



Behaviour Policy

Ratified on: 1.9.2021

Ratified by: A Millichip

Review date: 1.9.2022

During this school year, behaviour and positive relationships will be a key feature of the School Improvement Plan. The policy will therefore be a working document that will be added to during the course of the year.

Our Christian Ethos

As a Church of England School our attitudes and responses to behaviour are based on Christian values. The life and teachings of Jesus inform the way that we behave as a community towards each other:

'We believe that every child is made in the image of God; inherently valuable and unique amongst God's creations.' School Vision 2019

Therefore, we respect the rights and feelings of everyone regardless of race, gender, religion, disability, social position, intelligence etc. We deal with each other's behaviour as individuals. We believe the best in each other and refer to disappointing *behaviour* rather than making any reference to the child. Forgiveness is one of our school's core Christian values.

'We are an inclusive and welcoming family who celebrate each other's achievements.' School Vision 2019

Therefore, we do not bear grudges and realise people can change their behaviours. We do not encourage retaliation or retribution. We allow time for personal reflection and choice about giving a genuine apology. We teach that honesty and forgiveness are better than denial and guilt.

'Our Christian Values are at the heart of all that we do; nurturing a sense of belonging and shared identity.' School Vision 2019

Therefore, we are committed to including everyone. We prepare children to live harmoniously in a world of diversity and difference. We acknowledge that there is often a reason why children display behaviours and will seek to understand and unravel this with the child, family and other agencies as appropriate.

'Through our established, local and global links, children learn to be responsible and respected citizens.' School Vision 2019

Therefore, we do not make prejudiced and quick judgements. We listen and expect the truth. We are called to respond to the needs of the victim *and* those behaving inappropriately.

'We will ensure that all children know, experience and understand the love of Jesus Christ; supporting children on their journey of learning, faith and spirituality.' School Vision 2019

Therefore, we recognise how difficult it can be getting along with some people and nurture skills of tolerance, independence, patience and respect. We need to make clear that certain behaviour is unacceptable and, depending on the situation, sanctions may have to be put in place.

Linking with our Ethos

Policy

These attitudes and values are at the heart of all our school policies eg. Equality, Anti-Bullying, Collective Worship, Assessment, Special Educational Needs, Safeguarding.

Practice: Curriculum

These attitudes and values are reinforced throughout our school curriculum e.g. Global Links, Circle Time, Geography, RE, PSHE, RSE.

Values

We have a well embedded values programme. Our core values are: honesty, friendship, kindness, perseverance, responsibility, respect, courage and forgiveness. Our values are taught in school and communicated through displays and to parents. They are shared and understood as the basis for discussing individual behaviour with pupils. Adults ensure that they take time to notice when children are demonstrating the school values. Children are rewarded with values stickers and record their achievement in the class's PSHE and values floorbook. A letter is sent home to parents/ carers to inform them that their child has been noticed demonstrating a particular value.

At St James's Primary School, we hold high expectations of behaviour by all the children and adults. We want our school to be a happy place, a place where the children want to be and where they feel secure and where they can learn.

Positive behaviour is a necessary condition for effective teaching and learning to take place. The governing body and staff accept this principle and seek to create an environment in the school which encourages and reinforces good behaviour.

1.1 Purpose

To promote a positive climate where:

- Children are greeted warmly each day.
- There are visible consistencies with visible kindness, allowing children to flourish.
- 'Fantastic walking' – children move around school respectfully, calmly and quietly.
- Agreed expectations are established and acted upon fairly and consistently. This creates a positive and orderly atmosphere which supports teaching and learning.
- Positive behaviour and effort are encouraged, rewarded and used as a model for others to follow.
- Use of REACH (Responsible, Enthusiastic, Action, Creative, Have a go!) learning behaviour develops active learners with positive mindsets.
- Care is taken of each other, our property and our school.
- Parents and carers are involved in the process of promoting high standards of behaviour.

- Children are helped to understand that they have a responsibility for their own actions and that those actions affect others.
- Fair treatment of all is ensured regardless of age, gender, gender identity, race, ability and disability.
- Persistent difficulties are addressed.
- Ensure that vulnerable children receive sensitive and well-matched behaviour support.
- The efforts and contributions of all are valued.

1.2 Guidelines

1. All adults are responsible for the behaviour of **all** children. Adults and children should act as good role models at all times.
2. Children are encouraged to become self-disciplined, to be responsible for their own actions, in order to develop their confidence and independence.
3. Children know the consequences of negative behaviour. They understand that they can improve their behaviour and make a new start.
4. Parents and carers are informed of school expectations, rewards and consequences and are involved at an early stage when problems occur.
5. Work within classrooms must take account of individual ability and age of the pupil.
6. Inappropriate behaviour needs to be monitored, and appropriate strategies applied.
7. School Council, REACH Ambassador meetings, and Circle Time/PSHE give pupils the opportunity to discuss any issues arising from children's behaviour.

1.3 Pupil response to managing behaviour:

When pupils identify behaviour issues occurring with other children, they will be taught to deal with it appropriately. In some cases, this may be to ignore the behaviour. Other times, the child may explain why the behaviour is causing concern and seek the help and support of an adult. If the behaviour is unsafe or is causing offense due to being racist, homophobic, biphobic, transphobic or discriminatory in any way, children will be taught to inform a grown up.

2. Rewards

Our behaviour policy focuses on positive behaviour. We aim to promote positive behaviour in school by giving children who behave well a high profile. Positive behaviour and effort are encouraged and rewarded, publicised and used as a model for others to follow. Examples of good behaviour will be highlighted and acknowledged by a well-structured system of rewards that ensures consistency across the school. Rewards help to identify positive aspects of each child's behaviour and make them aware of their abilities and qualities therefore building self-esteem.

2.1 Rewards

Rewards include:

- Children are given verbal positive praise
- Values stickers are awarded
- Written comments on work
- Stickers / stamps
- Telling parents (verbally or written)
- Celebration postcards sent home
- REACH points are allocated when pupils demonstrate positive learning behaviour
- Praise and best work assembly each Friday – see appendix 1 for format
- Achievement awards/certificates/badges for sport, swimming and other achievements
- Work featured on our school website
- A Mentions Assembly is held every half term, where staff nominate children from every class to have a Mentions Certificate
- Children who have behaved as particularly good role models are sent to the Deputy Head teacher or Head teacher for extra praise and a Head teacher/ Deputy Head Teacher Award and/ or a small prize.

2.2 REACH points

REACH points are allocated when pupils show independent and ambitious learning behaviour.

Responsible

Enthusiastic

Action

Creative

Have a go!

Certificates are given when pupils achieve the following milestones.

25	Bronze
50	Silver
75	Gold
100	Platinum

There are REACH Ambassadors in every class, supporting the Senior Leadership Team to teach, embed and model the REACH ethos of the school. 6 pupils from year 6 also take the lead as REACH Ambassadors to support younger pupils in their roles and meet regularly with school staff to inform next steps.

EYFS: In early years, pupils are encouraged to work together to achieve stars to put on their night sky. Staff notice positive behaviour in our youngest pupils and allocated stars to pupils with an explanation of how the pupil is demonstrating school values and positive learning behaviour. Working accusatively, pupils work towards a common goal and class reward.

2.3 Playground Buddies/Peer Mentors/ Sports and activity leaders

Year 5 children have the opportunity to become Playground Buddies, working under the direction of the Dinner Supervisor and KS2 Leader, who have responsibility for directing and supporting these pupils. They work with children on the playground, helping children to play together, and hence develop social skills; at the same time reinforcing the expectation for expected behaviour at lunchtime.

Pupils from year 6 are trained as Sports and Activity leaders to encourage positive play and activity at playtimes and lunchtimes, across all key stages. They meet regularly with the PE and sports lead to discuss the impact of their leadership as well as future training or resource needs.

2.4 Values awards

When a child is noticed demonstrating one of the schools values: kindness, honesty, friendship, courage, forgiveness, perseverance, respect and responsibility, they will be awarded with a values sticker. This can be during lesson time, at play or dinner times, or when school are notified via a visitor or someone outside of the school setting that a child is a worthy recipient. Parents/ carers of pupils in receipt of a values award will be notified in writing each Friday.

2.5 Lunchtime awards

Lunchtime supervisors will give values stickers to pupils who demonstrate the school values particularly well.

However, lunchtime supervisors may also choose to write a certificate for pupils that have particularly stood out during lunch sessions for behaving particularly well. These will be shared in praise assemblies on Friday mornings.

3. Sanctions

3.1 Whenever possible, reprimands will not be public. They should concentrate on the behaviour, rather than the child e.g. 'that was an unkind thing to say' rather than 'you are unkind'. **From September 2021, all school staff will be participating in Restorative Practice training where they will learn about the importance of restorative questions and conversations. This will allow pupils to work through any issues together and encourage them to take greater responsibility for their actions. The school's policy will be adapted in line with the training that we receive. See appendix 2 for Restorative Questions to facilitate a restorative conversation.**

All negative behaviour incidents will be recorded on CPOMS. Members of SLT will monitor incidents closely to identify any patterns in behaviours and also to identify any pupils who may require additional support at certain times of the day or in certain situations.

3.2 The following examples of serious, unacceptable behaviour will not be tolerated:

- Swearing, fighting, name-calling, biting, spitting
- Bullying (including cyberbullying)– this is when children behave badly to each other over a sustained period of time
- Disobedience to any adult in the school community
- Racism or inciting others to behave in a racist way
- Ridicule of an individual for cultural or religious differences
- Homophobic, transphobic or biphobic behaviour
- Disrespect of people and property (including e-safety incidents)
- Lying
- Stealing
- Drug use
- Use of weapons
- Any behaviours that constitute a health and safety risk to themselves or others

Please also see our Anti-radicalisation Policy for other unacceptable behaviours.

3.3 Children may need support and reminders about appropriate playground and classroom behaviour. If they do, the following steps will be taken.

Behaviour	Sanction/Consequence
First time	Adult will remind the child of the appropriate behaviour
Second time	Reminder card kept with adult and discussed with child that there has been the need for an official reminder and that the adult will be looking for improvements and more appropriate behaviour. The child will be congratulated and the reminder card will be replaced once behaviour has been amended.
Third Time	Adult will seek support of a phase or senior leader. Child will hold a restorative conversation with the appropriate adult and any other pupils involved or affected by the behaviour. This conversation may include a member of the leadership team. If at lunch time – supervisors may decide that the appropriate way forward is for the child to spend some time in the ‘Stop and Think’ area where they will be supervised by a member of the leadership team to complete an independent reflection task (see appendix 3). The child will then hold a restorative conversation with the relevant

	member of lunchtime staff, facilitated by the member of the leadership team supervising that day.	
Severe, dangerous classroom or playground behaviour	Sent straight to the Head Teacher and/or Deputy	Parents invited in to discuss way forward. Child may require time out of the classroom or to miss some or all of playtime/lunchtime. An Individual Behaviour Plan may need to be written and agreed.

Other sanctions may include missing playtime to catch up on work missed, referral to phase leader, letter to parents and as a last resort, following Local Authority guidelines, exclusion.

Reception classrooms use a similar system called 'Blue Box'. Reception children are first given a warning and then their name is put in the blue box if they continue to not behave in the expected manner. They will then miss some of their choosing time.

When a child misses some or all of a break time or lunchtime, or has a time out of the classroom, the child will have access to the toilet. If this is during lunchtime, the child will have the opportunity to eat their lunch.

3.4 Individual Behaviour Plans (I.B.P.).

If a child's behaviour is causing persistent concern then a behaviour chart or written behaviour contract will be set up – this plan is in partnership with parents / carers. Support from external agencies may be sought, in agreement with parents/ carers. Actions taken to support a child who requires individual support to manage their behaviour and responses will be outlined in an Individual Behaviour Plan (IBP) in discussion with the SENCo or a member of the senior leadership team.

I.B.P.s should focus on no more than 3 achievable targets and should be reviewed regularly to reflect progress that the child is making and to make any necessary adjustments. I.B.P.s will only work towards behaviour modification if parents have been informed, and when all staff, including PPA or other cover staff, update it following each session. Although it focuses on behaviour targets, it is important that positive behaviour is celebrated. Phase Leader and / or Deputy and / or Head need to be proactive in monitoring diaries to ensure they are having impact.

3.5 Behaviours referred to Phase Leaders and / or Deputy and/or Head

The following behaviours should be referred to a member of the SLT (Senior Leadership Team):

- Bullying including cyber bullying(See anti bullying policy)
- Racist/homophobic/transphobic/biphobic name calling
- Repeated violence (any violent incident should be recorded)

- Repeated bad language
- Damage to property
- Stealing
- Threatening behaviour towards an adult
- Any behaviours that constitute a health and safety risk

SLT will then support the relevant members of staff to deal with the behaviour of concern and facilitate a restorative conversation with all concerned, including the referring staff member.

3.6 Exclusion

When making an exclusion the Local Authority policy is followed (see pupil exclusion manual kept in Headteacher's office).

There is no set pattern as to when exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually an exclusion results from escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviours exhibited in school. However in some cases behaviour is so extreme that exclusion is given immediately.

Exclusions can be short term i.e. 1, 2, 3, 4 days at a time. A child may be excluded for a number of short term exclusions. Work is always sent home and an exclusion leaflet and letter explaining the reasons for exclusion. On return to school at St James's the child is always welcomed back by Head and / or Deputy.

At St James's exclusions have been triggered by behaviours such as:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and / or other pupils
- Gross defiance to all adults within school including refusing to co-operate with **senior staff, deputy and/or Head teacher.**

3.7 Permanent Exclusion

In a situation where the behaviour policy and short term exclusions are having no positive impact then a pupil may be permanently excluded. In such serious cases advice is sought and guidance followed from the Dudley LA Exclusion Unit. When a child is permanently excluded the LA is duty bound to find alternative arrangements for the permanently excluded child.

3.8 Rewarding whole classes when working towards helping a child with significant disruptive behaviour

In some extreme incidents the inappropriate behaviour of a child may have a detrimental impact on a whole class. It is really important that the class's encouragement and support is rewarded i.e. when the disruptive child has a positive lesson / day/ week etc. the rest of the children are praised and rewarded for their help. This can be done in a number of ways including whole class reward and asking Head / Deputy or SLT to come to congratulate the class, hand out stickers etc.

4. Behaviour and SEN

If a pattern of poor behaviour, disruption, anti-social behaviour around school or in the playground develops; the following stages need to be followed;

5.1 Intervention Strategy

- SENCO made aware and a Positive Behaviour Plan is written if necessary
- Parents made aware that the child is on the Special Needs Register for behaviour
- Staff awareness – so that adults can observe them behaving appropriately
- Behaviour modification used
- Support staff may be deployed to support the child at certain times of the day or for specific activities e.g. the end of the day to help them to finish on a positive note
- Nurture Group or circle time used to create a supportive environment and increase self esteem
- Individual behaviour charts kept and monitored for recording positive behaviour as well as problems
- If the above intervention strategy does not significantly improve behaviour then the SENCO needs to be informed and may ask for help from external agencies such as the Educational Psychologist or Sycamore Behaviour Outreach Team.

5. Behaviour and Safeguarding

All school personnel should consider whether behaviour under review gives cause to suspect that a child is suffering or is likely to suffer, significant harm. This may be the case where family discipline is more likely to be harsh. Where this may be the case, school personnel will follow the school's safeguarding policy. School personnel will also consider whether the disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multi-agency assessment is necessary.

6. Communication and Parental Partnership

We believe that the partnership between home and school is vital with regard to behaviour. A supportive partnership will be strong and be of ultimate benefit to the children. We strongly encourage parents to read this policy, which sets out their commitment to supporting the school in the implementation of the Behaviour Policy.

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

We ask parents to keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school.

6.1 Behaviour beyond the school gate – children are expected to uphold the reputation of the school whenever they are out of school, whether taking part in an official school visit or wearing our uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. St James's' CE Primary School cannot be responsible for pupil behaviour when they are out of school but where appropriate, will endeavour to investigate any incident reported to the school. The school will always co-operate with the police in any investigation of incidents which are thought to involve pupils from our school.

7. Penalty Notices

Parents can be issued penalty fines in respect of exclusion and absence and further detail can be found in the schools' Attendance Policy

8. Use of Reasonable Force

DFE Use of reasonable Force – Advice for headteachers, staff and governing bodies July 2013

It may be necessary to use reasonable force to control or restrain a child for their safety and the safety of others, to prevent them from hurting themselves or causing disorder. We have the legal power to use reasonable force in these circumstances. However, this will only ever be used as an absolute last resort.

Control means passive physical contact i.e. standing between two children or taking a child's arm to guide them.

Restrain means to physically hold back.

Acceptable forms of intervention in this school include:

- Leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back
- Holding a pupil who has lost control until they are calm and safe
- Physically moving between and separating pupils
- Blocking a pupil's path
- Use of reasonable force to remove a weapon or dangerous object from a pupil's grasp
- Where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force', for example, to prevent a pupil running into a busy road or hitting or hurting someone
- Using more restrictive holds in extreme circumstances
- Any circumstances of reasonable force MUST be detailed in writing immediately after the event and a member of the Senior Management MUST be informed.

The following members of staff have received MAPA (Managing Actual and Potential Assault) – Mrs L Mason, Miss S Mason, Miss H Scott, Mr G Wakeman, Miss R Drew, Mrs N Waterhouse, Mrs J Coley, Mrs C Chilton.

Screening and Searching Pupils

Staff reserve the right to search pupils for any item if the pupil agrees or for prohibited items without consent, provided staff have reasonable grounds for suspecting that a pupil might have a prohibited item. Screening, Searching and Confiscation: Advice for Head Teachers, Staff and Governing Bodies (DfE 2011)

9. Policy Maintenance

9.1 SLT Role

To keep the policy 'live' and 'active' the following maintenance activities need to take place.

9.2 Ongoing throughout the year

Ensure any new staff and students are aware of behaviour policy via induction processes.

9.3 Policy review

- This policy will be reviewed annually. Each team will review in the summer term for the following year.
- In Autumn term Deputy and/or Head to lead whole school assembly on behaviour policy.

Appendix 1:

Praise assembly format

Weekly Praise assembly grid	Child's name and brief explanation
REACH (Circle one letter)	
School Value <hr/> (Choose one value)	
Star of the week (connect to a subject)	
Star of the week (connect to a subject)	

Appendix 2: Restorative questions following a behaviour incident:

- What happened?
- What were you thinking at the time?
- How do you feel about what happened?
- What have your thoughts been since?
- Who has been affected by what happened? In what way?
- What needs to happen to put things right?
- Is there anything else that you would like to say at this time?

Appendix 3:

Independent reflection format

Which of the school's values did you not follow?

How did this affect you? How did this affect others?

What need to happen to put things right?

Appendix 4: Individual Behaviour Plan

Positive Behaviour Plan

Name:

Date:

Let's talk about strengths:

What is the pupil good at/enthusiastic about?

Let's talk about concerns:

What are the barriers to their learning?

Let's talk about current strategies and support in place:

What happens when the above concerns arise? What is in place to prevent the above concerns? Is it working?

Goals	Who?	What?	How?	Why?	When?
<p>Example:</p> <p>To participate fully in P.E. lessons with Mr Smith</p>	<p>Mr Smith Miss Jones</p>	<p>Chunked P.E. lesson with regular breaks. Clear expectations and plan to follow. Prai</p>	<p>1. Help Mr Smith set up for P.E. 2. Get changed and join the lesson for ten minutes. 3. Help Miss Jones with a class task</p>	<p>To help John to achieve success within P.E. To help John regain confidence within P.E.</p>	<p>Wednesday afternoons 1pm-2pm.</p>

References and bibliography:

DfE [Behaviour and Discipline in Schools: Advice for Head teachers and school Staff](#) January 2016

“When the Adults Change Everything Changes” – Paul Dix Independent Thinking Press

“After the Adults Change: Achievable Behaviour Nirvana” Paul Dix Thinking Press

“Learning Behaviours: A Practical Guide to Self-regulation in the Early years” Sue Crowley A John Catt Publication

[Promoting children and young people’s emotional health and wellbeing: A whole school and college approach](#) – Public Health England

[Mental Health and Behaviour in Schools](#) DfE November 2018

Restorative Practice – Michelle Morgan: Creating Connected Communities