



Behaviour Policy 2018-20

AIMS

Our aims for positive behaviour are closely linked to our Teaching & Learning Policy in order to ensure every opportunity is taken to enforce the following:

- To develop thinking - in order to reflect on our behaviour; striving for continuous improvement.
- To role model - in order to show others the high standards of behaviour both in and out of school.
- To have a positive impact - through our behaviour so that this contributes towards the whole school and wider community.
- To challenge ourselves - to maintain high standards of behaviour and set personal targets (if necessary).
- To be engaged - to ensure that we demonstrate behaviour which enables us to learn and achieve our personal best.

All staff recognise the importance of building excellent working relationships with our pupils and indeed between each other. Good behaviour is most associated with good relationships and mutual respect. It is absolutely vital that any intervention should be based on and maintain a fundamental respect for each and every individual.

Pupils are encouraged to be responsible for their own behaviour and actions. Self-discipline is at the heart of effective learning. Parents are encouraged to share the responsibility for the behaviour of the child. They are able to contact the class teacher or Principal to share concerns just as the school will contact them in the same circumstances.

Rewards for good behaviour are a key part of the process and include praise, stickers, certificates, golden time, privilege time and referral to other Senior Leaders/ Principal for extra praise.

Children are expected to obey the rules. Sanctions for poor behaviour include loss of privileges, referral to the Senior Leader, referral to the Principal. The Principal may decide to meet with parents/carers to discuss the incident/s and in very serious circumstances exclude a child from school.

We believe it is essential to emphasise good behaviour and reward it, consistently and appropriately.

A WHOLE SCHOOL APPROACH

We believe that the above principles alongside the following set of core values should underpin our approach to behaviour management:

- All adult behaviour should reflect the main aims
- Pupils should take ownership of their behaviour as individuals and members of the group
- All members of the school community will treat each other with mutual respect.
- All members of the school community will endeavour to build workable relationships between pupil and staff, staff and pupil
- Through a behaviour management policy ensure that the core business of the school, the teaching and the learning, is supported.
- Include all parts of the school environment, the indoor and outdoor classroom and the playground.

We have a supportive 'no blame' policy when staff express concern and request help to manage pupil behaviour.

Roles and Responsibilities

We believe that as part of the educational process, all adults in the school community have a responsibility to teach the children appropriate behaviour. We pride ourselves on all working together to develop a caring and considerate environment for everyone. All staff monitor pupil behaviour and school council representatives act as monitors in corridors.

PRINCIPAL

The Principal is responsible for determining measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies. The Principal must include measures to be taken with the view to encouraging good behaviour and respect for others on the part of the pupils and, in particular, preventing all forms of bullying among pupils.

The Principal should publicise the measures on the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year.

The Principal must ensure the maintenance of good order and discipline at all times during the school day including the midday break, when pupils are present on the school

premises and whenever the pupils are engaged in authorised school activities on the school premises or elsewhere.

The law empowers the Principal, to such an extent as is reasonable, to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying).

The Principal keeps a record of all reported serious incidents of behaviour including details of any action taken.

The Principal has the responsibility for giving fixed term suspensions for serious acts of misbehaviour, or may be required to permanently exclude a child, in line with statutory guidance, as a last resort.

PHASE LEADERS

Phase Leaders are responsible for ensuring that teachers in their phase group maintain individual pupil behaviour records on a central record of behaviour which details the date, time, and place of incidents, children involved and sanctions applied. Incidents are ranked by a traffic light system. Incidents from playtime and dinnertime will be recorded in the same way as incidents in class and will carry the same hierarchy of sanctions and will be recorded on the central record of behaviour in the same way.

If the "red" behaviour incidences accumulate quickly because of persistent referrals to the Phase Leader, this will be referred to the Principal and /or parents, depending on the nature of the incidents. These records are audited half termly and any necessary actions put in place.

This record will help to identify any patterns of behaviour, relationships or situations that can be addressed with staff to modify the behaviour. It will also help identify instances of bullying.

SENCO/ CARE

If a child has repeated incidences of poor behaviour then it is sometimes appropriate for the SENCO to liaise with outside agencies in order to provide further personalised support for these pupils. This is always done in a positive way in conjunction with parents and carers.

ALL STAFF

All staff - teachers, teaching assistants, dinner supervisors and other non-teaching staff have a responsibility to be vigilant and follow the appropriate procedures when an incident is witnessed or reported to them. All staff should apply the school rewards system, rules and sanctions as set out in this policy, using the Go, Think, Stop posters as a reference point. All staff should be aware of the importance of modelling positive relationships.

CLASS TEACHERS

Class Teachers are responsible for their children's general progress and well-being, which includes ensuring that as far as possible pupils are free from bullying and harassment, but they do this in conjunction with the Principal and Phase Leader. This responsibility is also shared with classroom/learning support assistants and lunchtime supervisors. When staff have a concern about behaviour they are encouraged to share this concern with members of their year phase team, the SENCO or a member of the Senior Leadership Team.

Class Teachers should bring instances of persistent or deliberate bad behaviour to the attention of parents and log in the class behaviour file that parents have been informed.

All Class Teachers should apply the school rewards system, rules and sanctions as set out in the Behavioural Expectations Document. They should display in their classrooms their Class Charter, the 'Go, Think, Stop' posters so that all children clearly understand the systems in place in school.

Lunchtime Supervisors

All supervisors should apply the same rules, rewards and sanctions that are applied by teachers. Dangerous behaviour will be sent straight to the Phase Leader/Principal.

Anti - Bullying

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else either physically or emotionally. Bullying can be physical or verbal, or even a gesture and is usually repeated over a period of time. It can be overt or subtle intimidation. It is not always easy to recognise. Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to face, indirectly or by using a range of cyber bullying methods. Bullying occurs for a variety of reasons - and for no reason at all. Specific types of bullying include; bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual-orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist or sexual bullying. There is no hierarchy of bullying - all forms of bullying should be taken seriously and dealt with appropriately.

We are all aware that bullying will not be tolerated, it is unacceptable and will be confronted and addressed. All staff have a responsibility to be vigilant and follow the appropriate procedures when an incident of bullying is witnessed or reported (see Anti-Bullying policy and Anti-Racism Policy).

Partnership with Parents

Parents are expected to support their child's learning, and to cooperate with the school as set out in the home school agreement, including in cases where sanctions are necessary.

A supportive dialogue is established between home and school, and parents informed if there are concerns about their child's welfare or behaviour. Parents are invited into school regularly to share in pupils' positive behaviours through assemblies, workshops, and lunches. Notes are also sent home to inform parents of positive behaviour termly from the Principal and regularly in pupil planners. This policy is available on our school website for reference at all times.

- If parents have any concerns about the way that their child behaves they should make an appointment to see the class teacher.
- If the concern remains they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeals process can be implemented, following the School's Complaints Procedure.

Governing Body

- The Governing Body has the responsibility of reviewing the effectiveness of the guidelines and support the Principal in carrying them out.
- The Governing Body convene a Pupil Discipline Committee to consider any pupil attendance, behaviour and exclusion

Positive Handling techniques may be used by trained staff as a last resort, in situations where a child is at risk of hurting themselves or others, or if the behaviour of a child is likely to cause damage to property or disrupt the good order in school. In these rare circumstances the School's Force and Restraint Policy will be followed. This Policy is available on request.

COMMON RIGHTS AND RESPONSIBILITIES AND RULES

The basis for behaviour management is based on the following common rights and responsibilities and rules.

Agreed Common Rights

- We all have a right to feel safe
- We all have a right to be treated with respect and dignity
- We all have a right to learn

The Class Charters are based upon the one rule for all of us, which is:

Everyone will act with courtesy and consideration to others at all times

- Be truthful
- Think of other people's feelings
- Treat others as you would want to be treated
- Make it as easy as possible for everyone to learn and for the teacher to teach. (this means listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times).
- Move calmly and quietly about school (this means never running or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things).
- Speak politely to everyone. Calling out is always rude. Remember to say please and thank you and be patient.
- Respect and care for the school and other people's property.

We believe that establishing teacher expectations of a class is time well spent. At the start of each school year the teacher should make explicit the procedures, routines and expectations for:

- Using the cloakroom
- Entering/leaving the classroom
- Registration
- Movement around the school
- Movement around the classroom
- Using/sharing resources
- Gaining the teacher's attention
- Going to the toilet
- Wet play/lunchtimes
- Tidying-up....etc.

The class teacher should actively teach, model, encourage and support positive behaviours, e.g. appropriate voice for level for paired/small group work or expectations on entering the class. These expectations should be regularly reinforced through the year.

REWARDS.

Positive reinforcement of appropriate behaviour is the best way to encourage good standards of behaviour. Rewards must mean something to the child/group. There needs to be a staged approach to rewards i.e. little rewards lead to big rewards. Once a reward has been given it must not be taken back.

Methods of Praise - examples

Non-verbal praise

Verbal praise

A written commendation on a pupil's work

Commercial stickers - in books.
Being sent to another staff member for praise
Special responsibility
Effort certificates in Assembly
Inform parents (inc. Praise Postcards)
Being sent to the Phase Leader/Principal for praise.
Golden time - weekly

There is also a whole school system of "teams" to encourage good behaviour and positive peer relationships. Team points are awarded to individuals and/or groups of pupils for extra effort and/or service. The winning team is announced each Friday in assembly and this is displayed in school. At the end of each half term the winning team receives extra playtime.

The focus of behaviour management will always be praise.

SANCTIONS

Sanctions need to be in place for the benefit of all children. Clear negotiated sanctions are an essential requisite of positive classroom management.

Sanctions offer clear boundaries and a safe framework.

We believe pupils should understand consequences and how their severity relates to behaviour. Examples of sanctions include; loss of a proportionate amount of golden time or, for more serious incidents, loss of playtime and lunchtime reflection with a member of the Senior Leadership Team.

5 minutes of Golden time lost for yellow card.

15 minutes of Golden time lost for red card and parents informed.

Issues relating to the Exclusion of Pupils

There are certain behaviours in school that we have identified as totally inappropriate and unacceptable and which will lead to a child being excluded for a fixed period. These behaviours are including but not limited to:

- More than 1 instance of planned physical abuse towards other pupils and adults or physical actions directed towards adults and pupils in school.
- Actual bodily harm towards other pupils. This includes throwing objects (chairs, books, pencils etc) both inside and outside of the classroom.
- Injuring other pupils and adults with the intention of causing serious harm.
- Swearing and verbal abuse which the adults and pupils in school find offensive and has occurred more than 1 occasion.
- Biting other pupils (if this is an ongoing problem) and all other interventions have failed.

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- Inappropriate behaviours in the playground such as: swearing, aggressive behaviour, etc. These would be behaviours that we would consider unsafe both for the pupil and for other pupils in the playground.
- Extreme cases of pupils choosing to abscond from the premises.

When making decisions about exclusion, staff will take and follow the correct procedures as directed by colleagues in EPS and behaviour support. It must be made clear that every effort will be made to promote positive behaviour. The use of fixed term exclusions is used rarely however this is the principal's decision to issue if it is felt there is no other options and the behaviour strategies in school have been exhausted. A decision to exclude a pupil permanently is used as last resort and will only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A record is kept of all exclusions and this is confidential. All matters relating to behaviour and discipline are discussed during regular Committee meetings and the Chair of Governors is kept fully informed of any changing situations on a daily basis.

Policies

This Policy should be read in conjunction with our "Anti Bullying" Policy, the DFE document entitled "Use of Reasonable Force 2013", "Managing Allegations Against Staff" Policy and "Equal Opportunities" Policy and the "SEN" Policy.

GO

This is a great way to behave.

- ❖ Be truthful
- ❖ Think of other people's feelings
- ❖ Treat others as you would want to be treated
- ❖ Listen carefully
- ❖ Follow instructions
- ❖ Help each other
- ❖ Be quiet and sensible
- ❖ Move calmly and quietly
- ❖ Be ready to help by opening doors
- ❖ Stand back to let people pass
- ❖ Speak politely to everyone
- ❖ Say please and thank you
- ❖ Be patient
- ❖ Respect and care for the school and other people's property
- ❖ Be the best you can be

THINK

You are starting to get into trouble.

- ❖ Having accidents where other children get hurt or upset
- ❖ Damaging things because you did not think first
- ❖ Joining in with name calling
- ❖ Sometimes telling lies
- ❖ Not thinking about other people's feelings
- ❖ Being selfish
- ❖ Not listening carefully
- ❖ Being noisy
- ❖ Running in corridors
- ❖ Forgetting to say please and thank you
- ❖ Being impatient
- ❖ Persistent shouting out

STOP

This behaviour is NOT acceptable

- ❖ Persistent rough play
- ❖ Deliberately lying
- ❖ Deliberate damage to school and other people's property
- ❖ Breaking School Safety Rules
- ❖ Persistent disruptive in lessons so that others cannot learn
- ❖ Deliberate rudeness to staff and other adults
- ❖ Disobeying staff
- ❖ Bullying
- ❖ Stealing
- ❖ Fighting
- ❖ Racist behaviour