

BEHAVIOUR POLICY

St Bartholomew's Primary School

Date agreed by Governing Board	October 2025
Signature of Chair of Governors	*Bettina Carlyon*
Signature of Headteacher	*Daniel Meyer*
Date to be reviewed by Governing Board	November 2027

This version supersedes all previous versions of this policy

BEHAVIOUR POLICY

AIMS AND EXPECTATIONS

- That every member of the school community feels valued and respected, and that each person is treated fairly.
- To have a caring ethos and values built on Christian values, showing respect for all.
- The school expects every member of the school community to use Luke 6:31 to guide their behaviour: '*Do for others just what you want them to do for you'.*
- The school rewards good behaviour.
- We use restorative approaches to help children discuss their behaviour and its effect on others, and negotiate a resolution.
- Children will thrive in an atmosphere of forgiveness, which enables them to move on.
- All staff will frame their discussions around behaviour that challenges using the positive language scripts available in appendix D.

SCHOOL RULES

1. We have three rules for behaviour based on our values:

    - We are **respectful** to all and everything in our school community
    - We **persevere** by not giving up when it is hard
    - We act with **kindness** to change the world for the better

BULLYING

2. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (*See also our Anti-Bullying Policy.)*

THE ROLE OF GOVERNORS

3. The Governors support the Headteacher in implementing this policy.

1.1 THE ROLE OF THE HEADTEACHER

4. It is the responsibility of the Headteacher, with the Senior Leadership Team, under DfE's *Behaviour and Discipline in Schools - Advice for Headteachers and School Staff* (February 2024) to:

    a) Set out measures in the Behaviour and Discipline Policy to promote good behaviour, self-discipline, and respect.
    b) Prevent bullying.
    c) Ensure pupils complete assigned learning.
    d) Regulate the conduct of pupils.

5. The Behaviour Policy is made available to the school community online via the website or in hard copy via the school office.

6. The Headteacher will provide regular reports to the Governing Board regarding pupil behaviour.

7. Any acts of racism or homophobic name-calling will be dealt with directly by the Designated Safeguarding Team.

8. Sometimes children's behaviour requires additional support and intervention by the SENCO and/or appropriate agencies.

THE ROLE OF THE CLASS TEACHER

9. The role of the class teacher is to demonstrate consistently the positive attitudes, values, and behaviour which are expected of pupils and to manage behaviour effectively to ensure a good and safe learning environment (Teachers' Standard 7).

10. In the first instance, the Class Teacher deals with any behaviour that challenges using appendix A.

11. A report on behaviour for learning is included in all end of year reports.

12. Teach the Relationships, Health and Sex Education (RHSE) curriculum, where there are opportunities to discuss the importance of making right choices and appropriate strategies for dealing with conflict. It provides the tools for children to discuss the effect of their behaviour on other children.

THE ROLE OF PARENTS/CARERS

13. In accepting a place for their child at this school parents, carers, or guardians agree to support the school's policies and abide by its expectations. This includes behaving in an appropriate manner. Physical or verbal abuse will not be tolerated.

14. If the school has to use reasonable sanctions, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact a member of the SLT. If these discussions cannot resolve the problem, a parent can contact the Chair of Governors.

15. If an issue becomes a complaint against the school it will be dealt with in accordance with the school's *Complaints Policy.*

THE ROLE OF PUPILS

16. All pupils have the opportunity to discuss their behaviour in a restorative environment. Suggestions are taken from school council re behaviour at lunchtime and morning break and these are responded to by staff.

MONITORING AND REVIEW

17. The school monitors the effectiveness of this policy on a regular basis. Reports are made to the Governing Board on the effectiveness of the policy and, if necessary, the school makes recommendations for further improvements.

APPENDIX A

PROCEDURES ADOPTED BY ST BARTHOLOMEW'S SCHOOL

Rewards

1. We praise and reward children for good behaviour in a variety of ways:

    a) Staff use positive praise.
    b) Staff give children Dojo points.
    c) The parents of children who receive the most points will receive a personal message from the class teacher, either in person, over the phone or via Class Dojo.
    d) Children will receive a sticker from the Headteacher for an excellent effort in their learning.
    e) Every week Class Teachers will nominate a child to receive a certificate, which is awarded in collective worship.

2. The school acknowledges all the efforts and achievements of children, both in and out of school, celebrating them in collective worship and by mention in the school newsletter.

3. Certificates are awarded for participation in sports teams and other, school-organised, out-of-school activities.

Sanctions

Behaviour that challenges is dealt with using a rational response: *learning has been interrupted*. Learning is too important at Saint Bartholomew's to be disrupted by any behaviour that challenges.

4. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation but before any sanction is applied the child will be given a verbal warning.

5. The four-Stage system:
    a) Stage I: Reminder
    We expect children to act with kindness and respect, and persevere in everything they attempt. If they do not do so, a verbal reminder of the school values (respect, kindness, perseverance) is delivered.
    b) Stage 2: Caution
    A clear verbal caution is delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about the choices you are making'.
    c) Stage 3: Time out
    The child is sent to complete their learning in their parallel class whenever possible. The reason is recorded and given to the Deputy Head for inclusion.
    d) Stage 4: Reconnect, repair, restore
    The adult will intentionally repair harm to the relationship after any negative interactions, such as a reprimand. The adult will explicitly forgive the wrong choice (actively let go of the previous incident and starting afresh, move on with a clean slate). The adult will communicate their professional care for the student (such as '*your learning is too important to be missed or interrupted'*). Framing the conversation to remind the child of a positive learning behaviour they have witnessed recently ('*Last week you were an excellent role model to others in class, I know you can make the right choices.*').
6. If a child continually refuses to complete their learning they will be given the option to either:

    - Complete it in class
    - Complete it at home and return it to school to receive feedback

7. If a child's behaviour is of a more serious nature, for example they are dangerous, threatening, abusive, or defiant; they will be taken to a member of the SLT. If a child refuses to go, a member of staff will call for a member of SLT, requesting their immediate attendance. An incident form will be completed. If a child is missing on site SLT will immediately be informed and act

according to our protocol. All areas of the school are searched and members of the office staff monitor the external gate. If a child chooses to leave the school premises without permission the police and parents are called. As with all incidents a restorative approach is taken by all staff.

8. Serious Incidents are recorded using the school's electronic recording system. Any serious incidents are referred immediately to SLT.

APPENDIX B

GOVERNORS' BEHAVIOUR PRINCIPLES STATEMENT

- All children, staff, and visitors have the right to feel safe at all times at school.
- St Bartholomew's is an inclusive school. All members of the school community should be free from discrimination of any sort.
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff, pupils, and parents and consistently applied.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and the Head teacher is expected to use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally, and reasonably, taking into account SEND, disability, and the needs of vulnerable children, and offering support as necessary.
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- As a school we model positive behaviour and have high expectations of the whole community by promoting good relationships so that we can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to learn together in an effective and considerate way, in accordance with the School Vision.

APPENDIX C

SUSPENSION AND PERMANENT EXCLUSION

1. We do not wish to exclude any child from school, but sometimes this may be necessary. The school has, therefore, adopted the standard national list of reasons for exclusion, and the standard guidance, *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England 2024*. We will refer to this guidance in any decision to exclude a child from school.

2. In considering whether to exclude a pupil, the Headteacher will weigh up:

    a. The seriousness or persistence of the pupil's behaviour together with
    b. The impact of not excluding the pupil on the school as a whole and the integrity of its Behaviour and Discipline Policy.

3. Whilst every effort will be made to identify pupils at risk of exclusion and to put in place strategies to address problematic behaviour, adopting a blanket approach of never excluding pupils would undermine the school's ability to maintain discipline.

4. Only the Headteacher (or a member of the SLT with the agreement of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods of up to 45 days in any one school year.

5. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

6. If the Headteacher excludes a child, she will inform the parents immediately, indicating:
    a. The reason(s) for the exclusion;
    b. The exact period of a fixed period exclusion; and
    c. The parent or guardians' right to make representation about the exclusion to the Governing Board and how the pupil may be involved in this.

7. The Headteacher will report to the Local Authority and the Governing Board about any permanent exclusions, or fixed-term exclusions in any one term.

8. The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

9. If a Governors' Appeals Panel meets to consider an exclusion it will consider the circumstances in which the child was excluded; any representation by parents and the Local Authority and whether the child should be reinstated. If the Governors' Appeals Panel decides that a child should be reinstated, the Headteacher will comply with this ruling.

Saint Bartholomew's
Behaviour for learning

'Do for others just what you want them to do for you'

Stage 1 **Reminder**	Respect Kindness Perseverance	*'I expect to see our school values. They help us learn'*	
Stage 2 **Caution**	Making the wrong choices stops the learning	*'Every choice has a consequence'*	
Stage 3 **Time Out**	Learning continues in the parallel class	*'Your wrong choices have disrupted the learning.'* *'Complete the learning next door, **or** at break, **or** at home'*	Recorded for SLT
Stage 4 **Restorative**	Reconnect Repair Restore	*'I care about your learning'* *'You have been brilliant in the past'* *'What could stop this happening again?'*	Lunchtime reflection

Fame in class



- 1st attention best conduct
- role model behaviour



- Dojo points
- House points



- Personal message home
- Student of the week

POSITIVE BEHAVIOUR SCRIPTS FOR STAFF

1:1 intervention = 30 seconds	'*Do you remember yesterday/last week when you: showed great focus/led the group/gave me that excellent piece of work? Remember Mum/Dad's face when they read the Dojo message? That is the person I know, that is the Chelsea I need to see today*'. '*Thank you for listening.*'
Positive Framing	'*Tyler, I need your eyes forward*' instead of '*Tyler, stop turning around'.*
	Use specific, concrete, sequential and observable directions to tell students what to do, as opposed to what not to do. Instead of '*Don't run down the corridor*', use '*Thank you for walking respectfully down the corridor*'
	Correct early using positive praise and always model 'please' and 'thank you'. '*Hands to yourself please Maya'. 'Books closed and in front of you please year 5'*
Assume the best of children	'*Just a minute, a few of us seem to have forgotten our line order. Let's try again*' or '*Some people seem to be a bit confused about the instructions, let me give them again*'. Try assuming the error is your own: *'I'm sorry year 4, I haven't been clear, I wanted you to use a fronted adverbial at the start of a sentence*' If a child is being deliberately disrespectful '*That was dishonest, and I know that's not who you are, I'm never giving up on your learning'*
Allow plausible anonymity	Naming names should not be your first move. '*Check yourself to make sure you've done exactly what I've asked*'. '*Wait a minute year 6, I hear calling out. I need you to be quiet and ready to learn*'. '*Some children didn't manage to follow my instructions the whole way, so let's try that again.*'
Narrate the positive behaviour	*'Excellent Dora, you've written the LO used a ruler to underline, and are showing me you're ready to learn.*' Avoid praising everyone around a non-compliant child. Try *'Kaiden show me your best, with your book open and ready, we've lots of learning to do this lesson'*
Challenge	*You have worked incredibly hard this lesson, I'm sure we can do 1 more!' Let's see if we can write for 5/10/15 minutes without stopping. Ready?!' 'Mr Larwood said he didn't think you could write out the multiples of 12 faster than his group, let's show him what we can do'* *'Thank you, John, for showing me excellent sitting and listening'*

Emotional Consistency

Stay in control. Manage your emotions to consistently promote student learning and achievement. Label the behaviour, not the student.
'*If there is calling out it means I have to keep stopping the lesson to make sure we haven't missed anything and everyone can concentrate.*'
Although a mouthful, it is much better than 'you are rude'. Don't let children know their behaviour that challenges can provoke your emotional response. All behaviour that challenges has a rational consequence, it stops the learning.