



# St Bartholomew's CE Primary School

## Behaviour 2022-23 Policy

### Our Vision:

At St Bartholomew's we provide a gate way of discovery through our diverse curriculum and nurture global disciples who positively impact God's gift to us – the world. Our curriculum enables our learners to recognise their place in the wider world by enabling them to understand their place in Pinchbeck West; the importance and value of where they live. It aims to develop agents of change who are taught to protect the environment, solve problems to ensure society is a better place and take responsibility for their actions to make the future a somewhere far improved from where it is. There is clear focus on developing a rich vocabulary through a text centred approach and providing learners with the opportunity to independently gain powerful knowledge to ensure their future success. Through boundless forgiveness, compassion and a safe learning environment our children can Let their Light Shine (Matthew 5:16). We learn to love responsibly by developing the skills and knowledge needed under God's spiritual counsel, bringing light to all those around us. We are beacons of hope for our communities guided by God's spirit and love.

**Community** - everyone is treated with dignity through an ethos of respect for all. Care is given to our environments. This spirit permeates our daily lives as we walk side by side together following in God's footsteps.

**Hope** - every person is guided to fulfil their hopes and aspirations, enabling them to reach their full potential. We place no ceiling on expectations. Our growth mind-set helps us to accept where we are, understand barriers and with hope and faith overcome and succeed.

**Wisdom** - we give our children exceptional experiences, everlasting knowledge and equip them with the skills needed to make good judgements for the greater good, guided by God's patience and love.

**Dignity** - we radiate belief which generates self-worth in all who come through our doors. Everyone is reminded daily of their worth and significance in our community.

### Introduction:

Every place of education 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.

### 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 of the utmost importance. Politeness, good manners and care for everything and everyone are encouraged.

Self-confidence and self-esteem are key to successful education and are therefore praised alongside politeness, citizenship, displaying our core values and for good or improved behaviour. Support staff, part-time teachers and supply teachers are informed about the specific needs of children and of the strategies in place to help them make good behaviour choices. 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. For example, our staff and children are encouraged to say "No thank you" rather than just "No".

Where applicable pastoral 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.

To gain the attention of the class, the teacher will use "1,2,3 eyes on me"

### **Lining Up**

- One long blow on whistle
- Children move immediately to classrooms, walking
- Equipment is put away on route
- Sports Captains supervise equipment going into box

### **Morning Routine**

- Register - Good morning.. (name always)
- "Good morning (class name) this is our class charter, these are our values, let's have a lovely day."

## **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
- Share success with another class teacher
- Share success with the Head Teacher
- Special mentions, weekly certificates and star of the week
- Head Teacher stickers
- Individual stickers
- Photo on the celebration wall
- Awarding pom poms
- Recognition of excellent behaviour for learning is shown through awarding a “Shine” using our gold star stamp in the bank books.

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, RSE, 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 Collective Worship when FanTasTic, Excellence and Reading awards are celebrated.

## **Bartholomew's Bank**

Children will be able to earn Shines for good learning behaviour. They will have their own bank book which teachers will stamp in.

The bank will open on a Wednesday lunchtime for children to take their bank books and deposit their shines.

There will be a West Pinchbeck Store which will have a selection of goods to buy with their Shines.

Bankers will have to apply for the role.

The bank encourages good behaviour for learning. Teaches life skills – money, budgeting, saving and gives children further opportunities to take on responsibilities.

## **Houses**

Red – Harriers – RC

Green - Hawks – HS

Yellow – Eagles – CC

Blue – Falcons – KD

Houses will be overseen by a member of staff who will meet with the children and discuss what events they would like to do and book them into a calendar for every other week. One point will be given to every child that enters each competition. The winner will receive 20 house points, 2nd will receive 15 and 3rd will receive 10.

The competition should go across the curriculum and the house captains will promote them in collective worship.

A display will be in the hall for the Houses so that a running total can be seen at all times. House captains will set up a spreadsheet to keep a running total of all points scored. On sports day, the overall winner will be announced and they will get an activity day – nerf gun war etc led by Elite at the end of the term. Half termly non-uniform days are awarded for the House with the most points that half-term. Loss of break or lunchtime due to poor behaviour warrants a debit of a House Point.

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 have 3 reward jars to praise and promote good behaviour. When a jar is full, the children earn the reward on the label. The rewards are chosen by the children at the beginning of each half term.

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 of "No Thank You"
- The child stands/sits out of play for five minutes as directed by the adult (unkindness, rudeness)
- The child stands/sits out of play for ten minutes as directed by the adult (rough play or physical acts)
- The child is sent to the Deputy Headteacher/Key Stage Leader
- The child is sent to the Headteacher

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. The child should write or draw how they should behave in our school use the thinking sheet.

At the end of lunchtime play the lunchtime supervisors will ensure that the class teachers are made aware of any incidents of poor behaviour via CPOMS. Recurrent incidents of poor behaviour at lunchtime (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 Headteacher 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 CPOMS.

Incidents of poor behaviour at lunch time are recorded on CPOMS

Incidents of poor behaviour referred to the Head Teacher are recorded on CPOMS

Incidents of the following are recorded by date and outcome on a separate record sheet as well as CPOMS:

- Sexualised behaviour
- Bullying
- Racist comments/behaviour
- Swearing
- Safeguarding

### **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. Monitoring is put in place, parents are collaborated with and everything is recorded on CPOMS.

### **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) Ensuring that staff praise good behaviour and work
- e) Ensuring that staff understand and are sensitive to the special needs of pupils

Appropriate action will be taken to sanction staff who fail to follow the **behaviour policy**.

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also report 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 in schools - Advice for headteachers and school staff, September 2022”*, *‘Keeping Children Safe in Education 2023’*.

- Reviewed: January 2016
- Reviewed: December 2017
- Reviewed December 2018
- Reviewed: December 2019
- Reviewed: December 2020
- Reviewed: July 2023
- Reviewed: November 2023
- Review: November 2024

Signed: .....Head Teacher

# 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.
- Follow 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.
- 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 with our mouths full, eat with our mouths open or shout at the dinner table.



<b>Type of Behaviour</b>	<b>Consequence</b>
<p>Examples of Low level disruption  Talking over CT/TA  Shouting out  Ignoring instructions  Making noises  Fiddling with equipment  Rocking on chairs  Answering back/rudeness  Moving around class without permission</p>	<ol style="list-style-type: none"> <li>1) Non Verbal Reminder</li> <li>2) Verbal warning- Clear and firm warning given with instructions of how to comply</li> <li>3) Lose 5 minutes play time</li> </ol>
<p>Examples of Medium Level  Continual low level disruption  Making contact with another child  Name calling  Throwing objects  Leaving the classroom without permission</p>	<ol style="list-style-type: none"> <li>1) Lose all of play time</li> <li>2) Sent to another class to complete work followed by a phone call/informal conversation with parent – led by the teacher</li> </ol>
<p>Examples of High level  Continual disruptive behaviour  Deliberately hurting another person  Deliberately damaging property  Spitting  Swearing  <i>(Appendix 2)</i></p>	<p>Sent to Headteacher who reinforces expectations for behaviour and applies appropriate sanction.</p> <ul style="list-style-type: none"> <li>- Removal of privileges (class/whole school responsibilities) &amp;/or exclusion from after school clubs (parents to be notified in advance of after school club)</li> <li>- A letter is sent to the child's parents and a copy is placed on the child's file.</li> <li>- Parents invited to attend a meeting which is followed up by a letter which is placed on the child's file.</li> <li>- 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)</li> <li>- Lunch time exclusion, fixed term exclusion, permanent exclusion. (At this point advice is sought from LCC and the Governing body.)</li> </ul>