

*“Good behaviour is a necessary condition for effective teaching to take place.”*

(Education Observed 5 – DES 1987)

### ***‘Roots to Grow and Wings to Fly’***

#### **THE ETHOS OF ST. BARTHOLOMEW’S C of E PRIMARY SCHOOL**

At our school we aim to be a happy and caring Christian Community, one in which we hope all its members will feel able to grow and fulfil their potential as individual citizens. We really value the importance of good relationships. We are committed to the fundamental precepts of love, honesty and trust which provide the foundations for everything we do in school. We strive to develop a caring attitude for each other and our surroundings, one in which respect for one another, property and the environment is fostered. We hope that the members of our school community mirror these Christian and British values within society.

Children’s academic, personal and social development is best supported in an environment where they feel valued and motivated to achieve, where they value themselves and where emphasis is placed on their personal and social development as well as academic achievement. As a church school we aim to create a loving, caring Christian ethos where children can thrive socially, academically, morally and spiritually built on the values of Christian teachings. We seek to help our children *‘live life in all its fullness’*, as described in John 10: 10 in the Bible and see our approach to relationships and behaviour as fundamental in enabling that to happen.

It is the purpose of this policy to have a key role in developing and maintaining such an environment at St. Bartholomew’s Church of England First School.

The Governing Body fully supports these principles and seeks to create an environment in the school which encourages and reinforces good behaviour and to develop lifelong skills and values which will enable our learners to become good citizens and contribute positively to society.

#### **Aims**

- For the children to love and trust one another.
- For all of the children at St. Bartholomew’s School to feel safe to learn, play and be with others.
- To create a learning environment where all its members are treated fairly, with respect and dignity.
- For all children to know they have the right to be safe emotionally and physically.
- It is our belief that the school should help children learn that they are responsible for their own actions and that each child takes his/her own decision about what is the right or wrong thing to do.
- To offer all our children hope and the knowledge that we all falter and make mistakes but we can say sorry and be forgiven, learning how to go on and make a better, more caring world.
- To create a learning environment which encourages and reinforces good behaviour so that all of our children are known, understood, listened to and valued, enabling them to develop their sense of belonging.
- To define acceptable standards of behaviour.
- To teach our children to have courage and know when to stand up for justice.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To teach children the skills to enable them to
  - a) solve conflicts as peacefully as possible through a process of negotiation (disagreeing well)
  - b) to show sympathy towards and tolerance of others being aware of different needs
  - c) to respect property
- To ensure that the school’s expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

We are fully committed to offering our children hope and embracing redemption and forgiveness.

## Principles underpinning St Bartholomew's relationship and behaviour policy

**At St Bartholomew's we believe all behaviour is a communication; positive relationships, a healthy lifestyle and a sense of belonging are key to developing responsible, respectful and active citizens.**

*'Roots to Grow and Wings to Fly'*

Children will	Staff will	Parents/carers will
<ul style="list-style-type: none"> <li>• Demonstrate resilience and independence at their age/stage by completing learning in school and at home and <b>aspire</b> to challenges set by teachers or themselves</li> <li>• Be <b>aspirational</b> for themselves and others encouraging and celebrating their own achievements and those of others</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a safe and challenging learning environment for children to develop the key skills of resilience and independence</li> <li>• Set appropriate home learning, accessible to all and mark regularly</li> <li>• Model and promote <b>aspiration</b> and celebrate achievements and success of all children in a range of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage independence at child's age/stage in all aspects of development</li> <li>• Support with home learning by ensuring it is understood and completed (including reading 3 X per week and signing in reading record). Communicate any issues to school</li> <li>• Model and promote aspiration for their own child/ren and model encouraging celebrating the achievements and success of others</li> </ul>
<ul style="list-style-type: none"> <li>• Children will wear school uniform including footwear in line with the school prospectus</li> <li>• Children will have a named PE kit in school every day</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure children are wearing the correct items for school including PE kit</li> <li>• Communicate any issues to parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• Supply children with the correct uniform</li> <li>• Provide children with a PE kit suitable for the weather</li> </ul>
<ul style="list-style-type: none"> <li>• Hair longer than shoulders will be tied up</li> </ul>	<ul style="list-style-type: none"> <li>• Provide hair bands if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure long hair is tied back to reduce incidents of head lice</li> </ul>
<ul style="list-style-type: none"> <li>• Move safely and quietly around the school demonstrating positive behaviour and conduct at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure children are moving safely and quietly around the school</li> <li>• Model moving safely and promote positive behaviour and conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Support and model moving safely around the school when on the premises</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate <b>respect</b> by showing good manners, <b>compassion</b> and understanding towards the needs of others</li> <li>• Use taught strategies to learn how to regulate emotions without causing physical harm to themselves or others</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure equity by always using the PLACE approach</li> <li>• Model <b>respect</b> by showing good manners and understanding the needs of others</li> <li>• Model and teach appropriate strategies to assist children to disagree well and resolve conflict</li> <li>• Share strategies with parents/carers</li> <li>• Understand all children will make mistakes as part of their personal growth and support them to make the right choices and promote the value of <b>forgiveness</b></li> <li>• Offer and accept <b>compassionate</b> support when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Support and model <b>respect</b> by showing good manners and understanding the needs of others</li> <li>• Encourage children to take responsibility for behaviour choices and support children to communicate honestly without shame</li> <li>• Understand your children will make mistakes and is part of learning and growing and encourage the value of <b>forgiveness</b></li> </ul>
<ul style="list-style-type: none"> <li>• Show <b>respect</b> and care for equipment, property and school surroundings</li> <li>• Show <b>respect</b> and understanding of a healthy lifestyle (food, rest, physical exercise, water) to promote positive physical and mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Model <b>respect</b> and care for equipment, property and school surroundings</li> <li>• Teach RSHE and promote positive personal development across the curriculum</li> <li>• Support <b>trusting</b> partnership with parents/carers to develop these skills and values</li> <li>• Allow time for children to tidy up their environment and assist as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Model <b>respect</b> and care for property in school and at home</li> <li>• Ensure children have an appropriate amount of sleep and exercise in addition to a well-balanced diet and ask for school support/signposting if needed</li> <li>• Support <b>trusting</b> partnership with school to develop these skills and values</li> </ul>
<ul style="list-style-type: none"> <li>• Speak politely and <b>respectfully</b> to peers and all adults</li> </ul>	<ul style="list-style-type: none"> <li>• Model speaking kindly, politely and <b>respectfully</b> using effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Support and model speaking kindly, politely and <b>respectfully</b> using effective</li> </ul>

<ul style="list-style-type: none"><li>• Use appropriate language and ensure conversations are appropriate for the school environment</li></ul>	<ul style="list-style-type: none"><li>• Provide a safe and <b>compassionate</b> environment with clear boundaries to enable children to be able to communicate open and honestly in a range of forms</li><li>• Model appropriate language and ensure conversations are appropriate for the school environment and assist children to understand why some language/conversations are not appropriate</li><li>• Educate children to understand and respect age-appropriate media</li><li>• Demonstrate <b>respect</b> and <b>compassion</b> by holding sensitive conversations in a private space where the parent/carer is comfortable, away from the child as appropriate</li></ul>	<p>communication</p> <ul style="list-style-type: none"><li>• Model appropriate language and ensure conversations are appropriate for the school environment</li><li>• Ensure children only access age-appropriate media</li><li>• Hold sensitive conversations in a private space at a convenient time for all parties, away from the child if appropriate</li><li>• Model appropriate and <b>respectful</b> communication online</li><li>• <b>Trust</b> the information provided by professionals and follow the school process with any concerns</li></ul>
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## LOVE:

*'What people of all ages can use in a moment of distress is not agreement or disagreement: they need someone to recognise what it is they are experiencing'*  
Faber & Mazlish 2013:79

## SUPPORTING INDIVIDUAL NEEDS

Our children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. As a Church school, we encourage tolerance and work with our children to help develop their behaviour. Inappropriate behaviour will be dealt with in line with the SEND policy, in line with the child's needs, experiences and understanding.

## POSITIVE HANDLING

At St Bartholomew's C of E Primary school, we believe that distressed behaviour occurs when a child's skills are not yet developed and know that all behaviour happens for a reason; understanding the causes of distressed behaviour is vital. For those children who demonstrate on-going or persistent distressed behaviour it may be appropriate to question or document why certain behaviour is occurring. It is also likely that they will be accessing in class pastoral support, nurture provision or 1:1 session with our emotional Literacy Teaching Assistant (ELSA).

When distressed behaviour happens it may seem as though there is no obvious reason. However, at St Bartholomew's C of E Primary school we believe that often there could be triggers contributing. For example, attachment needs, self-regulation needs or social attention, tangibles, escape and sensory needs. In order to support some children, who are demonstrating persistent behaviour, it may be appropriate to complete an ABC behaviour chart and/or create a Positive Handling Plan.

### ABC Behaviour Plan (see appendix B)

This is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the behaviour that occurred e.g. X threw item on the floor. 'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g., children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially.

### Positive Handling Plan (see appendix C)

The next step is to use the information gained from the ABC behaviour chart to plan how to reduce distressed behaviour or lessen the impact on the child and others. A Positive Handling Plan draws together all the information from the ABC behaviour chart to create an individualised plan to help keep the child and everyone safe. Observations and the views and opinions of trusted adults are also essential. A Positive Handling Plan may be developed for children who, through a special need or disability, are assessed as being at the greatest risk of needing physical intervention with the consultation of the child's parents.

The plan follows the arousal curve and states potential triggers, behaviours and strategies that can be applied when the child is in the green, amber and red phase:

#### **The Green 'proactive' phase:**

This is where the child is feeling mostly calm, relaxed and is able to engage positively.

#### **The Amber 'Active' phase:**

This is where the person may be starting to feel anxious or distressed and there is a chance that he/she may show some elements of challenging.

#### **The Red 'Reactive' phase:**

This is where distressed behaviour has occurred and we need to do something quick to achieve safe and rapid control over the situation to prevent unnecessary distress and injury. After a child has been in the 'red' phase withdrawal from the classroom may be required.

Every Positive Handling Plan is signed by the child's parents and plans are adapted and reviewed when required.

### Withdrawal

This involves helping a child or moving a child away from a difficult situation and staying with them until they have calmed down or recovered. Withdrawal exists to remove an unsettled child from a situation (preferably before the behaviour escalates). The aim is to provide both the child and staff the opportunity to calm down and reflect upon potential triggers. The child may be moved to a corner of the classroom or safe space within the classroom. Alternatively, they may be moved outside the classroom to a safe area, where they can be observed to ensure they do not harm themselves. Some children may have a safe space or withdrawal space outlined in their Positive Handling Plan.

### Use of reasonable force (Please also see appendix 2)

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a child in distress and in the red phase (so long as this is appropriate to their age)
- To gently direct a child; for curricular reasons (for example in PE, Drama etc.)
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when physical Intervention is warranted.

Staff will undertake a dynamic risk assessment.

On occasions when de-escalation and conflict resolution techniques have failed, the use of Restrictive Physical Intervention (RPI) may be required to safely and appropriately manage a situation (see appendix C). Any staff member using Restrictive Physical Intervention must have received appropriate training. At St Bartholomew's C of E First School, one emergency/event can take place through a radical risk assessment before an individualised Positive Handling Plan, which details physical intervention, is in place.

At St Bartholomew's C of E First School several team members have achieved accredited training in Team-Teach.

### Team-Teach

Team-Teach is a holistic behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to distressed behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual as the situation requires.

Team-Teach is a holistic approach of flexible and effective support for children who may display aggressive, violent or distressed behaviour. It has a philosophical basis centred on ensuring a safe and secure environment for all those within it. It advocates the use of preventative measures, diffusion and de-escalation for 95% of situations. Team-Teach emphasises that physical intervention through positive handling is used as a last resort.

All incidents involving a child being physically managed are talked through with parents and recorded in the school's Team- Teach bound book.















STAGE	BEHAVIOURS	POSSIBLE CONSEQUENCES
<b>Minor</b>	<ul style="list-style-type: none"> <li>• Straying out of bounds e.g. going on the banks</li> <li>• Inappropriate language</li> <li>• Fussiness</li> <li>• Calling out</li> <li>• Rudeness</li> <li>• Dropping litter</li> <li>• Laziness</li> <li>• Moving unsafely or disrespectfully around classroom/school.</li> </ul>	<ul style="list-style-type: none"> <li>• Child explicitly informed that behaviour is unacceptable and inconsistent with school Christian values.</li> <li>• If behaviour persists, two warnings are given before negative consequence.</li> <li>• If behaviour continues to persist then this could be escalated to 'Moderate'.</li> <li>• If the behaviour persists then parents will be informed</li> <li>• If the behaviour persists, other needs may be explored e.g. Language and communication, SEMH.</li> </ul>
<b>Moderate</b>	<ul style="list-style-type: none"> <li>• Skirmish, scuffle, hurting others, minor fight</li> <li>• Answering back, rudeness</li> <li>• Noisily running in school</li> <li>• Work refusal</li> <li>• Inappropriate language (not swearing) or discussions</li> <li>• Disrupting learning</li> <li>• Unkind behaviour</li> <li>• Behaviour which could risk their other children's safety</li> <li>• Refusing to leave the playground</li> <li>• Persistent infringement of Minor behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Child may be invited to discuss the behaviour with the phase leader.</li> <li>• May be invited to be part of alternative support during unstructured times.</li> <li>• Child may work in an area away from peers.</li> <li>• Unfinished work to be completed during break times.</li> <li>• Child may be given time for reflection and de-escalation in a quiet area to reflect on their behaviour.</li> <li>• Loss of playtime (whole or in part)</li> <li>• Child may be requested to spend part of their playtime stood next to an adult.</li> <li>• Where a child's actions have wronged another person, then the child may be asked to write a letter or card acknowledging their poor behaviour and encouraged to apologise.</li> <li>• Parents informed of poor behaviour.</li> <li>• If the behaviour continues to persist then the behaviour could be escalated to 'Serious'.</li> <li>• If the behaviour persists, other needs may be explored e.g. Language and communication, SEMH.</li> </ul>
<b>Serious</b>	<ul style="list-style-type: none"> <li>• Biting (age / stage of child will be taken into account)</li> </ul>	<ul style="list-style-type: none"> <li>• Child may be invited to discuss the behaviour with another member of the SLT or the head teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• Out of bounds and refusing to respond</li> <li>• Attempting to leave (or encouraging others) to leave school site</li> <li>• Behaviour which seriously endangers themselves or others</li> <li>• Swearing</li> <li>• Deliberately spitting at staff or pupils</li> <li>• Wilful damage to school property, other people's property or work</li> <li>• Behaviour which could lead to bullying</li> <li>• Habitual fighting</li> <li>• Persistent infringement of Moderate behaviour</li> <li>• Stealing</li> <li>• Repeated refusal to work</li> </ul>	<ul style="list-style-type: none"> <li>• May be invited to be part of alternative support during unstructured times.</li> <li>• Additional provision such as ELSA (Emotional Learning Support is offered).</li> <li>• Emotional coaching strategies may be used.</li> <li>• A behaviour log may be started to track the child's behaviour.</li> <li>• Extended loss of playtimes.</li> <li>• Extended supervision at playtimes</li> <li>• Loss of other privileges, (e.g. representing the school at a sport, monitor job)</li> <li>• Parents/carers informed of poor behaviour</li> <li>• Internal withdrawal may be applied</li> <li>• In cases of children leaving learning environment and straying out of bounds, parents/carers may be contacted and required to attend school site to assist staff to return child to classroom.</li> <li>• Agencies may be consulted to support and prevent escalation to Very Serious.</li> <li>• If the behaviour continues to persist then the behaviour could be escalated to 'Very Serious'</li> <li>• If the behaviour persists, other needs may be explored e.g. Language and communication, SEMH.</li> </ul>
<p><b>Very Serious</b></p>	<ul style="list-style-type: none"> <li>• Physical abuse of staff</li> <li>• Premeditated or continuing physical attacks on others</li> <li>• Large scale destruction of property</li> <li>• Leaving the school site</li> </ul>	<ul style="list-style-type: none"> <li>• Child will be invited to discuss the behaviour with the head teacher or Senior Teacher in their absence</li> <li>• Parents will be notified to discuss the behaviour</li> <li>• A home school book implemented</li> <li>• In cases of repeated incidents of children leaving learning environment</li> </ul>














	<ul style="list-style-type: none"><li>• Offensive weapons, drugs, alcohol or offensive material brought into school</li><li>• Inappropriate touching of adult/ child as indicated in the NSPCC PANTS programme</li><li>• Racism</li><li>• Bullying (including cyber and discriminatory bullying)</li></ul>	<p>and straying out of bounds, parents/carers may be contacted and required to attend school site to assist staff to return child to classroom.</p> <ul style="list-style-type: none"><li>• Internal withdrawal may be applied</li><li>• External agencies (e.g. South Somerset Partnership School) liaison or advice sought</li><li>• Possible referral to partnership board</li><li>• LA guidelines will be followed and the behaviour would result in a temporary suspension</li><li>• In extreme circumstances this could be escalated to a permanent exclusion</li><li>• Child will be provided with support to ensure the behaviours do not reoccur</li><li>• Deliberate racism will be recorded and reported to governors and the LA</li><li>• Targeted work with children, classes or year groups may be actioned</li><li>• A racial harassment booklet will be given to the parent of any child who makes a racist comment</li><li>• If the behaviour persists, other needs may be explored e.g. Language and communication, SEMH.</li></ul>
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# Example Positive actions have positive consequences...

Action	Consequence
When I produce beautiful work. . . . 	I will get a sticker and can show my work to another adult. 
When I complete a lesson without a fuss. . . 	I can choose an activity for 10 minutes. 
When I show compassion and kindness to others. . . 	I will get a dip in the box. 
When I have a wonderful morning. . . 	I can choose an activity for 10 minutes. 
When I sit nicely and respectfully in Collective Worship. . . 	I will get a sticker and a house point. 
When I line up nicely after playtimes. . . 	I will get a sticker and a house point 
When I have an amazing day. . . 	I can choose an activity for 10 minutes, have a certificate to show my family and get a dip in the box. 

# Example negative actions have negative consequences...

<p>If I refuse to complete a task... </p>	<p>I will complete tasks in break times </p>
<p>If I am moving unsafely and disrespectfully around the school. . . </p>	<p>I will practice moving safely and respectfully and may have to miss breaks to achieve this. </p>
<p>If I hurt someone. . . </p>	<p>I will lose some play time and may have to speak to SLT. Parents/carers will be told. </p>
<p>If I don't come in from the playground. . . </p>	<p>I will miss the next playtime. </p>
<p>If I stop others from learning. . . </p>	<p>I will have to work away from others. </p>
<p>If I am not following an adult's instructions. . . </p>	<p>I will lose a playtime. </p>
<p>If I am persistently not listening to or showing disrespect to any adult. .</p>	<p>I will discuss this with an adult at play time to find a way to resolve the situation and restore relationships. </p>