

BARKER'S LANE COMMUNITY SCHOOL

'LEARN TOGETHER'

'Let's learn to enjoy, achieve, respect and nurture together'

Good Behaviour Policy

Introduction

In order to achieve a caring, stable environment where the atmosphere is happy and hardworking, it is essential for us to adopt a clear, consistent code of conduct acceptable to each individual. A strong ethos of respect for all members of the school community, including respect for difference and diversity underpins our commitment to this policy.

Aims

At Barker's Lane we actively promote:

- Positive relationships and a safe, secure, happy environment.
- A consistent approach ensuring a sense of justice and equity.
- Encouraging children to support each other, moving forward as part of our Barker's Lane family to 'be the best they can be'.
- A positive, calm learning environment where all are expected to be considerate and respect each other; fostering a sense of mutual respect across the school community.
- Encourage independence and self-discipline to become a good citizen; understanding that it is important to demonstrate good behaviour both in and out of school.

The School Expectations of Good Behaviour

Children are expected to behave in a way that makes it possible for everyone to learn and the teacher to teach. This means following the school rules.

Our whole school 'Golden Rules' are:

1. *Listen carefully*
2. *Follow instructions*
3. *Think and make the right choice*
4. *Be helpful, caring and polite*
5. *Keep your hands and feet to yourself*

At playtime and lunchtime, playground / midday supervisors promote the golden rules and the importance of good behaviour. All staff have the same expectations ensuring consistency across the school.

How Good Behaviour is Promoted at Barker's Lane

- Staff follow Pivotal Behaviour Strategies.
- Whole school rules are established; rules are referred to, taught and modelled.
- 'High Five', a raised hand used by all staff to signal – quiet lips, good looking, good listening, still hands and still feet.
- Staff model a calm, appropriate tone of voice and show warm body language.
- Clear and consistent rewards and consequences established throughout the whole school, individual teachers also have 'special' rewards too.
- Good role models within the class are referred to; responsibility is promoted through various roles e.g. School Council, Eco-Committee, Buddies, Student Leaders, Criw Cymraeg.
- A broad, balanced, differentiated engaging curriculum is taught.
- Emotional literacy is taught through circle time and other activities.
- Worry box in each class.

- Calm boxes in school.
- Home / School diaries to encourage communication and shared support.
- Support / advice from outside agencies e.g. ESW, Educational Psychologist.
- TAC (Team Achieving Change.)

Pivotal Behaviour Strategies

Positive recognition is used consistently in school to reinforce good behaviour and to promote self-esteem.

Staff create a positive 'can do' learning culture and use praise consistently.

Staff use assertive sentence starters e.g. "Thank you for..." (e.g. *listening / sitting quietly*), "**Now** we are... **Then** you can...", "I know you will..." (e.g. *help to tidy the construction area*), "I remember when you..." (e.g. *helped me tidy up / did good listening*), "I need you to..." (e.g. *sit down / do good walking / show me kind hands.*)

Rewards can be earned immediately or progress over time.

A variety of rewards and strategies are used, including:

- Verbal praise
- Stickers/stars
- Enfys (Infants)
- Class Dojos
- Pupils share work with peers/staff/headteacher
- 'Seren y Wythnos' which is a weekly celebration of achievement

Class teachers may also have individual rewards in their classroom to reinforce and promote good behaviour.

Hierarchy of Consequences

All children are aware of the rewards and consequences which are clearly displayed in each classroom. The school has a clear hierarchy of consequences when children choose to break the golden rules. Staff will always aim to redirect behaviour, use non-verbal cues and use proximal praise to minimise any disruption, where this is not possible / not effective, a first warning will be given.

Step 1

Child is given first warning.

Step 2

Second warning is given.

Step 3

Five minutes taken from golden time/time out.

Possible time missed from play/withdrawal of some privileges.

Step 4

Discussed with parents/note home.

Time out with the headteacher.

Withdrawal of privileges.

Step 5

Meeting arranged with parents/teacher/headteacher.

Non-participation in extra-curricular activities.

Restorative Conversations (linked to Step 3-5)

To ensure effective learning and teaching can take place unacceptable behaviour will always be addressed. It is of the utmost importance that children understand that it is the behaviour which is unacceptable and not them.

Staff use 1-1 intervention to address unacceptable behaviour, as follows:

- 1) Gentle, calm approach (side on side, eye level or lower.)

- 2) State behaviour that was observed and which rule/expectation/routine has been broken.
- 3) Tell the child what the sanction is. Then immediately refer to previous good behaviour/learning e.g. “I remember when you...” or “Do you remember when you..?”
- 4) Walk away. Give child time to decide what to do next. If there are comments/protest, ignore but jot down if possible and follow up later when child is calmer.
- 5) Look around and catch someone / comment on someone who is following the rules.

After 1-1 intervention, Restorative Conversations may need to take place when the pupil is calm. The adult who gave 1-1 intervention uses the following script:

- 1) What happened?
- 2) Who has been affected / who was there when you ..? / who was hurt?
- 3) How were they affected?
- 4) What needs to be done to make things right/better?
- 5) How can we do things differently in the future/next time?

This approach ensures each pupil takes responsibility for their own behaviour. The conversation ends on a positive note, with strategies for the pupil to use in the future to improve their behaviour.

Discussions with the class teacher or Headteacher are always supportive and based on strategies to help each child and others in the class – difficulties with behaviour impact on a child’s own learning and the wellbeing of others.

Repeated inappropriate and/or disruptive behaviour is viewed as a serious matter by the school. At this stage parents are invited to school to agree an Individual Behaviour Plan (IBP) or a Pastoral Support Plan (PSP) for the child. Continued serious misconduct may warrant temporary exclusion from school whereby a further meeting between the Headteacher and parents would be convened as a matter of urgency.

Emotional & Behavioural Additional Needs

In the case of children identified as having emotional and / or behavioural additional needs, the school, acting in partnership with the parents and/or carers of the child concerned, will draw up individual action and pastoral plans. The plans will detail targets for an emotional / behaviour support and improvement programme. Having emotional / behavioural additional needs does not exempt the child from sanctions for unacceptable behaviour.

Responsibilities

Staff

Adults at Barker’s Lane have an important responsibility to model high standards of behaviour. Staff at Barker’s Lane are responsible for:

- Creating a positive, caring and organised learning environment.
- Teaching the curriculum in an engaging way, differentiated to meet the needs of all children.
- Using clear language and promote high expectations of learning and behaviour.
- Emphasising the importance of being valued as an individual within the group by showing appreciation of the efforts and contributions of all.
- Promoting honesty and courtesy, through example.
- Encouraging relationships based on kindness, respect and understanding of the needs of others.
- Ensuring fair treatment for all, regardless of age, gender, race, ability and disability.

The Headteacher supports staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher keeps records of all reported serious incidents of misbehaviour.

Pupils

At Barker's Lane we expect each child to be well behaved, have respect for themselves, others and property. Children at Barker's Lane are expected to:

- Remember, understand and follow the Golden Rules.
- Be polite, considerate and respectful to others; speak nicely to all.
- Engage in their activities and not distract others.
- Look after their own personal belongings.
- Listen carefully and try to understand other peoples' point of view.
- Respond appropriately, without shouting out.
- Talk quietly, using partner voices.
- Keep the school clean and tidy so that it is a welcoming place to be proud of.

Parents

At Barker's Lane we value the support of families and strive to develop excellent home-school partnerships which will support, extend and enhance each child's learning. At Barker's Lane, parents are expected to:

- Talk about the Home-School Agreement with their child and adhere to this.
- Ensure their child attends school and is punctual.
- Be positive about school, learning and behaviour with the child.
- Ensure their child has the correct clothing / equipment needed, e.g. uniform, shoes, P.E kit.
- Share any problems / upset that may affect the child in school, for example, pet's death, parents separating, etc.
- Work positively with school, supporting any concerns regarding a child's learning or behaviour.

We place much value on developing supportive relationships. Regular discussions keep parents and school informed and help to maintain positive attitudes to learning and behaviour and we work with parents immediately if we have concerns about a child's welfare or behaviour. A summary of our policy is explained in our prospectus and in our 'Good Behaviour' leaflet for easy reference.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out this policy. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Monitoring

The Headteacher and the Behaviour Coordinator monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps records of incidents of unacceptable behaviour. The classteacher / staff member involved records these in the incident book. The Behaviour Coordinator and the Headteacher record those serious incidents of repeated unacceptable behaviour.

The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

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

Review

This policy was initially compiled by Mrs C Harrison-Edwards in April 2015 and reviewed by Mrs L Richardson in March 2017 in consultation with pupils, parents, all staff and the governing body. It has been updated in October 2020 and an addendum (page 5) to respond to the Covid-19 pandemic has been added. It will be reviewed in three years.

Barker's Lane School

Addendum to the 'Good Behaviour' Policy to supplement our usual policy during the coronavirus pandemic:

The government's strategic response to COVID-19 was to enforce social distancing in order to reduce people's exposure to the virus and stall its spread. As a result, from 20th March 2020, schools were re-purposed and closed to all pupils except for those classified as vulnerable or children of key workers critical to the COVID-19 response.

During their prolonged absence from school, pupils have suffered from significant changes to their learned routines, daily structure, social and behavioural rules. Pupils may have forgotten the habits and expectations which are intrinsic to the culture of the school. We are aware that COVID-19 has the potential to impact on the mental health of pupils and their family members; this in turn can affect a pupil's behaviour.

A positive culture is created in our school by establishing behavioural norms and ensuring that these are taught explicitly and corrected where necessary to ensure that the school is a calm, orderly and safe environment where rules are followed to enable excellent teaching and learning to take place. Additional expectations have had to be applied to support the positive culture in response to the enforced COVID-19 disruption by introducing new expectations, rules and routines around protective measures and personal hygiene clearly and accessibly.

Guiding principles

1. **Behaviour will be taught.** Routines, expectations and proxies for control will be taught explicitly by teachers. All staff will ensure the rigorous and consistent application of the new rules and procedures across the school.
2. **Proactive risk management will reduce potential for poor behaviour.** We will make intelligent use of our knowledge of pupils and information shared by parents to predict behavioural habits and anticipate risks, rather than simply react to situations. Separate risk assessments will be produced for pupils who exhibit challenging behaviours.
3. **Communication with pupils will build their confidence.** The headteacher will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. These will include video tours, photographs, parent and pupil booklets. The communication will be tailored so that it is age-appropriate and takes account of pupils with additional needs.
4. **Parents will be fully informed.** The headteacher will ensure that appropriate and effective measures are in place for communicating with parents about the expected behaviour to be shown by pupils upon returning to school. The school will encourage parents to share concerns and ask questions.
5. **Boundaries will be clear.** We will teach pupils that they have a responsibility to keep themselves and others safe. We will apply our rules consistently, rigorously and fairly so that pupils know that the consequences of their behaviours, both positive and negative, are inevitable.

Our Expectations of Good Behaviour

Behavioural expectations will be taught. The effective teaching of rules and routines will build a safe and calm culture in which pupils will feel secure. Clearly established rules, routines and boundaries will be consistently applied.

All staff will be proactive in preventing poor behaviour and dealing with it in a consistent and fair manner if it occurs. SLT will identify potential acts of poor behaviour and areas of school where these are likely to occur. They will plan mitigations of these risks.

During the first phased reopening of the school, pupils will be taught in consistent small groups of no more than eight children. The SLT and teachers will give careful consideration to the configuration of groups.

Pupils will intuitively look for cues. Staff will respond in positive consistent ways to reinforce expectations.

The expectations, rules and routines will be taught explicitly and effectively and shared with parents/carers.

The revised Home-School Agreement outlines expectations and there is further information in the parent and pupil booklet which has been shared by email and on Seesaw.

Golden Rules & Pupil Code of Conduct

Our Golden Rules remain the same:

- Be ready
- Be respectful
- Keep everyone safe

In addition to our usual expectation of high standards of behaviour, age-appropriately, the children will:

- Arrive at school and go home at the designated time using the designated entrance/exit route. Children and parents are expected to leave the site promptly and not to congregate around entrance / exit gates.
- Wash their hands upon entering school, before and after eating, before and after outside play / learning and before leaving school. Soap and warm water is available throughout the day and there is hand sanitiser in each class.
- Maintain a safe distance from others as much as possible. Maintain a big space between themselves and other children / adults (2m where possible).
- Ensure 'catch it, bin it, kill it' when coughing or sneezing and avoid touching their own mouth, nose and eyes.
- Not cough or spit at or towards any other person.
- Sit in an allocated place. The seating plan in the classroom is non-negotiable and is in place for the safety of each pupil.
- Stay in their seat and not walk around the classroom without permission.
- Not share belongings (food, stationery, books etc) with others and not handle other people's belongings.
- Use the toilet designated to their year group. Only enter the toilets if there is a free cubicle. On exiting the toilet, wash hands thoroughly.
- Tell an adult if they feel unwell.

Behaviour management

There are occasions when staff will need to challenge behaviours which are not safe or not conducive to learning. All all times, behaviour management is handled in as positive as way as possible following the usual school behaviour policy.

A range of disciplinary measures will be implemented consistently, openly and fairly. The school reserves the right to apply the following measures:

- verbal warning;
- missing social times at break or lunch time;
- instigating a Pastoral Support Plan;
- working away from the classroom to reduce the impact of behaviours upon other pupils and staff (however this may not always be possible during the Covid-19 pandemic);
- exclusion.

Deliberate failure to adhere to the protective measures will be deemed as a serious breach of the school's discipline policy.

Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's discipline policy. Any pupil who does this will need a risk assessment to establish whether they are 'unfit for school.'

Should pupils fail to comply with expectations, in repeated or extreme cases, they may receive a fixed-term exclusion.

As part of a planned return to school following an exclusion, parents/carers will be expected to have a virtual meeting with the Headteacher or Deputy Headteacher to discuss a reintegration action plan.

Reasonable adjustments

At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social and Emotional Needs
- Adverse Childhood Experiences (ACE);
- Additional Learning Needs (ALN)

The SLT will make their best endeavours to ensure that pupils with additional needs are supported to meet the new expectations, rules and routines. Reasonable adjustments might include, but not limited to:

- preview of new rules and routines and perhaps a visit to school;
- additional support for the arrival and exit to school;
- additional support to adhere to break and lunch time expectations;
- re-teaching rules and routines;
- adapted resources;
- adapted sanctions and rewards.

For pupils with additional learning needs and/or disabilities, a risk assessment will be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

Exclusion

The Headteacher retains the right to exclude pupils on disciplinary grounds. Any decision to exclude will be:

- **in response to serious breaches of the school's behaviour policy; and**
- **if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.**

All exclusions will be made in line with the Welsh Government Guidance. The school will have due regard for the following when making these decisions:

- The Education (Pupil Exclusions and Appeals) (Maintained Schools) (Wales) Regulations 2003
- The Education (Pupil Exclusions and Appeals) (Wales) (Miscellaneous Amendments) Regulations 2004
- The Education (Reintegration Interview) (Wales) Regulations 2010
- The Equality Act 2010.

A permanent exclusion is the last resort and will be used sparingly. However, if the school permanently excludes a pupil, it will work with the parents or carers and the local authority to arrange a place at an alternative setting *as soon as possible* so as to minimise breaks in education.

Following a permanent exclusion, the school will notify the local authority and other appropriate agencies immediately. They will work in partnership to ensure that the child is placed in another educational setting quickly.

Following an exclusion and to avoid any gap in provision, the school, social workers, local authority and other professionals will work together to ensure that adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

The school will notify parents/carers immediately by telephone of any decision to exclude a pupil. The decision will be communicated in writing without delay. An exclusion should be taken as having 'occurred' on the first day of the exclusion (not the date when the decision to exclude was made or communicated).

The exclusion letter will note the following:

- for a fixed-term exclusion - the precise period of the exclusion;
- for a permanent exclusion - the fact that it is a permanent exclusion;
- the reasons for the exclusion;
- the parent / carer's and pupil's right to make representation to the Pupil Discipline and Exclusions Committee of the governing body;
- the person whom the parent/carer and/or learner should contact if they wish to make such representations.
- the latest date by which the discipline committee must meet to consider the circumstances in which the learner was excluded (except where the exclusion is for fewer than six school days in any one term);
- that meetings will take place via remote access, if the conditions for such a meeting are met, or in person if it is safe and practicable to do so - this will be discussed with the parent and the discipline committee;
- the parent's/carer's right to see and have a copy of the learner's educational record upon written request to the school"
- in the case of a fixed-term exclusion, the date and time when the learner should return to school (in the case of a lunchtime exclusion, the number of lunchtimes for which the learner is being excluded, and if applicable the arrangements for the learner to receive free school meals);
- if the exclusion is permanent, the date it takes effect and any relevant previous history;
- the arrangements made for enabling the pupil to continue their education, including the setting and marking of work. It is the parent's/carer's responsibility to ensure that work sent home is completed and returned to school;
- the name and telephone number of an officer of the LA who can provide advice;
- sources of free and impartial advice.

Remote access meetings

When the Discipline Committee have to meet to consider an exclusion they can do so by telephone or video - conference software ('remote access') as long as certain conditions are met.

The conditions are that it is not reasonably practicable for the meeting to take place in person, within the usual timescales, because of COVID-19, and the Governing Body is satisfied that:

- all the participants agree to the use of remote access;
- all the participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, if a live video link is used;
- all the participants will be able to put across their point of view or fulfil their function;
- the meeting can be held fairly and transparently via remote access.

It is the responsibility of the Governing Body to make sure these conditions are met before a meeting takes place.

The Governing Body should assess the facts of the case, the circumstances in which a meeting could be expected to take place, the needs of intended participants (as far as this is possible), and the latest public health guidance when determining whether it would be reasonably practicable to meet in person.

Arranging a remote access meeting

The Governing Body should explain the technology they propose to use to participants and should make sure that the participants (particularly pupils and their families) know that they do not have to agree to a meeting via remote access if they do not want to. They should make families aware that if they do not consent to a remote access meeting then the meeting is likely to be delayed.

Though all participants must have agreed to the use of remote access, where a parent or pupil has given their agreement for a meeting to be held via remote access, the other participants should make reasonable efforts to accommodate that preference unless there is a clear reason not to.

The normal requirements of who should be invited to a meeting remain in place. However, those who have no intention of taking part in the meeting should not be treated as 'participants' for the purposes of the conditions set out above.

Committee members must comply with relevant equalities legislation and recognise that some participants may find it difficult to participate in a remote access meeting (for example, if someone has a disability or if English is not their first language).

If a meeting is held via remote access, every effort should be made by the Chair to check the participants understand the proceedings and can engage with them and to ensure the meeting is conducted fairly. If, once the meeting starts, the meeting cannot proceed fairly (for example, because a participant cannot access the meeting), the Chair should adjourn the meeting.

The use of remote access does not alter other procedural requirements that may apply to the Governing Body. Parents may bring a friend or representative, as normal.

As long as the conditions for a remote access meeting are met, it is possible for some participants to be present in person and for others to join the meeting via remote access. All the participants must have access to technology which will allow them to hear and be heard by others throughout (and to see and be seen throughout, if a live video link is used).

Timescales for Governing Body meetings

If it has not been reasonably practicable for the Governing Body to meet in person within the original time limit for a reason related to COVID-19 or remotely for a reason relating to the other conditions for a remote access meeting, the time limit for the meeting will be extended.

Where this is not possible, advice will be sought from the Local Authority and / or Welsh Government.

Use of reasonable force

Our usual school policy will be followed as far as practically possible.

A risk assessment will be undertaken for pupils who, based on evidence available prior to closure of schools, required physical intervention. This will allow the school to determine risks and decide if it is safe for pupils requiring physical intervention to be safely accommodated in school.

Following a risk assessment, the school may decide that pupils who are a high risk should continue with home learning.

Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident then staff have a duty of care to intervene. When doing so they will:

- be able to change clothing immediately after the incident
- take a shower immediately, at home if necessary.

Following the physical intervention, the pupil will be isolated and parents/carers will be informed of the incident and advised to collect their child.

Following a risk assessment and a discussion with the pupil and parents/carers, the pupil should return to school unless it is deemed unsafe to do so.

These incidents occur at speed. It might not be feasible to wear personal protective equipment (PPE), but if possible then this is encouraged.

Serious incidents involving the use of force will be recorded and reported to parents/carers.

Review and adaptation

Leaders will keep the arrangements detailed in this addendum under review. Risk assessments for individual pupils will be monitored by SLT. Amendments to operational procedures will be made as required and will be clearly communicated to all staff, pupils and parents / carers. A thorough review of the addendum will be undertaken at each phase of reopening, as the numbers of pupils admitted to school alters.