



Behaviour Policy

Our Christian Vision

Believe **A**chieve **R**espect **T**ogether **S**ucceed

B – We **believe** we will flourish in God's family.

A – We know that everyone in St Bart's can **achieve**.

R – We **respect** everyone in our family.

T – **Together** we support and help each other.

S – As part of God's family we support everybody to **succeed**.

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

By the time pupils leave St Bartholomew's, we not only want them to have fulfilled their academic potential but we want confident, independent British citizens, who will be positive role models in society and demonstrate the following attributes:

- **Ambition** – always aiming to better themselves.
- **Courage** - they will not be afraid to try new things.
- **Commitment** - they will work hard.
- **Willpower** – they will strive to be the best they can be.
- **Integrity** – they will tell the truth at all times.
- **Drive** – they want to better themselves at every opportunity.
- **Patience** – they will accept that some things take time.
- **Resilience** – they will always keep trying.
- **Optimism** – they know that good things will happen to them if they work hard.

This behaviour policy will support pupils in achieving this. To support this policy, staff will be consistent, fair and provide a positive learning environment.

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.
- Keeping Children Safe in Education.
- Use of reasonable force in schools.
- Supporting pupils with medical conditions at school.

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

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 is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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 Governing Body

The governing board/Pupil Support Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1)

The governing board/Pupil Support Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board/Pupil Support Committee giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a positive learning environment where all pupils feel valued and can succeed.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents using Trackit.
- Using a range of strategies to engage pupils in their learning.

The senior leadership team will support staff in responding to behaviour incidents.

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.
- Follow school expectations for dropping off/collecting children.
- Attend meetings (including communication over the phone), regarding their child when requested.

The school Rules

Pupils are expected to:

- Be kind, helpful and respectful towards everyone in school.
- Stay inside the recognised school boundaries.
- Move quietly around the school.
- In class, make it possible for all pupils to learn.
- Treat the school buildings and school property with respect.
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school.
- Accept sanctions when given.
- Wear the correct uniform at all times.

In addition to this, 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 on their first day and referred to as appropriate. These rules should be phrased positively.

Rewards

Rewards for positive behaviour are very important as it recognises individual and collective achievements. See Behaviour and Procedures Chart for information on the rewards given (Appendix 3).

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 (Appendix 3).

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.

- Supportive.
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally.
 - Refer to early help.
 - Refer to children's social care.
 - Report to the police.

Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

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/learning group. It is important that they consider and use different strategies for managing behaviour - see Strategies for managing behaviour (Appendix 2).

Teachers and support staff will:

- Create and maintain a stimulating environment that engages pupils.
- Greeting pupils in the mornings/at the start of lessons.
- Establish clear routines.
- Display their classroom rules and refer to them when appropriate.
- Develop a positive relationship with pupils.
- Highlight and promote good behaviour.
- Concluding the day positively and starting the next day afresh.

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.

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- Causing disorder.
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- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Confiscation

Any prohibited items found in a pupil's 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 to prevent pupils with a protected characteristic from being at a disadvantage. 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/year group leader to support pupils 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 needs are identified in a pupil, 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.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, Senior Leaders responsible for phases within school will hold transition meetings with relevant staff.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information will also be shared for those pupils transferring to other schools, including secondary schools.

Training

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 full governing board/Pupil Support Committee annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the and full governing board/Pupil Support Committee annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Positive handling policy.
- Anti-bullying policy.
- Child protection and safeguarding policy.

Appendix 1

Written Statement of Behaviour Principles, Approved by the Governing Body on March 8th March 2021 Next due for review March 2022

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The Governors at St Bartholomew's Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At St Bartholomew's Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- St Bartholomew's Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the pupils, School Council and in consultation with staff and parents/carers.

- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available to offer support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents/carers to cooperate to maintain an orderly climate for learning. **This applies to remote learning including online.**
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves properly, the school may ban them from the school premises and, if the parent/carer continues to cause disturbance, they may be liable to prosecution.
- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school



Appendix 2

Strategies for managing behaviour

What are the possible causes of challenging behaviour in children?

Knowing what causes challenging behaviour in children is crucial for dealing with it appropriately. Some potential causes include:

- **Health:** does the child have an underlying medical problem that explains their behaviour? If a child is experiencing pain or discomfort then they may be acting out to express this, particularly if they have a problem communicating it.
- **Behavioural difficulties:** conditions like ADHD, autism, and other learning difficulties may make the child unable to handle and express their feelings effectively. Furthermore, if other children leave them out due to these difficulties, it is likely to make their feelings and behaviour worse.
- **Change:** it is worth asking yourself whether the child has been through any big changes recently and whether this is causing them to display challenging behaviour. For example, if they have moved school, their parents have separated, or someone close to them has passed away.
- **Learned behaviour:** the child may have learnt that acting out is how they get what they want, or may have been in an environment where everyone acted in the same way.
- **Home environment:** if the child has a poor home environment, such as frequent arguing, then they may feel like shouting and hostility is the norm. Additionally, if there are parental issues, such as domestic violence, mental health problems, and substance misuse, the child may adopt challenging behaviour as an outlet.
- **Boredom:** challenging behaviour may arise if the student feels bored in class and with their work. Moreover, an unrecognised talent may also result in the behaviour, as students struggle to stay on track with something they already know how to do.
- **Lack of routine:** a lack of routine, often in their home environment, can also create challenging behaviour. For example, late bedtimes and not enough sleep, insufficient support, and no behavioural boundaries.

Strategies for dealing with challenging behaviour in your classroom

Whilst you may not necessarily be able to control its causes, you should be aware of some strategies you can use for managing challenging behaviour in the classroom.

Turn negatives into positives

Information and commands sink in better when we are told what we should do, rather than what we should not. For example, we react much better to statements like “Thomas, please talk quietly” than “Stop shouting Thomas.” Framing your instruction positively, as opposed to negatively, will have much better results.

Furthermore, when a child behaves in a typically ‘negative’ way, identify their reasons for acting that way instead of just punishing them. Then, discuss alternative ways that they can achieve their desired outcome. For example, if they misbehaved because they wanted attention, establish a turn-taking system where they get plenty of opportunities to speak. Children will soon learn new behaviours when it helps them get what they want without punishment.

Teach positive behaviour

Rather than trying to completely remove unwanted behaviour, you should focus instead on facilitating the behaviour you want. Identify what counts as good behaviour and how you want your class to behave. Then, work on ways to communicate it.

Have a class discussion about positive behaviour and base an activity on it. In doing this, you are getting students involved in a stimulating activity rather than directly telling them what to do, which will have better results.

Model the behaviour you expect

Be a positive role model and behave in the same way you expect your students to. For example, if you ask your students to always be on time, make sure you demonstrate good time management. Similarly, if you ask students to be organised, ensure your organisation matches it.

You should also try to be considerate of your students’ feelings, just as you want them to be considerate of others’. If you feel an emotion that they feel, such as frustration, act out how you would want them to respond: count to ten and then carry on.

Establish a Class Code of Conduct

At the start of a new school year, both you and your students should work together to establish a class code of conduct. Discuss the different types of behaviour that you think are acceptable and unacceptable and how you want students to act towards each other, such as 'treat each other with respect'. Type this up and display it in the classroom so students can always see it.

Involving students in this is important, as it gives them a sense of ownership and in turn a greater commitment to following the code of conduct themselves.

Communicate well

Always ensure that you communicate clearly and consistently. The way you phrase your comments can have a big impact on the way children perceive them. For example, you can try to:

- **Preface your requests with 'thank you'.** For example, "Thank you for putting your crisps packet in the bin." This is a closed request and does not give the student any element of doubt to hold onto or argue with.
- **Be specific.** For example, "Hand your homework to me at the start of the lesson on Monday" is much more specific than "Hand your homework in on Monday". In doing this, you have communicated to the student exactly what they should do.

Recognise good behaviour and achievements

Most children misbehave from time to time – that is just a fact of childhood. However, they also learn new things and make magnificent progress every day, and that is an achievement in itself. When a child behaves well or completes a good piece of work, make it known. Tell them well done and show the rest of the class how proud you are. In doing so, other children are more likely to behave positively to get a similar reaction.

Proactively develop relationships

Take the time to get to know each of your students and build relationships with them. Talk about common interests, open a casual conversation, and always ask them how they are. You could even ask them for advice and recommendations on something, such as "I want to read a new book. Has anyone read any good ones recently?"

Keep class disruptions minimal

When you do have to call a student out on their behaviour, ensure you do it in a way that minimises class disruption. Shouting at a student in front of them will likely make them feel embarrassed about their behaviour. As a result, they will likely feel annoyed at you and will not want to listen to what you say next. Instead, use a simple glance or a directed question to let them know that you have recognised their behaviour and there will be further consequences if they continue.

All children misbehave from time to time, in numerous environments, and for multiple reasons. As long as you have strategies for dealing with challenging behaviour in the classroom, and understand the reasons why it happens, you can handle it effectively and keep class disruption to a minimum.

Appendix 3

Stage	Behaviour	Rewards
	<ul style="list-style-type: none"> • Commitment (working hard) • Drive & Willpower (100% effort) • Resilience (never give up) • Integrity (honesty) • Ambition (improving on last time) • Courage (try something new) • Following instructions • Patience • Optimism • Sat quietly • Being helpful • Being kind • Joining in/contributing well • Politeness • Completing homework • Planner signed • Reading at home • Attendance • Super Star award 	<ul style="list-style-type: none"> • Headteacher Weekly Award (Reception to Year 6) • Results of the class with the most trackit points from each Key Stage will be collected on a Friday at 2pm ready for the Celebration Assembly. The winning class will receive an extra playtime the following week. • Top class from each Key Stage with the most trackit points at the end of each term will win a film afternoon. • Two children with the most Trackit points in each class in the Autumn Term will receive a certificate and a letter. • Child/Two children with the most Trackit points in each class in the Spring Term will receive a certificate and a letter. • Child/Two children with the most Trackit points in each class in the Summer Term will receive a certificate and a letter. • Child/Two children with the most Trackit points in each class for the academic year will receive a certificate and a letter. They will also be rewarded with a film afternoon. • Class teachers/year groups can use additional rewards. • Headteacher awards will be celebrated in the weekly newsletter. • One Superstar is awarded for each lesson.
	Behaviour	Sanctions
	<ul style="list-style-type: none"> • Getting out of seat • Calling out • Interrupting teacher • Interrupting other pupils • Ignoring instructions • Distracting other pupils • Silly noises/behaviour • Eating sweets/chewing gum • Throwing pencil/rubber • Being unkind 	<ul style="list-style-type: none"> • Verbal Warning & reminder given: "If this behaviour happens again you will be moved to yellow."
	<ul style="list-style-type: none"> • Not responding to teacher's direct requests/instructions • Not completing work set • Being disruptive, preventing others from working • Inappropriate language – offensive language within the school • Stealing 	<ul style="list-style-type: none"> • Complete unfinished work at break/lunchtime. • Teacher to speak to child. • Verbal Warning & reminder given: "If this behaviour happens again you will be moved to red."
	<ul style="list-style-type: none"> • Persistent disruptive behaviour • Throwing harmful objects • Harming someone • Damaging school/pupil's property • Refusal to do work • Continued challenge to authority • Harmful/offensive name calling • Leaving classroom without permission • Fighting (equally to blame) • Swearing at staff 	<ul style="list-style-type: none"> • Member of SLT will respond to a 'red incident' to determine sanctions. • Timeout from class with member of staff – complete work missed. • If behaviour happens again – SLT to be involved. • Contact with parents by SLT. • Supervised lunchtime.
	<ul style="list-style-type: none"> • Dangerous behaviour • Serious challenge to authority/threatening • Disruption to whole class learning • Leaving premises without permission • Swearing at staff for a second time in the week • Physical assault to staff/adults • Bullying • Racist/homophobic incidents • Sexual harassment and sexual violence • Discriminatory language including racial and homophobic 	<ul style="list-style-type: none"> • Member of SLT will respond to a 'red incident' to determine sanctions. • Immediate removal from the classroom/playground. • Loss of a full day from class. • Immediate involvement of Headteacher/Deputy Headteacher/Assistant Headteachers. • Meeting with parents/guardians. • Report Card for a week.