Barry Primary School

Behaviour and Relationships Policy

Owned by	Behaviour Lead
Last Review Date	September 2026
Next Review Date	September 2027
Signature Chair of Governors	

Introduction

The aim of this policy is to encourage positive relationships among all individuals at Barry Primary School through self-discipline, personal responsibility, care and respect. We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and achievement so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We teach the expectations for positive behaviour explicitly using a shared approach, language and signals through our behaviour curriculum.

At Barry Primary School we adopt a 'Therapeutic Thinking' approach to behaviour based on understanding the child's developmental stage and responding to behaviour in ways that are sensitive to the child's well-being whilst allowing them to self-regulate their own behaviour effectively.

Barry Primary School – Three Main Rules

The three main rules revolve around being ready, respectful and safe. These rules base the focal point of all conversations and the rationale for all the systems we have in place at Barry Primary School. It relates behaviour to learning, safety and the mutual respect needed to create conditions for high quality teaching and learning.

Ready	Respectful	Safe
- We arrive on time.	**-We use good manners and show kindness to others.**	**-We use kind and caring hands, feet and words at all times.**
- Ready to learn – we have the correct equipment and positive attitude.	**-We speak politely to all pupils and staff.**	**-We ask for help when needed.**
- We wear the correct uniform at all times.	**- We look after school property and care for the environment.**	**-We follow our school rules and remind others.**
- We try our best in every lesson.	**-**	**-We follow hygiene processes around school.**

Aims of the Relationships Policy

This policy applies to EYFS, KS1 and KS2. The policy acknowledges the importance of consistency in responding to all behaviour and provides staff and pupils with clear guidelines regarding what behaviour is expected, the range of rewards which can be used to motivate pupils, together with the range of sanctions which can be used to discourage difficult or dangerous behaviour and replace it with positive behaviour. The approach believes that children can only fully access the curriculum if they share the values upon which it is based; being Ready, Respectful and Safe.

Positive Behaviour and Rewards

Everyone at Barry Primary School has the right to expect respect from others, the right to learn or to teach and the right to feel safe. With these rights go responsibilities – to help others feel safe and happy, to help others learn, to show respect for people, to show care for other people's property and to look after the school. Children are encouraged to be responsible for their own behaviour at all times whilst staff are expected to be consistent in their approach to acknowledging positive behaviour through praise/rewards.

Rewards and positive acknowledgment include:

- Praise – the use of positive language to describe the positive action/work.
- Positive Reinforcement – Teachers/ TAs should praise behaviour they want to see in the classroom and minimise unnecessary confrontation.
- Public recognition – through the Head Teacher Awards, Respect Awards in Assembly.
- Tea party with the Headteacher the term in which a Respect Award is received.
- House points awarded by all staff and celebrated in Assembly, see house points system.
- Positive Notes – sent home to communicate positive behaviour to the home setting.

Whole school response to difficult or dangerous behaviour

Barry Primary school adopts a stepped consequences system in response to difficult or dangerous behaviour. The steps are focused on small but certain educational consequences with emphasis on caring for the wellbeing of the child and providing a restorative not punitive solution. Our PSHE Jigsaw curriculum also works to empower pupils to regulate their own behaviour through processes such as 'Calm Me' time.

The introduction of behaviour cards (orange and red) allow teachers to signal warnings without disrupting the flow of the lesson. Children will have time to reflect and alter the behaviour, all classrooms will have a space where pupils can have their time when needed if the behaviour persists after consequence 2. In EYFS, children will be supported to help them learn how to reflect on their behaviour.

Classroom Behaviour

Disruptive behaviour

- Talking in class
- Swinging on chair
- Not displaying the correct learning behaviour

Verbal Intervention (Teacher)
A calm and quiet conversation with the child at their level, reminding them of the classroom behaviour expectations.

Consequence 1 – Orange card (Teacher)
If behaviour continues, orange card subtly placed on the table/carpet space, children will then have the opportunity to change their behaviour. If successful, the card can be removed. Teachers to record number of cards given on class behaviour log.

Consequence 2 – Red card (Teacher)
Given to the pupil if they do not correct the behaviour. A restorative conversation to take place at an appropriate time (eg when calm, at breaktime) Class teacher to call home if child receives 2 or more red cards in a week. Teachers to record number of red cards given on behaviour log.

3 red cards in a term, class teacher meeting with a parent. If this persists, parent meeting with phase lead.

Consequence 3 – Time out (Teacher)
If behaviour persists following the red card, child to be given time out to reflect in the other class. Reception to send children to Year 1.

Consequence 4 – (Teacher/Phase Lead)
If on return to the classroom the behaviour continues, phase lead to be requested to speak with child. Call to be made to parents by class teacher informing them of ongoing behaviours.

Consequence 5 – (Head/Assistant Head Teacher)
If the issue persists, phase leads will direct the children to the Head/Deputy head. Parents will be called in for a meeting and additional next step will be determined by the senior leadership team.

Restorative Conversation
A restorative conversation with the child/ren following an incident should be carried by the class teacher or adult involved in dealing with an incident. If a third party is needed for a restorative conversation to be held between an adult and pupil please speak to the Phase lead.
This should happen at any point where all parties involved are calm.

Break & Lunch Behaviour

Disruptive behaviour
Break (teachers) and lunch (lunchtime supervisors) to deal with the incident and have restorative conversation.

Consequence 1
If behaviour persists lunchtime supervisors to give children time out on the playground to reflect, followed by a restorative conversation.
Class teachers to be made aware of the incident at the end of lunch.

Consequence 2
If behaviour continues, lunchtime supervisor to follow the reflection policy and inform a member of the senior leadership team.

If the incident is of a serious nature (physical aggression, swearing directed at another, child-on- child abuse, racist behaviour & deliberate damage to property) see the below guidance.

As seen above, the stepped consequences build to allow pupils to reflect and change their behaviour with minimal disruption to the flow of the lesson at each stage. We are conscious not to embarrass pupils therefore any conversations between staff and pupils are done in private in a calm manner. Any difficult behaviour which is changed to a positive is to be rewarded with praise and any warning cards to be taken back by the teacher.

Note - Pupils with additional or ongoing behaviour needs will have individualised plans to support their needs. A graduated response will be implemented following the Therapeutic Thinking approach. The behaviour lead will work with teachers and support staff to assess and plan the support to be implemented using the Targeted Plus, Specialist and (where relevant) Specialist Plus approach.

Serious Incidents

For incidents of a serious or ongoing nature, as listed above, sanctions will be proportionate to the incident. These may include:

Cleaning / tidying mess made
Loss of playtime
Zoned on playground
Parent/s informed
Meeting with parents

For all incidents, parents will be informed by the class teacher by the end of the day. All serious incidents are to be recorded on MyConcern before the end of the working day, including immediate actions taken and the member of staff informed or dealing with this.

If a child loses playtime, a member of staff will use this time to work with them to identify how to support them in order to prevent a recurrence. For example, if a child loses break due to physical aggression it may be necessary to reintroduce them to the playground with adult support or use a staged reintroduction over a fixed period of time – i.e. 10 mins on day one, 15 mins on day two, 20 mins on day three and so on.

Further action may be taken by the Headteacher or Assistant Headteacher where appropriate at their discretion.

These may include:

- Meeting with parents to outline concerns, expectations and next steps
- Internal Exclusion from class/break or lunchtime (recorded as an exclusion)
- Positive behaviour report card
- Therapeutic tree and Early Prognosis Plan (replaces behaviour support plan)
- Pastoral Support Programme
- A loss of privileges (such as attending a school disco, residential visits) where disruptive, difficult or dangerous behaviour are ongoing, despite steps taken to support the child in adopting positive behaviours
- Fixed term suspension (see exclusion policy)
- Permanent exclusion (see exclusion policy)