POSITIVE BEHAVIOUR AND SELF-ESTEEM POLICY 2026 - 2027

Article 28 Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Document Name	Positive Behaviour and Self-esteem Policy
Document written by	C Nelson & C Martin
Date for next revision*	July 2027
Responsibility	Head of School
Approved by	St Barnabas lab

*subject to any relevant changes in legislation or other appropriate guidelines

VISION

St Barnabas C of E Primary Academy is committed to creating an environment where the best behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for the behaviour and to encourage others so do the same.

We believe that all pupils at St Barnabas C of E Primary Academy have a right to education, care, safety and an opportunity to develop and enjoy good relationships underpinned by our values and ethos. We also believe that all staff should have a right to teach and support pupil's education in a calm and purposeful atmosphere. We recognise that a clearly defined policy will assist in developing a positive, supportive atmosphere, conducive to successful learning.

It will encourage independence, self-reliance and ultimately self-regulation and a sense of responsibility.

AIMS

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Let everything we think, do and say be a shining example of our faiths.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school with positive role-models throughout the school.
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination.
- Provide a consistent and calm approach and to celebrate the best behaviours.
- To encourage positive behaviour through the provision of a stimulating curriculum and well organised classroom.
- To provide a simple and fair framework of expectations, which is understood by all and applied consistently by every member of staff.
- To encourage pride, self-respect and develop self-esteem in the school through respect for each other, respect for belongings and respect for the environment.
- To promote a partnership between teachers, parents and pupils to develop mutual respect and understanding.
- To promote a positive image of the school and develop a reputation for high standards of behaviour within the wider community.

OBJECTIVES

- Builds a community which values kindness, care, good temper and empathy for others.
- Recognises behaviour norms and positively reinforces this behaviour.
- Ensures consistency of expectations across the school.
- To encourage pupil to listen when appropriate, not to interrupt others and to learn to take turns.
- To celebrate success, both social and academic.
- To build and consolidate feelings of self-respect and self-esteem.
- To provide opportunities for pupils to work towards developing self-regulation.

TEACHING AND LEARNING

We expect every adult to:

- Meet and greet pupils at the classroom door in the morning, breaks and lunchtimes.
- Pupils to enter the classroom and wait silently behind chair and to sit when asked by teacher/TA.
- All members of staff will promote high standards of behaviour from all pupils at all times.
- Refer to 'Ready, Respect, Safe' in their daily conversations with pupils.
- Never walk past or ignore pupils who are failing to meet expectations.
- To use the relevant behaviour scripts where appropriate
- Maintain and monitor behaviour to ensure a productive learning environment.
- Ensure that adaptive teaching strategies are embedded in practice to engage, challenge and meet the needs of all pupils.
- Praise in public (PIP) and Reprimands in Private (RIP) whenever possible.
- All classrooms and communal areas will be well managed and organised reflecting the high standards expected.
- All members of the school community will be expected to observe common courtesies such as 'please', 'thank you', 'excuse me' etc.
- Criticism will focus on the behaviour NOT the child.
- Consequences may involve the expression of disappointment, displeasure, surprise and may include restorative conversation.
- Follow up to behaviours that require restorative conversations with pupils need to be communicated to parents.
- All pupils start afresh each day, except EY and pupil on IBPs who start fresh from lunch time.
- Our PSHE scheme and Rights Respecting support and promote positive behaviour and self-esteem throughout school.
- Every September the class teacher will discuss the class rules and school values with their pupils.
- Class teachers have responsibility for individual pupil's behaviour within their classroom but must communicate any ongoing concerns to the Key Stage lead and Learning Mentor initially so that strategies can be discussed and agreed before more formal steps are taken if required. The SENCO will then be informed to discuss further needs of individual pupil.

SCHOOL RULES

1	Respect yourself, each other and the environment
2	Show good listening.
3	Do as adults ask first time.
4	Use kind hands and words.

OUR SCHOOL REWARD SYSTEM

It will be expected that staff reinforce all good behaviour with positive praise wherever possible. Such as:

- Verbal and tangible rewards e.g. praise, written comments and stickers.
- Special mentions in class – public praise in front of peers.
- Displaying pupil's work.
- Showing pupil's work to parents, other teachers and the Principal.
- Giving pupils classroom responsibilities.
- Valuing pupil's opinions through circle time and allowing pupil the opportunity to praise each other.
- Fame frame – celebrating individuals success at different times of day. Children are able to explain their success and feel pride.

Star of the Day & Week

In addition, we will be implementing a daily class star of the day. This should be clearly displayed in the classroom – laminated stars. Stars will be given a lanyard to wear and will have appropriate additional privileges determined by the class teacher, examples of which are below but could be established as a class to motivate the children:

- First in the line that day
- Assist in giving out the toast that day
- First in the lunch line that day

In addition pupils in Y1-Y6 who repeatedly receive the star of the day award can earn the following rewards:

- Bronze award for being star of the day 10 times
- Silver award for being star of the day 14 times
- Gold award for being star of the day 18 times

Badges will be provided for pupils to wear on their uniform. Gold award winners will be reward with a special event in the summer term such as a cinema trip, climbing, bowling.

Star of the Week will be presented a certificate in the Friday celebration assembly, where they will get a Headteacher sticker and photograph for the school weekly newsletter to parents.

CONSEQUENCES

At St Barnabas C of E Primary Academy all pupils are expected to behave in a positive way. However, at times pupil may make wrong choices and consequences are needed. Below is a hierarchy of behaviour beyond low level disruption, with guidance and management strategies to support the teaching team.

To support our behaviour system, we will use the following progressive support prompts:

1. A look

2. A warning

3. Miss 5 minutes of playtime

4. Miss all of playtime

5. Think Again with a member of the Senior Leadership Team

Think Again is a new addition to the system and links closely to restorative practice, which gives the children the opportunity to reflect upon their actions and consider how they can make the situation better.

Behaviour Records:

Weekly Class log: record of low-level incidents / misbehaviours recoded. These will be reviewed by the learning mentor on a weekly basis to track behaviour and identify any patterns of behaviour. Actions by learning mentor outlined in next steps for misbehaviour below.

ABC+R Individual Record: Pupils who have been identified as requiring further monitoring by the learning mentor, Behaviour Lead or SENCO the class teacher will complete an ABC+R incident record with all behaviour incidents. These will be monitored by the learning mentor, Behaviour Lead or SENCO as appropriate.

Individual behaviour Plan: Pupils who have been identified as requiring an IBP will be supported weekly by the learning mentor on how they have met their targets and strategies to support and manage their behaviour. Any behaviour incidents will be recorded using the ABC+R incident records within the IBP and where appropriate IBPs reviewed.

Levels of behaviour at St Barnabas definitions, consequences and next steps:

1. Misbehaviour	**Behaviours:** • Persistent low-level disruption which stops teaching and learning. • In corridors between lessons, and at break and lunchtimes without permission after being reminded. • Poor completion of classwork compared to their usual standard. • Disrespectful attitude to staff and peers.
	Consequences when standard behaviour management techniques are unsuccessful: • Time out with a brief restorative conversation. • More than one time out in a day - parent to be informed. • Lost learning (further details below) • Recorded on weekly behaviour log.

	Next Step: • If a child has 4 incidents in a week requiring restorative conversations the class teacher must inform the parent via phone or in person to discuss next steps if this pattern persists. • If a child has 4 or more incidents a week for two weeks in a row, then a preventative meeting with the teacher, learning mentor and parent should be arranged. A monitoring chart will be put into place. • SENCO to organise WRAT5 (unless they have already had one) to identify any unmet learning needs which may be affecting behaviours, other assessment may be appropriate.
2. Serious Misbehaviour	**Behaviours**: • Consistent refusal to work. • Consistent refusal to follow instructions. • Consistent inappropriate behaviour. • Unreasonably high level of disruption that significantly disrupts teaching and learning. • Intimidating others. • Hurting others • Throwing objects • Threatening behaviour • Swearing • Shouting at adults • Intentional vandalism
	Consequences: • Removal from class or removal from the playground (support from learning mentor, phase leader), return to class once pupil has deescalated and is able to access learning • Missing longer periods of playtimes/ lunchtimes (indoor club at lunch) • Think Again time with member of SLT - Restorative conversation (after pupil has deescalated and is ready to discuss incident). • Lost learning (further details below) • Learning mentor/ Behaviour Lead to develop behaviour plan with child and parents. • Implementation of behaviour plan guidance. • Implementation of behaviour management strategies from supporting agencies if appropriate- Bridgelea, EP, CAMHS. **Suspension Decision:** to suspend will be made by the Principal (and in her absence the Deputy) If decision to suspend then meeting with parent followed by letter to parent explaining reasons for suspension, length of suspension, arrangements for accessing schoolwork and the back-to-school meeting.

	Next Step: • Phase leader and learning mentor meeting with parents to discuss next steps including an IBP (in cases of isolated incidents IBP may not be appropriate) • SENCO to organise WRAT5 identify any unmet learning needs (review WRAT5 if previously carried out). • Individual Behaviour plan – if appropriate • Learning mentor to support pupil on a weekly behaviour management techniques. • External agencies support requested where appropriate - Bridgelea, EP, CAMHS. • Meeting with SENCO to identify if SEMH support appropriate and SEND needs.
3. Serious / Unsafe Misbehaviour	**Behaviours**: • Constant disruption • Any incident of physical or verbal abuse • Persistent or severe acts of racism, disparaging/derogatory language or bullying incidents. • Intentional damage to school property • Any incident which poses a risk towards pupils or staff. • Use of object/weapons to hurt others. • A single, serious and major incident, e.g. Serious assault on another individual leading to injury. • Any incident which breaches the law.
	Consequences: • Removal from class or removal from the playground (Learning mentor, Team Teach staff, Senior SLT please see below for further information) • Think Again time with member of SLT - Restorative conversation (after pupil has deescalated and is ready to discuss incident) • A child may be supported to access their learning by a TA, learning mentor or member of SLT in a suitable learning space as appropriate. • **Suspension Decision:** to suspend will be made by the Principal (and in her absence the Deputy) If decision to suspend then meeting with parent followed by letter to parent explaining reasons for suspension, length of suspension, arrangements for accessing schoolwork and the back to school meeting.
	Next Step: • Principal or Deputy meeting with parents • Review behaviour plan, external agencies support requested where appropriate or reviews where already being supported - Bridgelea, EP, CAMHS • SEND review if on register (is an EHCP application appropriate) • Learning mentor to support pupil on a daily/ weekly behaviour management techniques. • Support requested from at risk of permanent exclusion team or EHCP team.

Lost Learning
At times some pupils at St Barnabas C of E Primary Academy do not always complete their work in the time given, due to inappropriate behaviour. As a result of this the school has "Lost Learning" time. Lost learning occurs from Year 1 to Year 6. It last up to 5 minutes at morning break or up to 10 minutes during lunch break and is led by the class teacher. This enables pupils who have not completed their work, time to complete work and get additional support from the class teacher if the child is the reason why there has been lost learning through their lack of effort or focus.
Removal from classrooms, playground or hall.
Removal from the classroom is a serious sanction and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons: • To maintain safety for all pupils following an unreasonably high level of disruption • To allow the pupil to regain calm in a safe space • To enable the pupil to be taken to a place where their learning can be continued in a managed environment. When a child has been removed from class, they will be guided to a safe space. Work will be planned for and provided by the class teacher to ensure that the child continues to learn. The incident will be reported to SLT and parents will be contacted promptly. Where removed children do not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours, despite a range of strategies being attempted, school will phone parents to support with calming the child down. This will also help to restore stability for other children attending school.
Suspension and Permanent Exclusions
The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Principal and only as a last resort.

LUNCH TIMES

Whole school rules, rewards and consequences expectations are implemented throughout the school day.

- Good behaviour at lunch times must be rewarded frequently by the lunchtime organisers in the form of smiles
- All pupil must treat lunchtime supervisors with exactly the same respect they would afford any member of teaching staff
- They should observe the same playground rules they do at any other time of the day
- On completing their meal pupils will leave the hall in an orderly fashion

- Repeated misbehaviour will result in removal from the school during lunchtimes for a week or on a permanent basis if necessary
- Any pupil demonstrating anti-social behaviour will dine with a member of the SLT
- At lunchtime pupils will have a selection of active and quiet activities to choose from. They need to be able to 'let off steam' if needed after sitting and working all morning and consideration must be made for this. Lunchtime supervisors will organise physical activities such as skipping, team games, sports to ensure good behaviour with no aggression

WET LUNCHTIMES

During wet lunchtimes pupils must go to the toilet before returning to their classroom after eating their dinner. Each classroom will have a range of different activities available for pupils to do. This can be established in discussions with the class, such activities like (colouring sheets, jotters etc are fine for all but other activities are more likely to be age/class dependent) 1 lunchtime supervisor will remain in each classroom. Wet dinnertime equipment will be stored separately to classroom equipment and pupils must not use any classroom materials during lunchtimes.

PARTNERSHIP WITH PARENTS:

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

INCLUSION FOR ALL

We aim to ensure that all pupils are treated equally and behave in the same way, irrespective of gender, race, class or ability. To do this, PSHE should reflect the diverse needs of all pupils in order to incorporate the principle of equality of opportunity and promote positive attitudes to diversity. PSHE is taught within the guidelines of the school's equal-opportunities policy.

Other related policies

- PSHE
- R.E
- Health and Safety
- Child Protection
- Equal Opportunities
- Inclusion
- Special Needs

- Anti-Bullying

REVIEW

This policy will be reviewed annually by the Behaviour Leader, the link Governor and the Principal. Any alterations that come from this review will be discussed and ratified by the governing body.