



Bartley C of E Junior School

Positive Behaviour Policy

Name of Unit/Premises/Centre/School	Bartley CE Junior School
Date of Policy Issue/Review	September 2025 - Review Sept 2026
Name of Responsible Manager/Headteacher	Behaviour Leads – HT and DHT
Date approved by Governors if statutory:	16.9.25

Our vision

We are committed to providing excellence everyday so each child can achieve, be happy and be successful in everything they do.

Our Christian values foster love for ourselves and each other.

Our rationale

We believe that every adult and child has the right to thrive in a happy, safe and supported environment built on mutual respect and shared values. It is our shared responsibility to ensure that adults are able to teach and children are able to learn. This is achieved through the promotion of positive, respectful behaviours; adults support and role-model our learning values to develop responsible citizens both in and outside of school.

Aims

Bartley C of E Junior School aims to:

- ❖ Promote high expectations of behaviour to enable all children to demonstrate excellent behaviours both inside and outside of the classroom.
- ❖ Enable children to grow into positive, responsible and increasingly independent members of the school, and wider community. We will support children to make the correct choices and develop and change the presentation of challenging behaviours over time
- ❖ Recognise and promote good behaviour, as we believe that this will develop an ethos of kindness and co-operation.
- ❖ Deliver this policy fairly and consistently for all children and adapt it as necessary to meet the needs of individual children.

This policy is designed to encourage long-term excellent behaviour.

Bartley's Behaviour Expectations:

Be respectful
Be responsible
Be an active learner

The different aspects of these expectations will be explored and discussed both in class and through collective worship on a regular basis. All adults and children will refer to these three expectations when rewarding or addressing presentation of behaviour.

Positive Behaviour and Rewards at Bartley C of E Junior School

There are a number of positive behaviour strategies we will use as a school to support the children in their learning and in making the right choices. These include the following, but this list is not exhaustive:

Verbal feedback – Positive verbal recognition both to individuals and classes

Dojo points - Each child is allocated to a House Group when they enrol at school: Bengal Tigers, Emperor Penguins, Sea Otters or Black Rhinos. Dojo Points are awarded for demonstration of our behaviour expectations. These cannot be taken away i.e. used as a sanction. Dojo points are collated as a House Group weekly and House captains keep a running total of these. The winning House at the end each half term is given a reward (e.g. extra playtime).

Message home to parents – Children will be recognised and celebrated for their good work; consistency in following the behaviour expectations; learning attitudes and skills shown. The parent will be alerted to this via a phone call home, postcards or email.

Headteacher/Deputy Headteacher reward stickers – Children who complete work of a high standard from their own personal starting points will be asked to share this with the Headteacher and Deputy Headteacher. Here they will receive personal praise, merits and stickers for their book.

Merits – Staff can award children merits in their written work which contribute to merit certificates. Merit certificates are issued in increments of 30 merits and are presented to the children during whole school celebration worship.

Star of the week – Individual children are selected by their teachers as showing excellent behaviour expectations during the week. These children will be celebrated within their own year group and will then be celebrated again at the end of each week in our Celebration Worship. They are allowed to sit on chairs at the back of the hall and are given 5 word reviews by their teacher which highlight their strengths.

Whole class rewards – Classes will work towards whole class reward time, which can take on many different forms: videos, den-building time, team games etc

Responsibilities in school – Children who show that they are responsible and sensible will be chosen to represent the school during external visits as well as being given important roles within the school.

Outstanding work walls – Each classroom has a display board dedicated to the celebration of '*Outstanding work*' that individual children have produced.

Working together

In order for the Positive Behaviour Policy to be successful, children, staff and parents need to be consistent in their approach and work together to support the children to understand and know what is expected of them.

Therefore, parents and carers will support the children and school in the following ways:

- Ensure their child arrives at school on time appropriately dressed in a clean school uniform, well rested and in a calm frame of mind ready to learn
- Ensure they inform the school of any incidents or issues that may impact on the child's behaviour
- Support the school to promote behaviour and progress by praising and celebrating their child's achievements and showing an active interest in what they are doing at school
- Ensure they work with the school to improve their child's behaviour where needed, e.g. by responding promptly at the request of the school if there is a serious or ongoing behaviour concern.
- Communicate with school staff in a respectful, courteous and open manner, speaking positively about the school in front of their children.

What happens if a child does not follow our behaviour expectations?

The behaviour ladder below sets out examples of levels of inappropriate behaviour and is a guide for staff to follow when managing unacceptable behaviours. ***This list is not exhaustive.*** There will always be an element of discretion, as behaviour must be managed sensitively, with due consideration of individual needs of children. Children with an IBP (Individual Behaviour Plans) will follow their own behaviour plan.

Level	Behaviour Examples <i>Please note – these are not exhaustive examples but are to exemplify what might demonstrate the level of behaviour</i>	Actions/Consequences <i>If children are making the wrong choices, all staff follow the same procedures</i>
Low	Distracting others Disruptive noises Wandering around room at wrong time Dropping litter Taking other people's property without their permission	Non-verbal cue Positive reinforcement for those making right choice Gentle reminder of expectations 1. Verbal Warning directed reminder 'Jimmy, sit on your chair now, thank you' 2. If continued, a 5-minute stop & think card issued. 3. 10-minute stop & think card issued Should the child show they can follow the behaviour expectations, these cards will be removed and the time earned back.

Moderate	<p>Persistent Low-Level Behaviour</p> <p>Refusal to work Misuse of school equipment Dangerous play Improper use of toilets Inciting others to misbehave Intentional swearing Unkind remarks Disobedience or rudeness to adults (this includes refusing/saying “no” to adult instruction) Leaving classroom without permission</p>	<p>If the above has been actioned to no improvement in behaviour, or any of the types of examples given are displayed, the child will be told to move to a different class to complete their work. They will also be required to complete a ‘Reflection Sheet’/’Apology Letter’ and will spend some time in a restorative conversation so they can understand how the behaviour they displayed was not acceptable.</p> <p>Appendices 2 & 3.</p> <p>If a child is unable to complete these independently, adult support will be given.</p> <p>Parents will be notified by the class teacher and this will be recorded on CPOMS (our recording method for behaviour).</p>
Serious	<p>Persistent moderate level behaviour</p> <p>Vandalism Bullying Aggression towards adults Causing deliberate physical injury to somebody (including fighting) Total refusal to follow instructions and do what is asked Stealing Sexualised behaviour Language which is deemed offensive to other groups Inappropriate use of online communication which causes offence or harm</p>	<p>Senior Leadership Team involvement (e.g. Year Leader, SENDCO, Deputy, Headteacher).</p> <p>Parents informed and meeting arranged if deemed necessary.</p> <p>All recorded on CPOMS and external agencies contacted if required. E.g., for violent incident, safeguarding, racist or homophobic behaviour.</p>
Extremely Serious	<p>Serious violence with intent to cause harm against pupil or staff Sexual assault or abuse Supplying an illegal drug Carrying an offensive weapon Repeated bullying</p>	<p>SLT involved immediately. Perpetrator is taken to a safe location and supervised. Parents informed and external agencies involved. With advice taken from Hampshire Inclusion, a suspension may be given.</p>

See **appendix 1** for our behaviour procedures.

Individual Behaviour Plans (IBPs)

In some cases, Individual Behaviour Plans (IBPs – **Appendix 4**) may be employed where individual pupils need extra support to manage and ultimately change their behaviour. Parents / Carers will be informed and encouraged to work in partnership with the school. It may be suggested that children have Emotional Literacy sessions with the school ELSA (Emotional Literacy Support Assistant) to support them. Support may also be sought from outside agencies. These will be reviewed formally with the child, parents/carers and teacher(s) each half term. Children on an IBP

may also have an individualised risk assessment for use both in and outside of school (educational visits).

Conduct Outside of School

The behaviour policy will be adhered to and followed outside of school (including online) in the same way it is when the children are in school. All staff will reinforce the same high expectations for behaviour when in the public domain, for example on school trips or visits. We expect the children to be polite and show care and consideration for others.

Any inappropriate behaviour will be dealt with immediately and reported to the school as soon as possible. Any consequences will be carried out on the child's return to school, if possible, or the next day.

Attendance of all off-site and residential visits will also be dependent on a child's pattern of behaviour. If there is a concern, a risk assessment for their inclusion will be completed and a decision for inclusion will be made by the Headteacher.

The Positive Behaviour Policy also relates to the conduct of pupils outside the school gate beyond the supervision of staff when representing the school in uniform. Any report from the public will be dealt with seriously by the school. The school will undertake an investigation and apply any consequence within school as needed. The child or children will be expected to apologise either personally or in a letter (**appendix 3**). Parents / Carers will be notified.

Suspension


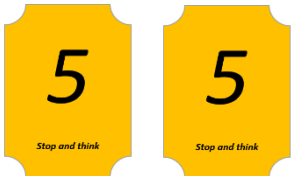

Suspension from school for a period of time will be considered in extreme circumstances, and in collaboration with Hampshire Inclusion Team. Should a child be suspended for a period of time, parents will be informed, reasons for suspension shared, and a plan for return appointment are given, whereby the child and parents will meet with Headteacher or Deputy Headteacher. At this meeting, expectations for improved behaviour will be discussed and reasonable adjustments, by the school, will be made to support successful re-integration. All external suspensions will be reported to the Local Authority and Bartley C of E Junior School Chair of Governors.

Racist / Homophobic Incidents

Any racist / homophobic incident will be dealt with quickly. All such incidents go against the aims of our school and are taken seriously. All incidents must be reported, recorded and the appropriate form completed and submitted to the Local Authority.

- Incidents will be dealt with as soon as they occur by the adult present
- Parents will be informed of all such incidents

Classroom Behaviour Procedures

Reminder	Consequence	Other Actions
<p>Verbal warning</p>	<p>You will be encouraged to make the right choice.</p>	<p>You will be reminded of our whole school behaviour expectations.</p>
<p>Stop and think card x1</p> 	<p>5 minutes missed from your next playtime or lunch break.</p>	<p>You can earn this back if you make the right choices.</p>
<p>Stop and think card x2</p> 	<p>10 minutes missed from your next playtime or lunch break.</p>	<p>You can earn this back in intervals of 5 minutes by making the right choices.</p> <p>If you miss 10 minutes often, your parents/carers will be told.</p>
<p>Removal from classroom</p> 	<p>You will be sent to Year Leader/other classroom to complete your work.</p> <p>You will have a reflective conversation with your teacher about this behaviour.</p>	<p>Your parents/carers will be told.</p> <p>After the time out, the next session/break/day will be seen as a fresh start.</p>
<p>If you continue to make the wrong choices, a member of SLT will take you to work elsewhere and your parents will be informed.</p>		

Please note – any intentional physical act of violence is an automatic SLT referral

Reflection Time


To be used when you have been sent to another class.

Your parents will be informed, but you can change this by now making the right choice


Name: _____ Date: _____

Sent By: _____ To: _____


Reason being sent: _____



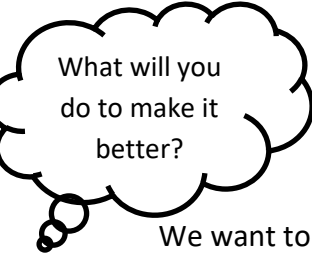
What did
you do?



Why did
you make
this choice?



What better
choices could
I have made?



What will you
do to make it
better?

We want to tell your parents/carers that you have turned your behaviour around - so please try your best to show this and have a successful rest of the day.

Appendix 3 – Apology letter template

Apologising is a great start to showing that you realise that the choices you have made could have been better. They can also help to mend relationships. Here is a guide to help you write an effective apology:

Dear ...

Address your letter to the person you are apologising to.

This letter is for you because I want to apologise for what I did.

I realise now that I should not have...

Briefly say what happened (the reason you are apologising)

It was wrong because...

Explain what the negative effects of your actions were.

I'm truly sorry I made this choice.

I would like to make it up to you. For instance, I could...

Explain what you could do to make it up to the person you are apologising to.

I am determined to not doing anything like that again. In situations like that, I will not do what I did again but instead I will...

Explain what would have been a better choice of action if you were to find yourself in a similar situation.

I regret what happened and I would want to do something to also stop others from doing things like this. I would want to...

Explain how you could help others to make the right choices in this or similar situations.

Yours sincerely,

Appendix 4 – Individual Behaviour Plan (IBP)

Individual Behaviour Plan (IBP)





Name (Initials):

Class:

Date:

Child's voice:

Autumn/Spring/Summer term Comment: *What is going well in school? What areas of school/their behaviour they are finding hard... Etc. It would help me if...*

Behaviour Targets What do I need to be able to do next?	Achievement Criteria How will I know I can do it?	Resources and Strategies Who is going to help me and when?	Outcome How have I done?
			

Agreement:

Parent/carer name

Staff name

Parent/carer signature

Staff signature

Date

Date

Current challenging/negative behaviours <i>e.g. absconding, aggression towards others, class disruption work refusal</i>	Possible reasons/causes? <i>e.g. understanding of learning, concentration challenges, influence of other children, external factors, transitions</i>	Are there any trigger/warning signs? <i>e.g. getting up out of seat, shouting out, proximity to key individuals, facial expressions</i>	Reactive strategies to help diffuse? <i>e.g. using safe space, calming activities/strategies</i>
1.			
2.			
3.			

Is the child on the SEND register? Yes/No

Are there specific special educational needs or disabilities that may affect behaviour? Please list here:

Review date: