



Barley Mow Primary School **Behaviour Policy**

Date Written: January 2026

By: Louise Cuthbertson

Adopted by Governors: March 2026

Date for Review: March 2028

This policy should be read in conjunction with school policies for Safeguarding, Anti-Bullying, Equalities, Online Safety and Tackling Radicalisation & Extremism (PREVENT); Staff/relatives,

At Barley Mow Primary School, the vision we strive to achieve states that we are a '*happy, safe and welcoming*' place where all are '*expected and challenged to perform and behave to a high standard in every aspect of their school life*'. Our Behaviour Policy is a key document to support the achievement of this vision. We believe that the quality of teaching, learning and behaviour in schools are inseparable, and the responsibility of all staff.

Policy Aims

At Barley Mow Primary School we believe that every member of the school community should feel valued and respected, and that everyone is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can learn and work together. We aim to provide a supportive environment where everyone feels happy, safe and secure.

Our behaviour policy is **not** primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the fact that we expect every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a **consistent** way.

This policy aims to help children grow in a safe and secure environment, and to become positive and increasingly independent members of the school community and develop the 3Rs of Barley Mow Primary School of being: Responsible, Resilient and Respectful.

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

Roles

All adults in school

- It is the responsibility of all adults in school to ensure and model high standards of behaviour at all times, and that children behave in an age-appropriate and responsible manner. Key to this is ensuring that all pupils are provided with an appropriately engaging curriculum that meets their individual needs at all times.
- Adults in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- Adults treat each child fairly, and enforce our school behaviour guidelines consistently. Adults treat all children in school with respect and understanding.
- Adults are aware of children's individual needs and respond appropriately to these.
- Staff liaise with the Special Educational Needs Co-ordinator (following our SEND policy) should they believe that additional behaviour support is required.
- The class teacher regularly reports to parents about the behaviour and progress of each child in their class. Staff will also contact parents if they have concerns about the behaviour or welfare of a child.
- Staff will promptly record relevant behaviour incidents using the CPOMS system.

- Teachers will give time for whole class discussions about behaviour where appropriate.

The role of School Leaders

- School Leaders will set the expected standards of behaviour for the school and support staff in their implementation of this policy. They will communicate the expected standards of behaviour to all relevant stakeholders.
- School Leaders keep and review records of all reported serious incidents of misbehaviour and take appropriate action.
- School leaders ensure that all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and its expectations for behaviour. This is detailed in the Staff Handbook/Code of Conduct
- The headteacher has the responsibility for applying fixed-term suspensions for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of Governors

The governing body is responsible for:

- Reviewing and approving the school's vision.
- Reviewing the behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation.

The role of Parents

We believe we must work in partnership with parents/carers on all aspects of a pupil's education including their behaviour.

We expect and actively encourage parents to engage with school staff regarding their child's behaviour and support the implementation of our behaviour policy.

We are aware our parents too must behave appropriately towards school staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice if such actions occur and it is considered appropriate, as such behaviour is not acceptable and cannot be tolerated.

Rewards and Sanctions

We praise and reward pupils for good behaviour in a variety of ways:

- Staff congratulate children verbally and in writing on a day-to-day basis in their marking and through day-to-day rewards including stickers
- Weekly celebration assemblies include awards of 'Star of the Week' and 'Robot' awards.

We employ a comprehensive system to support positive behaviour and to ensure a safe and positive learning environment.

We employ sanctions appropriately to each individual situation and pupil. Sanctions used may include: verbal reprimand, loss of a period of playtime/lunchtime, limited use of certain areas of playground/field, a short ban from particular games (eg football), limiting proximity to particular pupils, close supervision by an adult at playtime.

Sanctions can only be applied by a paid member of school staff, while on the school premises or in the care of the member of school eg. On a school trip, and will always be applied fairly.

Systems

Staff must use their professional judgement and knowledge of individuals involved when applying the system in order to make this most effective.

Classroom Steps for dealing with **minor behaviour issues** (minor disturbances/irritations/failure to complete tasks to the best of their ability). These are displayed in every classroom and children are regularly reminded of them and their importance.

1. Child is reminded that a behaviour is inappropriate

2. A second reminder/warning is given, and told that this is a second reminder
3. Child is moved from where they are sitting to another area of the carpet/classroom
4. Child is moved away from all other children in the class
5. Move to another classroom for up to 10 minutes
6. Sent to a member of the Senior Leadership Team if inappropriate behaviour continues.

CHILDREN SHOULD BE REMINDED OF THESE STEPS AT REGULAR INTERVALS THROUGH WHOLE SCHOOL ASSEMBLIES, CLASS DISCUSSIONS AND DISPLAYS.

At lunchtimes and playtimes the following steps will be taken to deal with minor behaviour issues:

1. Child is reminded that a behaviour is inappropriate
2. Child is reminded for a second time that a behaviour is inappropriate
3. Child is given a final verbal warning that the behaviour is inappropriate
4. Child must stay with an adult for up to 10 minutes
5. Child sent to member of the Senior Leadership Team.

Serious Behaviours

Sanctions/ Possible Sanctions

- Children who have persistently misbehaved at playtimes or failed to complete tasks to the best of their ability may miss their break time. This will only occur during the school day eg. playtimes or lunchtimes. A member of staff will be available to supervise this.

Adult Intervention

Children persistently involved in minor disturbances may be referred for additional adult support (this could be the Headteacher or member of the senior leadership team) to discuss the issues and, where necessary, parents may also be included. A record of these discussions will be recorded on CPOMs.

More Serious Behaviour

We have six more serious behaviour issues which we consider unacceptable:

- **Swearing**
- **Aggression towards others or property (including hitting, kicking, biting and persistent play fighting)**
- **Repeatedly refusing to do as a member of staff asks**
- **Bullying**
- **Stealing**
- **Using discriminatory language towards others.**

If these behaviours are witnessed or reported, the child will be sent to the Headteacher (or Deputy Headteacher in her absence) to investigate and determine an appropriate sanction. If it found that the behaviour has occurred the following process is the usual line of action (although SLT member does have discretion when considering the child's age and circumstances of the situation):

- The child may receive a yellow card, this acts as a first warning to the child that this behaviour is not acceptable. A record of a child receiving a yellow card will be logged on the CPOMS System. The first yellow card acts as a warning for the child and should be kept in their drawer at school – parents are not informed on this occasion (except in the case of bullying).
- If a child receives a second yellow card during a half term, the child's parents will be asked to come into school to discuss the ongoing problems and reminded of the next consequence;
- A third yellow card during a half term, will result in a red card. A red card means that a pupil will be excluded from school at lunchtimes for one week. Parents would need to arrange for the child to be supervised at home during this time. This is formally recorded as an exclusion and is reported to governors and to the Local Authority. At the end of each half term all yellow and red cards are ripped up by the child in front of their class who clap to celebrate a 'new start'.

Any child receiving 2 red cards in a school year will also be made subject to a behaviour contract drawn up between school, child and parents.

The school does not tolerate bullying or abuse of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We have separate policies for anti-bullying and child-on-child abuse.

Staff must use their professional judgement and knowledge of individuals involved when dealing with any incidents of breaches in an age-appropriate manner in order to make this most effective.

The Use of Reasonable Force/Physical Intervention

Schools have a legal duty of care for all their pupils. Where a pupil is creating a situation where they are threatening the wellbeing of other pupils, reasonable force may be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the pupil is not responding to a verbal request help should be sought before intervening. Any incidents where physical intervention has taken place will be logged on CPOMs.

We have an additional policy for Physical Intervention

Pupil Behaviour Outside the School Gate

Teachers have statutory power to discipline pupils for misbehaving outside the school premises. They may discipline a pupil for:

- Any misbehaviour when the child is:
 - Taking part in any school organised or school related activity or
 - Travelling to or from school or
 - Wearing school uniform or
 - In some other way identifiable as a pupil at the school

- Misbehaviour at any time whether or not the conditions above apply that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the school.

Discipline will only be carried out following detailed investigation and in accordance with the staged sanctions laid out in this policy. On occasions the school may deem another agency more appropriate to deal with the incident or issue. Eg Police.

Managing Pupil Transition

We are aware that children find moves between schools and classes unsettling. We provide appropriate support and guidance whether they start at the beginning of the school year or arrive part way through. As a school we have a range of approaches to support this (**see appendix 2**)

Confiscation of Inappropriate Items

Pupils may be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item, these are:

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

We will also use the [‘When to Call The Police’](#) document and the [Northumberland Offensive Weapon and Knife Carrying Protocol](#) to support decision making.

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#). They can be searched on the school premises or if elsewhere, where the member of staff has lawful control or charge of the pupil. Eg on a school trip.

Any prohibited items listed found in a pupil’s possession as a result of a search will be confiscated. These items will not be returned to the pupil. If deemed appropriate, the item will only be returned to a parent.

Fixed-term suspensions and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary as a last resort. The school follows the most recent national guidance on exclusions. We refer to this guidance in any decision to exclude a child from school and liaise with the Local Authority’s Inclusion Team.

Only the headteacher has the power to exclude a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the headteacher suspends a child, they inform the parents immediately, giving reasons for the suspension. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either suspend/exclude a child or extend the suspension period made by the headteacher.

The governing body will form an appeals panel and will consider any exclusion appeals on behalf of the governors.

There are county support systems available for pupils requiring exclusion.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Staff Development and Support

Staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high-quality professional development programme.

We will provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour through training programmes, specialist advice and learning from more experienced staff.

Monitoring and review

The headteacher monitors 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 concerning behaviour incidents. These incidents are logged on CPOMS. The class teacher records minor classroom incidents on the system as necessary.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded using the CPOMS system.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

