

# Belonging at Barnes



**We Are Safe**

**We Are Kind**

**We Are Ready to Learn**

Last reviewed: March 2026

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## **1. Purpose and Ethos**

At Barnes Infant Academy and Nursery, we believe that children thrive when they feel safe, valued, connected and ready to learn. Behaviour is learned, taught and practised just like any other aspect of our curriculum. This policy sets out how we promote a culture of belonging through consistent habits, calm adult guidance and predictable routines.

Our approach is:

- **warm, consistent and calm**
- **based on relational practice**
- **developmentally appropriate for young children**
- **inclusive of pupils with SEND**
- **rooted in safety, dignity and mutual respect**

This policy replaces all previous versions and provides a fresh, whole-school structure for behaviour.

## **2. Policy Alignment Statement**

This policy has been developed in line with current DfE guidance, including Behaviour in Schools (2022), Suspension and Permanent Exclusion (2023), Use of Reasonable Force (DFE), Keeping Children Safe in Education and the Equality Act (2010). It should be read alongside the school's Safeguarding Policy, Positive Handling procedures, SEND Policy and Anti-Bullying guidance.

## **3. Rationale**

At Barnes Infant Academy and Nursery, children learn best in an environment where they feel a strong sense of belonging, where relationships are respectful and where routines create safety, calm and readiness to learn. Our behaviour approach is rooted in dignity, inclusion and the developmental needs of young children.

## **4. Belonging at Barnes: Our Three Expectations**

All behaviour expectations are framed through Belonging at Barnes, which guides conduct in every space, at every time of the day.

### **We are Safe**

Children and adults act in ways that protect themselves and others.

### **We are Kind**

Children and adults use kind words, gestures and actions.

### **We are Ready to Learn**

Children engage, participate and follow the routines or task.

These expectations are displayed, taught and rehearsed explicitly across school and nursery.

### **Positive Recognition**

At Barnes Infant Academy and Nursery, recognition is calm, specific and meaningful. We notice and name the behaviours we want to see, reinforcing our whole-school expectations of *We are Safe*, *We are Kind* and *We are Ready to Learn*. Recognition is equitable and inclusive: every child is noticed, not only those who are confident or outspoken.

Adults use quiet, low-key praise focused on effort, learning behaviours and positive choices. Examples include:

- *"I noticed you waited patiently — that was kind."*
- *"You showed safe walking. Thank you."*

- “You got ready to learn quickly and calmly.”

We avoid loud or competitive praise. Our recognition is designed to build intrinsic motivation, emotional safety and a sense of belonging.

In addition to in-school recognition, staff actively share positive behaviours with families. As part of our commitment to building strong home–school relationships and reinforcing children’s sense of belonging, class teachers make regular positive phone calls to parents and carers to celebrate children’s efforts, progress and positive choices linked to our expectations of *We are Safe, We are Kind and We are Ready to Learn*.

## **5. How Behaviour is Taught**

We teach behaviour through:

- **consistent routines**
- **repetition and modelling**
- **minimal verbal instruction**
- **non-verbal cues (e.g., hand up for attention)**
- guided practice and rehearsal
- **calm reminders and re-sets**

Every child is entitled to:

- **clarity**
- **predictability**
- **encouragement**
- **opportunities to learn and improve**

## **No Hands Up for Answers**

To support inclusion, participation and formative assessment, Barnes Infant Academy and Nursery uses a no hands up for answers approach during teaching, except when children need help. This routine promotes listening, thinking time and readiness to learn for all pupils

## **6. Consistent Adult Responses**

Adults use a shared response approach designed to protect dignity, prevent escalation and support learning.

### **Step 1 – Non-verbal prompt**

Look, proximity, gesture, hand signal.

### **Step 2 – Short, calm directive**

Examples:

“Show me safe.”

“Kind words.”

“Join us and be ready to learn.”

### **Step 3 – Reset**

A brief, supported moment away to regain readiness, then return.

### **Step 4 – Repair and reconnect**

Short conversation when calm:

What happened?

What do we need to put right?

What will you do next time?

### **Step 5 – Escalation**

Used when behaviour is persistent, unsafe, or high-level.

May involve:

- senior leader support
- parent contact
- individual plan
- Public sanctions, charts and humiliation are not used.

## **7. Playtime, Lunchtime and Transitions**

The three expectations apply everywhere.

Staff ensure:

- calm, supervised movement
- safe equipment use
- kind play
- re-teaching of routines where needed
- quick return to learning readiness

## **8. Supporting Children with SEND and Additional Needs**

Some children need reasonable adjustments to help them meet expectations. These may include:

- visual cues
- simplified language

- movement breaks
- sensory regulation
- additional processing time
- adapted seating
- co-regulation
- reduced-demand scripts

**Key principles:**

- ✓ Expectations remain the same
- ✓ Pathways to success differ
- ✓ Behaviour may be communication
- ✓ We distinguish can't from won't
- ✓ Adjustments fulfil Equality Act duties

**Where required:**

- Individual Behaviour Support Plan
- Risk Reduction Plan
- SENDCo involvement
- Multi-agency collaboration

**9. Safeguarding, Safety and Physical Intervention**

Children's safety is paramount.

**Safer Handling and Positive Handling Procedures**

Barnes Infant Academy and Nursery follows a separate *Safer Handling / Positive Handling Procedure* which aligns with DfE guidance on the *Use of Reasonable Force*. This procedure sets out:

- when physical intervention may be used
- approved strategies and techniques
- staff training requirements
- recording and reporting processes
- post-incident review and support

Physical intervention may only be used by staff who have received appropriate safer handling training and are authorised to do so. Any use of physical intervention is logged, reviewed by senior leaders and shared with parents.

Physical intervention will only be used as a last resort, when it is reasonable, necessary and proportionate to prevent a child from:

- injuring themselves or others
- causing serious damage to property
- committing an offence
- seriously disrupting good order and discipline

Any use of reasonable force will always:

- be in the best interests of the child
- use the minimum force for the shortest time necessary
- take account of the child's age, SEND and individual needs
- be recorded and reviewed in line with DfE guidance

Staff understand that they have a legal power to use reasonable force under Section 93 of the Education and Inspections Act 2006, and that this power must be exercised professionally, safely, transparently and in line with the Equality Act 2010.

**Staff:**

- prevent harm wherever possible
- use de-escalation before intervention

**All incidents involving physical intervention are:**

- recorded factually
- shared with parents
- reported to the DSL

**10. Bullying, Prejudice and Harmful Behaviour**

- all reports are taken seriously
- patterns are monitored
- restorative conversations take place
- parents are informed where appropriate

**11. Recording, Monitoring and Responding to Patterns**

**We record:**

- repeated behaviours
- safeguarding concerns
- injuries
- significant incidents
- ongoing support needs

### **Monitoring is used to:**

- identify triggers
- support staff
- adjust provision
- inform SEND pathways
- refine routines

## **12. Roles and Responsibilities**

### **All Staff**

- model the expectations
- use consistent responses
- protect dignity and emotional safety
- maintain calm tone
- teach routines
- follow this policy in full

### **Senior Leaders**

- support staff with escalation
- ensure training and consistency
- monitor implementation
- communicate with families

### **SENDCo**

- advise on reasonable adjustments
- coordinate plans
- review provision for identified pupils

### **Parents and Carers**

- support shared language at home
- communicate concerns promptly
- work collaboratively with staff
- Trust Board / Governors
- review and approve the policy
- ensure statutory compliance

## **13. Training and Implementation**

### **Whole-school adoption will include:**

- staff training
- modelling
- shared scripts

- monitoring routines
- induction for new staff
- Consistency across all adults is essential.

#### **14. Review Cycle**

##### **This policy will be:**

- approved by the Trust Board / Governors
- reviewed annually or sooner if required

#### **15. Approval**

Approved by:

Headteacher: Mrs S Bell

Designated Safeguarding Lead: Mrs S Bell

SENDCo: Mrs K Fucile

Chair of Governors / Trust Board: Mrs Zoe Thompson

Date approved: \_\_\_\_\_

Next review date: \_\_\_\_\_