



# **St Bartholomew's School Behaviour Policy Autumn 2024**

|                     |                       |
|---------------------|-----------------------|
| Policy Review       |                       |
| Review schedule     | Annual                |
| Reviewing committee | People and curriculum |
| Date of review      | Autumn 2024           |
| Date of next review | Autumn 2025           |

This policy reflects the school's vision and values.

### **Our Vision:**

**Let your light Shine**

### **Matthew 5:14-16**

"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

### **Vision Statement:**

Through strong Christian values, we inspire and enable all individuals to flourish and shine bright every day in their own unique way.

### **Values**

We have three Christian values which we focus on each year. They are:  
Courage, love and respect.

### **Statement of Intent**

At St. Bartholomew's Primary School, we are passionate about having a therapeutic approach to behaviour, which is underpinned by Hertfordshire STEPS, owned by Hertfordshire County Council (integrated services for learning). Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially and emotionally. We have high expectations of all our pupils both in relation to their education as well as behaviour. Staff will support this through positive learning experiences, promoting self-esteem through recognition of effort, development of positive relationships with the pupils and use of positive behaviour management strategies to promote pro-social (positive) behaviours. Our school vision and values underpin everything we do at St. Bartholomew's where we encourage our pupils to be caring, supportive and demonstrate our values at all times. We believe this can be achieved in a safe, enabling environment where staff and pupils feel valued, supported and listened to.

### **Aims**

- To promote a calm learning environment where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour
- To encourage consideration for others within and outside of the school community by promoting our 3 Christian values (love, courage and respect)

- To develop self-belief in their own ability and pride in the school and in work, in effort as well as achievement
- To ensure that pro-social behaviours are taught, encouraged and recognised (explaining and demonstrating the behaviours we wish to see)
- To use protective and educational consequences to support an understanding of pro-social choices and the consequences of anti-social actions
- To ensure there is a culture within St. Bartholomew's that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and well-being support from staff
- To ensure that parents/carers have a pro-active working relationship with the school to support the needs of their child(ren).

### **WHAT IS PRO-SOCIAL BEHAVIOUR?**

Pro-social behaviours are any actions which benefit the individual and others around them.

For example:

- Positive relationships and interaction with peers and adults (tone of voice; body language)
- Acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')
- Identify, understand and accept mistakes as learning opportunities and persevere and challenge themselves to complete the task
- Identify, reflect and repair anti-social behaviour choices
- Respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.

Pro-social behaviour acts as a strong motivator in education, for it provides pupils with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves. When pro-social behaviours are not demonstrated and reinforced, pupils can struggle to make connections with others which can subsequently lead to a disconnection which can negatively impact a child's learning, motivation, and attitude towards themselves, others and their education.

We aim to promote pro-social behaviour through recognition including:

- Giving personalised and specific verbal praise and positive feedback
- Communication with parents/carers to highlight positive behaviours
- Role modelling to peers throughout the school
- Allocation of responsibilities and roles (House captains, school council, lunchtime help, buddy scheme)
- Acknowledgement of demonstrating school values
- Celebration and sharing of learning in whole school assembly (House points and stars)

## PROTECTIVE CONSEQUENCES

These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include, but are not exclusive of:

- Differentiated teaching space (focus table in class) or learning
  - Work requiring completion to be completed outside the Head Teacher's office or sent home, and supported by parents/carers
  - An increased staff ratio
  - Limited access to outside space
  - Adaptation of access to a school trip, residential or extra-curricular activity
  - Calm room or space
- Whilst all measures will be taken to support a child to avoid exclusion, there may be a time when exclusion from an area or from the school is necessary

## EDUCATIONAL CONSEQUENCES

These are consequences put in place by staff to help children to learn, rehearse or teach about their actions to aid internalisation of pro-social behaviours to avoid repetition. These may include, but are not inclusive of:

- Social stories
- Meetings with child and parent/carer
- Completing or redoing tasks to the expected standard for the child
- Role-play to understand peer/adult feelings

## REFLECTION

Where pupils choose not to make pro-social choices despite adult guidance, pupils will need to miss some of their break time or lunchtime. This will enable the child to reflect upon their behaviour choices, repair and restore relationships if necessary, thus allowing them to learn from their mistakes. This process will be supported by staff to ensure that the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future.

## Bullying and Racism (see our Positive Relationships Policy)

**All members of our school community are made aware that any form of racism or bullying is unacceptable both inside and outside school.**

There are various definitions of bullying but we believe this one probably encompasses most of the elements:

***Bullying may be defined as "Behaviour by an individual or group, repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally".***

We are committed to dealing with incidents of racial harassment. We adopt the definition of racism proposed by the Macpherson Report (1999), which published after the Stephen Lawrence enquiry.

***'A racist incident is any incident which is perceived to be racist by the victim or any other person'***

## Preventing bullying and racist incidents

- Modelling pro-social behaviour

- Supporting and promoting our school values of compassion, friendship and respect through assemblies
- PSHE lessons and circle time (covering elements such as equal rights, relationships, reflection, impact of our actions on others)
- Participation in 'Anti-bullying week'.
- Participation in events to increase knowledge and understanding of other cultures and beliefs

Pupils are encouraged to seek help and advice of adults to support them with any concerns around bullying. Pupils are encouraged to care for the well-being of themselves and their peers.

Pupils are encouraged to report any concerns as soon as they happen, to allow situations to be addressed

before the situation escalates. Any case of bullying will be addressed on an individual basis and support will

be given to all involved as deemed necessary. Parents should be informed.

**All bullying and racist incidents are recorded in the school's Racist Incident/Bullying and Harassment**

**log. See Appendix 2.**

## **DIFFERENTIATED RESPONSE**

We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.

To predict and prevent escalation of difficult or dangerous behaviour we:

- undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours. It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy, these may include a RRP (Risk Reduction Plan) or a reduced timetable. External agencies might include:
- The Herts county council behaviour support team (Steps central supervision)
- An educational psychologist
- Dacorum Educational Support centre (DESC)
- Counselling
- A member of the child and adult mental health team (CAMHs)

Where a child is at risk of exclusion, a risk reduction plan outlining behaviours and specific responses will be put in place. This may include responses in addition to or differentiated from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the risk reduction plan (e.g. conscious and subconscious behaviour checklist, roots and fruits, anxiety mapping)

## **EXCLUSIONS**

Teachers are able to follow up when pupils misbehave outside of school 'to such an extent as is reasonable' as prescribed by department for education guidance. This means that under the behaviour policy teachers may discipline pupils for misbehaviour when:

The child is being educated off site

Taking part in any school-organised or school-related activity

Travelling to or from school

Or persistent anti-social behaviour at any time, whether or not the conditions above apply, that:

Could have repercussions for the orderly running of the school or

Poses a threat to themselves, another pupil, member of staff or member of the public or

Could adversely affect the reputation of the school

In rare cases it may be necessary to exclude a child for a fixed term; for example, if there has been a physical attack on another person.

In extreme circumstances the Head Teacher may have to liaise with the school Governors with a view to permanent exclusion. This will be done taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school community.

### **POSITIVE PHYSICAL INTERVENTION**

In accordance with the Hertfordshire STEPs, staff will use positive physical intervention to support pupils in the following ways:

- To reassure a child - physical prompting is a recognized teaching method in many curriculum areas (e.g. guiding a pupil in their use of tools such as scissors or saws in design technology) and is used in St. Bartholomew's school.
- There are also times when a child needs comforting by physical means and this is acceptable at St. Bartholomew's School. This contact will usually be quite brief; however a distressed pupil may need comforting for longer. If a degree of privacy is needed this should never be in a locked or remote area and another member of staff must be made aware of the situation. In our school we do not place a child on our lap. If a child needs comforting they will sit on a chair next to us.
- To give recognition or praise such as a high five. Children can be given supportive hugs if they feel distressed at any point or as a way of saying well done. These will be side on and hands placed on either shoulder. Staff in class 1 and 2 can place a sticker in the child's hand or on the jumper/cardigan. If stickers are used in the juniors they will be handed to children to place on themselves.
- Class 3 go swimming once a week. When changing for swimming it is acceptable that an adult will go into the changing room area with the children. Children are expected to dress and undress independently.
- If a child is reluctant to come into school in the morning it is acceptable for a member of school staff to ask the parent/carer if they are happy that they support the child physically as the parent departs. This will be done for the minimum amount of time possible in order for the child to safely enter the building. When appropriate, open mits (open hands) will be used to guide a pupil to a safe area.
- Some pupils will have individual care plans where procedures such as assistance with toileting are highlighted.

This is not an exhaustive list and will depend on what is appropriate for the child

### **RESTRICTIVE PHYSICAL INTERVENTION (see restraint and physical intervention policy)**

Members of staff take steps in advance to avoid the need for restrictive physical intervention.

The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from injuring self or others

- to prevent or stop a child from causing serious damage to property
- to prevent a child from committing a criminal offence



### **Communication with parents**

We aim to communicate with parents on all behaviour issues. Teachers will keep a record of both good and inappropriate behaviour, which will be shared with parents. In general the Class Teacher will deal with unacceptable behaviour in the first instance. If it continues, other staff members, including the Head Teacher, may be involved and parents notified.

### **Appendix 1**

# **St. Bartholomew's Church of England Primary School Home School Agreement**

**This agreement sets out the partnership between St. Bartholomew's School and its parents, working together to enable the children to feel happy and secure and able to do their best.**

## **St. Bartholomew's School**

We will do our best to:-

- Care for your child's safety and happiness
- Provide a broad curriculum that meets statutory guidelines and also reflects the unique place in which our school is based
- Develop in children curiosity, independence and pride in their work and surroundings
- Maintain excellent standards of behaviour
- Provide a nurturing, adventurous environment that fosters a love of learning
- Keep you informed of your child's progress through meetings and informal contact and provide information to help you support your child at home
- Be open and welcoming
- Teach an understanding of and appreciation of Christian values
- Provide opportunities for you to be involved in the school community and contribute ideas and opinions

Signed(Co-Headteachers) *R Wall. V Mowbray*



## Parents:

I/we will do my/our best to:-

- Ensure that my child attends school regularly, on time and ready to learn
- Provide the school with a telephone call (by 8.55 a.m. on the first day) if my child is absent to explain the reason for absence
- Allow staff to take our child to the local area for educational purposes, provided that the local authority health and safety guidelines are followed
- Ensure my child arrives properly equipped and in named clothing with their book bag (in classes 1 and 2), homework and named P.E. kit
- Keep the school informed about any worries or problems that might affect my child's work or behaviour
- Support the school's policy and practice for maintaining good behaviour
- Ensure my child completes their homework and reads daily
- Attend parents evenings and other opportunities to learn about my child's progress
- Support the school's approach to online safety and not deliberately upload text, images, sounds or video that could upset or offend any member of the school community

Parent.....

Date.....



## Appendix 2

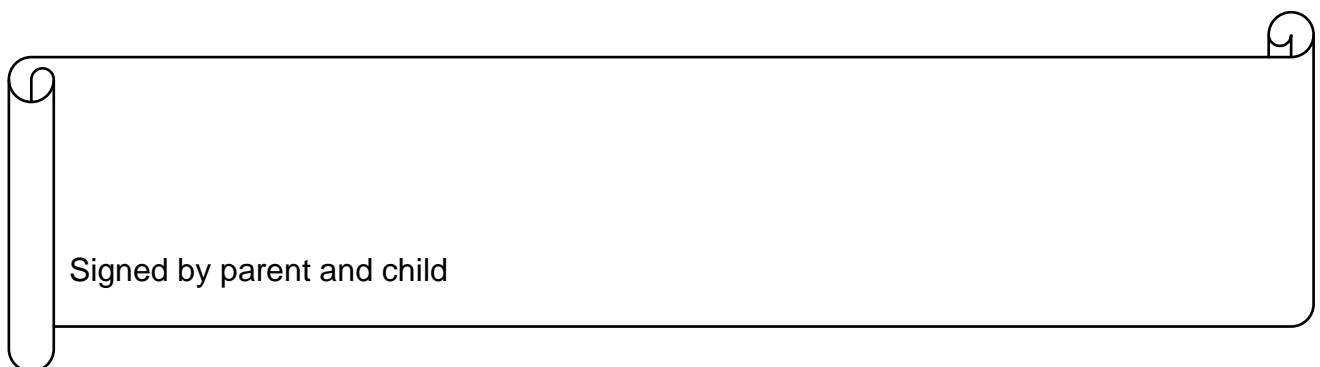
St. Bartholomew's Church of England Primary School

### **Code of conduct for pupils Class 1**

I will do my best to:

- Try hard and persevere with everything I do
- Wear the St. Bartholomew's School uniform and the right footwear
- Help my parents by getting ready for school on time
- Listen carefully to what my teachers and other adults ask me to do
- Remember to always be kind to everyone
- Work with other children and take turns

My parent has discussed this with me



Signed by parent and child

Name.....

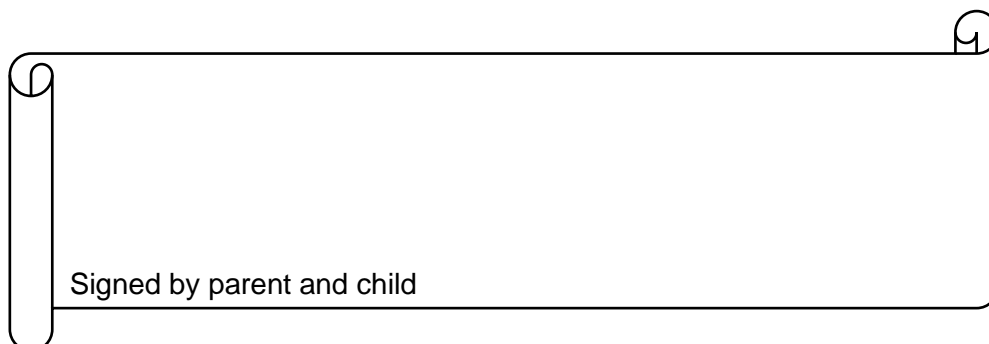
## **St. Bartholomew's Church of England Primary School**

### **Code of conduct for pupils in classes 2, 3 and 4**

I will do my best to:

- Try hard and persevere with everything I do
- Help my parents by getting ready for school on time
- Remind my parents if I need to take anything to school and tell them about any special activities and complete my homework and reading
- Follow the school's internet safety rules
- Wear the St. Bartholomew's School uniform and the right footwear
- Listen carefully to what my teachers and other adults ask me to do
- Tell a grown up if I am worried about anything or if something goes wrong.
- Remember to always be kind to everyone
- Co-operate with my friends in class
- Take care of the school's and my own property

My parent has discussed this with me



Signed by parent and child

| <b>Level</b> | <b>Type of Behaviour</b>   | <b>Consequence and location of behaviour</b>  |
|--------------|--|---|
| <b>1</b>     | Answering back, calling out<br>Distracting others, inappropriate noises<br>Not taking turns (including waiting in line Class 1 and 2)  | Ask the child to do the right thing – describing what you want to see. Warn that a consequence will follow if the behaviour doesn't change.   |
| <b>2</b>     | <b>Repeated Level 1 behaviours and...</b><br><br>Stopping others from working<br><br>Mistreating other people's property<br><br>Name calling<br>Play fighting  | Consequences:<br><b>In the classroom:</b><br>Child is moved to the focus table in the classroom or the child sits next to an adult to complete the work set (Class 1 and 2)<br>Child completes work to the expected standard for 5 up to 20 minutes.<br>And/or<br>Child completes the expected work for 5 to 10 minutes of their playtime<br>Child helps repair damage to property or clears up mess made<br><br><b>In the playground:</b><br><br>If this behaviour is on the playground, the child will go to the school hall (adult will ensure safety) for up to 10 minutes in order to reflect on anti-social behaviour choices made. |
| <b>3</b>     | <b>Repeated Level 2 behaviours and...</b><br><br>Fighting<br>Spitting<br>Swearing- offensive language<br>Throwing equipment which endangers others<br>Taking property that does not belong to them<br>Refusal to work in class<br>Hurting others physically in games/ play | Possible consequences:<br><b>In the classroom:</b><br>Child sits in a calm and quiet space outside or inside the Head Teacher's office to complete their work to the expected standard for that child.<br>AND/OR<br>Child completes any unfinished work in their next break time or it is sent home to complete.<br>.<br><b>In the playground:</b><br>Should this behaviour occur on the playground, the child will complete the break time / lunch time in the school hall with supervision and there may be further restrictions on access to outside space<br><br><b>The teacher will speak to the parent/carer</b>                    |
| <b>4</b>     | <b>Repeated Level 3 behaviour and serious incidents...</b><br><br>Physical violence<br>Harassment<br>Bullying<br>Racist Incident<br>Inappropriate use of the internet or other mobile technologies   | If the incident happened in class the child is sent to the Head teacher for the rest of the session. The Head teacher will investigate what happened and will decide on the appropriate consequence after speaking to staff and the child. They will stay with the Headteacher for the rest of the session.<br><br>If the incident happened at break time/ lunch time the child will be sent to the Head Teacher to complete that break time / lunch time. There will be further restrictions on access to outside space<br><br><b>An incident report form is completed and the parent/carer will be contacted by the Head Teacher.</b>   |

**Appendix 3** This table illustrates the link between behaviour and consequence. For children with Special Educational Needs, the consequence may be adjusted to meet the needs of the child. An appropriate consequence is one where it is obvious. For example you have spent the maths lesson chatting with friends, obviously you need to do the work in your own time.

Name.....  
.....

**Appendix 3** This table illustrates the link between behaviour and consequence. For children with Special Educational Needs, the consequence may be adjusted to meet the needs of the child. An appropriate consequence is one where it is obvious. For example you have spent the maths lesson chatting with friends, **obviously** you need to do the work in your own time.

## Appendix 4

# De-escalation Script

- **Learner's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**

## Appendix. 5. Risk reduction plan

For assessing and managing foreseeable risks for pupils who are likely to need Restrictive Physical Intervention  
**Risk Assessment Calculator**

|                    |  |
|--------------------|--|
| Name               |  |
| DOB                |  |
| Date of Assessment |  |

| Harm/Behaviour       | Opinion<br>Evidenced | Conscious<br>Sub-conscious | Seriousness<br>Of Harm<br>A | Probability<br>Of Harm<br>B | Severity Risk<br>Score |
|----------------------|----------------------|----------------------------|-----------------------------|-----------------------------|------------------------|
|                      | O/E                  | C/S                        | 1/2/3/4                     | 1/2/3/4                     | A x B                  |
| Harm to self         |                      |                            |                             |                             |                        |
| Harm to peers        |                      |                            |                             |                             |                        |
| Harm to staff        |                      |                            |                             |                             |                        |
| Damage to property   |                      |                            |                             |                             |                        |
| Harm from disruption |                      |                            |                             |                             |                        |
| Criminal offence     |                      |                            |                             |                             |                        |
| Harm from absconding |                      |                            |                             |                             |                        |
| Other harm           |                      |                            |                             |                             |                        |

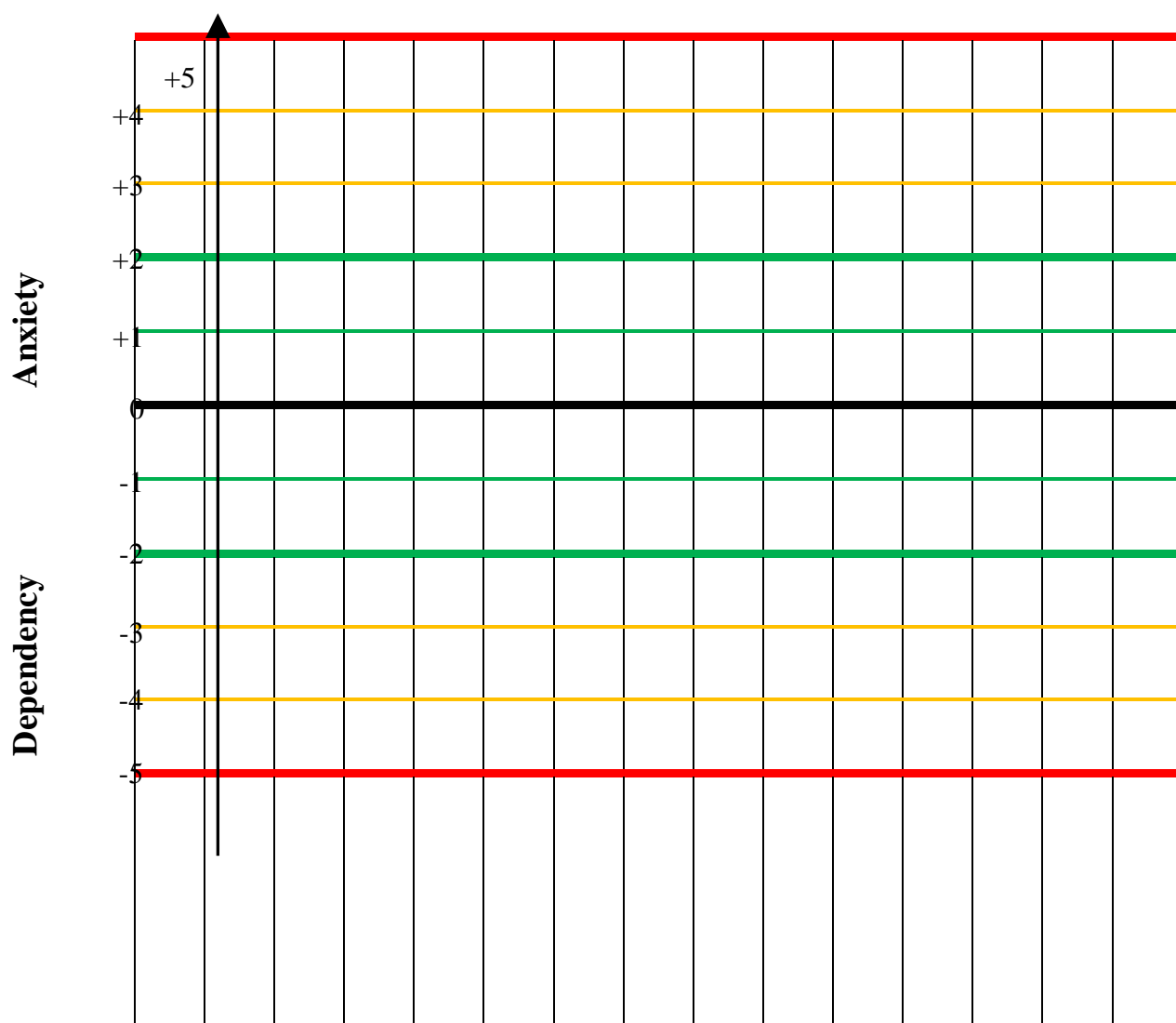
| Seriousness |  |
|-------------|--|
| 1           | Foreseeable outcome is upset or disruption                                     |
| 2           | Foreseeable outcome is harm requiring first aid, distress or minor damage      |
| 3           | Foreseeable outcome is hospitalisation, significant distress, extensive damage |

|             |   |
|-------------|---|
| 4           | Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage |
| Probability |   |
| 1           | There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain   |
| 2           | The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely                |
| 3           | The risk of harm is more likely than not to occur again   |
| 4           | The risk of harm is persistent and constant   |

Risks which score 6 or more (probability x seriousness) should have strategies listed

## Appendix 6

# Anxiety Mapping



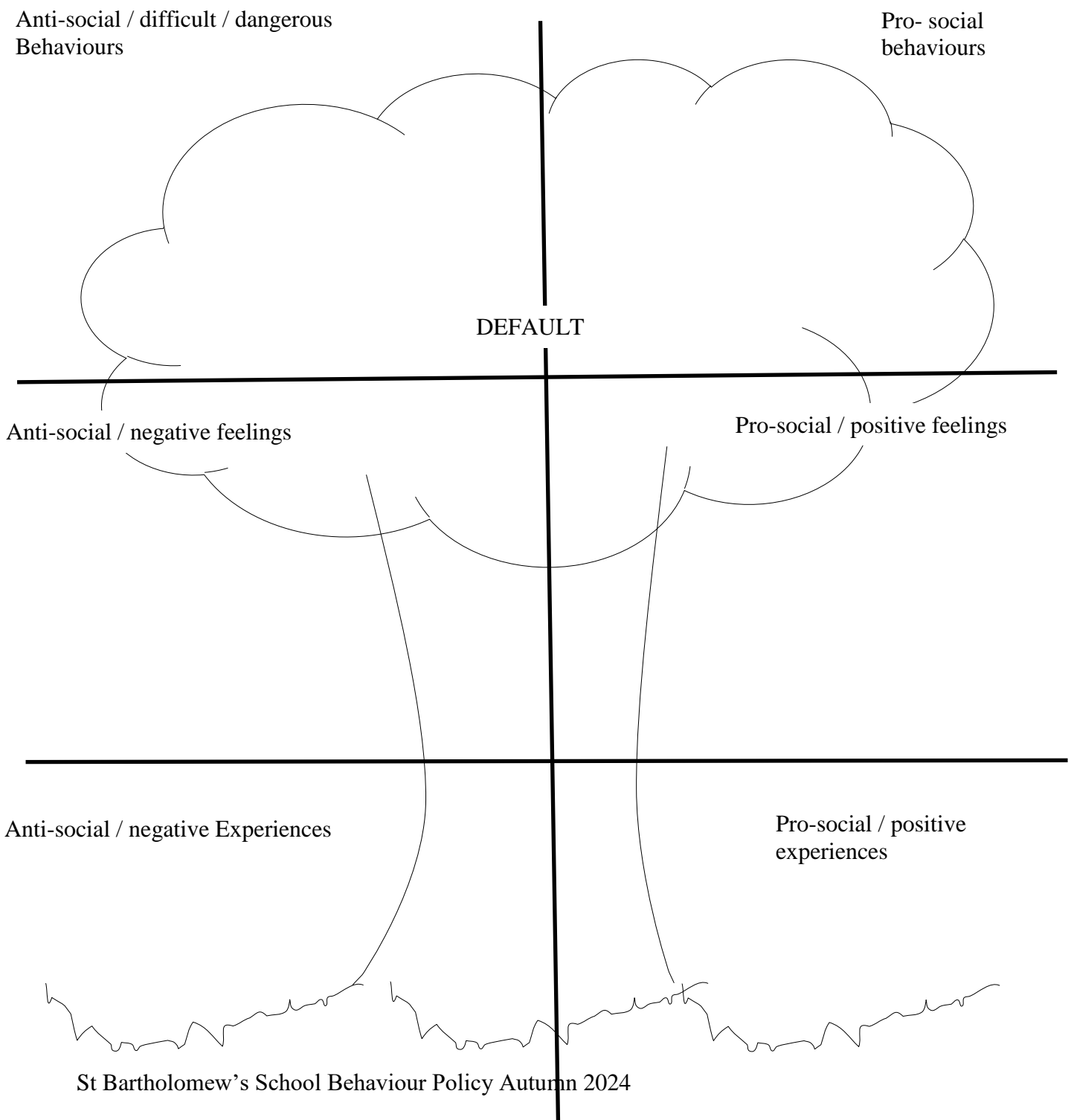
**T Analysis to analyse anxiety and dependency in order to work out where support is needed. This could be about the time of day, days of the week, supporting staff, location, activity, learning style or peers for example.**

## Appendix. 7. Analysis tool to explore behaviours, feelings and experiences

# Roots and Fruits

[Back to Index](#)

|                  |  |
|------------------|--|
| Name             |  |
| Supporting Staff |  |
| Date             |  |
| Review Date      |  |



## Appendix 8 Individual Risk Management Plan

|      |     |      |             |
|------|-----|------|-------------|
| Name | DOB | Date | Review Date |
|------|-----|------|-------------|

|              |  |
|--------------|--|
| <b>Photo</b> | Risk reduction measures and differentiated measures (to respond to triggers) |
|--------------|--|

|   |                       |
|---|-----------------------|
| Pro social / positive behaviour             | Strategies to respond |
| Anxiety / DIFFICULT behaviours              | Strategies to respond |
| Crisis / DANGEROUS behaviours               | Strategies to respond |
| Post incident recovery and debrief measures |                       |

Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....



# Appendix 9

## St. Bartholomew's Integrated Bullying and Harassment Record and Monitoring Form

For each incident please complete one form and return to the Head for collation and monitoring.

### 1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

|                                 | Definitely applies | Possibly applies |
|---------------------------------|--------------------|------------------|
| Ability/Disability              |                    |                  |
| Age/Maturity                    |                    |                  |
| Appearance                      |                    |                  |
| Class/Background/Socio economic |                    |                  |
| Ethnicity/Race*                 |                    |                  |
| Religion/Belief*                |                    |                  |
| Geographical area of home       |                    |                  |
| Gender                          |                    |                  |
| Sexuality                       |                    |                  |
| Size                            |                    |                  |

\*See County Guidelines on Dealing with Racist Incidents

### 2. Manifestation/s of Bullying/Harassment (indicate those that apply)

|  |  |
|--|--|
| Perception of individual: feelings of being bullied/harassed |  |
| Isolation/ignoring   |  |
| Teasing  |  |
| General expressions of prejudice/stereotype                  |  |
| Racist literature, graffiti or insignia                      |  |
| Verbal abuse or name calling (specify below)                 |  |
| Targeted graffiti or hurtful note writing                    |  |
| Threats including threatened physical assault                |  |
| Mobile phone/text message bullying/harassment                |  |
| Internet related bullying/harassment                         |  |
| Camera phone bullying/harassment                             |  |
| Actual physical assault                                      |  |
| Other:   |  |

**3. Those involved:**

| Targets/wronged/distressed person/s<br>(including ethnicity) | Person/s giving offence<br>(including ethnicity) |
|--|--|
|  |  |

**4. Description of incident(s)**

Please give a precise account including places, date, times and any witnesses.  
Attach any further information (e.g. pupil's accounts, witness accounts, notes of meetings)

**5. Action taken**

Please record all steps (including meetings, letters, investigations, sanctions)

## 6. Summary of those notified and/or involved

| <i>(Delete italic options where applicable)</i>   | ✓ | Any details<br>(e.g. dates) |
|---|---|-----------------------------|
| Head Teacher  |   |                             |
| Chair of Governors  |   |                             |
| <i>Form tutor/class teacher</i>   |   |                             |
| Head of Year  |   |                             |
| 'Target' parents/carers informed school by<br><i>letter/telephone/in person</i>             |   |                             |
| 'Target' parents/carers notified by<br><i>letter/telephone/in person</i>                    |   |                             |
| 'Target' parents/carers invited to the school   |   |                             |
| 'Offending person/s' parents/carers informed school by<br><i>letter/telephone/in person</i> |   |                             |
| 'Offending person/s' parents/carers notified by<br><i>letter/telephone/in person</i>        |   |                             |
| 'Offending person/s' parents/carers invited to the school                                   |   |                             |
| Local Authority: SEA, Bullying advisor or MECSS   |   |                             |
| Police  |   |                             |
| Others (specify):   |   |                             |

## 7. Reporting member of staff:

Name ..... Date .....

