

Behaviour Policy

Barford Primary School



Date: September 2025

Review date: September 2026

Introduction

Barford Primary School is committed to developing the character and competence of every child, in line with our Barford Values and in pursuit of all children receiving an exceptional education.

This policy aims to ensure the consistent application of behaviour protocols and practice, so that our Children learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions, attitudes to their own / others' learning, and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and global citizenship in the 21st Century.
- Develop their ethical approaches and values in their lives

Behaviour at Barford Primary School

At Barford Primary School, we aim that all members of the Barford Family and wider community embrace and uphold our culture of high expectations, which is facilitated by our vision, values and learning behaviours. There are four levers that we hinge our expectations of behaviour on:

- 1) Vision and Values**
- 2) THRIVE approach**
- 3) Learning Behaviours**
- 4) Character Education including children as leaders**

Lever One – Vision and Values

Our School Vision

At Barford, our unique children and staff feel safe, valued and respected in an emotionally secure environment. The Barford family is resilient, confident and caring. We provide opportunities and experiences to help us strive, thrive and fulfil our full potential in all that we do. Barford is place where we feel nurtured and given 'wings' to fly!

Created by staff & parents

Children's vision

At Barford Primary School, we believe in ourselves. We want everyone to be included and we are always kind and welcoming. Through lots of different exciting educational activities, experiences, visitors and trips, we gain lots of knowledge and skills. We work and learn as a team (children, adults and our community) to make sure we are successful and we help create bright futures for ourselves. We work with our trusted adults, each other and our community to keep everyone safe and successful.

Created by School Council

Our Staff Culture Vision

Our staff have the confidence to be positive, open and honest. They are ambitious for themselves and others, nurturing a supportive environment where they learn and celebrate together. They all strive to be the best version of themselves.

Created by Barford staff

Barford's Values

At Barford Primary School, our children's education is underpinned by the Barford Values that incorporate all the essential characteristics we believe our children require to lead happy, successful lives.

Our children are encouraged to develop their character and behaviour by learning about the Barford Values, reflecting on their own character, and recognising character strengths and areas to develop in themselves and in others.



Teachers ensure these Barford Values are modelled, embedded and progressively built on over time to develop children understanding of their learning through assemblies, explicit teaching, and classroom rewards.

We are committed to a **model of inclusion**, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of our school community.

Inclusion, equality, healthy relationships, hope and perseverance permeate all aspects the life and culture of our school.

We believe that continually developing our character to become the best version of ourselves is important for every child and staff member alike. Therefore, we actively promote and practise the Barford Values. The Barford Values are fundamental and underpin all actions, approaches and relationships in the management of Child behaviour. The Barford Values inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.

We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline. The Barford Values also remind staff and children of our responsibilities to each other. We as adults embody the Barford Values and use these to develop our skills when dealing with children and recap our knowledge and understanding of them through staff briefing and CPD sessions. Within our behaviour approach, they are used as a de-escalation tool and as a reflective tool once regulation has occurred.

Respect	I treat others, as I want to be treated.
Kind	I care about others and myself.
Honest	In all that I do.
Ambitious	I want to succeed.
Confident	I believe in myself.
Self-control	I can manage my emotions safely.
Resilient	I keep trying even when things are hard.

At Barford Primary School, we follow the Thrive Approach, which is a framework that supports children's social and emotional development by focusing on their emotional well-being as a foundation for learning. The Thrive Approach uses research-based strategies to help children understand and manage their feelings, ultimately improving their behaviour, learning, and overall well-being. Using Thrive as a whole-school approach means that all staff are trained in the principles of Thrive and work together to create a supportive and nurturing environment.

Mrs Janagal is our lead Thrive practitioner.

The Key Principles of Thrive	
Emotional Well-being is Paramount:	Thrive recognises that a child's emotional state significantly impacts their ability to learn and thrive in school.
Brain Development Through Relationships:	The approach is rooted in neuroscience and attachment theory, emphasizing the importance of positive relationships with adults in shaping a child's brain development and emotional regulation.
Behaviour as Communication:	Thrive teaches that children's behaviour is often a form of communication, reflecting their emotional needs.
Targeted Support:	The approach identifies children who may need extra support and provides tailored action plans, often using play and creative activities, to address specific needs. One of our trained THRIVE practitioners carries out targeted work.

Further details about the Thrive Approach can be found in the appendix

Lever Three - Learning Behaviours

To be a successful learner, children need to develop key aptitudes that will enable them to access all their learning fully. Our five key behaviours develop skills and attitudes to learning that put our children in good stead for the challenges they will meet throughout their lives. We are helping to build successful futures for all our children by showing them how to be highly motivated learners. Adults are expected to nurture these behaviours.



Lever Four - Character Education and Children as Leaders

Character education at Barford is built into the curriculum (as taught components) as well as outside of it.

The 'taught' character curriculum:

- The school uses the Jigsaw scheme to support children's development in PHSE. Jigsaw PSHE connects the pieces of Personal, Social, Health and Well-being Education. The programme teaches children and young people emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.
- Enrichment activities that include trips and visits, non-curricular courses or workshops.
- Extra-curricular programme (e.g. before- and after-school clubs)

Character Education is also evident in the culture created by staff behaviours and the systems and routines of a school. This is often less tangible and may be seen in the way assemblies are conducted, in class time, in corridor conversations, and in displays around school. This is often summed up as 'the Barford Way' for our Barford family.

Children as Leaders

As part of our holistic offer to develop the 'whole child' and inspire excellent behaviour, children at Barford Primary School will have the opportunity to 'be a Child leader or mentor'. To ensure children have opportunities to do this in different areas of the curriculum over time, we have designed a Child representation model.

Area	Child Leadership	Staff Lead
School Improvement	Prefects	Head Teacher
Safeguarding and Child Voice	School Council	Deputy Head Teacher for Inclusion
Mental Health and Well-being	Well-being Team	Mental Health Lead
Quality Play	OPAL Play Leaders	Pastoral Lead
Curriculum	Learning leaders including Reading buddies	Deputy Head Teacher for Curriculum
Sustainability	Change Team	Business Manager



<u>Examples of Extra-Curricular Clubs and Activities</u>	
homework	football
gardening	basketball
chess	cinema experiences
origami	Lego / Brick club
gymnastics	discos
tutoring	craft

Experiences including:

- farm visits
- trips to the seaside
- visiting places of worships
- careers talks
- staying safe workshops
- historical workshops
- music



Rewarding Positive Behaviours

House Points

All children in the school are allocated a place in one of the four houses

- **Mars**
- **Jupitar**
- **Saturn**
- **Venus.**



When adults see children demonstrating one of the Barford Values, they will reward them with a blue house point token. Each class has a set of house point collection boxes where children deposit their token. House point monitors collect all the tokens once a week and add them to the large house point display in the main hall. Tokens winners are announced each Friday in the celebration assemblies. Children can also earn special green lunchtime house point tokens (see rewarding lunchtime behaviour for more details).

Each week, the class in each key stage with the most house points collected is recognised in the celebration assembly.

Each term, the children in the house with the highest number of tokens receive a special reward that is organised and lead by the Pastoral Manager. Examples of rewards include treats, cinema sessions or outside fun time.

Class Dojos

In class, the children can earn Dojo points as a reward for using one of the school's **learning behaviours**. This is a purely a positive recognition strategy.



Dojo points are cumulative and are collected across the year.

Each week, every teacher selects **two children** who have worked hard to earn Dojo points in their class. These children will:

- ◆ receive a Dojo Star of the Week' certificate in the celebration assembly
- ◆ choose a prize from the Dojo prize cupboard (run by children)

Children will collect Dojos across the academic year therefore the points will not be reset until the new academic year.

Learning Behaviour - Star of the week



The teacher will also choose **one child** who has demonstrated excellent learning behaviours in their learning. This child will:

- ◆ Receive a learning behaviour 'Star of the Week' certificate in the celebration assembly which their parent / carer is invited to attend.
- ◆ Have their 'star of the week' photo displayed in the school entrance for the following week.
- ◆ Have a copy of their photo sent home
- ◆ Attend the head teacher's afternoon tea celebration.

Over the year, we aim for each child to be recognised for a positive learning behaviour they have actively demonstrated.

Assistant head teachers are responsible for ensuring that teachers have certificates ready on time and that the class teachers maintain an up to date list of who has received a certificate and on what date. Assistant head teachers are responsible for co-ordinating the taking and preparation of the photos, sending them home and that they are displayed in the school entrance. The photos must be printed on the school's given format and be sent home no later than the day after the celebration assembly. All certificates will be written by the child's class teacher using the schools handwriting font, kinetic letters.

Behaviour Systems, Structures and Routines

To support delivering the three school levers effectively, the school has developed a set of systems, structures and routines to support the children, staff and parents.

Use of the Great to be Gold Board

All classes from Early Years to Year 6 use the Great to Gold Board. This is the main behaviour strategy used in each classroom.

A positive start to the day for everyone

Every child starts the day in the green zone.

Rewarding good behaviour

Children will be moved up into silver and gold for showing excellent classroom behaviours. If child reaches gold at either the end of a morning or end of the day, they will receive a gold sticker. The teacher will speak to the parent (on that day) to share the good news.

Addressing undesirable or unacceptable behaviour

Children can be moved into orange and then red zone. Adults are expected to notice early signs of these behaviours (wherever possible) and to use the THRIVE approach and positive behaviour management strategies to help children avoid or readdress any undesirable / unacceptable behaviours demonstrated. In turn they will then be supported in working back into the green, silver or gold zones.

If a child does go into the red zone, the child must have some time to reflect on their behaviour. The teacher alongside the Pastoral lead will decide the best place for this to occur.

Some children may benefit from moving to another quiet space in the classroom to de-escalate while for others this may cause more dysregulation. Access to resources from self-regulation kits will be available to access. For example, these resources may include cushions, fidget toys, squeeze balls. The Pastoral Lead and class teachers manage these resources.

Following self-regulation, and at an appropriate time, all children should fill in a reflection sheet. This gives the child the support and time to think about their behaviour and what different choices they can make next time. The self-reflection sheet can be filled in using pictures and captions or written, the preference to which lies with the child. The child / children must be supported in completing this self –reflection. The incident must be recorded on SLEUTH and the self-reflection sheet must be scanned onto the child's provision map file.

The child must also complete the work missed in the lesson due to their dysregulation. The teacher will manage this during non-teaching sessions in conjunction with their assistant head



teacher. Infants for every minute of learning missed they complete 1 minute of missed work, juniors for every minute of work missed in lessons they should complete 5 minute of missed work. This must be communicated to the parents / carers at the end of the day.

What if a child gets into the red zone just before home time?

EYFS

The teacher will speak to parents about the behaviour displayed on that day of the child. The teacher will ask the parents to have reflect time at home and reinforce the positive behaviour. Teachers must record this on Sleuth.

Key Stage 1 & 2

The child will miss minutes of the next day's next playtime. The child will complete a reflection sheet during this time. Teacher to direct teaching assistant to remain in class to support this and rearrange lunchtime accordingly. Teacher to speak to parents on the day and ensure that the incident is recorded on Sleuth.

Personal Support Plan 1

PSPs are used for when repeated negative behaviours occur for a child and the consequences of the zone-board are not enough alone to shape and modify behaviour. They last 6 weeks, then they are reviewed. They are written in collaboration with children, parents, staff (teachers & TA) and Pastoral Lead. Targets set are written on a target card, which is refreshed on a weekly basis and monitored by the pastoral lead. Class teacher and Pastoral lead to meet on a weekly basis to review the card. Each child on stage 1 will be given a weekly target card.

Personal Support Plan 2

If a child, is still not conforming after 6 weeks, then a **Personal Support Plan 2** needs to be created with the support of the Pastoral & Inclusion Lead, class teacher, parent & child. All stage 2 children, will be put on the monitoring for SEND list (SEMH). At this stage, the most appropriate outside agencies will be used for support. These agencies may include EP, PSS, CAT, Beacon Behaviour Support, and Steve Brown Support. Additionally, school will use a THRIVE assessment in consultation with parents to start the necessary intervention from trained school based THRIVE practitioners. After 6 weeks, a review will take place to see if the child will be moved to the SEND register, where assessments THRIVE will be used to measure progress.

Each child on **PSP 2** will be given a weekly target card and home school diary

Personal Support Plan 3

After 6 weeks, or if there is an episode of unacceptable behaviours, a PSP 3 needs to be actioned and a risk assessment put into place. The Pastoral & Inclusion Lead, class teacher, parent & child will meet to put this in place. The child will be put as SEMH on the SEND register. The child will continue to receive support from outside agencies; further intervention or adaptations will be put in and monitoring depending on the severity of the unacceptable behaviours. When behaviours are frequent or part of the unacceptable behaviours, a PSP3 may be put in place straight away to support access to outside agency support.

Our Key Unacceptable Behaviours

These are behaviours with consequences beyond the Great to be Gold Board.

- ◆ Running away from staff or entering a non-safe zone
- ◆ Sustained non-compliance
- ◆ Deliberate physical violence towards staff, children or property
- ◆ Persistent disruption and refusal to follow adult instructions
- ◆ Racist or Homophobic behaviours, language or taunts
- ◆ Swearing

These behaviours will result in removal of the child from the situation/peers by a senior leader

- ◆ The teacher should send a sensible child with a green hand to the office.
- ◆ The office will immediately notify a member of SMT to go to the classroom.
- ◆ The parents should be notified immediately and come into school,
- ◆ ***PSP 2 completed with parent and review date set.***

Depending on the severity of the incident or whether this is repeated behaviours over a period of time a range of consequences may happen.

Actions following key unacceptable behaviour if there has been no further improvement from **PSP2** or for a one serious incident may include any of the below as part of their **PSP 3**:

Controlled start and ends to school day

Explore managed move

Fixed term suspension

Permanent exclusion

All teaching spaces and supply staff are issued with a green hand card.



If there is a behaviour need that requires immediate additional support from SMT, the card will be sent to the office who will ensure support is facilitated quickly.

Recording behaviour

Sleuth online behaviour system is used to record and track all behaviour. The Pastoral lead oversees Sleuth.

We recognise positive behaviours and record negative behaviours so that we can identify trends and act accordingly, offering packages of support where needed whether that be for an individual, a group, a class or year group.

Assistant head teachers are responsible for regularly monitoring the behaviours in their allocated year groups. They liaise with the pastoral lead to ensure that the right support is given at the earliest opportunity.

Automatic actions are triggered within SLEUTH when sanction thresholds are reached for example when a child reaches three red zones in a ½ term. The head teacher, deputy head teachers and assistant head teachers have access to behaviour records on Sleuth. Assistant head teachers will monitor behaviour closely and support classroom practice strategies to support positive and effective behaviour management.



At Barford, we are part of the Opal Playground initiative. We believe that play is crucial for our children's development and well-being, and that as a school it is important that we prioritise and enhance playtimes and lunchtimes. At lunchtime, the activities are child-led, freely chosen, and intrinsically motivated approach to play. Our aim is to create joyful and enriching play experiences for all children, this includes:

Creating a play-rich environment	Opal promotes creating environments with diverse resources and opportunities for play, including natural and man-made elements.
Happier, healthier children	Improved playtimes can lead to increased physical activity, reduced stress, and enhanced emotional well-being
Positive learning attitudes	More engaging playtimes can positively impact children's attitudes toward learning and classroom lessons
Self-regulating and self-controlled children	By providing structured and enjoyable play experiences, Opal can help reduce playtime incidents and unacceptable / undesirable behaviours.
Social and emotional development	Opal playgrounds supports the development of social skills, co-operation, teamwork, and problem-solving abilities.

How we manage behaviour at break and lunchtimes

Our playground reflects our school values and the Thrive Approach ethos.

Rewarding Lunchtime Behaviour (OPAL PLAYGROUNDS)

Mrs Janagal, our Pastoral Lead, oversees our playgrounds. This includes making sure that all policies and processes are fully embedded and resources are appropriate, safe and in line with our Opal playground philosophy.

Green Barford Values tokens are awarded (by our Opal Play leaders) for excellent demonstration of Barford values during the lunchbreak. These green tokens are worth 5 blue ones. Children can also be rewarded with lunchtime sticker given out by the Lunchtime Supervisors. This can be exchanged for a Dojo point back in the classroom if they show excellent learning behaviours e.g. being reflective or a good communicator.

The Pastoral Lead will give out stickers each day to children for showing excellent learning behaviours outside. One of the team will present the certificate to the child in class on the same day and they will receive a round of applause from their classmates. During celebration assemblies, the children who have had a certificate will stand up and receive a round of applause from their peers.

On the playground, we have several children as leaders called OPAL play Leaders and Well-Being Team. They will give out stickers (linked to the learning behaviours) to their peers during the lunchtime break.

Sanctions for undesirable or unacceptable behaviour at lunchtime

Pre level 1	Warning given Adult to be clear about behaviours they want to see. Take up time given & verbal praise if positive behaviours then seen,	
Level 1	Unacceptable behaviour	5-10 minutes reflection time with pastoral lead (on the playground)
Level 2	Repeated unacceptable behaviour	<p>Reflection time with pastoral lead (PL to determine length based on response / need). Pastoral lead to facilitate adaptive play strategies for the child including developing roles of responsibility in the playground.</p> <p>Pastoral lead to log behaviours on Sleuth and inform the class teacher.</p> <p>Teacher to liaise with parents / carers.</p> <p>More than 2 recordable incidents – assistant head teachers to support with parents / carer meetings further sanctions.</p>
Level 3	Key unacceptable behaviour	<p>Pastoral Lead to take charge of the situation. Possible removal of child from the playground. Pastoral lead to record on Sleuth, liaise with class teachers.</p> <p>Report to SMT straight away.</p> <p>SMT to contact parents and inform them on the incident details.</p> <p>Arrange a meeting with class teacher, pastoral lead and assistant head teacher.</p>

Our Key Unacceptable Behaviours on the playground remain the same as in the main school.

These result in the Pastoral Team, notifying SMT with green hand who will remove the child from the playground away from their peers.



SMT to remove child from playground and de-escalate in library area.

Pastoral lead to record in log and Sleuth and speak directly to class teacher after dinner.

SMT to call parents immediately and inform about incident details and arrange a meeting with CT, SMT and pastoral lead.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for head teachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [School suspensions and permanent exclusions](#)
- › [Use of reasonable force in schools](#)
- › [Supporting Children with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its Children

- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate Children' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate Children' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher is responsible for:

- Reviewing this policy in conjunction with Barford Primary School's Governing Body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary.

The Inclusion Lead is responsible for:

- Leading effective behaviour in the school and ensuring that the policy is effectively implemented on a daily basis.

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable child behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging children to meet the school's expectations
- The senior leadership team will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Children:

Children will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Children will be supported to develop an understanding of the school's behaviour policy and wider culture.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for children who are mid-year arrivals.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with:

[DFE Guidance](#)

Off-site Behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school.

This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Sanctions may also be applied where a child has misbehaved off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g. on a school-organised trip).

Unacceptable online behaviour

The school can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made.

Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Moving Around School

There must be high expectations and modelling from adults all times.

Adults are responsible for ensuring that they had full sight of their class at all times.

Adults are to ensure that lines are always silent and orderly.

Adults should praise positive behaviours and if necessary model (what you are looking for) positive way.

Lining up

- Line up the children in the classroom
- Children are silent BEFORE they leave the classroom
- Positive encouragement from adults to line up- teachers to focus on good examples e.g. walking up and down the line until quiet,, use of highlighting a child doing the right thing, use of DOJOs
- The children are not to be led by the adult until their behaviour is as expected.
- Adults should not start walking until the whole line is quiet and regulated.
- Adults to stop the line if the children are not conforming to high expectations.
- Additional adults to support at the start and end of the lines
- Class teachers to be vigilant at all times by checking the line regularly

Adults to focus on the children only and not to talk to other staff as this does not set a good model for the children.

Appendix 2 – Playtimes

- Line up the children in the classroom
- Children are silent BEFORE they leave the classroom
- Positive encouragement from adults to line up- teachers to focus on good examples e.g. walking up and down the line until quiet,, use of highlighting a child doing the right thing, use of DOJOs
- The children are not to be taken outside until their behaviour is as expected.
- Adults should not start walking until the whole line is quiet and regulated.
- Adults to stop the line if the children are not conforming to high expectations.
- Additional adults to support at the start and end of the lines
- Class teachers to be vigilant at all times by checking the line regularly
- Adults to focus on the children only and not to talk to other staff as this does not set a good model for the children.

Timetabling of Playtime

All adults must be **on time** at the start and end of playtime.

Staffing on the playground

All staff who are on the playground duty list need to be present BEFORE a class teacher leaves the class on the playground for break-time

Staff should NOT leave the playground while they are on duty as the ratios will not be compliant.

Staff on duty

- Must monitor and actively watch a given area and engage in conversations with children.
- Must monitor that there is positive play.
- Must be proactive - intervene at the earliest opportunity to support children displaying undesirable / unacceptable behaviours.
- Staff should not be in the same area or talking to each other whilst on duty
- Correct ratio levels must be maintained at all times and overseen by the AHT's

One adult should actively monitor the toilets. Children to use toilet passes.

Ensure that numbers in are controlled (KS1- 4 children, KS2 – 2 children.)

Staff to check that toilets at the start of the playtime and check that they are left in a good state at the end of the session.

Alert office if not and AHT to address the behaviours with staff on the same day. AHTs and Teachers should work with their children to ensure that the children treat the toilets with respect.

End of playtime

One staff member should blow the whistle to signify the end of play:

1. Before the whistle is sounded	The adult should let the staff on the long Astroturf know so that they can start to move the children to the main playground.
2.Sound the whistle for the first time	Staff member should do this from the middle of the playground. The whistle must be sounded for a sustained period until all children are stationary. Children are expected to stand still where they are. Other adults must support this process. All adults must be on the playground at this point. Waiting by the playground fence so they are at the start of their line.
3. Sound the whistle for the second time	All children should walk to their lines. Adults to support. Adults must ensure they have orderly, silent lines. Praise the positive, model for the undesirable then praise improvements. Teachers to walk down the line until they are at the other end ready to lead the children inside.
AHTs to oversee the process (TA to stand with KS1 AHT's class / Pastoral Lead to stand with KS2 AHTs class)	
4.Return to classrooms	As soon as lines are silent and orderly, AHT to quickly, send them inside.
AHT to follow up with teachers on the day if their children's behaviours for lining up etc. do not meet the expected Barford standard.	

Playground Routines

Whistle 1



Stand still



Whistle 2



Walk to your line

In the line



Silent and self-controlled

Walking in to and out of the school



Silent and self-controlled

In the classroom



Straight to your seat, silent



and ready to learn.

Thrive in practice at Barford Primary School

Putting our learning into practice. This help sheet will remind you of the key aspects, practices and phrases.

Developing the Thrive Relational Stance (P.A.C.E)



Playfulness

- Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud.)



Empathy

- Really connecting with how they are feeling and showing compassion



Use these Thrive (WIN) sentence starters to help connect with a child

I wonder...
I imagine...
I notice ...

Attune	<p>Catch and match the feeling</p> <p><i>Be alert and responsive to their feelings and experiences</i></p>
Validate	<p>Stop the behaviour, validate the feelings</p> <p><i>Show that you understand their experiences and perspective</i></p>
Contain	<p>Make the unbearable, survivable</p> <p><i>Show that you can see, understand and bear the child's feelings</i></p>
Regulate	<p>Meet the intensity, then calm and soothe</p> <p><i>Bring them to a calm place by soothing their distress or arousing their interest if they have shut down</i></p>

Strategies for adults to use to turn around undesirable classroom behaviours when using Good to be Gold!

	Process	Role of the adult
1	The child will be given a clear verbal warning but there will be no change to the Great to be Gold! Board	<ul style="list-style-type: none"> Respond with reminder Check if there is something wrong or the child needs support; leaves on positive not. Adult must give the child take up time.
2	If the behaviour continues, their name is moved to orange .	<ul style="list-style-type: none"> Give a verbal warning and expectation reminder Explain expected behaviour. Double checks for emotional / understanding issues. Adult must give the child take up time.
3	If the behaviour continues, the child will be given a clear verbal warning for red .	<ul style="list-style-type: none"> Give a verbal warning and expectation reminder Explain expected behaviour. Double checks for emotional / understanding issues. Adult must give the child take up time.
4	<p>If the behaviour continues, their name is moved to red.</p> <p>All children who enter into the red zone, must have the behaviour recorded on Sleuth.</p> <p>Parents must be spoken to at the end of the day by the class teacher.</p>	<ul style="list-style-type: none"> Give a verbal warning and expectation reminder Explain expected behaviour. Double checks for emotional / understanding issues. <i>Adult must give the child take up time and strategies to use to return to orange then green.</i> <p><i>The adults to use a range of strategies to deescalate behaviour that are appropriate for the early years. The adult scaffolds a short reflect time and models expectations for the child's behaviour. The child returns to learning and staff focus on the positive behaviour being displayed.</i></p>


De-escalation and diffusion strategies

De-escalation techniques are used to reduce the impact of negative behaviour, these may include.

- using non-verbal cues
- allowing adequate personal space
- using active listening
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the child's underlying or expressed emotion (e.g. anger/distress)
- problem solving with the child to address the cause of escalation if safe to do so
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or child's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- distracting the child from the source of any anger or distress by discussing another topic they are interested in
- providing options (within limits) to help the child feel they are still in control of their decisions
- going to an alternative space with the child that is less stimulating or removes access to the triggers.
- the use of any individual techniques on a child's individual behaviour plan or SEND plan
- using reflection tools to enable children to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour

The THRIVE Approach

Thrive's vision is of a world in which children's social and emotional needs are better understood and met. Created to support this vision, the Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.

	Attunement	Be alert to how a child is feeling and their emotional state through their facial expressions, body language, gestures and the noises they make. Demonstrate that you understand their emotional state
	Validation	Be alert to the child's experience. Validate their perspective/ experience/ feeling. 'I'm wondering if...', 'That must be so hard when..
	Containment	Be alert to how a child is feeling. Demonstrate containment by catching and matching their experience and offering it back to them in named digestible pieces
	Soothing	Be alert to how they are feeling and calm and soothe their distress
	Regulation	Demonstrate emotional regulation. Modelling how to regulate the emotional state will build capacity in the child.

