



St Bartholomew's Church of England
Primary School

Our Vision:

“A school at the heart of the community, which provides an exciting, challenging and supportive learning environment, where every child fulfils their potential.”

Our Mission:

“To provide a high quality, inclusive learning environment which promotes and celebrates high standards of progress and attainment in academic, sporting and creative learning.”

Our Community:

“To maintain positive and effective partnerships between parents, carers and the community, and preserve and develop our religious character through working with the local churches.”

BEHAVIOUR AND DISCIPLINE POLICY

Good behaviour is a necessary condition for effective teaching and learning to take place. A school requires generally accepted codes of conduct and rules of procedure which the school follows. At St Bartholomew's we use Positive Behaviour Management that addresses changing behaviours as well as its management.

AIMS

- to develop a caring, responsible orderly community where all individuals treat each other with courtesy and respect
- to make boundaries of acceptable behaviour clear and to ensure safety
- to have a consistent approach to behaviour throughout the school
- to help pupils, staff, parents and governors have a feeling of common purpose
- to develop in pupils a sense of self-discipline and an acceptance of responsibility for their actions
- to develop in pupils a concern for individual property and school property

CHILDREN HAVE THE RIGHT TO TEACHING WHICH IS NOT DISRUPTED BY THE POOR BEHAVIOUR OF OTHER PUPILS

CARES CODE

- C** Co-operation
A Awareness of others
R Respect for people and property
E Enjoyment
S achieve Success through challenging ourselves to:

GIVE OUR BEST

St Bartholomew's has a "Cares Code" which underpins all we do in school. This readily keeps in mind the ethos of the school.

CHILDREN'S RESPONSIBILITIES:

- To work to the best of their abilities and allow others to do the same
- To follow the school rules:
 1. Follow instructions with thought and care
 2. Keep hands, feet and unkind thoughts to ourselves
 3. Walk quietly through the school

STAFF RESPONSIBILITIES:

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging and interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently following the Behaviour and Discipline Policy
- To be a good role model
- To form a good, professional relationship with parents so that all children can see that the adults in their lives share a common aim
- To recognise that each child is an individual and to be aware of his / her (special) needs

PARENT RESPONSIBILITIES:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school and to sign the Home School Agreement
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To respond if necessary to removal from class or missed Golden Time Letters and discuss with their child the reasons why it was received

GOVERNOR RESPONSIBILITIES:

Reviewed Summer 2019

- To support the role this policy plays in promoting the values of our school
- To be available to parents if required (X-Ref: Complaints Policy)

WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR:

- We promote the CARES Code of our school
- We make clear our expectations of good behaviour
- We challenge unacceptable behaviour and ensure children know exactly which behaviours are unacceptable
- We promote mutual respect (X-Ref to Multicultural Policy)
- We encourage children to take increasing, age appropriate responsibility for their own actions and behaviour
- We celebrate and reward the good behaviour of individuals and groups (*eg House Points / Golden Time*)
- We provide descriptive praise where the child (and classmates) know exactly the behaviour which is being praised
- We celebrate success
- We clearly and consistently implement our school's Positive Behaviour Management strategy in all year groups
- We promote Positive Behaviour Management systems at lunch-times (Ref: Appendix 3)
- We report good behaviour to parents

REWARDS FOR FOLLOWING SCHOOL RULES : INDIVIDUALS

- Good work recognised in the whole school 'Well Done Assembly' where two children from each class receive a certificate in recognition of good work, or positive and desirable attitudes, shown during the previous week. Parents are invited to this assembly to share the experience.
- Recognition in class
- 'Well Done' comments from the teacher other adults and children; praise and recognition.
- 'Smiley faces' or reward stickers from the teacher and
- House Points earned for their House
- Sent to Head teacher to show work or to celebrate good behaviour. Head teacher to reward through praise / comment, merit sticker / certificate and / copy of work stuck in HT room or sent home for parent's to see
- Celebration with other staff and / or classes
- 'Merit stickers' and / or certificates to be sent home to parents
- Letter home to parents from Head teacher
- Gold cards are given for correct lining up and returning to class after breaks, it results in a House Point too.
- An extra break can be earned (Golden Time) by routinely following school rules. This is to a maximum of 15 minutes per week.

CONSEQUENCES FOR NOT FOLLOWING THESE RULES

- The first time:** A warning is given and recorded on the behaviour tracker
- The second time:** 10 minutes off break time or lunchtime. Second warning is recorded on behaviour tracker
- The Third Time:** Sent to an agreed class for the remainder of the lesson with work to be completed. Letter to be sent home to Parents.
- The fourth time:** Sent to Mrs Boston, Mrs Oakland or Mrs Campbell. A note is made in the incident record book
- The fifth time:** Parents/carer contacted immediately.

DISRUPTIVE OFF-TASK BEHAVIOUR- examples include...

- Shouting out in class
- Throwing things in class
- Pushing or hitting another child
- Running in the classroom
- Talking back

This behaviour means that one child is interrupting the teaching or preventing other children from learning. The behaviour is easy to recognise because it is so obtrusive. The children need to learn that negative consequences are a natural outcome of misbehaviour. The key is not the consequences themselves but the inevitability that they will occur **each** time a rule is broken. Consequences given consistently and calmly, help teach the children to behave responsibly and think about their behaviour. Children will be clearly told which behaviour broke a school rule.

- Pupils must always be asked to **“make a better choice”** when disruptive off-task behaviour is happening.

There will however be times when, in the professional judgement of the teacher, it would not be in the child's best interest to provide a consequence:

- a child is highly disruptive but the behaviour is entirely out of character. It would be more appropriate to sit and talk to the child and to ascertain what is wrong.
- a child has a serious problem controlling his / her temper and providing a consequence at a particular moment might provoke an outburst of anger that could prove very difficult to handle at that time or may disrupt the class. It would be more appropriate to deal with that behaviour later. (Though it must be dealt with and not avoided)
- a child is extremely upset / crying; providing a consequence when the child is so disturbed would be meaningless. Until the child has calmed down there would be no point in issuing a consequence.

IMPLEMENTING CONSEQUENCES: KEY POINTS

- Be consistent. Consequences must be provided each time a student chooses to disrupt.
- Give consequences in a firm, calm manner.
- Re-focus children who attempt to argue with you.
- After a child receives a consequence take the first opportunity to recognise something positive the child is doing.
- Provide an 'escape mechanism' for students who are upset and want to talk about what has happened.
- 'Move in' when a child is being continually disruptive.
- Stay calm if a child challenges your authority.

KEEPING TRACK OF CONSEQUENCES

- Mis-behaviour and consequences are tracked. Children need to see that warnings are recorded.
- Staff keep a Behaviour Tracking Sheet (Ref: Appendix 1)
- When a child receives a warning their name is written on the tracking sheet. If she / he break additional rules during that school day a circle is drawn around the number of the warning.
- All classes in school will use the behaviour tracking system. (FS to Y6)

REVISING THE DISCIPLINARY HIERARCHY

- If, at any time, it is felt that the child's behaviour is not being redirected sufficiently or effectively by the disciplinary hierarchy then the teacher will need to consider revising the hierarchy of consequences through consultation with the Head teacher.
- Parents should, at this point, be informed and, if necessary, a Behaviour Contract and Plan or Application and Attitude Tracker set up. (Appendix 2). A review of the situation should be scheduled - after one week.
- The outcomes of the individual behaviour plan should be documented and kept in the child's individual record file.
- Children can be placed straight to the third warning on the tracker if the same misbehaviour is consistently repeated. The child must be told that this will happen as a consequence for any future similar behaviour, before the sanction is applied.

NON-DISRUPTIVE OFF-TASK BEHAVIOUR- examples include...

- Looking out of the window
- Reading instead of working or listening
- Doodling instead of working or listening
- Daydreaming

Non-disruptive off-task behaviour means that the child is not disturbing others but is not paying attention or following directions. Non-disruptive off-task behaviour needs to be corrected calmly with care and understanding. We recognise that controlling non-disruptive off-task behaviour with immediate consequences is not the answer but non-disruptive off-task behaviour is not ignored.

- re-direct the behaviour while continuing to teach
- stand by an off-task child as you teach
- mention the off-task child's name while teaching – **or** use proximity praise
- as soon as a child is back on task find an opportunity praise
- If a teacher finds they are having to redirect a child frequently then staff should turn to the school's disciplinary hierarchy and issue a warning.
- The whole school Attitude and Application Tracker can be used to help redirect non-disruptive off-task behaviour.
- This tracker is signed after each lesson by the teacher indicating whether appropriate attitudes and application to work has been evident in the lesson.

- The trackers are shown daily to the Head or Assistant Heads and taken home for parents to sign

BREAK TIME BEHAVIOUR

A Well Done Gold Card may be awarded to any child who is seen lining up quietly and correctly and following instructions given by the teachers on duty. This will earn a house point.

After the end of break time bell all children are expected to line up, without talking, in an orderly way. Teachers may give a 'Red Card' to anyone breaking this rule, they **MUST** give a warning first. A red Card will result in the child being placed on the Tracker.

- Requests to go to the toilet must be given

LUNCH TIME BEHAVIOUR

– see Appendix 3

EXTREME DISRUPTIVE OFF-TASK BEHAVIOUR

This could include:

- violent behaviour towards anyone involved within the school community
- racial abuse (Ref specific policy and guidelines)
- bullying (Ref specific policy and guidelines)
- cyber bullying (See Appendix to Anti-Bullying Policy)
- rudeness to adults
- Serious damage to school or others' property.

In these situations, the disciplinary hierarchy of consequences could be over-ridden and immediate intervention would be sought from the Head teacher and / or Assistant Head teachers. The incident would be logged in the incident book kept in the Head teacher's Office and parents may be invited to come into school to discuss the concerns and possible courses of action to improve / remedy the situation.

If positive handling is required and restraint is used it will be recorded in the Restraint Log Book. Communication with parents should be retained for reference and kept in the child's individual file as well as in the Head teacher's central file. A copy of any written communication will be sent to parents who are separated.

- A Positive Behaviour Management Plan or Positive Handling Plan may be implemented in extreme situations where routines for dealing with a named individual are documented. This will be available to all staff through the VLE. A positive handling Plan **WILL** be implemented if a child has had to be restrained, for reference in subsequent behaviour issues that may arise. This document will be signed by the Head Teacher and by a parent or carer.

SUSPENSIONS AND EXCLUSIONS

The Governing Body will adopt the policies and guidelines of the D of E and LA. Suspensions and exclusions are only used in extreme circumstances and only after every attempt has been made to solve the problem.



BEHAVIOUR TRACKING SHEET

Appendix 1

CLASS _____ WEEK _____

PLEASE INITIAL IF YOU ARE NOT THE CLASS TEACHER

NAME	MONDAY				
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When a pupil receives a warning (W), write their name on this tracking sheet. If a pupil breaks additional rules during that school day, circle each additional warning in the appropriate box. Check the consequences for each warning received. (Enclosed in this folder)






“Give Your Best” A & A Tracker

Attitude and Application

Name: _____

Date Started: _____

Day	Session		Session		Session	SMT or Parent or Carer signature
Monday		P L A Y		L U N C H		
Tuesday						
Wednesday						
Thursday						
Friday						
  		<p>Good attitude towards learning, worked hard</p> <p>Careless attitude, careless work</p> <p>Poor attitude, disappointing work</p>				

The lunchtime period is from 11.45am to 12.45pm KSI and 12.15pm to 1.15pm KSII The Head has overall responsibility at lunch-time but delegates responsibility for supervision to the Midday Manager. The midday Manager has a team of Midday Supervisors.

We consider that all pupils and adults are entitled to an enjoyable, stress-free lunch hour in a clean and safe environment. We aim to achieve this through:

A set of Dining Room guiding statements, previously explained and agreed by pupils and staff, and displayed in the Dining Room:

remember to listen carefully to all dinner ladies and do as they ask put your hand up if you need any help
remember the table manners you have been taught at home and school
remember to WALK and TALK quietly
remember to scrape and stack your tray properly
remember to pick up any pieces of food you have dropped and stack your chair

End of Lunchtime:

The midday manager will ring the bell at 12.45pm / 1.15pm and a member of lunch time staff will call the children to their lining up point. Teachers will be ready to receive their children at the lining up point at the correct time.

Monitoring

The Midday Manager, on a daily basis, will report to the Head regarding any behaviour causing concern. If there are any serious incidents of poor behaviour, the pupil's name and nature of the incident will be recorded in the appropriate monitoring book eg:-

- Midday Supervision Record Book
- Racist Incidents Book
- Incident Log.

The latter two books are located in the Head's Office.

- Red cards may be given by the Midday Supervisory Team for serious cases of poor behaviour and/or persistent breaking of the school rules.
- A red card received means 15 minutes missed at the start of lunchtime play the following day and recorded on the Class Behaviour Tracker.
- The lunch time supervisor has responsibility to inform teachers of the red-card to ensure the warning is recorded on the class behaviour tracker.

Those children missing 15 minutes lunch time break are to be seated in the Dining Hall under the control of a member of the Midday Manager team or the Midday Supervisor.

In The Dining Hall

Remember:

In the Dining Hall the Midday Supervisors are there to help you:

1. Remember to listen carefully to all Midday Supervisors and do as they ask
2. Put your hand up if you need any help
3. Remember the table manners you have been taught at home and school
4. Remember to WALK and TALK quietly
5. Remember to scrape and stack your tray properly
6. Remember to pick up any pieces of food you have dropped and stack your chair

THANK YOU