BARCROFT ACADEMY

Unlocking potential today for a brighter tomorrow

Positive Relationships and Behaviour Policy 2026 - 2028

LIGHTHOUSE MULTI ACADEMY TRUST

Written by:	**Mrs F. Edwards**
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Headteacher (Mrs G. Locke) **Chair of Local Academy Governors (Mrs R. Fuller)**	*G Locke* *R Fuller*

Our academy is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

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1. Aims, Purpose and Scope

At Barcroft Academy, every child or young person irrespective of background, gender, race, and disability is part of a resilient, positive learning committee.

This policy aims to:

- Ensure that all children are treated fairly, due to a consistent application of this policy.
- Promote an atmosphere of respect and positive regard.
- Establish clear rules and expectations, rewards and consequences so all members of our Academy Community (including children, parents/carers, governors and staff members) understand what good behaviour and unacceptable behaviour are at Barcroft Academy. It will also outline our system **of rewards and sanctions.**
- Ensure all children have a clear understanding of the impact their behaviour has on their learning and that of others. This allows everyone to work together in an effective and considerate way.
- Support children in becoming positive, responsible and increasingly independent members of the academy community who take responsibility for their own behaviour.
- Enable staff to work closely with parents, non-teaching staff and external agencies to promote good behaviour and foster healthy relationships.
- Summarise the **roles and responsibilities** of different people in the academy community with regards to positive relationships and approaches of behaviour support and management.

All staff at Barcroft Academy adopt this policy. It encompasses:

- Whole academy approaches;
- Clear expectations
- The building of skills;
- Supporting pupils with additional needs;
- Dealing with distressed behaviour;
- Professional Development.

2. Legislation and statutory requirements

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

- Behaviour in schools: Advice for Head Teachers and School Staff (2022)
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils 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 pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Values and Ethos

OUR 'BARCROFT' Values

Believe in ourselves

Ambitious and aspirational

Resilient learners

Confident personalities

Respect for ourselves and others

Open-minded

Free-thinking and independent

Thoughtful and caring

We achieve this by:

- ✓ Working in partnership with parents, other stakeholders and the wider community.
- ✓ Building children's self -confidence and self-belief to become independent, well-rounded and resilient learners with the skills and positive attitudes to succeed and be exemplary citizens.
- ✓ Exceptional teaching, tailored to children's needs, which enhances and accelerates learning, inspiring children to excel and aim high.
- ✓ A creative curriculum with breadth and balance, high quality learning resources, a range of extensive activities with rich and memorable experiences.
- ✓ A safe, secure and happy environment where the welfare of every child is of paramount importance.
- ✓ Recognising and celebrating success in everyone.
- ✓ Unlocking hearts and minds.

At Barcroft Academy, we believe that every child or young person has the right to a high quality education and that positive relationships are fundamental to enable effective teaching and learning to take place.

We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values
- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs are crucial for assessing and meeting children's needs and finding solutions.

3. Implementation

Whole Academy Approach

Good organisation, lesson planning and preparation will help to create the right learning environment. Flexibility, choice and differentiation will help to support individual needs and promote positive relationships and behaviour; however, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The academy uses approaches and strategies that are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that children learn best in a supportive and nurturing environment. Positive approaches to support behaviour focus on developing positive relationships, building skills and when appropriate developmentally appropriate logical or natural consequences rather than the implementation of punishments.



To achieve this positive ethos all adults at Barcroft Academy are:

1. Calm, considered and consistent
2. Relentlessly positive and have high behaviour expectations for everyone
3. Nurturing and build relationships with unconditional positive regard for all
4. Committed to supporting regular opportunities to reflect on, repair and restore all relationships

We want to engage directly with parents to foster a positive environment in our learning community, to work together to maintain a consistent message, develop shared values and excellent home/school communication. We want to work together to address and prevent any difficulties should they arise and to build on our strengths together.

Clear Expectations

Pupils are actively involved in the development of class charters, which supports the sustaining of high expectations and behaviours built on mutual respect.

Building Skills

In order for the children to begin identifying, understanding and expressing their emotional state, all classes use mood meters. Pupils are taught vocabulary associated with emotion and are supported in applying this when engaging in restorative conversations about experienced situations.

Staff at Barcroft Academy understand the importance of restorative conversations, as they will support the children in developing skills that will help them to successfully navigate challenges in the future. This enables pupils to draw on models to apply taught systems, skills and processes with a level of independence.

Additional Support Needs

Staff may draw on strategies to support behaviour, including, but not limited to:

- Safe space / sensory space
- Social stories
- Identifying an appropriate adult to support.
- ELSA support

In order to support pupils with additional needs to succeed within the scope of this policy, adaptations may be made on an assessment of need in line with the reasonable adjustments model adopted by the academy.

When Pupils present with distressed behaviour

The academy recognises that supporting our children and young people with behaviour requires:

- Acknowledgement that all behaviour is a communication;
- Behaviour is often a response to a stimulus;
- Understanding that a child's own needs, or circumstances might impact on behaviour;
- Identifying any known 'triggers' and early warning signs;
- Considering the environment, body language and speech in the process;
- Intervening early if warning signs are detected to prevent a situation escalating.

When a challenging situation develops our main objective is to reduce the level of anxiety or distress. When a child is displaying distressed behaviours, we use a number of de-escalation techniques in line with our team teach training and knowledge of the child. We listen to children's responses and act appropriately.

Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

Removal from Classrooms

Removal from the classroom will be in response to serious misbehaviour and is considered to be a serious sanction in our academy. Parents/carers will be informed if this is to take place (same day). Removal from the classroom will be use for the following reasons:

- To maintain the safety of all pupils and restore stability in the classroom following high levels of disruption;
- To enable disruptive pupils to be taken to an area where their learning can continue in a managed environment;
- To allow the pupil to become 'calm' in a safe place. Removal from the classroom will be recorded and 'removal data' will be analysed for patterns/trends etc. When dealing with individual removal cases, the following will take place:
- Continuation of education and appropriate supervision by a member of academy staff;
- Pupil reflection opportunities to consider the behaviour that led to their removal from the classroom;
- Consideration as to whether the pupil needs to be physically prevented from leaving a room in order to protect safety of pupils and staff;
- Social worker informed if the child has a Child in Need or Child Protection Plan, or is looked after (in care);
- Reintegration into the regular classroom as soon as possible to allow for the continuation of their education.

Team Teach

Team teach training is developed within Barcroft to equip staff to support children respectfully and individually in times of deregulation where distressed behaviours may present- positive relationships and support are at the heart of this approach. We use communication and deregulation techniques and aim to reduce the risk of restraint and restriction whilst always trying to keep people safe from harm and free from fear. **Physical handling will only be used as a last resort** and all children will be supported compassionately and fairly.

Professional Development:

We support all staff to develop their skills to support relationships, learning and behaviour, this includes but is not limited to:

- Use of emotion coaching models
- Implementing strategies of de-escalation in line with Team Teach training
- Restorative practice

Involving all stakeholders

As a academy, we understand the value of all stakeholders in cultivating positive relationships and promoting positive behaviours. The academy operates a person centred approach, whereby the child, their family, staff and, if needed appropriate, outside agency professionals will be involved within the process of supporting the development of positive relationships and the cultivation of positive behaviours.

Incident Recording

All concerns of, and incidents of behaviour must be reported on the academy's recording system (C-POMS), including associated actions and resolutions. Details of information shared with parents will also be recorded. Staff understand that, should they have any queries about the systems of recording related to behaviour incidents, concerns, or resolutions, they should speak to a member of the Senior Leadership Team.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting (this includes homophobic, biphobic and transphobic comments)
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit remarks, display of inappropriate material, inappropriate gestures, unwanted physical attention, comments or inappropriate touching, inappropriate material sent via messages.
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6. Roles and responsibilities

6.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1). Further to this, the Governing Body will:

- Adopt the Behaviour and Discipline Policy and to review its effectiveness.
- Advise the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about specific matters of behaviour.

6.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the academy's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

Further to this, the Headteacher will:

- Set out clear measures in relation to behaviour that are understood by all the academy community and support staff in their implementation[1]
- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work (including homework)
- Regulate the conduct of pupils (including authorise and action any suspensions)

"All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Head teachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-academy sanctions and interventions. We are clear that we trust head teachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.(DfE, Behaviour in Schools Guidance, 2022)"

The Headteacher and staff authorised by them have a statutory power (Education Act 1996) to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an office or cause personal injury to, or damage to the property of any person (including the pupil)

The Headteacher and authorised staff can also search (without permission) for any item banned by the academy rules which has been identified in the rules as an item which may be searched for. Banned items are:

- Mobile Telephones
- Leather Case Balls

6.3 Staff

The roles and responsibilities of the staff at Barcroft Primary are to:

- treat all children fairly and consistently with care and respect through the application of this policy;
- work collaboratively to ensure the creation of a safe and happy environment;
- uphold the academy values and apply consequences clearly and consistently
- talk to the child concerned when expectations are not met, explaining the reasons for what is expected and ask for an apology for the person who has been wronged. The child must understand the reasons behind expectations and consequences;
- log children's misbehaviour on CPOMS system;
- be a good role model in terms of attitude, dress, punctuality and organisation;
- form good relationships with parents so that children can see all adults are working together towards common aims and agreed goals;
- Academy staff can seize any prohibited item found as a result of a search. They can also seize any item found which they consider harmful or detrimental to academy discipline;
- Actively seek opportunity to praise children.

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

The roles and responsibilities of parents/carers are to:

- ensure that children attend academy punctually and regularly, and that children are collected on time;
- ensure that children go to bed at a reasonable time so that they are fresh for a whole academy day;
- respect the academy rules and remind children to do the same;
- take an active part in children's learning by giving due importance to homework, hearing children read, and attending discussions concerning their child's progress and attainment;
- accept that the responsibility for the conduct of their child is one which is shared between academy and home so that children receive consistent messages;
- support and work constructively with the academy when their child has received a consequence
- to read and sign a home/school agreement that outlines the responsibilities of the parent and academy with regards to behaviour and attendance, at the beginning of each academic year;
- Report any concerns to academy via:
  - Speaking to their child's class teacher
  - Should the concern remain, an appointment should be made with the relevant phase leader to discuss the matter further.
  - Should the situation remain, an appointment must be made with a member of the Senior Leadership Team
  - We understand that some concerns need to be reported to the Senior Leadership Team immediately, therefore an appointment can be made by contacting the academy office.

7. Pupil Code of Conduct

The roles and responsibilities of the children of Barcroft Academy are to:

- Try their best;
- Listen to adults and their peers;
- Walk sensibly and quietly around the academy;
- Present their work to the best of their ability;
- Follow instructions;
- Respect the academy and the resources within it;
- Treat others as they would like to be treated;
- Accept responsibility for their own decisions, actions and their consequences;
- Dress appropriately in the agreed academy uniform;

8. Rewards and sanctions

Children are now more responsible and take charge of their own behaviour.

Good behaviour, exemplary conduct and honest effort will always be rewarded at Barcroft Primary. We have taken positive through the "Good to be Green" initiative, to ensure that this is applied consistently across the whole academy. "Good to be Green" promotes positive behaviour and aims to make children feel valued and develop high self-esteem.

All staff and adults who work in the academy are aware of our systems of praise and reward. All pupils who choose to uphold our rules in and around academy, in class or at lunch and play times will be rewarded in the following ways:

- ✓ Praise and positive comments in front of others, stickers, class-based rewards
- ✓ Positive comments in the child's book for parents and others to see
- ✓ Pupils sent for further praise to another member of staff, Assistant Headteachers, Deputy Headteacher or Headteacher.
- ✓ Nomination for the 'Praise Assembly': a special assembly takes place each week, where the pupils will be congratulated in front of the academy for their work or conduct and presented with a special certificate to take home.
- ✓ Being given responsibility to do a special job within the class or the academy as a whole
- ✓ Being chosen to represent the academy in various ways
- ✓ Attendance awards for class with highest attendance
- ✓ Barcroft Bank is a academy service which allows children to be rewarded by our academy's very own currency! Children earn 'Barcoins' for various things including the following:
  - Good to be Green
  - Full Attendance
  - Star of the Week Award

Once Children receive their Barcoins, they have a scheduled time to visit the Bank and put coins into their personal account. Barcroft Shop opens every term meaning children can use their coins to buy a variety of great things! This encourages the children to attend academy regularly and teaches them about the value of money and saving, as well as demonstrating that hard work pays off.

Good to be Green

The monitoring system, 'Good to be Green' is used as a visually supportive management system to allow both children and adults to monitor behaviour and patterns. It is a positive way of promoting good behaviour by staying green all week which is the expectation and this indicates the good behaviour in line with the high expectations of behaviour. It allows early identification underpinned by the principles that all behaviour is a form of communication. The scheme is child friendly and is a whole academy approach ensuring understanding and consistency. This is supported by a whole academy restorative, relation building approach to managing and discussing behaviour incidents to support children to become aware of actions and consequences and importantly, how to 'fix' or repair a situation.

Below is an outline on how the program will work for pupils in academy.

1. Every child starts their day on a positive note, with a green card displayed in the pocket of the class chart. The card reads, 'It's Good to be Green' and this is associated with positive behaviour choices.

2. A pupil will be given an initial, verbal warning for low-level, unacceptable behaviour- up to two verbal warnings are to be given using a 4 part assertive statement in line with a restorative approach to behaviour. This ensures consistency and expectations.

Address behaviour - "When I see…" "When you…"
Address impact - "I feel…" "It leaves me feeling…"
Address need - "What I need is…" "What I need from you is…"
Make request - "Would you be prepared to…?"

3. If the behaviour continues, then a yellow 'Warning Card' will be placed in the pupil's pocket on the chart (in front of their green card). A 'Warning Card' means the pupil loses 15 minutes of break or lunch time (the same day or next day if the poor behaviour was shown during the afternoon, after lunchtime).

4. Pupils can get back to 'green' by the end of the academy day if, by 3.00pm, they reverse the poor behaviour and impress their teacher.

5. If the 'yellow' behaviour continues and the pupil does not improve, they could receive a red 'Consequence Card' leading to 30 minutes loss of break or lunch time.

6. Red 'Consequence Cards' will also be issued for more serious behaviours and lead to a 30 minute loss of break or lunchtime. Parents/carers will always be informed when a red card has been issued to their child.

7. Teachers will also look out for pupils who 'shine' and demonstrate exemplary green behaviours each day. These pupils will be given verbal praise, stickers, certificates, dojos and/or 'Barcoins', which can be traded in at the end of the week.

8. At the end of each half term, there will be a celebration event for pupils who have ended each day on a 'Good to be Green' card.

9. The celebration event can also be enjoyed by pupils who have received up to 3 yellow 'Warning Cards' across the half-term. We hope that this will encourage pupils to improve 'low level' behaviours and not 'give up'.

10. Pupils who have received a red 'Consequence Card' at any point in the half-term will not be allowed to take part in the celebration event (Years 1-6).*

11. Pupils who are identified as having a 'behavioural need' have an adapted approach to behaviour management. A visual restorative board can be utilised allows slightly more time to reflect on their behaviour. They are also provided additional warnings before cards are issued.

12. Parental meetings are held for pupils who are regularly receiving yellow or red cards to discuss their child's behaviour and to put into place an individualised plan of action.

**It is worth noting that the children in our EYFS setting do have an adapted set of 'age appropriate' rules and consequences.*

Appendix 3: Good to be Green behaviour system: PDF explanations for behaviours and expectations in each stage.

Appendix 4: Graduated approach: graduated approach to class management and further support

Consequences of unacceptable behaviour

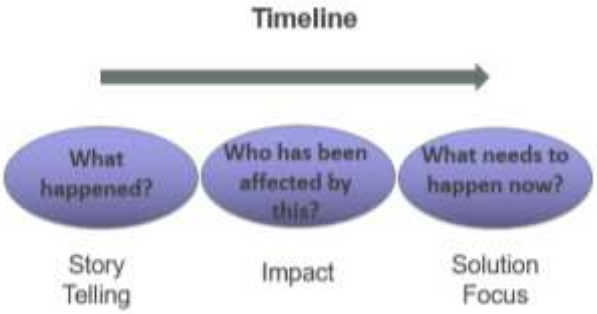
When a child decides to display unacceptable behaviour and breaches academy rules, the staff member will follow the steps stated within the Academy's Graduated Approach (See Appendix 3).- There was no appendix 3

Attendance on school visits is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable, they may not be permitted to attend. This ensures the safety of the pupil in question. The academy reserves the right at any time to withdraw any pupil from a academy visit if they are involved in any behaviour which we deem does not live up to our academy code of conduct/expectations, or is behaviour that brings into question the safety of the child.

Appendix 5: Suspension and permanent exclusions

Restorative Practice

Restorative practice, at its heart is about relationships, strengthening the ties of human connection. At Barcroft, we employ a restorative approach to behaviour where building and managing relations is paramount and this links with managing relationships and behaviour within the academy environment. Barcroft is committed to working **with** children and adults, ensuring that there is both challenge and support to manage behaviour choices and the restorative conversations that can occur. (Wachtelk and McCold 2008) By using a restorative approach we are building and developing relationships where cause and impact can be seen and discussed, equipping children with the skills to take responsibility for their behaviour and make informed choices. The restorative approach is flexible as all children and situations are unique in nature and approaches are varied according to the needs of the individual. Children and staff are encouraged to talk and discuss so that the situation is understood and all parties are listened to.



This approach allows a person centered approach where all parties feelings are valid, the wider implications are identifies and importantly, how can the situation be resolved so that the situation is made right.

8.1 Lunchtimes

Lunchtime supervisors are encouraged to give out stickers children demonstrating good behaviour. Inappropriate behaviour at lunchtime will result in a time out or 'cooling off' time. If a lunchtime supervisor thinks the behaviour is persistent or serious enough, the child is then referred to the Learning Mentor. The child will be removed from the playground by the Learning Mentor to complete a reflection sheet and a written 'Lunchtime incident slip' will be given to the teacher.

Persistent inappropriate behaviour may result in exclusion at lunchtimes. This will be decided at the discretion of the Headteacher, or a nominated member of the Senior Leadership Team, following a complete review of the reasons for exclusion at lunchtimes. Parents will be informed of this decision.

8.2 Off-site behaviour

The behaviour policy also applies to the children who represent the academy during out of academy activities. Sanctions may be applied where a pupil has misbehaved off-site when representing the academy, such as on a school trip, or if they bring the academy into disrepute. The academy reserves the right to not allow children to attend after school clubs or other school related activities, such as academy discos, if behaviour does not meet the agreed expectations.

Where behaviour deemed to compromise the safety of an individual is reported to the academy, staff will take appropriate action in order to ensure the safety of those involved, or if an individual is deemed to be breaking the law.

A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

9. Inclusive Practice

9.1 Special Educational Needs

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Barcroft Academy is an inclusive academy and recognise that, for a small number of pupils whose behaviour is beyond the whole academy rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an Individual Behaviour Plan agreed between the pupil, staff and parents. The support of outside agencies may be sought where appropriate.

As part of our 'Inclusion Award', here at Barcroft we understand that our SEN children may find our 'Good to be Green' system too rigid. We work hard with the children to find ways and strategies to cope with their behaviour and do not present them with a Red Card. Each incident / child is looked at individually on a one-to-one basis and discussions are had with teachers and parents so that we reach an agreed outcome for all.

9.2 Drug and alcohol-related incidents vs agreed medications

If a child needs medication to be administered during the academy day the parent or guardian should notify the academy and ask permission for the medication to be given. This should be taken directly to the academy office for safekeeping and consent forms should be completed by the parent/carer. Any medication needed by a child while in the academy must be taken under the supervision of an office staff member, teacher or other adult worker.

The academy will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into the academy for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. The child will not be readmitted to the academy until a parent or guardian of the child has visited the academy and discussed the seriousness of the incident with the Headteacher.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into the academy, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the academy. The Police and social services will also be informed.

10. Pupil transition

To ensure a smooth transition to the next academic year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the relevant support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other academys. This data is shared in accordance with data protection guidelines (GDPR). Further details can be found in the academy's data protection policy.

11. Training

At Barcroft Academy specific staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely, if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Should this occasion arise children and staff will be given time to reflect, record and find a different way to deal with difficult situations in the future. Records regarding the concern which led to the de-escalation being required are kept and parents or carers are informed.

12. Review and Monitoring

The Headteacher and the Senior Leadership Team 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 or changes.

The academy keeps a variety of records concerning incidents of unacceptable behaviour.

The academy keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

13. Engaging Positively Online

Online Safe Behaviour in Academy

The academy's current acceptable use policy and E-safety policy remains applicable. The academy monitors children and staff use online through via a Local Authority Monitoring system and the Designated Safeguarding Lead receives notification of concerns via e-mail. Any concerns are then investigated and appropriate actions taken. Children are supervised using laptops and only set work using teacher approved sites. Should the need arise, direct or whole class work will be undertaken to ensure that pupils develop and maintain positive engagement when online. All academy devices are monitored by Smoothwall and reports are sent from Walsall Council.

Online Safe Behaviour at Home

If interacting with other children or staff online, children (and staff) should always be kind and respectful to one and other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously. This is also the case for any online bullying towards other pupils or child-on-child abuse that is disclosed to the academy during this time.

14. Links with Other Policies

This policy should be read in in conjunction with:

- Anti-bullying Policy
- Care and Control Policy
- Safeguarding Policy
- Equality Policy
- Ethos and Vision statement.
- Mental Health, Stress and Wellbeing Policy

Appendix 1: Academy Statement of Behaviour Principles

- All stakeholders at Barcroft Academy strive to create a caring, stimulating and secure environment in which staff and pupils can work and play safely.

- As a academy, we actively promote mutual respect by highlighting all aspects of good behaviour and minimising unacceptable behaviour by applying academy rules positively and consistently.

- We encourage and reward good behaviour whilst realising there are consequences to unacceptable behaviour.

- Barcroft Academy encourages the involvement of parents/carers in the development of their child.

APPENDIX 2: Children's Rules

We try really hard:

General Academy Rules

We also have rules for movement around the academy, general conduct and behaviour in the playground and dining hall. These have been agreed with the pupils and exist for their safety and well- being in academy:

Be Safe Be Kind Be Ready to Learn

- **We will** treat each other as we would like to be treated
- **We will** care about each other
- **We will** respect our staff and do as we are asked straight away without any resistance
- **We will** respect our academy equipment and building and everyone's property inside it
- **We will** protect our academy reputation and do everything we can to maintain our good reputation within the local and wider community
- **We will** do our best to follow our classroom and playground rules
- **We will** promote good manners especially:
    - saying please and thank you
    - holding the door open for others
    - using correct names for staff and pupils
    - waiting and take turns
    - not interrupting when someone else is speaking
    - knocking doors before entering a room

Playground Rules

- **We will** do our best to enjoy our free time, and not stop others from enjoying theirs
- **We will** respect the equipment given to us to play with
- **We will** do as the staff ask straight away without any resistance
- **We will not** fight or behave violently or roughly, causing harm to another person
- **We will not** use abusive or foul language
- **We will not** run away from a problem, putting ourselves or others in danger
- **We will not** hurt anyone with unkind words or actions

Dining Hall Rules

- **We will** walk from place to place and line up in a quiet and orderly manner
- **We will** do our best to eat properly, using utensils correctly (where appropriate)
- **We will** speak properly to each other and to all adults
- **We will** use good manners at all times
- **We will** try our best to be clean and tidy in the dining hall
- **We will** not shout or be loud at the dining table

Appendix 3- Good to be Green examples



Good to be Green School Rules

Be Safe **Be Kind** **Be Ready to Learn**

- We are polite, helpful and are aware of others' feelings.
- We listen carefully to others without interrupting them.
- We look after our own and other people's belongings.
- We try our best, work hard and learn from our mistakes.
- We treat other people the way we would like to be treated.
- We always tell the truth.



What does 'Green Behaviour' look like in our school?

- Being quiet when the teacher is talking.
- Listening and sitting nicely.
- Concentrating and following instructions in class.
- Being polite and always using good manners.
- Being helpful and working together.
- Calling people by their real names.
- Looking after school equipment.
- Respecting every adult in the school.
- Sharing and caring.
- Walking sensibly around the school.
- Inviting others to join your games.
- Following the school rules.

What will happen?

Your teacher may give you Barcoins, stickers and praise!

You can take part in celebration days at the end of half term.

You may even earn extra certificates along the way!

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What behaviour will result in a yellow 'warning' card?

- Repeatedly getting out of your seat.
- Repeatedly rocking on your seat or slouching in the chair.
- Calling out after being asked to stop by an adult.
- Not listening, trying your best or paying attention.
- Pushing or shoving in line (including break times/dinner times).
- Running indoors (including corridors, classrooms and in the hall).
- Refusing to work or working extremely slowly on purpose.
- Not clearing up when asked to do so.
- Distracting other children.
- Throwing small objects to distract others but not to hurt them.
- Poking, flicking or messing with other children's hair.
- Complaining or being disrespectful to adults such as 'eye rolling'.
- Hiding resources from children or adults.
- Leaving the room without asking for permission.
- Not being truthful and getting other people in to trouble.
- Persistently playing too rough and being dangerous.
- Encouraging others to break the rules.

What will happen?

You will automatically lose 15 minutes of 'free time'.

You will move to a red card if you continue the behaviour.

You could move back to green, if you try hard to impress your teacher.

Remember that 3 yellows in a half term means a red card and 'Behaviour Watch'.

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What behaviour will result in a red 'consequence' card?

- Hurting others physically by hitting, kicking, punching, pushing, spitting, throwing items or verbally (with their words).
- Bullying (either repeated mental or physical abuse).
- Racist, sexist, homophobic or offensive/inappropriate language.
- Being defiant and ignoring a direct instruction from an adult.
- Using bad language, swearing or inappropriate hand gestures.
- Stealing from the school, teachers or other pupils.
- Destroying my on work or the work of others.
- Damaging school property or the property of others.
- Not correcting your behaviour when you are on a yellow 'warning' card.
- Not following our e-safety promise.
- Non-consensual and inappropriate touching of others.
- Putting others in danger as a consequence of your actions.

What will happen?

You will lose 30 minutes of 'free time'.

You will not take part in the celebration reward.

You parents/carers will be informed.

You will be put on to 'Behaviour Support'.

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Appendix 4: Graduated Approach

Graduated Response to Management in Class

The following stages of graduated consequences serve as a guideline for staff when dealing with incidents.

However, not all pupils will follow these stages, requiring differentiated consequences appropriate to their medical and/or special educational needs. These consequences may include:

- Individual Behaviour Management Plan (see appendix)
- Removal to a "Calm Area"/ Calm Cards
- Circle of Friends
- Social Stories
- Buddies/Playground Buddies
- Individual/ personalise sets of rules
- Individual / personalised rewards
- Consideration to sensory needs

Stage 1

If a child is demonstrating challenging behaviours and/or not doing what is required follow the PRI strategy:

- **Praise other children doing what is required**
- **Remind of the rule that is expected**
- **Ignore the child "disrupting" the class**
- **Highlight the good with positive reinforcement!**

Stage 2

- **Correction and reminder of the rules**
- **Verbal warnings (up to two verbal warning given)**

A "Yellow Card" is not given at this stage. If challenging or poor behaviour continues, the member of staff may consider moving to the next stage.

Stage 3

If behaviour continues, a "Yellow Card" is given and changed on the 'Good to be Green chart'.

Stage 4

- **A "Red Consequence Card" is given when the child has been issued with a Yellow card and still continues to display unacceptable behaviour.**
- **A straight red card can be given**
- **Pupil escorted to the Assistant Headteacher's or Deputy Headteacher's office.**
- **Red cards are reported on CPOMs for a record.**
- **Red and yellow cards are always reported to parents at the end of the academy day, unless the yellow card has been earned back.**
- **Children will attend detention with the Senior Leadership team for 10 minutes for each red card they receive during the week.**

Stage 5

Senior leaders, the pastoral team and the SENDCO will monitor CPOMS for persistent offenders receiving red cards. Should the graduated approach and support be unsuccessful and the child's behaviour does not improve then a behaviour plan to support the child may be implemented taking into account the engagement model and arousal curve.

Staged approach to ongoing behaviour concerns

Stage 1 – Classroom Management

- Low-level behavioural incidents (yellow cards behaviours) to be managed in class by the class teacher or teaching assistants following the graduated approach to behaviour management.
- Yellow card incidents to be recorded and appropriate consequences to be issued by the class teacher.
- Red card incidents to be recorded on COPMS

Stage 2 – Support from Senior Leaders

- After three low-level behavioural incidents in the period of two weeks (yellow cards) or one serious incident (red card), the child should be moved onto 'Behaviour Support'. The family is informed and the focus is shared with parents/ carers.
- A letter will be sent home informing the parents of the nature and frequency of their child's behaviour and they will be invited in to discuss the matter with the Headteacher. The class teacher may be asked to join the discussion. The purpose of this is to make the parents aware of the seriousness of the situation and outline the next steps if their child's behaviour does not improve. They will be required to support the academy's actions and discipline their child as they see fit.
- Red card incidents to be formally recorded and appropriate consequences to be issued by the class teacher.
- 'Behaviour Support' is monitored by the class teacher and a copy is provided to parents/ carers at the end of the week.
- 'Behaviour Support' is reviewed weekly by the class teacher and parents/ carers. If significant improvement is made, the child can be taken off Behaviour Support'. Child may stay on this if the teacher decides to keep monitoring pupil behaviour.
- Families must be informed of the decision by the class teacher on a Friday afternoon.

Stage 3 – Behaviour Plan

- If a child does not meet the short term targets after 3 weeks of being on 'Behaviour Support', then the child will be stepped up onto a 'Behaviour Plan'.
- Families will be invited to meet with a member of SLT to set clear targets for improvement.
- Behaviour Plans will be monitored twice a day by a member of SLT (lunchtime and at the end of the day).
- Behaviour Plans will be reviewed weekly and shared with families. If significant improvement is made, child may be stepped off a Behaviour Plan and return to Behaviour Watch until both parties are happy to remove monitoring altogether.

- Families must be informed of the decision by the class teacher on a Friday afternoon

Stage 4

- If a child remains on a Behaviour Plan for 3 weeks, a strategy card will be developed with the child and their family. This will include a parents/ carers meeting with the Pastoral team's Assistant Headteachers
- A strategy card will include limited time on the playground, discussions on behaviour strategies and 1:1 behaviour sessions in our nurture room or ELSA support.
- Academy may wish to engage and seek advice from external agencies.

Stage 5 – Severe Incidents

- For severe incidents, including those which put others in danger and, as a last resort, fixed term internal and external exclusions remain at the Headteacher's discretion.
- The Headteacher will hold formal meetings with parents/ carers and a re-integration interview, which includes taking the views of all parties involved including the child.
- The **Pupil Referral Committee** of the Governing Body will meet with parents, and if necessary the pupil, to discuss the child's behaviour. Parents will be expected to sign a home/school agreement regarding behaviour.

Appendix 5: Suspension and Permanent Exclusions

Suspensions

We will do all in our power to avoid suspension. In the majority of cases, stages would be sufficient and alongside the system for rewards would result in improved behaviour. However, should a pupil's behaviour continue to remain poor and they continually ignore our rules then we will proceed to suspension.

Some pupils move through stages at various points throughout the year, usually because of minor disruptions, and where staff feels that suspension is inappropriate for their age or stage of development the following guidelines would be considered:

1. Review the child's progress and needs with the SENCO. Implement an appropriate programme of work.
2. Parents will be told clearly that the teacher is dissatisfied with the child's work or behaviour / attitude, and will be asked to work with, and support academy.

There are situations where we may judge that a child moves straight to this stage, without going through the previous stages. These would be single extremely serious incidents, which we will never tolerate in any form at Barcroft Academy.

- At this stage, the parents / carers will be contacted immediately to collect the child from the academy. They will be given clear reasons for the suspension and told the period of suspension, including starting and finishing date. The child is then excluded from being present on the the academy site for that period of time, and must not return until the date stated. Failure to comply with this will result in another period of suspension being imposed.
- Arrangements will be made for the parent / carer to collect work for the child to complete at home. The class teacher is responsible for ensuring that this happens.
- Details will be recorded on CPOMS.
- All of the above details will be recorded in written form and copies will be circulated to:
  1. The parents / carers of the named child
  2. The chair of governors
  3. The local education authority
  4. The child's personal record file (which is passed on with them through and to the next school)
  5. The 'Behaviour Monitoring File' in the Headteacher's office

The length of time for suspensions will depend upon:

1. The nature and seriousness of the incident
2. Whether or not this is a first time or subsequent suspension

The minimum period of suspension will be 2 school days, usually followed by two more 2-day suspensions, two 3 day periods, a 5 day and 10 -15 day period.

The power to exclude a pupil from the academy is only exercisable by the Headteacher (or Deputy Headteacher or Assistant Headteacher in the Headteacher's absence), in accordance with the Education Act 2006.

Any pupil who is excluded for more than 5 days in any academic term must be provided with a Disciplinary Hearing by the academy's governing body.

They will consider the case and decide whether or not to uphold the Headteacher's decision. (See appendices for further details.)

Following the period of suspension, the parent / carer and the child must meet with the Head Teacher on the morning of their return. The purpose of this is to make clear that their return to the academy is based on the understanding that:

- their actions must not be repeated
- they must demonstrate that they are making every effort to improve their attitude and conduct

The pupil would be placed on a Behaviour Monitoring Report Card. This would enable both staff and parents to see clearly whether or not an improvement in behaviour was happening.

The involvement of outside agencies may be sought at this stage, with the consent of the parents/carers.

The aim of doing so is to provide pupils and their parents with further support to help us all achieve the aim of remaining at the academy and improving their behaviour. This would be documented for the purposes of future reference and along with previous documentation, would stand as confirmation of our commitment to inclusion.

Lunchtime Suspension

Pupils are expected to conform to our academy rules at lunchtimes, and in particular to those relating to the dining hall and playground. There should be the same high expectations at lunchtime as at any other time during the academy day.

Lunchtime supervisors will be aware of our policy and are responsible for applying it consistently and will report any concerns to a member of the Senior Leadership Team.

Repeated or serious incidents of poor behaviour should be dealt with according to the guidelines above.

However, the Headteacher may feel it necessary to move to the suspension stages. Should this be deemed necessary, the following action will be taken:

- At this stage, the parents / carers will be contacted the same day by letter. They will be given clear reasons for the suspension from school for lunchtimes and told the period of suspension, including starting and finishing date.
- The child is then excluded from being present on the academy site each lunchtime and the parent / carer is obliged to make arrangements for them to be collected and returned to the academy at the start and end of lunchtime sessions. They must not resume school lunches until the date stated. Failure to comply with this will result in another period of suspension being imposed.

- Arrangements will be made for the parent / carer to collect a packed lunch if the child is entitled to free school meals.
- Details will be recorded on CPOMS.

Following the period of suspension, the child must meet with the Headteacher on the day of their return. The purpose of this is to make clear that their return to the academy is based on the understanding that:

- their actions must not be repeated
- they must demonstrate that they are making every effort to improve their attitude and conduct

Permanent Exclusion from Barcroft Academy

Clearly, this is to be used as a last resort, when all other stages have been tried and exhausted. We always try to give pupils a new start but we do have an obligation to all pupils and families at Barcroft Academy. All pupils must have the right to learn and to attend school free of the fear of anyone else causing them harm. Therefore, should a pupil's behaviour continue to remain poor and they continually ignore our rules then we will proceed with a permanent exclusion.

There are situations where we may judge that a child will be permanently excluded, without going through the previous stages. These would be single extremely serious incidents, which we will never tolerate in any form at Barcroft Primary and would include:

- Physical assault on another person, resulting in serious harm / injury to that person;
- Assault on a teacher / staff / Headteacher
- Indecent exposure / assault
- Sexual harassment / assault
- Theft of academy property or equipment
- Arson
- Possession of an offensive/ lethal weapon on academy premises
- Possession of drugs

At this stage

- Parents/carers will be contacted immediately to collect the pupil from the academy. They will be given clear reasons for the permanent exclusion and advised with regard to the options now open to them.
- The pupil is then excluded from being present on the academy site indefinitely. Failure to comply with this will be treated as trespassing and may result in police being called.
- The academy is no longer responsible for providing the pupil with work.
- The parents/carers are under obligation to secure an alternative education for their child. They will be advised to consider this urgently, pending the outcome of the Disciplinary Hearing. The LEA may agree to provide the pupil with a home tutor, if this cannot be resolved.
- Details will be recorded on CPOMS

All of the above details will be recorded in written form and copies will be circulated to:

1. The parents/ carers of the named child
2. The chair of governors
3. The local education authority
4. Any relevant outside agencies involved
5. The child's personal record file (which is passed on with them through and to the next school)
6. The 'Behaviour Monitoring File' in the Headteacher's office

The time and date would be set for a Disciplinary Hearing for the Governing Body and a representative of the LA to consider whether or not to uphold the Headteacher's decision.

Under normal circumstances, and provided that the academy had acted in accordance with the above agreed policy, this would be upheld and the parents / carers would be obliged to seek an alternative school for their child.