

# BARFIELD BEHAVIOUR MANAGEMENT POLICY

## Rewards and Sanctions

One of our many roles as educators is to spot those moments when a child does something amazing and ensure that they know just how proud we are of them. To maximise this opportunity, we need to ensure that we are celebrating their success instantly and providing them with that 'air in the balloon' moment to take with them throughout the rest of the day and week. We always say that there will be road bumps along the way, but by putting air in the balloons we are giving the children the ability to cope better with any challenges or disappointment that they might face at a later stage.

The positive moment might come in many different forms, and it is not always easy to capture it. It is our hope that the new Behaviour Management Policy will allow all of the staff to shine a light on these achievements and really boost the children along the way.

In addition to those opportunities for success, we understand that pupils need guidance and help surrounding their behaviour and actions within the school. The main purpose of this policy is to ensure that our handling of poor behaviour is done so with education at the forefront of our minds. It is our responsibility to mentor the children both inside and outside of the classroom, in academic learning and general life skills. Having the ability to accept when you have done something wrong is often difficult, even for adults; however if we take more time to help the children understand 'why' their behaviour is wrong and 'how' they can make small improvements next time, then we believe we have a better chance of instilling lifelong behaviours and creating well-rounded individuals.

We will focus on developing pupils' self-awareness through clear stages of the sanctions process. Focusing on:

- Self-reflection and improving emotional intelligence
- Clear progression
- Consistency

The production of this Behaviour Policy has had full consultation with staff, pupils and parents. Pupils will have assemblies and form times based on these expectations

### Reflection

Running throughout this Behaviour Policy is a strong thread of reflection. It is, of course, important that children understand that their actions have consequences; however they must also be given adequate opportunity to stop and think about their choices. The policy provides clear moments where the child will be able to explain their behaviour, accept their sanction but also learn from their mistakes with the support of key members of staff. Where possible, sanctions will also provide reflection opportunities and allow them to appreciate the wonderful surroundings that Barfield Prep provides.

### **Progression**

This policy provides clear steps of progression for dealing with children who are unable to adhere to the standards expected at Barfield Prep. The steps are transparent and will support staff, parents and children alike in understanding the consequences, if behaviours do not improve. The progressions are age appropriate and provide plenty of opportunity for the child to make changes to their behaviour, attitude and effort. Communication to parents is made at key stages to ensure that both parties are able to support one another and more importantly support the child.

### **Consistency**

Consistency is absolutely crucial in the handling of children. This Behaviour Policy provides step by step guidance for all those in care of children at Barfield Prep, which should ensure they feel supported in their decision making – thus able to action the policy successfully. Children will be explicitly aware of their likely sanction if they choose to misbehave or allow their effort to drop below the expected level. This system will minimise any contestation of sanctions awarded as the child will almost always have had clear prior warning and the opportunity to make a change.

### **Communicating to Parents**

Parents who attended the Information Evenings in Summer Term will be reminded of the behaviour expectations of pupils and the procedures that will follow.

## **Rewards**

### **Upper School**

**House points** (previously Plus Points) are the new generic rewards system. To be handed to pupils based on: specific pupil expectations, good quality work, reinforcement of our core values, and positive behaviour.

The HP will be verbally given to a pupil (if around the school) or if it is for a prep/marked piece of work within class it will be noted in the book by the teacher by using an owls stamp or the notation of 1HP. It is the pupils' responsibility to get the HP from the teacher should it be for a marked piece of work or outside of the classroom when they do not have their diaries.

Every Friday, Form teachers will need to record each pupil's HP's on a Google Sheet and keep a running total. When they see that a pupil has reached a certain HP boundary, they will follow the appropriate procedure:

- Bronze Award - receive a bronze sticker for their diaries in their form room

- Silver Award - receive a silver sticker for their diaries in their form room
- Gold Award - receive a certificate in assembly in front of the school

**Final HP boundaries (to be reviewed after 1 term)**

**Bronze - 40 (aim is for everyone to achieve a bronze)**

**Silver - 60 (aim for most pupils to achieve a silver)**

**Gold - 100 (aim for top 10-20% to achieve a gold)**

HP totals will reset every term for pupils to build their totals again.

PLATINUM AWARD - for the top 3 HP scorers from the whole Upper School for the term. This will encourage consistent work rate and to also encourage pupils to carry on achieving their best throughout the term.

HP's will contribute to the Tinsley Trophy at the end of each academic year.

**Values Badge** (previously Conduct Point) are the new awards that promote lifelong behaviour development linked to Barfield's Core Values - Integrity, Compassion, Resilience, Tolerance and Enthusiasm.

When pupils go above and beyond the standard expectation of work/actions around school they can be awarded a **Values Badge**. This will be linked to the individual needs and looking to encourage those behaviours in that pupil. It can also be awarded for consistent levels of demonstrating the specific School Value throughout a term - as discussed and agreed by staff.

A Staff member that wishes to award a VB to a pupil will discuss with the Head of Upper/Lower School.

A VB will be handed out at the next assembly and the pupil will have a chance to share the reason why to everyone. A badge is kept for 2 weeks as a symbol of their excellent achievement. The Head of Upper/Lower School will record the VB to track who gets them.

The badges have different colouring based on the value it represents.

The Head of Upper/Lower School will add 5 HP's to the pupil who receives the VB.

A VB is a huge privilege and the aim is that this is a sought after award.

### **Lower School**

**Golden Points** (like HP's) are the standard reward for Lower School Pupils. For consistency purposes this ties in with the schools Core Values:

- Honesty (Integrity)
- Work hard (Enthusiasm and Resilience)
- Kind, Gentle and helpful (Compassion)
- Look after property (Integrity and Tolerance)
- Listen and don't interrupt (Tolerance)

As with HP's, they will be awarded based on: specific pupil needs, reinforcement of behaviours and good quality work. The GP's are looking to develop pupil processes, actions and behaviours as well as

their outcomes (work). When GP's are handed out, staff members will make a point of acknowledging the specific thing it is linked to to raise pupils' self-awareness.

Teachers will have a **Pot/display** whereby when a GP is awarded a pupil will put the coin in the pot to add to the class total. Each coin will have a different colour to show which core value or Golden rule the GP was awarded for. As with Upper School, GP's will be counted every Friday as a class and the teacher (with the pupils guidance) will set new targets or new focused areas where they want to improve performance. This is a great opportunity to look at which Golden rules the class did not get many GP's for in the week, discuss as a class and to set as a target this week. We understand that pupils in the Lower School are taught by specialist teachers in various parts of the school; it is therefore the responsibility of the teacher to note down who receives a GP and pass it on to the class teacher. This can be done via a note to the TA on collection, or an email to the specific teacher.

The Lower School will be competing for half-termly "Owls" that are linked to their GP's. Each class can win. The pupils will NOT be contributing to the House system with these prizes. This system is looking to encourage teamwork within their class; which at this age, is more appropriate. If a class has the most GPs for a certain area then they win the relevant Owl. "Owl Prizes" will be redistributed every half-term. For example one class may win the Owl for receiving the most GP's for 'Honesty', and another may get an Owl for having the most points for 'being kind and gentle'.

For consistency throughout the school - 1 positive action = 1 HP or GP. There will be no teacher discretion to hand out multiple rewards to the same pupil for the same thing.

With the constant dialogue based on target setting for both Lower School as a class, and Upper School pupils individually we have the opportunity for the pupils to be aware of their own targets, ways to succeed and also develop their chances to reflect on how they have been doing.

Teachers can celebrate children's small successes with a notecard home on the day from the class teacher or Head of Lower School. Any big successes will be saved for a Deputy Head Postcard. This is a way to truly celebrate all the children in the class and hopefully be lifting self esteem where needed.

### **Deputy Head Postcard**

To provide layers to our celebration of success, Mrs Tupper (Deputy Head) will post Barfield Postcards home to children who have made particular progress in any aspect of school life. This could be linked to academic progress, but equally might be due to progress being made in terms of behaviour or general standards around school - and everything in between. As educators, our role is to develop the whole child and we take great pride in seeing them develop in all aspects of school life.

It is our hope that the postcard landing on the porch floor will provide a really lovely moment for the lucky child to explain to the wider family about what they have done and the progress they have made. The relationship between school and home is so important, and hopefully this little addition will strengthen that bond and ensure that the parents are also able to enjoy and support those positive moments.

**Which year groups does this apply to?** Nursery to Year 6 (whole school)

**How do we nominate a child for this reward?** To nominate a child for a postcard, please speak to Christina and share details of the progress being made. If academic, I am sure that Christina would love to see the supporting work / exercise books to really understand the progress made. Please do not tell the child that you have nominated them, as we would love for the postcard to be a surprise when it lands on the front porch.

**How will we keep a record of the children who have received a postcard?** Teachers will be expected to use the Progress Postcard Tab on iSams to add the reward to their profile. This does not need to be done immediately, but should be added before the end of the week.

Children will also be awarded 5 house points to say thank you for their hard work.

### **Mr Boyle's Blackboard**

As Headmaster, Mr Boyle loves hearing how amazing the children are and learning about some of the fantastic things they have achieved. 'Mr Boyle's Blackboard' is an initiative to ensure that the children and he are able to fully enjoy the moment when they achieve something **OUTSTANDING!** Outstanding is different for every single child, so we completely trust your judgement as to when a child has met this criteria. Again, this achievement can be linked to any aspect of school life - and is not just attached to academic ability.

Teachers will inform AB when an individual child has done something outstanding and he will then find a moment, ideally on the same day, to invite them to his office to add their name in bright chalk pens to the 'blackboard'. The blackboard will be located on the wall behind his desk, and throughout the year will become more and more populated with the achievements of all of your children. When the children go to see him, they will write a short explanation of what they have done and they will then write their name next to it. We will also take a picture of them signing the wall and this will be shared with the parents. Parents will also be very welcome to pop into the office and see their child's name in 'chalk pen lights'. The wall might start black, but throughout the year will become brighter and brighter as we enjoy the success of the children.

**Which year groups does this apply to?** Nursery - Year 6 (whole school)

**How do you nominate a child?** To nominate a child for the blackboard, please speak to AB about the reason for nominating a child. If possible, AB would love to see any work that is linked to the nomination.

**How will we keep a record of who has signed the blackboard?** As AB is not expecting to have a huge volume of children signing the wall each week, AB will update iSams when a child signs the blackboard - using the Blackboard Tab which will be added.

**Children will also be awarded 10 house points to say thank you for their hard work.**

# Managing Behaviour and Sanctions

We are incredibly fortunate at Barfield Prep School that, on the whole, our children behave in a positive manner and adhere to our general expectations and standards. Having said that, as children, there are inevitably going to be times / periods where children make mistakes and it is incredibly important that we have clear and consistent systems in place to support and educate them. Any sanction should always be age appropriate and provide a period of reflection where a child is able to think about their actions and understand why there have been consequences. It is our hope that any consequence acts as a deterrent for next time and thus ensures that the children are able to learn from their mistakes.

Consistency is the key word with managing behaviour, and we feel that the progressive and clear steps below will ensure that all children understand what is expected of them and what the possible consequences might be if they do not behave in a manner which is deemed appropriate and all in all, raise the already high standards of behaviour.

## Sanctions

### Classroom based

Our way of dealing with in class, low level disruption will follow this pattern:

1. **Verbal Warning/reminder** - the teacher would aim to have a quiet word with the child or the class and suggest that they were not 'getting it right' and a change in behaviour / attitude should ensue. It is important at this early stage that the pupil is reminded of the expectation and that they need to change their behaviour. This would be in the instance of any behaviour which is deemed to be disrupting the class or outside of our Core Values.
2. **Yellow Card** - a Yellow Card would be issued as an official 'warning' for either poor effort or behaviour, despite the initial verbal warning. This will follow the verbal warning should a child's behaviour not change. The teacher would place the card on the child's desk with a very quick verbal explanation as to where the child needs to make improvements. This is an opportunity for the child to **REFLECT** on their behaviour and make the decision to correct the issue. If the child makes the necessary changes then the teacher will simply remove the Yellow Card from the desk. A child may **NOT** now receive another Yellow Card in the same lesson. If the behaviour dips again, the teacher should move straight to a **Red Card**. If the Yellow Card is removed, the child will not receive any further punishment.

A card is used as a visual representation of their warning as well as receiving verbal instructions from the teacher.

3. **Red Card**
  - a) The child has not managed to respond to the Yellow Card and their behaviour / effort has maintained at the same level or become worse. The Red Card replaces the Yellow Card and a "reflection" is issued.
  - b) The sanction for a child who receives a Red CARD is a "**REFLECTION**". This is a chance, at morning breaktime (**The TreeHouse**), to meet with the Head of Upper/Lower School to discuss their behaviour. At this stage the pupil is leading the conversation based on questions. Making them understand and realise what they have done and how they can adapt and improve.
  - c) Where a child has initially responded well to a Yellow Card, but then allows their behaviour to dip again. The Yellow Card is skipped and the child moves immediately to a Red Card.

d) A Red Card will be recorded on iSams by the issuing member of staff so that Head of Upper/Lower School are aware.

4. **Demerit** - In the unlikely event that a child has not responded to a Red Card, then a demerit is issued. Please note, the behaviour does not need to have declined in order to warrant a Demerit - if a child has maintained the same, below standard, level of behaviour throughout the lesson this should result in a Demerit. The child needs to have made a significant change to their original behaviour to avoid getting a Demerit. The Demerit adds to the Red Card and the issuing teacher will inform the pupil that they will still be having their Reflection.

We are NOT expecting to be issuing many Demerits as we are expecting the pupils to have responded to the original verbal warning, the Yellow Card and the Red Card Reflection.

Process/examples of direct demerit behaviour

- a) At the end of the lesson the teacher will take a moment to explain / remind the child 'why' they are being issued with a Demerit. This should not come as a surprise to the child as they will have had initial warnings during the Verbal, Yellow and Red Card phase. This is another opportunity for the child to reflect and hopefully deem it appropriate to apologise to the teacher in question.
- b) The demerit is signed in the pupils homework diary
- c) The Demerit will be recorded on iSams immediately - this will send automatic emails to SLT and the form teacher. At the next appropriate time, the Form Teacher should take a moment to ask the child to explain their actions and how this could be avoided in the future. This provides another opportunity for reflection.
- d) The sanction for a child who receives a Demerit is a reduction in their HP total by 5 (form teachers will note this on the friday when collecting HP totals)
- e) Parents will be contacted by the form teacher before the end of the day. Ideally this will be in person or via the telephone; however an email is acceptable if necessary.
- f) In the unlikely event negative behaviour is still happening within the lesson then the teacher should request for a member of SMT to their classroom

### **Outside of the classroom**

**Reflection** – monitoring behaviour and ensuring consistency outside of the classroom can often be more challenging than dealing with issues inside the classroom. The Reflection system aims to be a simple and effective way of identifying children as and when they do not adhere to our basic school rules. A reflection can be handed out immediately if needed.

The Reflection works in the following way (Reflections can be handed out immediately for certain behaviours)

- A child breaks a school rule and is seen by a teacher (see "School Expectations")
- The teacher will stop the child, explain to them what they have done wrong and issue them with a "Reflection"
- The issuing teacher is expected to add the child's name to iSams at their earliest convenience, for the next available first break slot e.g. if a child receives a Reflection for running on their way to their lunch sitting – the Reflection will be the next day morning break
- The child must be told explicitly which break time they are missing 5 minutes from as it will be their responsibility to report to **The TreeHouse at the start of that break period.** Form Teachers should get into the habit of reminding children if they need to attend

- Each child will use a 5 minute egg timer and will be allowed to go out to break when their timer is complete
- If a child fails to attend their Reflection session then the sanction is doubled for the following day

#### **Process of receiving Sanctions**

- If a child receives 3 Reflections in one week they will be issued with a demerit in the Upper School
- If a child receives 6 Reflections in a half-term they will be issued with a Demerit
- If a child receives a demerit from a culmination of reflections then the form teacher is to inform the parents
- In the Lower School, repeated Reflections will involve meeting with parents as well as loss of Fantastic Friday time

Clear communication with parents ensures we are not caught out when demerits are in diaries and also if anything arises from parent-pupil conversation.

**Reflection misdemeanours** are listed below. This is obviously not an exhaustive list but to act as a guide:

- Running inside
- Low level, silly behaviour at break / lunch times outside
- Pushing in the lunch queue
- Being too noisy moving around school
- Messing around whilst lining up outside a classroom
- Being inside at break time without a legitimate reason
- Homework not handed in
- Direct unkind language

This is not linked to teacher discretion. We will need a consistent approach from ALL teachers to sanction these behaviours.

Reflections are not communicated to parents as the incidents are deemed low level and dealt with swiftly within school.

**Physical / Inappropriate Behaviour** – if a child behaves in a physical / inappropriate manner towards another pupil or member of staff the matter will be investigated by the Head of Upper/Lower School.

Types of physical behaviour may include:

- Punching / hitting
- Biting
- Kicking
- Spitting
- Throwing an item at someone
- Inappropriate Language
- Behaviour that is causing upset and distress to others

If Physical Behaviour has occurred then the staff on duty is to instruct a nearby pupil to get Head of Upper/Lower School to deal directly with the matter. A conversation between the teacher and Head of Upper/Lower School will determine the next steps. In ALL instances, the child will be expected to



explain their actions in front of the Head of Upper/Lower School. These instances are demerit worthy and are NOT reflections.

1. **Head of Upper School Agreement** - if a pupil receives 3 demerits in a half term then they will receive a Head of Upper School Agreement. This is a specific sit down chat, over a lunch time (longer period of time) to discuss how the behaviour moves forward, clear expectations and goal setting for improvement. This conversation is now more dominated by the teacher. The pupil will sign the agreement as to what their expectations are. Parents are again informed about this process and talk with the Head of Upper School.
2. **Deputy Head Detention** - if a child fails to adhere to their agreement by not improving their behaviour within a half term then they may be issued with a Deputy Head Detention. This will be at the discretion of the Head of Upper School/Deputy Head and will be issued linked with previous incidents. If issued, then once again the parents are informed.
3. **Heads Detention** - if, following a Deputy Head detention a child continues to behave below the standards expected at Barfield Prep then they will be invited in for a meeting with the Head and their parents. A Head's Detention may be issued.

A Head's Detention will take place on a day convenient for the Head and will run from 5:15-6.00pm.

#### **Scale of Disciplinary Action**

- Reflection
- Demerit
- Head of Upper/Lower School Agreement
- Deputy Head Detention
- Heads Detention
- Internal Suspension
- External Suspension
- Exclusion

#### **Parental involvement**

For clarity, parents are involved in disciplinary matters if they get a Demerit within the Upper School or if they have 3 reflections in the Lower School. Parents will be contacted if there is any additional Physical/inappropriate behaviour.