



Behaviour Policy

Mission Statement

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England. The school will work in partnership with the Church of England and the Church, at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance and faith, and promotes Christian values through the experience it offers to all its pupils.

Safeguarding

St Bartholomew's C of E Primary School is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

Rationale

The positive behaviour policy of the school may be summed up in one sentence:

"We expect the children to work hard, behave themselves and respect others".

Exceptional behaviour should always be expected and children rewarded for their effort, this helps to develop self-esteem in the child. When disruptive or negative behaviour occurs it should be made clear to the child that it is behaviour which we disapprove of – NOT the child itself.

The ultimate goal we are aiming for is to develop self-discipline in every child.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Clearly define what we consider to be unacceptable behaviour, including bullying
- Identify how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school
- Outline our system of rewards and sanctions

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) code of practice.](#)

Bullying

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying in any form will not be tolerated and will be dealt with severely

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and responsibilities

The Headteacher

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Behaviour Mentors

In addition to working within the class the behaviour mentor will help support identified children and manage their behaviour in line with this policy and individual plans. They are responsible for maintaining the records for children.

Staff

Staff are responsible for:

- Working with the headteacher to review the behaviour policy
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 1 Behaviour Log)

Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Attend meetings regarding their children when requested

The school Rules

Pupils are expected to:

- be kind, helpful and respectful towards everyone in school
- stay inside the recognised school boundaries
- walk quietly and sensibly around school at all times
- work quietly in lessons without disrupting others
- treat the school buildings and school property with respect
- refrain from behaving in a way that brings the school into disrepute, including when outside school

In addition each class devises its own rules. These will be appropriate to the age range of the class. They will be discussed and agreed with the children at the beginning of the year and referred to as appropriate. These rules should be phrased positively. E.g. always listen to the teacher, keep the classroom tidy, etc

Rewards

- ❖ On their entry to school, children are allocated a house – Tigers, Lions, Panthers or Jaguars. House points are given for good work or behaviour and wearing uniform. They are also awarded for full attendance.
- ❖ Verbal praise is given in recognition of good behaviour and good work.
- ❖ Good work/behaviour is recognised in good work assemblies.
- ❖ Outings/special visits (in addition to standard educational visits) are made available to children who have been recognised as good role models to others.
- ❖ Individual year groups have their own reward systems that are age appropriate to recognise good work or behaviour.
- ❖ Children may be given special responsibilities
- ❖ Children who display a positive attitude to learning will be celebrated in the weekly newsletter

Sanctions

There are times in school when children do not behave appropriately or follow the school rules. This behaviour is unacceptable and the school has a consistent approach. The schools sanctions are proportionate to the level of behaviour displayed – see chart appendix 2

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/Leeds Guidelines for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Classroom

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that engages pupils
- Display their classroom rules and refer to them when appropriate
- Develop a positive relationship with pupils
- Highlight and promote good behaviour

Physical intervention (*See Positive Handling policy/guidelines*)

It is always to be used as a last resort

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and behaviour mentors will work with the class teacher/phase leader to support children with challenging behaviour and determine how best to meet their needs.

Where necessary, support and advice will also be sought from the educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When an acute need is identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

(see Appendix 2 High Needs behaviour log)

Pupil transition

To ensure a smooth transition to the next year, pupils have a moving up week in July with their new teacher. In addition, staff members hold transition meetings within phases.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff receive training on managing behaviour, including proper use of restraint. As part of their induction NQTs receive additional sessions on behaviour management.

Behaviour management will also form part of continuing professional development and staff may receive support to help manage the behaviour of specific children.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and staff and will be presented to governors.

Behaviour incidents are recorded are monitored within school and individual plans reviewed regularly

Links with other policies

- Positive Handling Policy
- Anti-Bullying Policy
- Safeguarding policy

Reviewed: April 2018

Review date: April 2020

Signed by: _____
Head Teacher

Signed by: _____
Chair of Governors

St Bartholomew's C of E Primary School

Procedures for Negative Incidents

stage	BEHAVIOUR	SANCTIONS/ STRATEGIES	Comment
1	<p>Minor Aggravations</p> <ul style="list-style-type: none"> ❖ Getting out of seat/wondering around. ❖ Calling out. ❖ Interrupting teacher ❖ Interrupting other pupils, ❖ Ignoring instructions, ❖ Distracting other pupils ❖ silly noises/behaviour ❖ Eating Sweets/chewing gum in lessons 	<p>Attention drawn to acceptable behaviour.</p> <p>Eye contact/Facial expressions</p> <p>Proximity.</p> <p>Reminders of rules/expectations</p> <p>Change of seating.</p> <p>Verbal warning</p> <p>Tactical ignoring</p>	<ul style="list-style-type: none"> ❖ Not recorded.
	<p>Less Serious</p> <ul style="list-style-type: none"> ❖ Not responding to teacher's requests/instructions ❖ Not completing work set. ❖ Being disruptive, preventing others from working ❖ Minor challenge to authority ❖ Inappropriate language 	<ul style="list-style-type: none"> ❖ Separation within the class ❖ Writing out appropriate rules. ❖ Child to stand apart from class group and then sit down when they feel ready to do so (Mainly in assembly or larger group times). ❖ Completing unfinished work at playtime. ❖ Phase leader to speak to child 	<ul style="list-style-type: none"> ❖ Not recorded
	<p>More Serious</p> <ul style="list-style-type: none"> ❖ persistent disruptive behaviour ❖ throwing objects ❖ Harming someone ❖ Damaging school / pupil's property. ❖ Repeated refusal to do work set. ❖ Continued or more serious challenge to authority. ❖ Harmful / offensive name-calling ❖ Open defiance. 	<ul style="list-style-type: none"> ❖ time out from class with phase leader –complete work missed ❖ Phase leader support in class ❖ Informal contact with parents by phase leader, ❖ Writing a letter of apology ❖ Loss of break time 	<ul style="list-style-type: none"> ❖ Behaviour log completed ❖ Reminding of home/ school agreement. ❖ Referral to Behaviour Mentor ❖ Discussion with SENCO ❖ Placing on SEN register if appropriate ❖ Weekly behaviour record
	<p>Very Serious</p> <ul style="list-style-type: none"> ❖ Bullying. ❖ Racist incidents. ❖ Repeated and unacceptable lunchtime behaviour. ❖ Leaving class without permission ❖ Fighting ❖ Dangerous behaviour. ❖ Persistent challenge to authority. ❖ Vandalism. ❖ Stealing. ❖ Assault on pupil 	<ul style="list-style-type: none"> ❖ Phase leader support in class ❖ Supervised lunchtime. ❖ Immediate involvement of Head Teacher. ❖ Telephone call or meeting with parents 	<ul style="list-style-type: none"> ❖ Inform SENCO ❖ Place on SEN register ❖ Review/Establish GSR ❖ Possible involvement of outside agencies e.g. Extended Services, AIO, Education Psychologist. ❖ Record parental contact ❖ RA/PHP put in place
	<p>Extremely Serious</p> <ul style="list-style-type: none"> ❖ Serious challenge to authority. ❖ Disruption to class learning ❖ Leaving premises without permission ❖ Physical abuse to staff/adults 	<ul style="list-style-type: none"> ❖ Immediate involvement of Head Teacher and parent. (Police if necessary) ❖ Isolation 	<ul style="list-style-type: none"> ❖ involvement of outside agencies e.g. Extended Services, AIO, Education Psychologist

