



ST. JAMES' CE FIRST SCHOOL

BEHAVIOUR POLICY

Document Detail	
Category:	General
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Version:	2017 2 Reviewed July 2018 Alterations to Behaviour Systems (Rewards & Sanctions)
Status:	Approved October 2018
Next Review Date:	July 2019



We are all God's family,
And we will try our best,
To live, love and learn with others,
As Jesus taught us.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

St. James' is a Rights Respecting School and we will ensure no child or adult, regardless of gender, race, religion, ability or disability will be discriminated against.

Introduction

All staff will work together to nurture the code of behaviour at our school, having high expectations of pupils at all times.

We believe in the process of positive reinforcement and praise good attitudes and behaviour. Our behaviour policy ensures consistency of approach. We recognise the vital importance of close supportive relationships with parents and are committed to this relationship. We involve the children in decision making regarding behaviour and developments within school. The school is small enough for all staff and children to know each other; we nurture a 'family' atmosphere. We believe the spiritual dimensions produced by being a Church school adds significantly to the development of a 'caring' atmosphere.

We believe that everyone has a right to learn and that emphasising positive behaviour in school marginalises bad behaviour and decreases the number of incidents. A well-managed, orderly environment in school will encourage children to act in a positive and caring way.

Aims and Values

To develop positive behaviour, we will promote the following values within the Christian ethos of our school;

- enthusiasm for involvement in all aspects of school life
- team work which promotes tolerance, respect for others' views and a strong sense of belonging
- understanding of the importance of honesty and forgiveness

- respect and politeness towards all members of the school community
- awareness and consideration for others' personal space and property
- self-esteem, valuing one's own self worth
- independence, recognising responsibility for your own actions

We Aim to;

- encourage everyone in the school community to understand their responsibility in modelling and commanding expected behaviour at all times
- ensure that all staff administer rewards and sanctions in a fair, consistent way, while recognising that individual situations may need individual responses
- emphasise the importance of promoting, celebrating and rewarding good behaviour
- ensure that pupils understand how to behave well
- ensure that all stakeholders understand the school's rewards and sanctions policy and the principles on which it is based
- ensure that additional behavioural needs are identified early and that pupils are offered appropriate support with alternative reward and sanction systems where necessary for individuals

Behaviour systems

Each class has the same method of dealing with behaviour- following the colour coded chart. This is displayed in all classrooms and the hall. All staff are trained in how to use the chart to ensure consistency in the way that behaviour is addressed. The chart deals with both rewards and sanctions.

MDSAs will use a communal chart during lunchtime and post-its used will be handed to teaching staff to move, up or down, on the class charter once back in class.

Rewards

Rewards are given in the form of verbal and written praise, stickers and certificates/ medals. Children are awarded following instances of positive behaviour and for achievements which need particular acknowledgment. They may be given to an individual, a group or a whole class. Rewards are given to reinforce positive behaviour and attitudes to learning. The reward chart looks as follows:

Green- all children start everyday on the green area of the chart

Stars- children are moved up onto the stars for demonstrating particularly good behaviour/ good work

Hot air balloon- children are moved onto the hot air balloon for demonstrating that they have gone above and beyond expectations, challenged themselves and showed resilience in their learning

Stickers are awarded daily depending on where the child's name is placed at the end of the day.

Green= 1 sticker
Stars= 2 stickers
Hot air balloon= 3 stickers

Children will collect stickers every day, working towards the ultimate goal of their choice of 'Friday Club', specialist enrichment provision where children can choose an activity to partake in for 30minutes on a Friday afternoon. Once a child has earned 7 stickers they can sign up to their choice of enrichment activity and then collect subsequent stickers aiming for a maximum of 15 per week working towards their achievement stars.

100 stickers= bronze badge
200 stickers= silver badge
300 stickers= gold badge
(Awarded in assembly)

Alongside the sticker scheme the class teacher will select 1 child per day who is named 'Star of the day'. This involves the teacher speaking to the child's parent/ carer in the playground/ via telephone to share praise for the child's achievement. There will be a display in the classroom which reflects this which changes on a daily basis.

Headteacher's awards will be given weekly to 2 children in the year group based on exceptional achievement academically or personally which deserves recognition. These children will receive certificates to take home and there will be a display in the school which reflects this, changed weekly.

Sanctions

Sanctions are given verbally by any member of school staff. The coloured charts are displayed alongside the reward charts. They may be given to an individual, a group or a whole class. Sanctions are given to encourage children to acknowledge wrong behaviour and improve attitudes to learning. The sanctions chart looks as follows:

Amber- 'first warning'- behaviour is not responding to verbal encouragement and therefore child moves their name. Child now misses 5minutes off the next playtime in the playground standing at the wall next to their class animal.

Red- behaviour has continued and the child needs further intervention to make amends for their behaviour. Child misses 10minutes off the next playtime in the playground standing at the wall next to their class animal. This behaviour is noted in the behaviour log by an adult who has dealt with the behaviour.

Blue- children whose behaviour is violent towards another child or adult in school e.g. hitting, kicking, spitting etc will move their name straight to blue. This child misses their next 2

playtimes in the headteacher's office and parents are notified. This behaviour is noted in the behaviour log.

At all points the child has the capacity to demonstrate an improvement in behaviour/ put a situation right once the 5/10 mins have been missed or at the start of a new day the child's name moves back to green. Whenever possible these will be carried out on the same day but there may be occasions when these may have to be carried over into the next day. Where an incident occurs in the afternoon or a blue sanction means the child misses the next day's playtime the teacher/ TA must keep a note of minutes to be missed and the child's name still goes back to green for the following day.

Missing time off of playtime allows the child time to think about the reason they are missing some playtime and to think about how they will make amends/ put their behaviour right again. Staff on duty will interact with the child after they have missed their 5/10 mins and the child will have to make apologies and state how they will improve their behaviour.

After 5 entries into the behaviour log across a term parents will be invited in to discuss the child's behaviour and how we can work together to make improvements.

Children from KS2 and year 2 from summer term, will be given a 'reflection card' (see attached) which will keep a close record of their behaviour for the following week and will involve parental engagement. Reflection cards will only be given out under the headteacher and assistant headteacher's discretion.

In most classroom/ playtime situations this stepped approach to behaviour management will be followed. However, on some occasions a staff member may feel that it's necessary to miss steps out. Examples would be for extreme behaviour where a child is moved immediately to blue for hitting, spitting, biting, swearing etc...

If unacceptable behaviours persist one or more of the following steps will be taken (no particular order);

- Parents informed and targets set for improved behaviour
- Behaviour support plan developed
- Referral to external agencies Behaviour Support Service or Educational psychologist

In extreme cases of violent or abusive behaviour it may be necessary to implement:

- Fixed Term exclusion
- Permanent exclusion

Fixed Term and Permanent Exclusions

Only the headteacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period and it can for a part of the school day. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. The behaviour of a pupil outside school can be considered grounds for an exclusion.

All matters relating to exclusion are undertaken in accordance with the statutory guidance on exclusion and will be reported to the CEO of the Heath Academy Trust and governors.

For further information from the DfE please follow the link

<https://www.gov.uk/government/publications/school-exclusion>

*Exclusion from maintained schools, Academies and pupil referral units in England
A guide for those with legal responsibilities in relation to exclusion DFE 2017*

SEND children

At St James' we acknowledge that behaviour is an aspect of learning and some children with difficult behaviour will require extra support and incentives to succeed. Individually agreed rewards and sanctions may operate as part of Individual Education (behaviour) Plan for children on SEND register.

These plans will be discussed with parents and all staff will be informed of specialist requirements for certain individuals. Where a child has a specialist behaviour requirement they will have a named key worker, usually the class teacher or TA. This is the person whose responsibility it is to manage the rewards and sanctions for the child. It is imperative that only these members of staff deal with the child to avoid conflict of instructions/ mixed messages to the child.

The SENDCO will be responsible for the overall management of children with behaviour needs.

Use of Reasonable Force

School staff will follow advice from the DfE on the use of reasonable force. Staff will only intervene physically when a child's behavior is such that restraint is needed to prevent injury to a child in danger of hurting themselves or others or where significant damage to property is being caused/ is likely to be caused. The actions that we take are in line with government guidance on the use of force to control or restrain children.

Where a child is restrained staff will try, wherever possible, not to manage this independently and the child will be moved to a place of safety as soon as possible.

Parents will always be notified if physical restraint has been used on their child so that they fully understand the reasons why such action was taken.

For further information, please refer to DfE guidance document

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Adopted by Governors: 3rd October 2018
Review due: July 2019
Updated: July 2018