the school has to use reasonable responses when dealing with behaviour of concern, we inform parents at the earliest opportunity. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If they still remain dissatisfied with the outcome, they should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of the governing body**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. Governors support the Head teacher in adhering to these guidelines.
- The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour of concern.

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. We refer to local authority guidance in any decision to exclude a child from school.

Only the Head teacher has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

Under current guidance, after 15 days the local authority must become involved. In extreme and exceptional circumstances the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

The Head teacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

If the Head teacher excludes a child, the parents will be informed immediately and will be given written reasons for the exclusion. At the same time, the Head teacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. In such circumstances, the governing body will form a discipline committee which would be made up of between three and five members. This committee would consider any exclusion appeals on behalf of the governors. Personal interest would limit the make-up of the committee.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the local authority, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

## **Sanctions**

All decisions about, and impositions of sanctions, including suspension and/or exclusion, may only take place on the school premises, or while the pupil is under the lawful charge of a staff member. If a child is already excluded or suspended, is absent through sickness or other reason, or the behaviour occurred off-site (but not on a school trip or activity), then the pupil will need to be brought back to school for the sanction to be imposed.

## **Drug and alcohol related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be administered. This should be taken directly to the class teacher/adult in charge. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be subject of a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

## **Pupils with SEN or Disabilities**

When applying this policy, individual circumstances will always be taken into account by the staff, particularly in relation to children with SEND, to ensure no discrimination takes place. Some of our pupils have differentiated approaches attached to dealing with their behaviour

and if necessary, additional support plans are used to support the development of positive behaviour.

Where it becomes clear that a child is having on-going difficulties in managing their behaviour (Stage 2 and above), there are a wide range of strategies which are used to support the individual:

- Specific techniques to defuse and de-escalate, focusing on diversion, reassurance and communication.
- Behaviour charts to enable celebration of good behaviour.
- Reasonable adjustments to the learning environment and routines will be made to support individuals.
- Increased communication between home and school.
- Behaviour Support Plan (BSP).
- A Risk Assessment will be written for pupils who present dangerous behaviour e.g. if the hazard is violent behaviour.
- If necessary, the pupil will have a Positive Handling Plan.
- Support from the SENDCOs, identified teaching assistants, teachers.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions, lunchtime clubs e.g. mindfulness etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Alternative curriculum provision.
- ABC charts or other behaviour records to identify patterns or triggers.
- Individual toolkits for the Zones of Regulation to be developed, and supported to be implemented.
- ELSA or nurture time to help the child verbalise or identify their feelings and what is underpinning the behaviour.
- Reduced in-school timetable e.g. 25 minutes wellbeing time with a shorter session 1.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour

Where the school suspects that the continuing disruptive behaviour might be as the result of unmet educational or other needs, then school will explore other avenues e.g. GP referral to a paediatrician; EP assessment; Early Help.

Where a child is already recorded as SEND Support, a plan will be formulated in consultation with parents, the pupil and the teacher, and shared with other professionals who may work with the child.

Reviews will be held on a regular basis. The information documented in the report will contribute towards:

- The formulation of an Individual Behaviour Support Plan
- Pastoral Support Programmes e.g. ELSA
- Any referral that may be needed to be made to CAMHS etc.

The Headteacher will also consider however, whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff will be directed to follow the school's safeguarding procedure.

Dealing with bullying (see Anti-Bullying Policy for greater detail)

### **Use of Mobile Phones**

The use of mobile phones by pupils is not allowed in school. If a mobile phone is brought in to school by a pupil, it will be put in a secure place until the end of the school day when it will be returned to the child. The parents or guardians will be notified.

There may occasionally be an exception to this rule, for example, if a mobile phone is required for medical purposes.

### **Monitoring and review**

The Head teacher monitors the effectiveness of this policy on a regular basis, and will report to the governing body on the effectiveness of the policy. If necessary, the Head teacher may make any recommendations for further improvements.

All incidents are recorded on CPOMS and are reviewed regularly by the Headteacher,

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 reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date of next review: Spring 2027