

BARNS GREEN PRIMARY SCHOOL

Behaviour Policy

At Barns Green Primary School, we encourage mutual respect, care and concern for others. We want our children to develop a clear view of right from wrong and to feel safe and valued.

Our good behaviour policy promotes positive relationships and an environment where everyone works together in an effective and considerate way that enables all to reach their full potential, emotionally, socially and intellectually.

We believe that all children should be aware of the standards of behaviour expected of them and we have high expectations of behaviour from our children here at school.

By encouraging positive behaviour, we promote good relationships throughout the school that are built on trust and understanding.

We recognise that good behaviour is paramount to ensuring that children achieve their best and that poor behaviour choices are often a response to other underlying issues or concerns a child has.

Our behaviour policy is underpinned by the principles of Therapeutic Thinking.

Therapeutic Thinking is a perspective on behaviour that places a strong emphasis on promoting prosocial experiences and emotions for all individuals. In our therapeutic approach, we:

- Analyse behaviour rather than passing moral judgments on it.
- Seek to understand the underlying causes by delving into emotions and experiences
- Choose language carefully, drawing from universal scripts, to focus on achieving positive outcomes and resolutions.
- Support children to think about the impact of their actions and to develop strategies to deal with situations more positively in future.

At Barns Green Primary School, we whole heartedly believe that fostering positive experiences leads to positive emotions, and in turn, positive behaviour.

Aims of the Policy

- To promote an environment of exceptionally good behaviour
- To establish an environment where all (staff and pupils alike) feel safe and are safe
- To ensure that all children are treated fairly and with respect
- To encourage good relationships between children
- To help children take control of their behaviour and to be responsible for the consequences so that they develop self-regulation

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- To build a community which values kindness, empathy and care
- To ensure that children understand that sanctions will be taken if our expectations are not met
- To celebrate good behaviour
- To provide an effective framework in which to meet challenges

Our School Values Matter

Our values of respect, responsibility, perseverance, compassion, community and inclusion apply throughout each day and within every aspect of school life here at Barns Green. Children and staff work together as a community and demonstrate these values. These values underpin our good behaviour policy.

We expect adults to:

- Meet and greet children
- Model positive behaviours and build excellent relationships
- Give first attention to the best conduct
- Plan lessons that are inclusive, challenging, creative and memorable
- Be calm and give children time to process what is being said
- Use de-escalation strategies which prevent situations occurring
- Use the behaviour policy consistently
- Action advice from experts whenever possible
- Follow up every time and engage in reflective dialogue with learners
- Never ignore or walk past learners who are making the wrong choice
- Take steps to engage parents in this process
- Support one another

How the Curriculum Supports Behaviour

At the beginning of each academic year, we spend time focusing upon our expectations at school. Each class will establish an appropriate contract for expected behaviours and will spend time looking at our school values and we remind ourselves of safe and positive online behaviours. This is a key time for reminding the children of school routines and expectations with new teachers and classmates. This work continues throughout the year and is supported through the implementation of our PSHE curriculum which develops the whole child and builds sequentially throughout the school.

(See Appendix 1 for an overview of the PSHE curriculum.)

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Zones of Regulation

Zones of regulation are used to develop children's ability to be in the best possible place for learning, by learning to self-regulate; identifying their emotional states and finding strategies to manage their emotions independently, building self-resilience and self-awareness. This may be further supported by our learning mentor.

(Appendix 2)

Recognition and Reward for Effort

At school we recognise and reward effort and achievement in terms of demonstrating positive behaviours in line with our school values.

The power of developing a positive atmosphere in the classroom cannot be underestimated. Reward and praise come in many forms from a quiet word, praise, a special trip to see the Headteacher, a star of the week award or a phone call home.

We understand that very often it is the relationship with individuals that count.

How We Manage Behaviour

Steps	Action
1) Redirection/ Reminder	Gentle encouragement and a nudge in the right direction. A reminder of expectations and possible Consequences. Focus is upon de-escalation and intervention to promote positive behaviour. Praise if the learner is able to model good behaviour as a result of the reminder. This may be repeated if necessary and will then be referred to as a warning.
2) Warning	A clear warning, making the learner aware of their behaviour and outlining consequences if they continue. The learner has the choice to do the right thing. Reminders of learner's previous good conduct to prove that they can make good choices. "Stop, think.... Make the right choice."

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3) Last chance	<p>Speak to the pupil privately and give them a final opportunity to engage:</p> <ul style="list-style-type: none"> • "I have noticed that you are..." (refer to zones of regulation) • At Barns Green School, we... (refer to school values) • Because of that, you need to... (refer to action to support behaviour e.g. move to another table, quiet space, complete learning at another time) • Do you remember when... ? (refer to a positive choice) • I expect you to... that is who we want to see today • Thank you for listening
4) Time out in another classroom	<p>If behaviour continues or escalates, time out will be given for a short period in a different classroom or a separate area of the playground. This could be in a calm space. This is recorded on CPOMS.</p>
5) Restorative Conversation	<p>When the child returns, a discussion is held. (5 questions are usually enough.)</p> <ul style="list-style-type: none"> • What has happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected by these actions? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
6) Consequences	<p>If a child has had two incidents in a week that require time out of class, the class teacher will inform the parents. If regular incidents occur, either within the week or over a period of time, a formal meeting between the Headteacher and parents will be arranged.</p> <p>The class teacher may create a behaviour log to build a picture of the behaviours occurring and to inform next steps. Regular analysis of CPOMS will also inform this.</p> <p>The class teacher will continue to meet with parents to discuss any findings along with strategies to be developed at home and school. Parents will be invited to further ongoing dialogues.</p> <p>Where necessary, we will seek to involve appropriate outside agencies to support the behaviour of the child. This may also include agencies to support behaviours and routines in the home.</p> <p>If behaviours continue or escalate, a behaviour plan will be put in place.</p> <p>A serious breach of expectations may lead to a fixed term exclusion or in extreme circumstances to permanent exclusion.</p>

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Ongoing Support

We recognise that some children experience specific difficulties with their behaviour. It is important that we work together as a school team to identify specific issues and to actively seek advice and support. In such cases, an individual plan of action will be devised. This process will include the class teacher, Headteacher, SENCO, parents and the child.

We have a responsibility to modify environments and adapt expectations and the curriculum to support these children in experiencing success.

Whilst working with parents to establish appropriate strategies, we may seek appropriate support from a range of professionals including:

- School learning mentor and SENCO
- LBAT (Learning and Behaviour Advisory Team)
- CAMHS (Child and Adolescent Mental Health Service)
- The Social Communication Team
- The Educational Psychology Service
- Early Help

We will seek permission from the parents.

Internal Exclusion

It may be necessary to exclude a child within the school through consultation with the Headteacher.

Parents will be informed of this and it will be logged on CPOMs.

External Exclusion

A) Fixed Term Exclusion

As a result of more serious incidents, the Headteacher may find it necessary to give a pupil a fixed term exclusion for a set period of time, up to 45 days in an academic year. This decision will not be taken lightly.

A fixed term exclusion may be a consequence of one serious action or result from a build-up of unacceptable behaviours over time.

Following a fixed term exclusion, a reintegration meeting will be held before the child is able to return to the classroom. At this point, and through consultation

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with parents/carers and members of staff, reintegration and the future needs of the pupil will be explored.

A reduced timetable or 'managed move' to an alternative setting may need to be considered with consultation with parents.

The decision to exclude a pupil may be taken in response to a serious breach of the school's Behaviour Policy or if allowing the pupil to remain would seriously harm the education and welfare of the pupil or others at the school.

B) Permanent Exclusion

A decision to permanently exclude a child is a serious one. It can be for a serious 'one off' incident or more usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies, which have been tried without success.

It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be the last resort.

All decisions to exclude a pupil will be lawful, reasonable and fair.

Further information upon exclusions in West Sussex can be found by following this link:

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-and-behaviour/exclusions/>

Preventing Bullying

Barns Green Primary School does not tolerate bullying of any kind. (Please see our Anti-Bullying Policy.)

If we find that bullying has taken place, we will act immediately to stop further occurrences of such behaviour. Incidents of bullying will be reported to the school Governors.

In the Playground

Supervisors will use a positive approach of praise and encouragement to promote good playground behaviour.

As a school, we work hard to establish the development of positive relationships on the playground. Wherever possible, we will intervene if we anticipate problems and give a child an opportunity to make better choices and to calm down. De-escalation strategies will be used here.

We make sure that all children are clear about the behaviour that is expected from them on the playground and revisit key messages regularly throughout the year.

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There will be opportunities for older children to become play leaders and to run clubs during playtimes. We will also provide equipment for use to promote activity, choice and leadership.

Managing Unwanted Playground Behaviour

- There will be a reminder to play safely/ to speak kindly – treat others how you wish to be treated yourself.
- Children will be redirected, asked to play in a different location, separated or asked to walk around with an adult, talking positively about good choices.
- Time Out – children will be given time out for calming down in an agreed spot or walking with an adult. This will be recorded on CPOMS by the member of staff concerned.
- The Headteacher will talk to the child away from the playground; this is recorded on CPOMS by the Headteacher
- Headteacher will monitor incidents of unwanted playground behaviour and staff and parents will be kept informed of concerns.
- A formal meeting with the headteacher will be arranged if concerns continue where possible options will be explored to ensure everyone is safe and happy on the playground.

School Council

Our School Council, which has elected class representatives from Years 1 to 6, is encouraged to raise any behaviour/bullying concerns with the staff and to help formulate strategies to solve any issues that may arise. The School Council representatives are given dedicated time with their classmates to consult before and to feedback at meetings.

Pupils' Conduct Outside the School Gates

The good behaviour policy and appropriate sanctions identified in this policy will apply equally in response to all non-criminal, poor behaviour and bullying anywhere off the school premises (witnessed by staff or reported by staff) and when a child is taking part in a school-organised or school-related activity.

Searching, Screening and Confiscation

At school, we want to ensure that all children, staff and visitors are safe from harm or threats of harm.

We reserve the right to look inside a child's bag or belongings and to confiscate items if we have reason to believe that there has been a breach of acceptable behaviour. We will inform parents/carers in such circumstances and items can be collected by parents/carers at the end of the school day or at the earliest agreed opportunity.

Children do not bring phones to school.

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Accusations Made Against Staff

The school procedures for managing allegations against people who work with children are outlined in section 13 of our Child Protection Policy. The Headteacher will act as the case manager for investigations of allegations against staff and will liaise with the Local Authority Designated Officer (LADO).

If allegations are made against the Headteacher, the Chair of Governors will be informed and will liaise with the Local Authority Designated Officer (LADO).

The person subject to the allegation will be supported in the following ways:

- They will be advised to contact their union
- Human Resources will be informed in order that appropriate support may be provided
- The case worker will update the person subject to the allegation or concern on the progress of the investigation

Physical Contact

Please refer to the school's Positive Handling Policy. Occasionally, it may become necessary for a trained adult to use positive handling as a last resort to ensure the child and other children are safe. These incidents are logged in the Bound and Numbered Book kept in the school office.

Child Protection Statement

The school takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; to work together with other agencies to ensure adequate arrangements exist within our school to identify, assess and support those children who are suffering harm. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that child welfare is our paramount concern.

All members of staff believe our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Equalities Statement

At Barns Green Primary School, we make all members of our community feel welcome and valued. We are committed to ensuring high expectations and equality of opportunity for all pupils, staff, parents, carers and Governors, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in

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which all those connected to the school feel proud of their identity and ability to participate fully in school life.

Tracey Newbold

November 2025

Appendix 1

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	Autumn Relationships		Spring Living in the wider world		Summer Health and Well Being	
Year 1 and 2 Year 1 Cycle A	Families and Friendships: Roles of different people in families and feeling cared for Safe relationships Recognising privacy, staying safe, seeking permission	Respecting ourselves and others: How behaviour affects others, being polite and respectful	Belonging to a community: What rules are; caring for others' needs; looking after the environment Media literacy and digital resilience: Using the internet and digital devices; communicating online	Money and work: Strengths and interests, jobs in the community	Growing and changing: Recognising what makes them unique and special, managing feelings when things go wrong Keeping safe: How rules and age restrictions help us to feel safe online	Physical Health and Wellbeing Keeping healthy, food and exercise, hygiene routines, sun safety
Year 1 and 2 Year 2 Cycle B	Families and friendships: Making friends, feeling lonely and getting help Safe Relationships Managing secrets, resisting pressure and getting help, recognising hurtful behaviour	Respecting ourselves and others: Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a community: Belonging to a group; roles and responsibilities; being the same and different in the community Media literacy and digital resilience The internet in everyday life, online content and information	Money and work: What money is; needs and wants; looking after money	Growing and changing: Growing older, naming body parts, moving into a different year Keeping safe: Safety in different environments; risk and safety at home; emergencies	Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help
Year 3,4,5 Year 3 Cycle A	Families and friendships : What makes a family; features of family life Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour	Respecting ourselves and others : Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Belonging to a community: The value of rules and laws; rights, freedoms and responsibilities Media literacy and digital resilience : How the internet is used; assessing information online	Money and work: Different jobs and skills; job stereotypes; setting personal goals Growing and changing: Personal strengths and achievements; managing and reframing setbacks	Growing and changing: Personal strengths and achievements; managing and reframing setbacks Physical health and Mental wellbeing: Health choices and habits; what affects feelings; expressing feelings	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places

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Year 3,4,5 Year 4 Cycle B	Families and friendships : Positive friendships, including online Safe relationships : Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting ourselves and others : Respecting differences and similarities; discussing difference sensitively	Belonging to a community: What makes a community; shared responsibilities Media literacy and digital resilience: How data is shared and used	Money and work: Making decisions about money; using and keeping money safe	Growing and changing : (Year 3-4 RSE) -Physical and emotional changes in puberty -External genitalia -Personal hygiene routines -Support with puberty Physical health and Mental wellbeing: Maintaining a balanced lifestyle; oral hygiene and dental care	Keeping safe Medicines and household products; drugs common to everyday life
Year 3,4,5 Year 5 Cycle C	Families and friendships : Managing friendships and peer influence Safe relationships Physical contact and feeling safe	Respecting ourselves and others : Responding respectfully to a wide range of people; recognising prejudice and discrimination	Belonging to a community: Protecting the environment; compassion towards others Media literacy and digital resilience: How information online is targeted; different media types, their role and impact	Money and work: Identifying job interests and aspirations; what influences career choices; workplace stereotypes	RSE: (Year 5-6 RSE) Growing and changing : -Physical and emotional changes in puberty -External genitalia -Personal hygiene routines Growing and changing : Personal identity; recognising individuality and different qualities; mental wellbeing	Physical health and Mental wellbeing: Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Keeping safe : Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Families and friendships : Attraction to others: romantic relationships; civil partnership and marriage Safe relationships Recognising and managing pressure;	Respecting ourselves and others: Expressing opinions and respecting other points of view, including discussing topical issues	Belonging to a community: Valuing diversity; challenging discrimination and stereotypes Media literacy and digital resilience: Evaluating media sources;	Money and work: Influences and attitudes to money; money and financial risks	RSE: (Year 6) Growing and changing: Human reproduction and birth; increasing independence; managing transition	Keeping safe : Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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consent in
different
situations

sharing things
online

**Physical health
and Mental
wellbeing:**
What affects
mental health
and ways to
take care of it;
managing
change, loss
and
bereavement;
managing time
online

Appendix 2

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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