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
By the time children 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
- 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 Governing Body
The governing body will 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 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:
- Working with the headteacher to review the behaviour policy.
- Implementing the behaviour policy consistently.
- Modelling positive behaviour, including those listed in Staff Principles (Appendix 3).
- Providing a positive learning environment where all children feel valued and can succeed.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.
- Using a range of strategies to engage children in their learning.

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.
- Inform the school if their child, or a member of the household is displaying symptoms of the Coronavirus.
- Be prepared to collect their child immediately from school if your child has behaved in an unacceptable manner.
- Attend meetings (including communication over the phone), 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 under the direction of the member of staff leading your learning group. Where appropriate, keep to a distance of 2 metres.
- Work quietly in your learning group without disrupting others.
- Treat the school buildings and school property with respect, including only touching and using equipment on your desk, or equipment you have been directed to use.
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school.
- Tell an adult if you are experiencing symptoms of coronavirus.
- Follow instructions on hygiene, such as handwashing, sanitising and following the 'Catch it, bin it, kill it' strategy.
- Keep to your learning group, including break and lunchtimes.

In addition to this, each learning group 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. E.g. always wash your hands for twenty seconds, stay seated at your desk, etc.

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. Due to the Coronavirus, the Behaviour and Procedures Chart has been amended (Appendix 2).

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 - due to the Coronavirus, the Behaviour and Procedures Chart has been amended (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. This will not apply as there will be no trips taking place for the rest of the academic year.

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/learning group. It is important that they consider and use different strategies for managing behaviour - see Strategies for managing behaviour (Appendix 1).

Teachers and support staff 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 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. 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.

Pupil transition

To ensure a smooth transition to the next year, SLT responsible for phases within school will hold transition meetings safely with appropriate staff members, including Year Group Leaders and Year Group teachers. Information will also be shared 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 the Governing Body.

Behaviour incidents are recorded and monitored within school using the Trackit system and individual plans reviewed regularly

Links with other policies
- Positive Handling Policy
- Anti-Bullying Policy
- Safeguarding policy

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:

- **Absence from school due to the coronavirus:** how will the absence from school since the 20th March affect the child? It might take the child time to readjust to school and how the school is organised.
- **Anxiety over the coronavirus:** how will the child behave in relation to what he/she is aware of regarding the coronavirus? A child might be anxious about attending school again. A child might also have been personally affected by the coronavirus, such as knowing a family member who has had the virus.
- **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. This will be essential when children return to school. 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.

Stage	Behaviour	Rewards	Appendix 2
■	• Commitment (working hard) • Drive & Willpower (100% effort) • Resilience (never give up) • Integrity (honesty) • Ambition (improving on last time) • Courage (try something new) • Washing hands • Remaining in my seat • Keeping my distance from others • Catch it, bin it, kill it • Following instructions • Patience • Optimism • Sat quietly • Being helpful • Joining in/contributing well • Politeness • Super Star award	• Headteacher Weekly Award – certificate to be given out in the 'learning group.'	

Stage	Behaviour	Sanctions	
■	• Getting out of seat • Calling out • Interrupting teacher • Interrupting other pupils • Ignoring instructions • Distracting other pupils • Silly noises/behaviour •	• Verbal Warning & reminder given: "If this behaviour happens again you will be moved to yellow and appropriate sanctions implemented."	
■	• 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	• Complete unfinished work at a time directed by the teacher • Teacher to speak to child • Verbal Warning & reminder given: "If this behaviour happens again you will be moved to stage 1 of red and appropriate sanctions implemented."	
■	• Persistent disruptive behaviour • Throwing objects • Damaging school property • Refusal to do work • Continued challenge to authority • Harmful/offensive name calling • Leaving seat without permission • Leaving classroom without permission • Swearing at staff	• Support to be given by the member of support staff allocated to the learning group. • Timeout from class with member of staff – complete work missed (if child refuses timeout – referral to SLT) • Contact with parents by SLT • If behaviour happens again – move to Stage 2 of Red and sanctions	
■	• Spitting/coughing at or towards any other person • Dangerous behaviour • Fighting (equally to blame) • Harming someone • Throwing harmful objects • 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 • Discriminatory language including racial and homophobic	• Immediate involvement of Headteacher/Deputy Headteacher/Assistant Headteacher • Child to be moved to holding room for collection. • Parents/guardians to be contacted immediately to collect child.	

Staff Principles (Appendix 3)

It is extremely important that staff follow and abide by the following principles from the 1ˢᵗ of June:

Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.

Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Always clean your hands before and after entering shared areas e.g. staffroom before/after eating.

Use the 'catch it, bin it, kill it' approach.

Avoid touching your mouth, nose and eyes.

Clean frequently touched surfaces often using standard products, such as detergents and bleach.

Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).

Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.

Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.

Prevent your class from sharing equipment and resources (like stationery).

Keep your classroom door and windows open if possible for air flow.

Limit the number of children from your class using the toilet at any one time.

Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.

Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

When using WC – apply 'if you use it, wipe it!' Spray & paper towel locks/handles/taps.

Follow government guidelines on social distancing.