



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

BEHAVIOUR POLICY

Policy Date: July 2024

Review Date: July 2028

This policy is to be adapted by each school

‘Children are not born with an understanding of the rules of acceptable behaviour – they have to learn them and need adults to help them do this.’ – Unknown

1. Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of a behaviour curriculum and policy, that sets out the behaviour expectations of all pupils in DSAT Academies and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. Staff understand the need to educate pupils about behaviour, to support their growth as respectful, law-abiding citizens. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our Academies on a regular basis, including rewarding and sanctioning pupils.

This policy is for all staff and volunteers in DSAT Academies and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

2. Aims of the Policy

2.1 Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Academy's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and the Academy in the implementation of this policy;
- The adults encountered by the pupils at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

2.2 As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Develop trusting relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Adults should seek to understand the whole child and their behaviour within the context of their life experiences.
- Show appreciation of the efforts and contributions of all.

3. Approach

- To involve all of the Academy community in making and celebrating the behaviour expectations through a clear and progressive behaviour curriculum
- To ensure that everyone knows and practises the core values and vision of the academy
- To regularly use a variety of strategies, such as Circle Time, to discuss and promote high standards of behaviour

- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- To ensure that all staff are conscious of the example they set the whole time
- To focus on the child's behaviour and not the child him/herself
- To seek guidance from outside agencies when extra support is needed
- To take ownership of behaviour issues
- To actively teach pupils and adults about behaviour
- For all staff to feel supported by leaders in Academies and at Trust level when managing persistent challenging behaviour.

- 3.1 We believe it is important that the Academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel safe and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.
- 3.2 We aim to establish a caring ethos where the quality of all relationships is positive. Children feel valued in relationships at all levels. All interactions within the school community are underpinned by the Academy's vision and values. All stakeholders consistently use the language of the academy.
- 3.3 At St Bartholomew's Primary Academy, we communicate and model the behaviours and qualities we wish to see in our school community through our school values and the expectations set out in the St Bart's Way:



Courage 'I rise to a challenge and I am brave.'

Kindness 'I am friendly and caring in my words and actions.'

Perseverance 'I don't give up and I bounce back from my mistakes.'

Trust 'I am honest and helpful and make the right choices.'

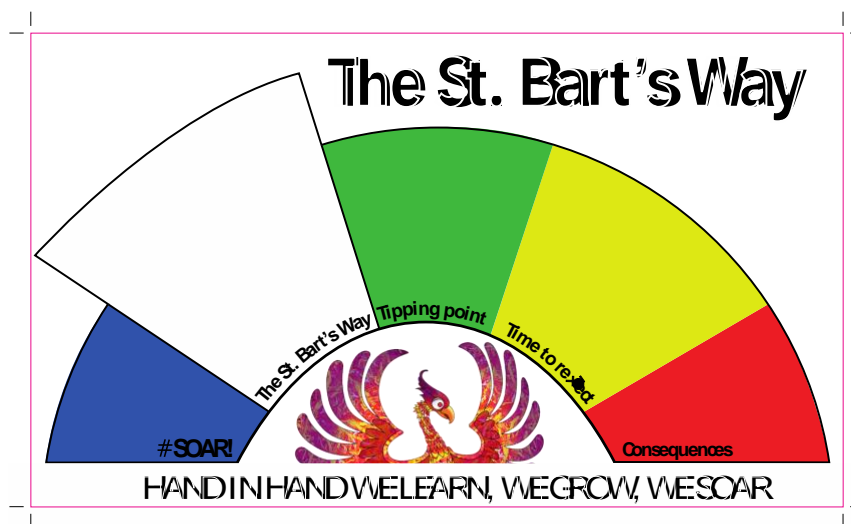
Respect 'I treat others how I would like to be treated.'

Love 'I have love for myself, for others and for God.'



Both the school values and the expectations outlined in the St Bart's Way, were created with the input of all of the stakeholders of St Bartholomew's. These values and expectations are discussed and contextualised throughout learning opportunities, acts of collective worship and through all aspects of our pupils' school experience.

In every classroom there is a visual reminder for pupils which encourages them to consider their own behaviour and how well they are exemplifying the St Bart's Way:




In each class, every child has a magnet with their own initials on it. At the beginning of every day these magnets are placed within the St Bart's Way section of the behaviour barometer, as it is our expectation is that every child begins their day ready to model these behaviours. If a child demonstrates the St Bart's Way, they are able to move their name to the #soar section of the barometer and are celebrated.

Each day we encourage all of our children to aspire to #soar, and when one of our pupils' meets this, we celebrate their achievement.

If behaviour or quality of work do not reflect the St Bart's way, children are given a verbal warning and a reminder of expectations. If there is no improvement, children are asked to move their name to the 'tipping point' aspect of the barometer. This section of the barometer is so called because which way the behaviour 'tips' is very much in the control of the pupils. If behaviour improves, at the next break in learning (either after lunchtime or the next day), children are able to move their names back to the St Bart's way.

If pupils find themselves at 'tipping point' and there is no improvement, at the next free play opportunity (breaktime or lunchtime) children will be asked to complete a reflection form in 'time to reflect'. This will encourage them to consider which aspect of the St Bart's Way was not being adhered to and changes they can make in the future to avoid such a consequence.

During occasions where pupils are in a classroom or learning space other than their own and potentially working with more than one teacher at a time, portable versions of the St Bart's Way barometer ensures communication between practitioners is good and sanctions are applied consistently.











St Bartholomew's Primary Academy
Hand in hand, we learn, we grow, we soar
Reflection Form

ST. BART'S WAY
 Be Honest
 Aim High
 Respect our Environment
 Treat Everyone Well
 Show our Values

Name		Class	
Date			

What happened:

What could you do differently next time? (tick)


Count to ten 	Talk to someone 	Take a deep breath 	Get an adult 
Walk away 	Focus on learning 	Ask for help 	Other ideas? 

What do you need to do now?

If a child has 3 reflection forms in a term, then parents will be contacted to notify them.

Reflection forms this term	✓	✓	✓
----------------------------	---	---	---

If poor behaviour persists, then a meeting with the family will be arranged.



COURAGE

GENTLE

RESPONSIBLE

TRUST

RESPECT

LOVE

If no improvement is seen at this stage, or behaviour escalates, this pupil will meet with senior leaders and an appropriate consequence will be agreed. At this stage, parents would be informed of the choices which have been made by a pupil and the expectations for behaviour and quality of work going forwards.

In school, we aim to celebrate the efforts and achievements of children, both in and out of school. On Fridays, music or swimming certificates, sports medals or trophies, etc. are presented in a whole school celebrative collective worship – “Golden Assembly”.

Each week we celebrate those who have exemplified the St Bart’s Way and shown our school values, these achievements are then recorded in ‘The Golden Book’. At the end of each school year, certificates and cups are awarded for sporting and musical achievements, academic progress and kindness.

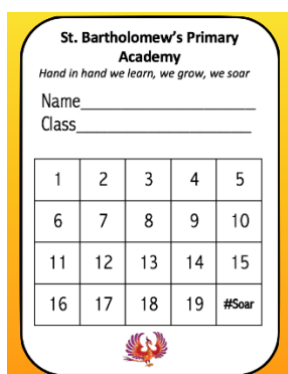
At St Bartholomew’s Primary Academy, we believe a balance needs to be maintained to help pupils to appreciate that there are boundaries which are there to promote a happy, safe and inspiring working and learning environment and which will enable them to become positive, responsible and increasingly independent members of the school community. We also recognise the need for forgiveness (both to forgive and to receive forgiveness) and reconciliation through guided reflection.

At St Bartholomew’s Primary Academy, we value the school partnership with parents. Our teachers are accessible, approachable and accommodating to parents. Whether there is good or unacceptable behaviour to report, we believe that parents should be informed. We rely on parents for support. The importance of the parent/teacher partnership and its positive effects on pupils can be enormous.

4. Rewards

- 4.1 Our emphasis is to recognise, promote and reinforce good behaviour, rather than on sanctions. Rewards are central to all that we do and we look to utilise a range of ways to reward good behaviour. We recognise the importance of public recognition through our reward systems, the importance of notifying parents/carers and the importance of keeping under review the balance between the use of rewards and use of sanctions.
- 4.2 Children are rewarded for their contributions, quality of work and effort with 'purple stickers'. Purple stickers are collected by children from EYFS – Y6 and are placed on Phoenix cards.


When children receive 20 purple stickers and fill a phoenix card, they are presented with a Phoenix certificate during Friday's celebratory collective worship



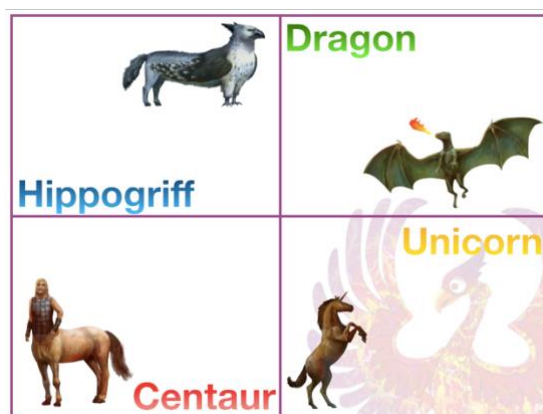
St. Bartholomew's Primary Academy
Hand in hand we learn, we grow, we soar

Name _____
Class _____

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	#Soar



- 4.3 Children demonstrating our school values are rewarded through house points. Across the school the children are split into 4 houses: Hippogriff, Unicorn, Dragon and Centaur. When children model one (or more) of our school values, they are rewarded with a house point. These house points are recorded in their classroom and converted into red, green, blue or yellow tokens in accordance to the houses. These tokens are placed in a central 'bank' and every 2 weeks, the house which has the most house points during the fortnight, receives a reward e.g. an additional playtime altogether as a house. In addition, at the end of the school year, the annual total of house points is collated and rewarded with an appropriate special event.



5. Sanctions

'Punishment doesn't teach better behaviour, restorative conversations do' – Paul Dix

- 5.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central,

disapproval is a powerful sanction. Children who behave inappropriately are quickly reminded of the St Bart's Way. If there is no improvement, the St Bart's Way behaviour system is followed.

5.2 The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- ❑ It must be made clear what changes in behaviour are required to avoid future sanctions;
- ❑ Group sanctions should be avoided.

5.3 When discussing behaviour incidents with children, it is important that all adults talk to them with a quiet, calm and non-confrontational voice.

5.4 The following sanctions are permitted for use in the Academy:

- Non verbal warnings;
- Informal verbal warning that is not recorded;
- Formal verbal warning that is recorded;
- Time out in the classroom;
- Time out outside the classroom environment supervised by another member of staff;
- Letter home to parents;
- Separate supervision during break or lunchtime.
- In some cases, it may be necessary to develop a 'Pastoral Support Plan'. This may include a short term, bespoke timetable, learning in isolation, personalised short-term, achievable personal target setting to help the child develop appropriate learning behaviours. (This will always be done in conjunction with parents.)
- In some cases, it may be necessary to involve outside agencies such as the 'Behaviour Support Team' and devise an 'Individual Behaviour Programme' which will help the child to learn appropriate behaviour in school. (This will always be done in conjunction with parents).

5.5 In extreme circumstances, Fixed Term or Permanent exclusions will be considered in line with the Exclusions Policy.

5.5 We encourage adults to work through the following questions:

- What happened?
- What were you thinking?
- How were you feeling?
- What can we do to move forwards?

5.7 Bullying

In order to create and maintain a safe, secure and happy environment for all children, it is essential that when behaviour becomes 'bullying', it is identified as early as possible and dealt with firmly. Bullying is clearly defined and further information about the processes followed, can be found in our Preventing and Tackling Bullying Policy.



In addition, our School Council has developed its own child-friendly Anti-Bullying guidance called 'The Treat Everyone Policy'.

Children are encouraged to speak to an adult if they, or someone else, experience bullying. Opportunities for such disclosures may be found for example in 'Circle Time' or via the classroom 'Worry Monster'. Once identified, children can be supported appropriately.

6. Monitoring and Evaluation

- 6.1 All sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:
- Gender
 - Ethnicity
 - Vulnerable pupils (to include PP eligible and SEND)
 - Age
- 6.2 This work forms part of our policy on Equal Opportunities.
- 6.3 Home / School agreement:
- Where and academy has this in place, every parent is expected to sign the Home / School agreement when their child starts at the Academy as an indication of the partnership between home and the Academy. This agreement should be re-issued to parents regularly to remind them and their children of its importance.
- 6.4 Academy governors and the Trust Board will monitor against this policy and available behaviour data to ensure its successful implementation.

7. Pupils' Conduct Outside the Academy Gates

- 7.1 Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.
- 7.2 Non-criminal behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for sanctions to be imposed on all pupils who are involved.
- 7.3 Staff may sanction pupils for inappropriate behaviour in the following circumstances:
- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
 - When travelling to or from school;
 - When wearing school uniform;
 - When identifiable as a pupil at the school;
 - When behaviour at any time could have repercussions for the orderly running of the school;
 - When the student poses a threat to another pupil or member of the public;
 - When behaviour could adversely affect the reputation of the school.
- 7.4 In all cases of misbehaviour, the teacher can only sanction the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. Detention

- 8.1 Staff have the authority to issue a detention to pupils.

- 8.2 Staff must make sure pupils and parents are aware that detentions (including detention outside of school hours) is used as a sanction.
- 8.3 The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
- Any school day where the pupil does not have permission to be absent;
 - Non-teaching days - 'training days', 'INSET days' or 'non-contact days'.
- 8.4 The Headteacher can decide which members of staff can give pupils detentions. For example, they can limit the power to senior leaders or they can decide that all members of staff, including support staff, can impose detentions.

9. Confiscation of Inappropriate Items

- 9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:
- 9.1.1 The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 9.1.2 The **Power to search without consent** for 'prohibited items' including:
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- 9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.
- 9.2.1 A variety of items can be confiscated. Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise it is for the teacher in consultation with SLT when necessary, to decide if and when to return a confiscated item.

10. Reasonable Use of Force

- 10.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Any incidents involving use of force must be recorded and parents/carers should be informed.
- 10.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

- 10.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want, there can be no gaps between the adults on what matters. It is this consistency that is most important.' – Paul Dix, 'When Adults Change, Everything Changes'

11. Linked policies:

- Individual Academy Behaviour Policy and Curriculum – this can be integrated into this policy with the school's own detailed arrangements for managing behaviour.
- Keeping Children Safe in Education (latest edition)
- DSAT Exclusions Policy
- DSAT Preventing and Tackling Bullying Policy

Lunchtime Supervision

St Bart's Way

The same behaviour system used in the classrooms is followed by all lunchtime staff:

- Lunchtime staff reward children with purple stickers for positive behaviour, good manners and cooperative play.
- If a child is exceptional in their modelling of the St Bart's Way, lunchtime supervisors can record this in a lunchtime incident book.
- If lunchtime behaviour does not reflect the St Bart's way, children are given a verbal warning and a reminder of expectations.
- If there is no improvement, children will be informed that their name has been moved to the 'tipping point' section of the barometer – this is recorded in a lunchtime incident book.
- At the end of lunchtime, lunchtime supervisors share information from the lunchtime incident book with class teachers. As a result, children who can be moved to #soar and may need to move to 'tipping point'.
- If pupils find themselves at 'tipping point' and children, continue to show behaviour which is not in line with expectations, at the next free play opportunity (break time or lunchtime) children will be asked to complete a reflection form in 'time to reflect'.
- Any incidences of more serious behaviour such as fighting will result in children being immediately removed from the dining hall or playground and being taken immediately to a senior leader.
- This will encourage them to consider which aspect of the St Bart's Way was not being adhered to, and changes they can make in the future to avoid such a consequence.

Appendix 1:

We are currently focusing on:

- Greeting children – in corridors and welcoming them into the classroom or hall
- Refocusing or stopping activities – focusing attention
- Transitions within the class (e.g. carpet to table, end of day to collect coats etc)
- Lining up at the end of break and lunchtimes

To help make the above even more successful at St Bartholomew's, we expect adults and children to:

Adults will:	Children will:
Be at the door to welcome all children	Walk into the classroom in a sensible fashion and to make eye contact or greet the teacher
Use a raised hand and a calm and steady 5 second count down.	Finish what they are doing and give the adult their attention. Gently pat their partner on the shoulder if they have not noticed the raised hand.
Think about the classroom set up and routines – talk partners etc	Follow adult instruction, remembering the expectations of the St Bart's Way.
Be out on time to collect children and be a presence.	Walk calmly to their line and line up quietly. Lines should be silent when asked.

Appendix 2:

The 30 Second Intervention

Rationale:

- The longer each negotiation around behaviour takes for the few, the less time we can give to the many.
- Children who don't behave well in class will inevitably need more of your time outside lessons – don't give it to them in class too.
- Limit your formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact. That is the win-win.
- The 30 second intervention demands careful and often scripted language.
- It is a carefully planned, utterly predictable and safe way to send a clear message to the child: 'You own your behaviour. Your behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!)

A 30 second script

1. ***I noticed you are...*** (having trouble getting started/struggling to focus/not sitting nicely).
2. ***It was the rule about...*** (lining up safely) *that you broke.*
3. ***You have chosen to...*** (move to the back/catch up on your work at break time).
4. ***Do you remember last week when you...*** (sitting beautifully/listened careful/produced that wonderful bit of writing)?
5. ***That is who I need to see today.***
6. ***Thank you for listening*** (Then give the child some 'take up' time).

(NB: To be used in conjunction with clear and consistent classroom routines)