



St Bartholomew's CE Primary School

Behaviour and Discipline Policy

Policy to be read in conjunction with Child Protection Policy and Physical Contact with Pupils Policy

Introduction:

Every institution depends upon its members behaving in certain ways to achieve its purposes. A school's central purpose is concerned with children's learning. Good behaviour makes both effective teaching and learning possible, bad behaviour disrupts these processes.

Definition:

At St Bartholomew's, we define good behaviour as conduct that assists the school to fulfil its function, namely the full development of creative and academic abilities and social skills of the pupils.

Our Aims:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose Christian values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and is underpinned by the schools Christian values of Friendship and Love, Tolerance/Acceptance and Forgiveness and Trust and Hope which ensures that St Bartholomew's is a 'FanTasTic' school.

Responsibilities:

1. The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the Head Teacher. The Head Teacher will implement the school behaviour policy consistently throughout the school, and report to Governors, when requested, on the effectiveness of the policy.
2. Class teachers have day to day responsibility for the discipline of the children in their classes and share the responsibility for the sensible behaviour of all children in and around the school.
3. Midday supervisors share this responsibility during lunchtimes.
4. A happy, caring environment is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Children respond to a caring system that appreciates their needs and strengths.

Expectations and Support:

Good behaviour is a priority and is insisted upon at all times. Politeness, good manners and care for everything and everyone are encouraged.

Self-confidence and self-esteem are important. Praise is given for politeness and for good or improved behaviour. Support staff, part-time teachers and supply teachers are informed about the problems facing particular children and of the methods being employed to overcome these problems. In this way the children can benefit from a consistent approach.

Priority is placed on building positive relationships with the parents of pupils with behavioural difficulties, to ensure that they have the strategies in place to support their child both at home and in school.

We believe that positive behaviour modelled by the teaching members of staff will ensure that children absorb the correct behaviours and apply them in their day to day lives, both at school, home and in the local community. A caring classroom atmosphere helps to reinforce good behaviour.

It is also imperative that all adults in the school know how to respond to individual pupils and their particular needs. Where applicable behaviour support plans will be drawn up in conjunction with the teacher, SENCO/Parents/ Carers of the child and the child themselves which details targets for behaviour improvement and the support to be provided to assist the child to meet the targets. It is essential that these are shared with all staff who support the child in order that support strategies are consistently applied.

Positive Behaviour Management

Adults within the school will set high expectations for good behaviour and model this through their actions and words – always striving to ensure that the children work hard to achieve their very best. All adults within the school recognise and reward positive behaviour. Children can be rewarded for academic and non-academic achievements, for effort and for showing a caring attitude towards others and for all aspects of good learning and behaviour. It is the staff's responsibility to ensure that **all** children receive their rewards every time they have earned them to ensure that children are rewarded consistently for positive behaviour.

We praise and reward children for good behaviour in a variety of ways;

- Positive verbal praise
- Award of team points
- Share success with another class teacher
- Share success with the Head Teacher
- Special mentions and stars of the week awards
- Head Teacher rewards
- Individual stickers
- Photo on the recognition board (if the focus is met)

We aim to teach every child how to behave in a responsible and self-disciplined manner and how to care about the needs and rights of others. These skills are taught in a variety of ways both exclusively in subjects such as PSHE, RE and inclusively as part of the school ethos and positive promotion of good behaviour.

Individual and/or class success and achievements are celebrated during Friday Celebration assembly when FanTasTic awards, Star of the Week and Academic Achievement awards are celebrated.

The school also operates an end of year awards event; teachers nominate children who have excelled in particular areas of the curriculum or school life to receive these annual awards. In addition, throughout their school career pupils are inspired to achieve high standards in all that they do in order to secure one of the highly contested Year 6 privileged roles of responsibility. Teachers will nominate year 6 pupils for a range of roles including head boy and girl, team captains etc. The Year 6's are encouraged to take an active part in these roles, working in conjunction with the staff and school council to support school improvement.

School Rules:

The school has a number of school rules, although the primary aim of the behaviour policy is not a system to enforce rules but as a means to guide every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. The school rules are displayed in each classroom, and in all public areas of the school, and the children's attention drawn to them regularly. See appendix 1

Consequences and sanctions:

As we aim to support the children to become responsible for their actions, developing recognition that consequences do result from their choices, we have a number of sanctions to enforce the school rules. The sanctions are a step programme, however they are employed appropriately to each individual situation. Please see Appendix 2 which details examples of behaviour and sanctions.

To ensure that both staff and pupils are aware of the school sanctions, these will be displayed in a prominent place in all classrooms and in key display areas throughout the school.

The rules and consequences are applied consistently across the school but remain subject to the professional discretion of the teacher based on pupils' individual needs or any other special circumstances that affect the pupil.

Each class will display visual prompts (sunshine, shooting star, cloud and storm cloud) to assist pupils to achieve their best and make the correct choices regarding their behaviour. Children start the day on the sunshine and it is hoped that all children remain there or achieve rewards for excellent work, effort or kindness for which their name is moved to the shooting star. Low level disruptive behaviour and persistent disruption of learning will lead to the child's name being moved to the cloud or storm cloud

Where behaviour choices lead to the involvement of the head teacher the following actions may be implemented.

1. Removal of privileges (class/whole school responsibilities) &/or exclusion from after school clubs (parents to be notified in advance of after school club)
2. A letter is sent to the child's parents and a copy is placed on the child's file.
3. Parents invited to attend a meeting which is followed up by a letter which is placed on the child's file.
4. Internal exclusion (child required to complete work set by class teacher away from their class groups) (letter sent to parents and copy placed on the child's file)

5. Lunch time exclusion, fixed term exclusion, permanent exclusion. (At this point advice is sought from LCC and the Governing body.)

There is no detention after school and there is no corporal punishment.

Playtime Sanctions

At playtimes and lunchtimes the steps are as follows:

- The child receives a warning
- The child stands/sits out of play for five minutes as directed by the adult
- The child stands/sits out of play for ten minutes as directed by the adult
- The child is sent to the Head Teacher or Senior Teacher if the former is not available.

The child should be made aware that if they choose to ignore the warning then they have chosen to receive time away from the playground. This time is then used for the child to think about their actions, the rule/s that they have broken and what behaviour they should use in the future.

At the end of lunchtime play the lunchtime supervisors will ensure that class teachers are made aware of any incidents of poor behaviour. Recurrent incidents of poor behaviour at lunch time (x3 in any week or x6 within a school term) will lead to a letter to parents, after which a further instance will result in lunchtime exclusion.

- Instances of causing intentional physical harm to other children (including fighting) will result in immediate referral to the Head Teacher and children will be required to miss x3 playtimes and lunchtime breaks following the incident. Parents will be informed in writing.
- A repeat occurrence of fighting may result in the implementation of a lunch time exclusion, requiring the child to be removed from school during the lunch time period, returning in time for the commencement of the afternoon session.

Recording

Incidents of poor classroom behaviour are recorded by each class teacher in the class behaviour log.

Incidents of poor behaviour at lunch time are recorded in a lunch time incident book and then in the class behaviour log.

Incidents of poor behaviour referred to the Head Teacher are recorded in the class behaviour log.

Persistent Poor Behaviour – Bullying – See Separate Policy

Bullying of any kind is not tolerated. If we discover that any child has been subject to bullying or intimidation, we act immediately to stop any further occurrences of such behaviour, to ensure that all children attend school free from fear.

Physical Contact with pupils – See Separate Policy

Teachers in our school do not hit, push or slap children but it is recognised that physical contact with pupils may be required to support learning behaviours.

Within Section 93, Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force. All members of staff are aware of guidance regarding the use of force by teachers, as set out in the Dfe publication, '*The use of force to control or restrain pupils. Use of reasonable force- Advice for headteachers, staff and governing bodies, July 2013.*

In compliance with this guidance staff will only intervene physically to:

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts when to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement and school policies. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If it becomes necessary for the sanctions detailed in this policy to be implemented, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If these discussions cannot resolve the problem, the Head Teacher will advise the parent of the formal Complaint process of the school.

Fixed-term and permanent exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reason for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

Monitoring

It is the responsibility of the Head Teacher to ensure that all staff and midday supervisors are adhering to the rewards and sanctions set out in this behaviour policy. This can be achieved through the following:

- a) A visit to the lunch-hall
- b) Walking around the playgrounds during both playtimes and lunchtimes, before school and after school
- c) Checking that the school building is well-maintained and clean at all times
- d) Monitoring the amount of praise, rewards or punishment given by individual staff
- e) Ensuring that staff praise good behaviour and work
- f) Ensuring that staff understand and are sensitive to the special needs of pupils

Action will be taken to deal with staff who fail to follow the **behaviour policy**.

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy must be read in conjunction with the following guidance from the Department of Education, *“Behaviour and discipline in schools - Advice for headteachers and school staff, February 2014”*, *‘Keeping Children Safe in Education 2021’*.

Approved by Governors: July 2022

Reviewed: January 2016

Reviewed: December 2017

Reviewed December 2018

Reviewed: December 2019

Reviewed: July 2022

Review date: July 2023

(Appendix 1)

Our School Rules

Whole School

- *Take pride in our school and look after the equipment and people inside it.*
- *Be considerate, caring and tolerant of each other. Treat others as we would wish them to treat us.*
- *Be honest, always tell the truth.*
- *Walk quietly and sensibly through the school, holding doors open for each other.*
- *Speak to others politely and considerately.*
- *Following the instructions given by all adults in school.*
- *Complete the learning set and ask for help when we need it.*
- *Take responsibility for our own behaviour.*
- *Try our best in everything we do and share a smile with everyone.*

Outside

- *Play considerately and fairly with each other.*
- *Stand still when the first whistle is blown and walk sensibly and silently to our lines on the second whistle.*
- *Play in safe areas.*

Lunchtime

- *Talk quietly with the people on our table.*
- *Ask an adult if we need to leave our seat.*
- *Keep the place we are eating at tidy.*
- *Use good table manners making sure we do not speak when we are eating.*

(Appendix 2)

Type of Behaviour	Consequence
<u>Examples of Low level disruption</u> Talking over CT/TA Shouting out Ignoring instructions Making noises Fiddling with equipment Rocking on chairs Answering back/rudeness Moving around class without permission	<ol style="list-style-type: none">1) Non Verbal Reminder2) Verbal warning- Clear and firm warning given with instructions of how to comply3) Lose 5 minutes play time
<u>Examples of Medium Level</u> Continual low level disruption Making contact with another child Name calling Throwing objects Leaving the classroom without permission	<ol style="list-style-type: none">1) Lose all of play time2) Sent to another class to complete work followed by a phone call/informal conversation with parent – led by the teacher
<u>Examples of High level</u> Continual disruptive behaviour Deliberately hurting another person Deliberately damaging property Spitting Swearing	Sent to the Head Teacher who reinforces expectations for behaviour and applies appropriate sanction <ul style="list-style-type: none">- Removal of privileges (class/whole school responsibilities) &/or exclusion from after school clubs (parents to be notified in advance of after school club)- A letter is sent to the child's parents and a copy is placed on the child's file.- Parents invited to attend a meeting which is followed up by a letter which is placed on the child's file.- Internal exclusion (child required to complete work set by class teacher away from their class groups) (letter sent to parents and copy placed on the child's file)- Lunch time exclusion, fixed term exclusion, permanent exclusion. (At this point advice is sought from LCC and the Governing body.)