St James & St John C E Primary School

Behaviour Policy

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Adopted by the Governing Body September 2017

Review date: September 2020

Rationale

St James and St John has a positive approach to classroom management and celebration of achievement as we feel this is the most effective way of approaching any behaviour management system. We firmly believe that the encouragement of high standards of behaviour is crucial in the development of a positive and successful learning environment.

It is our aim to raise standards by promoting a school ethos which is underpinned by our core values because the school believes that teaching about positive human values will improve the quality of education and behaviour of our children. Through our school values and behaviour policy, we aim to teach our children to be considerate, resilient and self-disciplined individuals within school and in the wider community.

Our Aim is:

- To provide a welcoming, safe and secure environment in which there are high behavioural expectations.
- To encourage good behaviour through praising children and celebrating their achievements.
- To achieve a consistent approach to behaviour management throughout the school.
- To promote shared values which promote the attitudes, skills and knowledge needed to be self-disciplined.
- To encourage self-discipline and instil in children a respect for themselves, for other people and for property.
- To support our children with developing self-awareness, social skills, motivation, empathy and managing their feelings.
- To involve parents in our positive management of behaviour and work with them in partnership to develop consistent expectations for their child's behaviour.
- To use appropriate sanctions for each incidence of inappropriate behaviour according to the age and ability of the child.

Legal back ground of this policy

This policy is informed by the Education Act 2002, The Education and Inspections Act 2006, Behaviour and discipline in schools (2014).

Government guidance states:
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable or who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school hours.
- Teachers can confiscate pupils' property.
- The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

This policy should be referred to alongside the school's exclusion policy which sets out the circumstances in which the school may use an external exclusion from school as a very serious sanction.

Equal Opportunities

We achieve equality of opportunity by ensuring that our behaviour policy is implemented fairly and consistently with mutual respect between adults and children. We monitor the outcomes to ensure that it does not disadvantage any individuals or groups within our school. However, we do

recognise that some pupils may have specific difficulties following the system of rules, rewards and consequences. In these cases, teachers together with members of the leadership team, will draw up a differentiated behaviour programme as necessary.

Safeguarding

St James and St John is committed to promoting and safeguarding the welfare of all children. As a school community we have a duty of care to safeguard every child, and this includes safeguarding children from the negative effects of another pupil's misbehaviour (please see safeguarding policy).

Whole school rules

Our shared school rules were developed by our school council and are to be followed across both school sites.

We are helpful
We make sure everybody is looked after.

We are honest
We don't lie and always tell the truth.

We are respectful
We are kind to others and respect property.

We work hard
We are thankful for our education.

We are loving
We don't bully, tease or hurt others

Class Agreements

On the first day of the academic year the children will discuss an agreement that should be followed in class that creates a successful learning environment. The aim is to have a shared consensus about how to maximise learning, develop social skills and create a positive classroom environment. This is in addition to our whole school rules and particular to each class.

School Values

In addition to our school rules, at St James and St John our school community has chosen a set of core values for us all to follow:

Behaviour procedures and 'Going for Gold' guidance

Procedure for Going for Gold behaviour chart system
A 'Going for Gold' chart is in use in each class. The chart works alongside the class record of house points which are added to totals at the end of each week.

Children's names are placed on green at the beginning of each morning and then moved up and down the chart to reflect their concentration, behaviour and attitude during lessons. Children who stay on green are seen to be following school rules and expectations. If a child is moved to yellow or red, they have the opportunity to work themselves back up to green and higher throughout that day. Staff must encourage pupils to try and move up the chart.

Behaviour		Possible Actions	Consequence
Child is consistently well behaved throughout the day Child on task Child following instructions Child following school values Noticeable improvement in a child's attitude and behaviour Always completing reading records Always completing homework tasks – to a high standard		Continue to move child up on the chart Raise the profile of the child through positive praise Add house points for children on Gold at the end of the day.	Gold Silver
1	**First instance of rule-breaking that day** • Calling out, tapping, fidgeting, and swinging on chairs • Persistent talking • Leaving seat during working time • Negative use of body language, stopping others working • Wandering about • Interrupting other pupils • Talking with other pupils at the wrong time • Silly noises • Pushing in line	• Minimal eye contact • Looks of disappointment • Reminders • Praising another child • Verbal warning • Move down GFG chart	Verbal Warning
2	**Second instance of rule-breaking that day, *all or one of the above plus…*** • Being disruptive • Deliberately creating a disturbance • Persistent rule breaking • Accidental damage to property, through carelessness • Rudeness and answering back • Minor challenge to authority • Annoying other children • Repeated refusal to do set tasks • Harmful / offensive name calling	• Looks of disappointment • Move down GFG • Give child time out in class • Separation from the rest of the group	Time out in own class **(5 minutes)**
3	**Third instance of rule-breaking that day** • Continually behaving in any of the above ways **and/or** drawing	• Record the reason for sending the child out in the class behaviour book and send this to the receiving	Time out in another class **(10 minutes)**

	others into negative behaviour • Deliberately creating a disturbance • Persistent rule breaking • Accidental damage to property, through carelessness • Rudeness and answering back • Minor challenge to authority • Annoying other children • Harmful / offensive name calling	class teacher. • Send the child to another class for 10 minutes • The child should reflect on his/her inappropriate behaviour before returning to class in writing. Possible additional actions? • Write a letter of apology • Class teacher meet or call parents • Refer to member of Leadership team	(red cell)
4	**Fourth instance of rule-breaking that day** • Serious rudeness/ abusive language • Challenge to authority • Striking another child or adult • Verbal abuse to any member of staff • Vandalism, stealing, bullying • Damaging pupil or school property • Fighting and intentional physical harm to other children	• Child to miss some playtime / lunchtime. • Serious incidents written up on behaviour card • Referal to a member of the L team. Possible further actions? • Behaviour support plan • Possible formal/internal exclusion – Headteacher • Possible use of behaviour tracking card • Possible fixed term exclusion	**Miss some playtime / lunchtime**

Procedures for Recording

Class behaviour books
When a child has been given time out, the time out book should be completed with the reason why the child has been sent to the class. The behaviour books should be sent to the link class teacher. The child should be asked to sit in the class reflection area for 10 minutes.

Class behaviour books are the key place to record any incidents of misbehaviour or minor rule breaking. They are kept in classrooms and are monitored half termly by the leadership team.

Behaviour cards
Repeated incidents or minor incidents should be recorded in the class behaviour book.

Serious incidents should be logged on to behaviour cards in consultation with a member of the leadership team. The card should be completed by the adult dealing with the incident and this can be then added to the pupil's record in SIMS.

Possible examples of serious incidents:
• Deliberately and repeatedly creating a disturbance
• Annoying or spitting at other children
• Offensive name calling
• Striking another child/adult

- Abusive language
- Direct challenge to authority
- Fighting and intentional physical harm to other children
- Verbal abuse to any member of staff

The above list is not exhaustive but an example of the reason why a behaviour card is completed.

Homophobic & Racist incidents – behaviour card
Any incidences of racist or homophobic behaviour should be investigated and recorded on to a behaviour card, in consultation with a member of the leadership team.

Bullying incidents – behaviour card
Any incidences of bullying should be investigated by and the incident should be recorded on to a behaviour card, in consultation with a member of the leadership team.

Behaviour support plan
Behaviour support plans describe the type of situations that a child finds difficult and what they and other adults can do to help them cope with distress. Behaviour support plans can be used to support children to improve their behaviour when it is appropriate for them.

Behaviour tracking sheet
Behaviour tracking sheets are blank school timetables which are used to track the behaviour of a child throughout the day. Each session on the timetable is signed by a member of staff and a child can receive a reward based on an agreed number of sessions signed. The card should be shared with the child's parent at the end of the week.

Procedures for Lunchtime Incidents

Strategies for ensuring good behaviour at lunchtime

At lunch time meals supervisors will follow the same approach to positive management and will:

- Give clear and consistent instructions about rules and what we expect at St Mary's using positive language
- Be observant and intervene early with friendly reminders
- Praise many children frequently
- Become knowledgeable about children's special needs and special circumstances, differentiate communication and responses with regard to these
- Expect children to be responsible for their own behaviour and think about their actions
- Suggest ways out of problems/possible solutions
- Be clear that most children can behave well if they choose to
- Have a clear cut off point between minor and serious behaviour that needs to be reported to senior leaders
- Ensure a positive and orderly transition to class at the end of playtime
- Model respectful communication between adults
- Discuss strategies for specific behaviours or children showing concern with a member of the leadership team or the child's class teacher.

When a lunchtime incident has occurred and been investigated, lunchtime staff should liaise in the first instance with the child's class teacher at the end of lunchtime. The incident should then be recorded in the class behaviour book by the mealtime supervisor. More serious incidents at lunchtime should be referred to a member of the leadership team and recorded on a behaviour card.

Medical/Accident Book

Maintained by qualified First Aid staff (see Health and Safety policy). Injuries which go into this book that are caused by unacceptable behaviour are also written in the class behaviour book or on a behaviour record card depending on the seriousness of the incident. Any injury caused by misbehaviour is notified to parents/carers. EYFS operates its own Accidents/ Medical Book.

Guidelines for positive management of physical incidents

Positive handling

A child may need to be positively handled in a small minority of situations and this must only be used by staff as a last resort. Incidents of physical restraint should be viewed as part of a strategy to respond to a situation positively but does not mean that it is an alternative to all other strategies. It is important to assess the situation, communicate and reassess the situation, look and listen for opportunities to divert or de-escalate, even if you are holding a child to keep them safe. Some children will have positive handling plans which will be shared will all staff. Staff will need to complete an incident report in the positive handling incident book located in the main site office.

Staff will record details of the physical intervention used.

Before and during and after the escalation of incidences of verbal or physical aggression, staff will need to assess the situation and use their own judgement. The following strategies should be considered in this process:-

- Is there a behaviour support plan or positive handling plan already in place for this child? Has it been followed?
- Can the situation be de-escalated using a strategy other than physical intervention?
- Are you overreacting or taking the behaviour personally?
- Are you in control of the situation?
- When you call another member of staff to support, is it better for them to take over as a way of distraction?
- If a child runs off and they can't get out of the building and is not a danger to themselves or others, can they be left to run? Should you chase them?
- If a child is throwing property around in the classroom, is it best to remove the rest of the class and clear some space or remove the child?
- When should a member of the Leadership team be contacted?
- Is the child a health and safety risk to themselves, others or property?
- Can the child be diverted away from the confrontation?
- Can you allow a child to 'get out with dignity?' By stating E.g. I'll come back to speak to you when things have cooled down a bit
- Are you avoiding unhelpful remarks that imply blame? E.g. start a sentence with **I** instead of **YOU**
- Are you repeating simple instructions?

Every day is a new chance to succeed!

It is important to us that every day is a new day, a new chance to do well in the classroom, in assemblies and other whole school events. It is important that we have a fair and transparent system that all children can understand. If parents would like more information or to discuss an aspect of the behaviour policy they are always welcome to speak to the class teacher

Appendix 1

Guidelines for Positive Behaviour Management Strategies

Planned ignoring
- Consider ignoring behaviour that is not disruptive to others or a safety threat e.g. children on a behaviour support plan

Non-verbal signals
- Use eye contact or small gestures such as a raised eyebrow
- Pause teaching and wait for stillness
- Keeping quiet
- Non-threatening facial expressions

Proximity control
- Either move nearer to the child or move the child nearer to you
- Keeping a safe distance away - allowing room for personal space

Effective reprimand
- Always refer to the school values and class rules
- Talk calmly but assertively
- Use a low tone, volume or pace in communication
- Careful use of words, when communicating
- Do not be sarcastic – but the reprimand might be delivered with humour
- Refer to the consequence of the behaviour
- Be brief and succinct
- Always criticise the behaviour not the child
- You are the model for the pupil to base their response on so avoid argumentative language
- Whisper warning, hand on shoulder, a look
- Refer the child to a senior leader

Be positive
- Use praise more often than checks by at least 3 to 1
- When you praise be specific about what the child is doing right
- Use the reward system effectively to promote good behaviour
- Make your praise varied and sincere
- Catch children being good
- Before addressing a child for inappropriate behaviour, praise children who are behaving appropriately
- Praise the behaviour of all children every day
- Draw child in through targeted questions
- Use positive language (Who is doing good sitting? Who is making me smile? I am really pleased with x).
- Put stickers on those sitting/listening/concentrating
- Use humour and gentle comments
- Repeat reminders of expectations
- Move child to yellow on the Going for Gold chart. Provide increased opportunities through day to move up from yellow to gold
- Work with parents to set behaviour targets and rewards
- Call for support from additional staff
- Reflection sheets
- Use gesture to alert child
- Remain calm

Guidelines for Positive Behaviour Management in Classroom

Good classroom behaviour is seen through:

- Children concentrating, focused on the task and showing interest
- Children reflecting on their own learning
- A calm, supportive and purposeful working atmosphere
- A noise level appropriate for the context. (independent/partner/group work)
- Children showing respect for staff, other children and themselves
- Children respecting their own and each other's work
- Children responding to adult instruction
- Carefully planned and differentiated work for the ability range in the class, so that it offers the right level of challenge
- High expectations set by all staff for children's behaviour
- Carefully planned seating arrangements for different subjects and parts of the lesson
- Ability and mixed-ability grouping selected appropriately for the lesson objective
- Good classroom routines set up and running smoothly
- Use of 'hands up' to gain silence, with claps first where appropriate
- Well organized and easily accessible resources
- A stimulating learning environment that supports learning
- Staff modelling the good behaviour that we expect from the children
- Staff reminding, praising and encouraging children to behave well and using a calm and positive tone of voice
- school values and classroom rules. Rewards and sanctions are clearly displayed and explained to children so that expectations are clear and consistent
- PSHE sessions are used effectively to teach anger management and other self monitoring strategies to children
- Anti-bullying week activities extend children's understanding and willingness to report incidents or concerns
- Teachers communicate regularly with parents to set shared behaviour targets and rewards and to review progress

Appendix 3

Rewards and Consequences

Possible rewards in addition to the class behaviour chart and house points

- Starts, stickets
- Show work to other staff members
- Show work or visit Headteacher / Deptuy Headteacher
- Achievement worship certificate
- Special jobs
- Post cards home
- Phone calls to parents

Consequences

- Verbal and non-verbal warnings
- Move down on the behaviour chart
- Time out in class
- Time out in another class
- Loss of playtime
- Referral to a member of the leadership team
- Contact parents

Appendix 4

St James and St John CE Primary School - Behaviour Support Plan		
Name of child:	**Class:**	**Teacher:**
Other adults who work with the child:	**Any identified needs? SEN?**	**Parents**
<u>Triggers</u> What can cause distress?		
<u>Proactive Strategies</u>		
<u>Warning Signs</u>		
<u>Medium intensity behaviours</u> <u>High intensity behaviours</u>		
<u>After the incident</u>		
<u>Childs interests</u>		
<u>Additional strategies to be considered</u>		
Meeting Led by: **Meeting attended by:** **Date:** **Date behaviour support plan shared with parents:**		

Appendix 5

Behaviour Tracking Card: **Week beginning:**

	8:55-9:30	9:30-10:30	10:30 - 10:45 **Break**	10:45 - 12:30	12:30 - 1:30 **LUNCH**	**1:30-2:30**	**2:30-3:30**
Mon							
Tue							
Wed							
Thu							
Fri							

Appendix 6

Behaviour record card (added to SIMS and kept in pupil file)

Name of Child :		
Class :	**Teacher:**	**Playtime…..Lunchtime….. Classroom……** **(please tick)**
Date:	**Time:**	**Lesson:**
Description of Incident		
Persistent non-cooperation/Violent or aggressive behaviour		
Support requested: Time out/other **Class Teacher informed: Yes/No**		
Action taken by L Team		
Parent Contacted: Yes/No Date: / / **Comments:**		
Entered on system:		