



BEHAVIOUR AND DISCIPLINE POLICY

*'If you have faith as small as a mustard seed, nothing will be impossible to you'
(Matthew, 17:20)*

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years

Reviewed by: A Clark & S Oakland – 2nd December 2025

Reviewed by Governor: Full Governing Body Approval 24th February 2026

Next review date: Autumn 2028

BEHAVIOUR AND DISCIPLINE POLICY

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which the children in our care want to attend and where they can learn and thrive.

(DfE, Sep 2022)

At St Bartholomew's, we endeavour to create a culture where pupils and staff can flourish in safety and dignity. Our CARES code underpins this and keeps in mind the school's ethos, offering points for reference and reflection:

CARES CODE

- C - co-operate kindly with others
- A- aware that everyone is important and individual
- R - respect others and take responsibility for our actions
- E - enjoy school and be enthusiastic
- S - achieve **success** through challenging ourselves

Our approach to managing behaviour includes positive reinforcement, proactively supporting pupils to behave appropriately, acknowledging changes in behaviour and enabling, where necessary, periods of restoration.

Our Aims - to:

- make boundaries of acceptable behaviour clear and to ensure safety;
- have a consistent and fair approach to behaviour throughout the school;
- develop in pupils a sense of self-discipline and a regard for authority;
- develop an acceptance of responsibility for 'our' actions.

A school requires generally accepted codes of conduct and rules of procedure which the members of our community follow. We feel that high standards and clear rules reflect the values our school and outline the expectations and consequences of behaviour for everyone.

PUPIL RESPONSIBILITIES - these include:

- to work to the best of their abilities and allow others to do the same - 'GIVE YOUR BEST' (school motto)
- 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 - respecting personal space
- raise children's self-esteem and develop their full potential
- provide challenging, interesting and relevant learning
- create a safe and pleasant environment - promoting physical and emotional wellbeing
- use rules and sanctions clearly and consistently, following the 'Behaviour and Discipline' Policy
- model the behaviour we expect - recognising that everyone is in a position that may be unfamiliar to them
- form a good, professional relationship with parents/ carers so that all children can see that the adults in their lives share a common aim
- recognise that each child is an individual and to be aware of his/ her (potentially additional, incl SEND) needs

PARENT RESPONSIBILITIES - to:

- make children aware of appropriate behaviour
- encourage independence and self-discipline
- show an interest in all that their child does in school
- foster good relationships with the school
- support the school in the implementation of this policy
- be aware of the school rules and expectations

GOVERNOR RESPONSIBILITIES - to:

- support the role this policy plays in promoting the values of our school and changes that are made.
- be available to parents if required (Ref, Complaints Policy)

TO ENCOURAGE GOOD BEHAVIOUR - we:

- promote the CARES Code of our school
- make clear our expectations of good behaviour
- challenge unacceptable behaviour - and give time to clearly outline the incident and our reasoning;
- promote mutual respect (Ref: Multicultural Policy)
- encourage children to take increasing, age-appropriate responsibility for their own actions and behaviour
- celebrate and reward the good behaviour of individuals and groups
- celebrate success
- clearly and consistently implement our school's positive behaviour management strategies in all year groups
- promote positive behaviour management systems at lunch-times
- report good behaviour to parents

REWARDS - for following school rules

We recognise that praise and recognition of children's contributions, efforts, determination and resilience start with those encouraging, positive and reaffirming 'well done' comments from a child's teacher, other adults in school and their peers.

More specifically, we adopt the following:

- Recognition in class
 - **EYFS, KS1:** (Class Dojo) 'Monster point' system used;
 - **Year 3/ 4:** Class points earned - criteria consistent (teacher to record in own way - star, marbles...); 1 point = 30 sec of reward for entire class - collected in physical or 2D jar in classroom; Teachers, with reference to phase/middle leader, to decide when reward can be taken (every few weeks at end of day / before or after break or lunch).
 - **Year 5/ 6:** Class points earned... criteria consistent (teacher to record in own way - star, marbles...); 1 point = 30sec of reward; Gold card = 2 class points; Teachers, with reference to 'phase'/ middle Leader, to decide when reward can be taken (end of day, week...)
- **Whole school approach**
 - Points earned for their 'House'
 - weekly 'well done' assembly, dedicated to celebrating children's achievements at a class, 'house', whole school and home levels
- **Others include:**
 - reward stickers
 - certificates, to be sent home to family
 - Message (written note, text) sent home to parents
 - Gold cards, given for correct lining up and returning to class after breaks (this equates to a House Point)

Golden time

An extra break/ reward may sometimes be earned **by the class** - termed 'Golden Time' - at the discretion of the class teacher (and with reference to their 'Phase' team/ Middle Leader) by routinely following school rules. This is to a maximum of 15 minutes per week and will not take place on a Friday.

DISRUPTIVE, OFF-TASK BEHAVIOUR - examples may include (but not exclusive to):

- 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. Consequences - in the form of sanctions - given consistently and calmly, help teach the children to behave responsibly and think about their behaviour; reasoning will be explained clearly to the children.

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.

CONSEQUENCES - *for purposefully not following our school rules.*

Our sequence of sanctions forms the following system:

- Pre-tracking - 1st verbal warning given

Tracking sequence	Sanction:	Description of response and actions
W	A 2 nd verbal warning is given	[w] behaviour tracking begins
2	Up to 5 minutes off break-time or lunchtime.	[2] second warning is recorded on behaviour tracker
3	Sent (with 'red' card) out of the classroom to <u>partner</u> class for 10 mins	[3] recorded on tracker; Letter home to Parent(s)/ Carer(s) - office instructed to send letter
4	Member of Senior Leadership Team (SLT) sent for	[4] tracking continues; Decision to remove child (or remain in class) made jointly with class teacher/ lead adult; Parent/ Carer contacted directly and informed.
5	Child sent directly to Headteacher (or Assistant HT in his/ her absence)	[5] Parent/ Carer meeting arranged An individualised plan may be considered

IMPLEMENTING SANCTIONS – we will:

- be consistent and clear, giving sanctions in a firm but calm manner;
- re-direct children who attempt to argue;
- take an opportunity to recognise something positive the child is then doing;
- provide an 'escape mechanism' for students who are upset and want to talk about what has happened;
- stay calm and seek SLT support as necessary;

KEEPING TRACK OF CONSEQUENCES

Beyond an initial verbal warning, poor, disruptive and/ or challenging behaviour - and subsequent sanctions - will be 'tracked' by the teacher and/ or lead adult. Pupil names will not be displayed in any form in classrooms, as part of our system.

We feel that children need to understand that their actions and our responses, in these instances, are recorded. Equally, this provides a record for reference - should parents/ carers need to be informed - to aid the identification of an evolving pattern, or provide further information linked with a change of behaviour.

'Tracking Sheet' - Ref: Appendix 1, Year 1-6 (EYFS use a smiley face system). All classes in school will use the behaviour tracking system; in EYFS, the transition to tracking may be at a more individualised point.

When a child receives a second warning, their name is written on the tracking sheet. Further instances of poor/ disruptive behaviour, within the same session or over the course of a day, are then recorded as cumulating ticks (and may include supplementary notes). As a responsive, low-level action, the 'class point' system in Yr 5/ 6 includes removal of a point (in a 1:1 moment) as a last resort.

REVISING THE DISCIPLINARY APPROACH

- Children may be progressed straight to the third sanction on the tracker, if the same behaviour is repeated and or something linked is recognised as a further build-up or escalation of the original circumstance;
- If, at any time, it is felt that a child's behaviour is not being redirected sufficiently or effectively by the disciplinary system, then the teacher will need to consider revising these steps towards a more individualised approach - this will be done through consultation with a member of SLT;
- Parents/ Carers should, at this point, be informed and if necessary, a more individualised plan - with a view to positive next steps - will be written. A review of the child's behaviour and/ or response to the agreed approach should be scheduled. The outcomes of the individual behaviour plan should be documented and maintained as a record.

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. We feel this 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 - possible responses include:

- 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 in praise at the next opportunity
- If a teacher finds they are having to redirect a child frequently within a lesson, then staff should adopt the school's disciplinary system and issue a warning.

BREAK TIME BEHAVIOUR

After the end of break time bell, all children are expected to line up, without talking, in an orderly way.

- 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.
- adults 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 behaviour tracker.
- Requests to go to the toilet must be given.

LUNCH TIME BEHAVIOUR

– see Appendix 2

EXTREME, CHALLENGING BEHAVIOUR (*refer to Anti Bullying Policy*)

This could include:

- Blatant rudeness and/ or belligerent to school adults
- Aggressive, violent behaviour towards any member of the school community
- Abusive, discriminatory behaviour – racist, homophobic
- Bullying (including 'cyber' form)
- Serious damage (or attempt) to school or others' property

'Child on child' abuse (ref, 'Safeguarding and Child Protection' Policy)

The school takes abuse between peers very seriously, recognising and being alert to the possibility that this may form part of a pattern of 'bullying' (including cyber, prejudice and discriminatory-based); School define as: targeted, pre-considered and 'on-purpose', behaviour - in the form of physical, verbal and/ or emotional abuse - that takes place on more than one occasion, or frequently, towards an individual(s).

In dealing with this situation, the following measures may be implemented:

- in the first instance, it may be felt that the sequence of sanctions could be over-ridden and immediate intervention sought from a member(s) of SLT;
- the incident(s) will be logged appropriately on CPOMs, including any 'next steps';
- school would seek to inform and involve parents/ carers of both the victim(s) and perpetrator(s) as necessary, to discuss concerns and appropriate courses of action;
- a risk assessment may be undertaken and documented, with a view to maintaining the safety and well-being of the pupil(s) involved

Behaviour Management and Positive Handling Plans (PHP)

Plans may be implemented in situations where behaviour has become increasingly and more frequently challenging resulting in likely harm to self, others or school property. A PHP will be implemented if there is the possibility that a child may need to be guided and/ or restrained. Subsequently, it also becomes necessary that responses to dealing with a child are documented, including for reference and review as further incidents arise.

If positive handling is required and a 'guide' and/ or 'restraint' is used, it will be recorded in the Bound and Numbered book. Further, notes from communication with family should be retained for reference and kept securely on file. A plan must 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 DfE and LA. Suspensions and exclusions are only used in extreme circumstances and only after every attempt has been made to solve the problem.

Positive Behaviour Management: **Lunchtime Sessions**

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 period in a clean and safe environment.

We expect children to:

- listen carefully to all lunchtime supervisors and do as they are asked;
- ask for help if needed (raising their hand in the main hall);
- remember their table manners;
- TALK quietly in the hall;
- put their rubbish in the bin (whether inside or out).

End of Lunchtime

The teacher (or member of classroom support staff) will collect their group from outside. When returning to the class from outside, children will walk via their pre-determined route.

Monitoring

The Midday Manager, on a daily basis, will report to the Headteacher and/ or member of SLT, 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 appropriately monitoring

Sanctions

A red card may be given by the Midday Supervisory Team for serious cases of poor behaviour and/or persistent breaking of the school rules.

In the case of a child being given a red card, he/ she will be spoken to by a teacher / member of SLT. Parents/ Carers may be informed as felt necessary and as part of the 'wider picture' of behaviour over the course of the pupil's day.