

BEHAVIOUR POLICY



Start date: SEPTEMBER 2019

Review date: SEPTEMBER 2022

Why do we need a Behaviour policy?

At St Bartholomew's C of E (Aided) Primary School we provide a learning environment that is safe and secure for the children in our care. The school has a positive attitude towards behaviour, which creates an atmosphere of friendly and relaxed relationships based on mutual respect and supported by a restorative approach.

We aim to enable our pupils to:

- Be healthy.
- Stay safe.
- Enjoy and achieve in their learning.
- Make a positive contribution.
- Achieve economic well-being.
- Access the full range of learning opportunities in a calm, positive environment.
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual.

What are the principals of a Behaviour Policy?

- To raise pupils' self-esteem.
- To promote/develop empathy and respect for self and others.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To develop an awareness of and adherence to appropriate behaviour.
- To encourage pupils to value the school environment and its routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To empower staff to determine and request appropriate behaviour from everyone.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To work within a positive, proactive reflective approach to behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the school community

How do we implement our Behaviour policy?

1. BARTS values and 'Golden Rules'
2. Expectations of the school community
3. Curriculum
4. Behaviour Code
5. Support Systems for Individual Pupil Needs
6. Support Systems for Staff
7. Support Systems for Parents/Carers

1. School Ethos

The school has a Christian ethos expressed through the BARTS values of *Believe, Achieve, Respect, Trust* and *Succeed*. Many of these values are addressed daily throughout school life and modelled by all adults within the school community. We have a set of **Golden Rules** that are underpinned by the BARTS values;

- Be kind, gentle and courteous
- Respect people and property
- Walk quietly and speak calmly
- Listen to adults and follow their instructions
- Be a smart BART

2. Expectations of the school community

Staff and Governors	Pupils	Parents/Carers
To lead by example	To follow the BARTS values and golden rules	To be aware of and support the BARTS values and golden rules
To be consistent in dealing with pupils by following the school behaviour code	To attend school regularly and, on time and equipped ready to learn	To ensure that pupils come to school regularly, on time and with the appropriate equipment
To encourage the ethos of the school through the BARTS values	To take responsibility for their own actions and behaviour	To take an active and supportive interest in their child's work and progress
To have high expectations of all pupils	To be tolerant of others, irrespective of race, gender, religion, age, disability or sexuality	To liaise with any additional behaviour support that may be required for their child
To meet the educational, social and emotional needs of all pupils through high quality 'first wave' provision		Liaise with school staff as necessary and treat staff and pupils with respect at all times
To promote regular communication between school and home		Provide the school with an emergency contact number

3. Curriculum

At this school, through our curriculum, we teach pupils the BARTS values. PSHE and citizenship, taught using a variety of methodologies, addresses our ethos and expectations directly. We believe that an appropriately structured curriculum contributes to effective and good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives and steps for success which are understood by the pupils and differentiated to meet the needs of a range of abilities.

Marking is used both as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

4. Behaviour

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Our behaviour codes (See codes) are designed to promote and acknowledge good behaviour rather than just deter anti-social behaviour.

Behaviour Code Guidance

Good Behaviour	<p>Each day you follow the BARTS golden rules will be recorded as a 'merit day'.</p> <p>For every 25 merit days you will be awarded a BARTS certificate.</p>
Choice Warning	<p>You will be asked to make a choice about whether to continue with your behaviour if you are not following the BARTS golden rules.</p> <p>If you continue with your behaviour, you will be given a warning. A 'W' will be recorded on the behaviour chart. You will lose 5 minutes of golden time.</p> <p>If you receive 3 warnings in one week you will have to see your class teacher at break or lunch time.</p> <p>If you receive more than 3 warnings in a week, you will have to see your phase leader at break or lunch time.</p>
Cloud	<p>If you have been given 3 warnings, you will see your class teacher. 'C' will be recorded on the behaviour chart and you will lose all of your golden time.</p> <p>You must fill in a behaviour reflection form with your class teacher at break or lunch time.</p>
Rain Cloud	<p>You will have to see your phase leader automatically if you do any of the following:</p> <ul style="list-style-type: none">· Swearing· Stealing· Damage to property· Dangerous behaviour such as kicking, pushing or fighting, throwing items· Repeated refusal to follow instructions from staff <p>You will lose all of your golden time and must fill in a behaviour reflection form with your phase leader. 'R' will be recorded on the behaviour chart.</p> <p>1 'R' level in a term – your phase leader will inform your parents</p>
Thunder Cloud	<p>If you receive a second 'R' level in the same term, you will have to see the Head teacher/Deputy Head teacher. 'T' will be recorded on the behaviour chart and you will miss the class reward afternoon.</p> <p>1 'T' level in a term – the Deputy Head Teacher or Head Teacher will inform your parents and arrange to meet them to discuss your behaviour.</p>

Sanctions

- The use of sanctions will be characterised by certain features:
- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

5. Support systems for Individual Pupil Needs

If there is a persistent problem the class teacher and a Senior Leader will draw up an Individual Behaviour Plan to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including mid-day supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. positive play, circle of friends, peer buddies/mentors).

6. Support systems for Staff

The school will support all adults to work positively with pupils. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is able to provide a cohesive approach to supporting individual pupil needs. Staff having difficulties with an individual, class or group should speak to a senior member of staff

7. Working with Parents

The school has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

8. Exclusions

Exclusion will only happen:

- in response to serious breakdown of the school's behaviour policy
- once a range of alternative strategies has been followed
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school

The school will follow the DfE guidelines with regards to the exclusion procedure. It is important that the sanction is not out of proportion to the offence. Sanctions range from: expressions of disapproval, the withdrawal of privileges, referral to senior leaders then Headteacher, letters to parents, and ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures, should take place to eliminate these as contributory factors. Additional specialist help and advice from an Educational Psychologist or other external agencies will be considered.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the school community, staff and governors.