



Barrowcliff School

Behaviour Policy

November 2025 – November 2026

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Barrowcliff Primary School and ensuring the happiness and learning of every individual in our community.

It will do this through:

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

We follow the nurture principles of

- ✓ Children's learning is understood developmentally.
- ✓ The classroom offers a safe base.
- ✓ The importance of nurture for the development of wellbeing.
- ✓ Language is a vital means of communication.
- ✓ All behaviour is communication.
- ✓ The importance of transition in children's lives.

These aims support our existing school aims....

We aim

- to help pupils acquire knowledge and understanding, fulfil their potential and develop a love for learning by providing a wide variety of learning opportunities and activities and delivering a balanced and relevant curriculum.
- to enable our pupils to develop creative, practical, sporting, technological and decision-making skills to become competent and independent contributors to society prepared for life and work.
- to encourage the moral, social and personal development of all our pupils enabling them to build self confidence and self-esteem, cooperate with and value others, undertake responsibility and develop positive attitudes and high standards of behaviour.

Classroom Management and Curricular Provision

- The maintenance of positive behaviour within the school is the responsibility of **all** the staff. Individual staff have responsibilities e.g., within their own classroom or when on duty supervising corridors, cloakrooms and play areas.
- Staff endeavour to model desirable behaviour and attitudes and avoid negative cycles of behaviour.
- Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
- Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. (See page 5)
- Praise is used to encourage good behaviour as well as good work and constructive criticism should be a private matter between teacher/assistant and child where possible.
- Classroom assistant/teachers may (under guidance) **discretely** relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil's needs.
- All staff and pupils are familiar with our school aims and our Code of Conduct.

Rewards and Sanctions

- Rewards can be specific to the needs of individuals, groups or classes. They can be determined by individual class teachers to best meet their context of the class.
- We use Class Dojo as a reward across the school. The dojos are accumulated by individuals and exchanged for a prize. It is generally accepted that children in their individual classes are involved in the creation of a 'menu' of prizes to work towards.
- Certificate Assemblies are weekly and are a time to reward individuals for good work, effort or for their positive approach/behaviour/attitudes in school.
- Individual classes also have arrangements for rewards. These can involve stickers, prize boxes, additional breaktime or messages home.
- Our main sanctions involve the Rainbow/Storm Cloud in KS1 and the Consequences Chart in KS2. They are designed to give children a warning and a chance to amend their behaviour.
- In KS1, a time out can be used at break/lunch as a sanction and in KS2, a lunchtime detention will generally be given if a child receives 3 consequence marks (a C3).
- In extreme cases, the HT may make the decision to suspend or exclude a child (See the Suspension and Exclusion Policy).

Behaviour Expectations

We have very clear school values that we regularly discuss in assemblies and PSHE lessons. They are differentiated to suit each Key Stage so that children can fully understand what is expected of them at all times in school.

Key Stage 1 - The Golden Rules

At Barrowcliff School we have developed, with the children and staff, a set of rules designed for EYFS and KS1 children to follow, which we refer to as the Golden Rules.

Key Stage 2 – Non-Negotiables

We have a collection of values in school that we call our Non-Negotiables. They were created with the help of the KS2 children and are there to support our behaviour and attitudes across the Key Stage. They are practical ways that we can follow the Golden Rules, and provide a link between the two sets of expectations.



Harmful Sexual Behaviour

- At Barrowcliff School we believe everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them. This includes protecting them from HSB and Peer on Peer Abuse
- We will give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.
- We recognise that some children are additionally vulnerable because of the impact of discrimination, previous experiences, their level of dependency, communication needs or other issues.
- Through our PSHE Curriculum, Assemblies and other policies (Child Protection Policy for example), we will provide guidance for what is and isn't acceptable behaviour.
- Staff training will focus on what HSB is, how to identify this, and how to support those involved. We will use the Hackett Continuum to support our training and decision making. This will sit alongside our Safeguarding Policy.
- It is important to remember that children and young people who display harmful sexual behaviours may themselves have considerable unmet needs. For some the manifestation of harmful sexual behaviours may be as a direct result of suffering abuse themselves.
- Children and young people who display harmful sexual behaviour should be identified at the earliest opportunity and their behaviour addressed in order to both meet their needs and to protect other children.

Responding to children who display sexualised behaviour

It's important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children get appropriate support. Always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. This guide is a tool to support objective decision making about a child or young person's sexual behaviour and does not replace professional judgement or policy and legislation. Visit nspcc.org.uk/hsb for more information.

Need advice?

Contact our helpline for advice and support:

- Call **0808 800 5000**
- Email help@nspcc.org.uk
- Visit nspcc.org.uk/helpline

Childline

For children who need further support our free, confidential helpline is available 24/7:

- Call **0800 1111**
- Visit childline.org.uk

Developmentally typical		Problematic		Harmful	
Hackett Continuum					
Normal	Inappropriate	Problematic	Abusive	Violent	
<ul style="list-style-type: none"> • Developmentally expected and socially acceptable behaviour • Consensual, mutual and reciprocal • Decision making is shared 	<ul style="list-style-type: none"> • Single instances of developmentally inappropriate sexual behaviour • Behaviour that may be socially acceptable within a peer group but not in wider society • May involve an inappropriate context for behaviour that would otherwise be considered normal 	<ul style="list-style-type: none"> • Developmentally unusual and socially unexpected behaviour • May be compulsive • Consent may be unclear and the behaviour may not be reciprocal • May involve an imbalance of power • Doesn't have an overt element of victimisation 	<ul style="list-style-type: none"> • Intrusive behaviour • May involve a misuse of power • May have an element of victimisation • May use coercion and force • May include elements of expressive violence • Informed consent has not been given (or the victim was not able to consent freely) 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator • May involve sadism 	
<p>How to respond</p> <ul style="list-style-type: none"> • Although green behaviours are not concerning, they still require a response • Listen to what children and young people have to say and respond calmly and non-judgementally • Talk to parents about developmentally typical sexualised behaviours • Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse • Signpost helpful resources like our 'Talk PANTS' activity pack: nspcc.org.uk/pants • Make sure young people know how to behave responsibly and safely 	<p>How to respond</p> <ul style="list-style-type: none"> • Amber behaviours should not be ignored • Listen to what children and young people have to say and respond calmly and non-judgementally • Consider the child's developmental age as well as their chronological age, alongside wider holistic needs and safeguarding concerns about the problematic sexualised behaviour • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a nominated child protection lead who can be notified and will provide support • Consider whether the child or young person needs therapeutic support and make referrals as appropriate 		<p>How to respond</p> <ul style="list-style-type: none"> • Red behaviours indicate a need for immediate intervention and action • If a child is in immediate danger, call the police on 999 • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a nominated child protection lead who should be notified and will provide support • Typically referrals to children's social care and the police would be required. Referrals to therapeutic services should only be made once statutory services have been informed and followed due procedures 		

SEND Pupils

The rewards/sanctions systems in school will be adapted to suit the needs of any pupils with specific needs. The SENCo will work alongside teachers, parents and children to personalise provision for our most vulnerable learners.

Equal Opportunities

All rewards and sanctions must be fairly applied and consistently and in accordance with the schools Equal Opportunity Policy.

Rewards and Sanctions

Created: May 2022

Reviewed: November 2025

Review due: November 2026