

ST BARTHOLOMEW'S C.E. (AIDED) PRIMARY SCHOOL



Behaviour Policy

Written by: The Staff and *Governors*

Date: 2016

St. Bartholomew's CE School Behaviour Policy

Governors' Statement of general principles for a behaviour policy

St. Bartholomew's CE Primary School has a caring Christian ethos which sees the school community as a family where all are equally valued and in which all children are encouraged to develop spiritually, morally, academically, creatively and physically. It is a place where children are taught to be responsible both for themselves and for each other and where staff and children respect each other, recognising the different, but equally valuable, part that each plays in the school.

From the very start of their school life, children are encouraged to develop self-discipline, and even the youngest child is asked to recognise that s/he controls part of her/his learning. We recognise that teaching which is good or better has a positive impact on behaviour. All are taught to recognise that behaviour affects learning and with the right to a good education comes the responsibility of behaving appropriately so that all may gain fully from their life in school. We believe that behaviour becomes unacceptable when it prevents a child or group of children from learning, when disrespect is shown towards other members of the school community or when the safety of others is threatened. This school behaviour policy sets out clear values which have been agreed by the whole school community and the policy includes a set of rewards and sanctions that will be applied within that set of values.

Discipline at St. Bartholomew's is conciliatory and never confrontational. The children are shown that discipline is applied fairly and consistently and that staff actions are based on concern for each individual within the school. Should it prove necessary, the school will ask outside agencies for help to support children and their families: Staff, children and parents/carers share a commitment to developing and maintaining high standards of behaviour. Whilst we believe that the needs of the individual should always be recognised as important, we also believe that this must be balanced against the needs and education of the rest of the school.

The Governors delegated the responsibility for drawing up a school behaviour policy, based on this statement, to the Headteacher in consultation with the staff. It has since been presented to the Governors and gained their approval. The Governors fully support the Headteacher and staff in implementing this policy.

Introduction and Aims

This behaviour policy relates directly to the school mission statement, "Learning for life within Christian values", and supports the ethos and values which we hold as a school community. It has been reviewed in the light of the DfE advice "Behaviour and discipline in schools", published in January 2016. The policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The staff support the Governors' vision for the school, and agree that:

- We are committed to inclusion.
- We will have high expectations of behaviour.
- We will work together to uphold our school values.
- We will all accept responsibility for reinforcing good behaviour and addressing inappropriate behaviour.

Staff vision: the Golden Values

The staff vision for behaviour at St Bartholomew's is expressed as the 5 Bs:

Be respectful

- We respect all members of the school community.
- We are ready to learn.
- We do as we are asked the first time.
- We interact with each other respectfully.
- We co-operate with each other.
- We listen to each other.
- We get on with each other at all times.
- We respect school property.
- We respect the school environment.
- We respect each other's personal space.

Be safe

- We do not bully others.
- We eat healthily.
- We will stay in a place of safety (inside the school).
- We do not hurt anyone else with words or actions.

Be calm

- We walk round the school calmly and quietly.
- We speak calmly and clearly.
- We learn not to be confrontational.

Be polite

- We greet one another politely.
- We display good manners.
- We are on time for school.
- We are in the right place at the right time

Be positive

- We are on task to maximise learning.
- We smile and are happy.
- We are smartly dressed in our school uniform.
- We play happily.
- We notice positive things about other people and their learning.
- We recognise the strengths and strategies we use as learners.

These values are promoted and reinforced through direct teaching and through informal reminders by every member of the school community.

Roles and responsibilities

Pupils will:

- Follow the *Golden Values*.
- Contribute to a caring and supportive environment.

Parents/carers will:

- Follow the school *Golden Values*.
- Work in partnership with the school (see the *Home School Agreement*).

Staff will:

- Follow the school *Golden Values*.
- Work in partnership with parents, pupils and *Governors*.
- Provide a role model of positive behaviour and interaction.

Governors will:

- Follow the school *Golden Values*.
- Have a clearly stated vision for behaviour in the school.
- Work in partnership with parents, pupils and staff to oversee the support for each child.
- Agree and support the implementation of this behaviour policy.

Key principles

Our policy is based on the following principles:

- Positive reinforcement of desired behaviour.
- A clear set of school values which is consistently applied by all staff.

- A clear set of rewards for upholding the values.
- A clear set of consequences for behaviour which is not consistent with the values.
- Rewards and sanctions that are applied consistently across the school by all staff.
- Every child makes a fresh start once a sanction is over.
- Parents/carers are fully involved in the positive strategies and are informed of their child's behaviour on a regular basis.
- Class teachers are responsible for effectively managing the behaviour of all children in their class.
- Class teachers are responsible for keeping a brief record of incidents in the class behaviour book, which will move up the school with the cohort.

Rewards

The use of praise and reward is always based on each individual's personal potential. We believe that there is a distinction between reward and encouragement. Each classroom must have an engaging reward display that inspires all children to behave, based on behaviour for learning (see Teaching and Learning policy). This needs to be understood by all the children in the class, used by all the adults who work in the class and be clear for visiting staff to use.

Teachers can select from the following rewards depending on the needs of each pupil and class:

- **Bees** are linked to the Golden Values. Any member of staff who sees a child upholding one of the Golden Values gives the child a gold bee token. This is then handed to the class teacher and put in the class beehive. The **Consideration Bee** is awarded weekly in assembly to the class with the most bees that week.
- **Golden Learner Certificates** are given out in Friday assembly each week to one or two children from each class who have achieved something special in learning and/or behaviour. The names of these children are written in the **Gold Book** and in the school newsletter and the certificates are taken home that day.
- **Golden Time** is a twenty minute slot on Friday afternoons when the children can enjoy a choice of activities. This is an entitlement for all children, but can be reduced as a sanction (see sanctions).
- **Children's work can be shown in Friday Assembly.**
- **Team points** will be awarded for work which shows a high standard or represents significant effort or progress for the child concerned.
- **Stickers/stamps/certificates** can be used by each member of staff to reward work and behaviour within their classroom.

- **"The Learners" stickers** will be given out when a child demonstrates that particular learning behaviour.
- Children who produce an exceptional (for them) piece of work can be sent to the Headteacher to receive a **Headteacher's Award sticker**.
- Good work and behaviour can be demonstrated to the class.
- Children can be sent to another teacher to be commended.
- Children can earn extra **responsibilities or privileges**.
- A **personal/specific reward** can be negotiated and agreed between teacher and child, e.g. as part of a behaviour contract.
- **Positive feedback to parents/carers** can be given by the class teacher through individual letters, certificates, telephone calls and personal contact.

Sanctions

Not following the school Golden Values will lead to sanctions being used. The class teacher will deal with the majority of classroom incidents and the adult on duty will deal with the majority of playground incidents. This gives status to all staff in the eyes of the children.

All instances of rudeness to adults will be reported to class teachers by any member of staff and the child concerned will receive a sanction of **5 minutes loss of Golden Time**.

In most instances children will be given a warning, and told the sanction that will happen as a consequence should they continue. These sanctions will then need to be implemented.

Classroom sanctions

The following sanction system will be used consistently across the school.

Each class will have a behaviour ladder display, with five sections or rungs, and the photos or names of all the children. The starting point for each child will be "Ready to learn". Children can move up the ladder to become "Superstar learners" if their behaviour for learning is good, and move down to "Think about your behaviour" or "Teacher's choice" if their behaviour is not appropriate for learning. During a lesson, the classroom staff can move children up or down the ladder without disturbing the flow of the lesson. This enables warnings to be given before sanctions are imposed.

Rewards and sanctions can be used in accordance with the position on the ladder and the agreed procedure in each class, e.g. "Teacher's choice" may mean a Duty

Room slip or a time-limited period in another class (the child must be escorted to the other class).

Duty Room

The Duty Room is a playtime detention run every morning playtime by a member of the Senior Leadership Team (SLT). Teachers can send a child to the Duty Room for one of the following serious issues:

- Persistent rudeness (including swearing overheard by an adult)
- Physical incidents
- Persistent defiance
- Serious disruption of learning
- Damage to school property

The teacher must fill in an orange slip explaining the reason for sending the child to the Duty Room.

Breakfast club staff can send a child to the Duty Room for one of the following issues:

- Persistent rudeness (including swearing overheard by an adult)
- Physical incident
- Persistent defiance
- Throwing food

The member of staff must fill in a slip explaining the reason for sending the child to the Duty Room.

All slips are logged in the Duty Room file, which is monitored regularly so that further action can be taken where appropriate. If a child receives three Duty Room slips in the course of a single half term, the class teacher will be given a blue slip asking them to speak to the child's parent/carer. This should be annotated by the class teacher with the record of the discussion with the child's parent/carer and then returned to the Duty Room to be filed.

If a child then has two further Duty Room slips during the same half term, they will be placed "on report" for two weeks. This means they will have a red report card on which their teacher has to show every day whether they have earned their playtime. This slip has to be signed by the SLT member running the Duty Room every day and returned to the Duty Room file when completed.

Lunchtime behaviour

Lunchtime motto

We will come in with a smile and go out with a smile.

Lunchtime rules

- We will stay in our seat.
- We will treat everyone with respect and kindness.
- We will use calm talking voices.
- We will respect the environment.
- We will put our hands up if we need any help.

Lunchtime rewards

- **Golden tickets** are given for following the lunchtime rules. They are then handed to the class teacher and represent 10 bees. Once the bees have been added to the class total, the token can be taken home to show the parent/carer.
- **Gold box rewards** are given to two children every week. Every day the names of four children who have behaved well in the hall at lunchtime are put on tickets in the lunchtime gold box. Every Friday in assembly the Headteacher draws out two names, and these children receive a small prize.

Lunchtime sanctions

- Spending 10 minutes of lunch playtime in the Duty Room, supervised by a senior member of staff. The lunchtime Duty Room is a detention run every day after the children have left the lunch hall by a member of the Senior Leadership Team (SLT). Midday Supervisors can send a child to the Duty Room for breaking one of the lunchtime rules listed above.

The MDSA must fill in a green slip explaining the reason for sending the child to the Duty Room.

All lunchtime slips are logged in the Lunchtime Duty Room file, which is monitored regularly so that further action can be taken where appropriate. If a child receives three Lunchtime Duty Room slips in the course of a single half term, the class teacher will be given a blue slip asking them to speak to the child's parent/carer. This should be annotated by the class teacher with the record of the discussion with the child's parent/carer and then returned to the Lunchtime Duty Room to be filed.

If a child then has two further Lunchtime Duty Room slips during the same half term, they will be placed "on report" for two weeks. This means they will have a red report card on which the MDSA on duty on their row has to show every day whether they have earned their lunch playtime. This slip has to be signed by the SLT member running the Lunchtime Duty Room every day and returned to the Lunchtime Duty Room file when completed.

Serious incidents

Serious incidents are:

- 1) Physical assaults
- 2) Persistent disruptive behaviour
- 3) Prejudice towards protected groups
- 4) Bullying (refer to policy)
- 5) Theft
- 6) Damage
- 7) Verbal abuse/threatening behaviour
- 8) Sexual misconduct

If there is a serious incident, the member of SLT on duty must be called immediately. The SLT member will then fill in an incident form with the member of staff and decide on the appropriate sanction. The SLT member will contact the parent/carer on the day of a serious incident to inform them of what has happened and the action the school is taking.

Incident forms

For all serious incidents, a school incident form should be completed electronically and emailed to the Headteacher within 24 hours. School incident forms are available on all staff computers.

Furthermore, for all incidents that involve any injury, an HS2 form must be completed electronically and emailed to the Headteacher or SLT member dealing with the incident within 24 hours of the incident. Copies are available on the staff computers. The Headteacher or SLT member has to complete part 2 of the form and send it to the Health and Safety department of the Local Authority.

Racist and other prejudice-based incidents

The school is introducing the use of Brighton and Hove's bullying and prejudice-based incident report form. This should be completed by the member of staff

who deals with an incident and passed on to a member of SLT, or completed with an SLT member. The SLT member will inform the parent/carer and decide on the appropriate sanction. The incident will then be recorded in SIMS, and reports from this system will be submitted termly to Brighton and Hove.

Exclusions

Exclusion is a very serious sanction. All fixed term and permanent exclusions become part of a child's school record and are also reported to the Local Authority. Only the Headteacher (or in their absence the Deputy) can legally authorise an exclusion and it is not therefore appropriate for exclusion to be used as a threat by any member of staff. Exclusion is a legal process that can be challenged by either the LA or a parent (leading to a child being re-instated) so it is vital to follow the correct procedures at all times. Part of the legal requirement is the need for the school to set work for any child who is excluded and a class teacher may therefore have to provide work at short notice and be prepared to mark it after the exclusion.

The school can use three types of exclusion:

Internal Exclusion

This is an internal school sanction and is not placed on a child's individual record. It can only be authorised by the Headteacher or other member of the SLT. A child will be removed from their class for a day to work in an agreed location, authorised, supervised and recorded by the Head, Deputy or SLT member. Work must be set by the class teacher and marked afterwards. The child will go to the Duty Room at morning playtime. The parents/carers will be notified verbally and warned that their child risks a fixed term exclusion should the behaviour not improve. The school will log all internal exclusions in the Headteacher's exclusions file.

Fixed term Exclusion

This will be for a period of time set by the Head (or Deputy in the Head's absence), depending on the circumstances. It will be the responsibility of the Head to decide the length of the exclusion after discussion with staff involved. The Head will investigate each incident before making any decision and each decision will be made in the light of their findings. Work must be set by the class teacher and marked afterwards.

The Governors will be notified at this stage. The Parents/carers will be sent an official letter from school and the exclusion will be entered on the child's SIMS

record, so that all exclusions can be tracked by the LA. The school also keeps a list of all fixed term exclusions.

Permanent Exclusion

This can only result from:-

- Fixed term exclusions totalling 45 days in any one academic year.
- A single incident of the utmost severity which endangers the safety of the child or of others.

The "Children Causing Concern" Register

The school maintains a register of all pupils who are vulnerable to exclusion, which is reviewed termly by the SENCo in discussion with all teaching staff. The register indicates any other agencies which are involved in supporting the pupil, the support being provided by the school, the nominated key worker for each child and the support class for each child if they need time out of their own classroom. This register is kept confidential and is only shared on a "need to know" basis.

Class teachers will maintain regular contact with the parents/carers of all children on the register, to ensure they are aware that their child is receiving this level of support.

Key Worker Role on the "Children Causing Concern" Register

A key worker is an adult, within the school environment, who supports a child who is at risk of not participating fully in learning and reaching their full potential, and who is at risk of exclusion.

Their purpose is to:

- Address the needs of the child;
- Provide a day to day contact point for the child. They will make a point of speaking to the child every day- just to check how their day has gone, if there are any problems ... etc;
- Decide how further support might be best provided and let the SENCo or Head/Deputy know;
- Be a point of contact between the school, the child and the home environment;
- Be aware of any changes of circumstances in school or family life.

Key workers will work to the limits of their own professional competence. When their professional limit is reached they will explore concerns or seek advice from appropriate adults within the school but will continue to be the key worker.

Who to refer to for advice

- Safeguarding/Child Protection issues- Mrs Healey is the named person and Miss Keeling is the second named person. All safeguarding/child protection issues must be reported immediately via the CPOMS system.
- SEN: Ms Evans
- Attendance: Mrs Healey
- Behaviour: Class Teacher or SLT member
- Racism/Prejudice-based/Bullying incidents: Class Teacher and SLT member
- Friendship issues: Class teacher or Mentor
- Other: seek advice from SENCO (Ms Evans)

Children with ongoing behavioural needs

There are strategies for children who have not responded to other approaches and are still displaying behaviours outlined previously. These children will be on the "Children Causing Concern" register.

Some children may need a **behaviour contract** set up so that they know that their behaviour is being carefully monitored and they have promised to try and control their own behaviour. All behaviour contracts must be agreed and signed by an SLT member, the class teacher, parent/carer and pupil (if appropriate).

If a child's behaviour continues to be a cause for concern, they will have an **Individual Behaviour Plan (IBP)**. An IBP will be drawn up by the class teacher and the SENCo and shared with the parent/carer, then reviewed at least termly. Some children display particularly challenging and/or unusual behaviour because of their past experiences, their medical history, their family situation or their assessed special needs, and their behaviour will need a clear, planned and consistent individual response. These children will also have an individual behaviour plan stating clearly the strategies that should be used with them and which members of staff are the most skilled in dealing with them.

If no progress is made following this input then the SENCo will consider whether a referral should be made to an outside agency.

Use of reasonable force (formerly known as physical restraint)

Members of staff have the power to use reasonable force, but it should only be used in one of the following situations:

1. If a child is in immediate danger, e.g. is running out into a road and a car is approaching.
2. If a child is about to cause serious injury to another member of the school community.
3. If a child is about to cause serious damage to property.

All restraint should be the minimum required, and should afterwards be logged on an incident form, discussed with a member of the SLT and reported to the parents/carers of the child. More detailed guidance is provided in the school's Physical Restraint Policy and the DfE advice document "Use of reasonable force" (July 2013).

Bullying

Bullying is a particular type of unacceptable behaviour and will be dealt with in accordance with the school's anti-bullying policy, which is reviewed annually.

Review and Monitoring

There will be regular reviews of the behaviour policy and how it is working in practice at staff meetings and learning support staff meetings. The Governors will also review the policy regularly through the Teaching and Learning Committee.

Support for staff

All staff, no matter how experienced, may support with managing behaviour.

As a school we strongly believe the principle that to ask for help is a professional strength and we endeavour to create an atmosphere where staff are seeking help as part of the solution.

The support network includes:

- Colleagues
- Head Teacher
- Deputy Head Teacher
- SENCo
- Key Stage 1 Co-ordinator
- Mentors

- Professionals from BILT and other outside agencies
- Counselling services
- Courses and staff meetings

In addition:

- training in managing behaviour is offered regularly as part of our programme for Continuing Professional Development (CPD).

Links to other policies

This policy should be read in conjunction with the following school policies:

- Teaching and Learning policy
- Anti-bullying policy
- Equalities policy
- Physical Restraint policy
- Child Protection and Safeguarding policy and procedures
- Special Educational Needs policy
- Attendance policy
- Home-school agreement