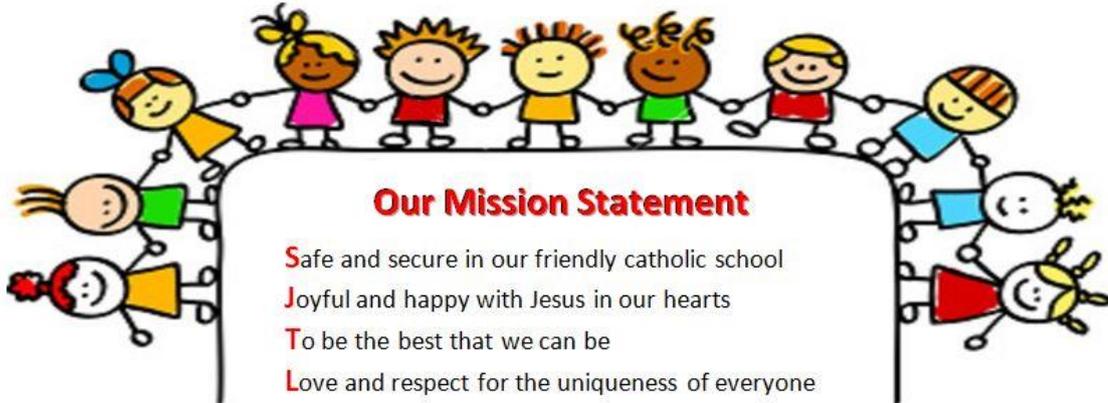




St. James the Less R.C. Primary School

Behaviour and Discipline Policy including E Awards

Reviewed Autumn 2019



1 Aims and expectations

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter misbehaviour.
- 1.7** Implicit within the school's framework of discipline is a spirit of reconciliation. Teachers and all staff at St James the Less are always willing to explore the path of reconciliation in a spirit of forgiveness and friendship.

2 Rewards and Sanctions

2.1 At St. James the Less we praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children orally or write a comment on their work.
- teachers give children house points and the school is separated into 4 team houses
- each Friday we have a special Achievement Assembly in which we distribute Achievement Certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; parents are invited to these assemblies
- for exceptional work, the children are sent to the headteacher for a special reward;
- letters home from the headteacher for a huge improvement in behaviour, work or any aspect of school life;
- pupil of the year KS1 and KS2;
- at the end of term two children from each class are chosen to receive a special award – Award of Excellence

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school:

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ appropriate sanctions to each individual situation:

- verbal reminder;
- loss of playtime;
- loss of privileges e.g. monitor, house captain etc;
- child sent to work in another classroom if necessary;
- teacher to contact parent/carer to discuss behaviour/work;
- child sent to the Deputy Head;
- child sent to the Headteacher and record made;
- child sent to the Headteacher and parents/carers contacted.

NOTE: A detailed Behaviour and Consequence Guide is implemented across all age phases. This part of the policy has been written by the children, supported by School Council and School Council support staff

2.4 The class teacher regularly discusses the school rules with each class. These rules are displayed in each class and in prominent places around the school. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher at St. James the Less to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

- 3.3** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4** In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Key-Stage Co-ordinator and ultimately the headteacher.
- 3.5** The class teacher reports to parents about the progress of each child in their class, in line with this policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.6** Teachers are requested to use the whole school e-System of awards which links with home. In 2016 ClassDojo was implemented across school and a separate policy covers e-awards and is specific to the award used in school.

4 The role of the headteacher

- 4.1** It is the responsibility of the headteacher of St. James the Less school, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The headteacher supports the staff in implementing the policy, by setting the standards of behaviour.
- 4.3** The headteacher keeps records of all reported serious incidents of misbehaviour. When a serious offence occurs such as bullying, bad language, vandalism, unruly behaviour in school or on the school bus, parents will be contacted and invited into school to discuss the situation. The invitation into school for a parent to discuss their child's behaviour is done in a spirit of developing mutual co-operation to benefit the needs of their child and those of other children which is part of the school's policy of working closely with parents.
- 4.4** The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of Classroom Assistants

- 5.1** When working with groups or individuals it is the Teaching Assistants responsibility to ensure that the school rules and the school code of conduct are enforced and that the children behave in a responsible manner.
- 5.2** Teaching Assistants have high expectations of the children's behaviour and they must ensure that all children work to the best of their ability.
- 5.3** In the first instance Teaching Assistants should deal with the incidents themselves but if misbehaviour continues, the class teacher should be involved. Teaching Assistants should always inform the class teacher of any misbehaviour or lack of respect.

5.4 Due to the high expectations behaviour is excellent and a positive approach to desired behaviour is very effective. Therefore these are rewards used by our Teaching Assistants:

- house points for good behaviour and work. These are most effective in KS1;
- every week a certificate is given for the 'Star of the Week'. This is awarded to one child from the group;
- Golden Time exists for all children and is timetabled each week to ensure it takes place. Teachers are given flexibility on how to use Golden Time and which activities to provide children.
- children can be given stickers at any time. These are also encouraged for children who have healthy lunchboxes and those who eat all their dinner;
- teaching Assistants who take classes for PPA should also have a Whole Class Reward Chart or Marble Jar which can build up to rewards for the whole class e.g. 5 minutes extra break, extended games lessons, indoor games to play at wet break.

6 The role of parents

6.1 At St. James the Less we work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

6.2 We explain the school rules in the school prospectus, and we expect parents to read these and support them.

6.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.

6.4 If the school has to use reasonable sanctions against a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, parents may wish to involve the Chair of Governors.

7 The role of governors

7.1 The governing body of St. James the Less has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

7.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

8.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 8.2** If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 8.3** The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 8.5** The governing body of St. James the Less has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, they note any representation by parents and the LEA, and decide whether the pupil should be reinstated.
- 8.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

9 Monitoring

- 9.1** The headteacher monitors the effectiveness of this policy on a regular basis reporting to the governing body on its effectiveness and, if necessary, makes recommendations for further improvements.

10 Review

- 10.1** The governing body reviews this policy as appropriate and if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Behaviour and Consequences – updated Autumn 2019

Note: In all instances it is vital that children have an opportunity to make reparations. Teachers should also exercise a high degree of professionalism in application of any consequences to ensure consistency but, above all else, a clear identification of individual need. COLOURS HAVE BEEN REMOVED

Behaviour	Consequences
<p><u>Low level – Level 1</u> Not ignoring inappropriate behaviour Fiddling and distracting others Running in school Not lining up properly Not putting hands up Interrupting Not listening Shouting out Throwing objects but not at people Inappropriate noises</p>	<ul style="list-style-type: none"> • Verbal warning • Formal warning • 2 minutes off break (in class) • 5 minutes off break (in class) • 10 minutes off break • Miss whole break - supported by KS leaders or headteacher • Reflect upon actions • Amount of break missed determined by age = minutes
<p><u>Medium Level – Level 2</u> Repeated low level behaviour becomes medium Name calling and answering back Ignoring staff instructions Inappropriate comments Invading other children’s personal space Telling Lies Refusing to work Refusing to take consequences Damaging/ destroying other people’s work* Damaging/destroying display Leaving class without permission Throwing object at people or throwing items to prevent good play/learning (i.e. breaktime equipment) Hurting other children on purpose or through careless actions (includes pushing)</p>	<p>If low level behaviour continues staff will then move on to medium level consequences:</p> <ul style="list-style-type: none"> • Miss break- write letter of apology and meet person you have ‘hurt’ • 5, 10, 15, 20 minutes off Golden Time • Loss of golden time • ½ hr Consequence Time – parents informed by Headteacher or Deputy Headteacher • 1 hr Consequence Time- parents informed by Headteacher or Deputy Headteacher
<p><u>High Level – Level 3</u> Repeated medium level behaviour becomes high level Bullying Swearing Racist and homophobic language and behaviour Physical assault on another child, including fighting, biting and spitting Locking people in areas to frighten them Physical aggression towards an adult Threatening other children including ‘name-calling’ Threatening an adult Leaving school without permission Entering out of bounds areas without permission Stealing Deliberately damaging property Messing around outside school grounds i.e. endangering self and others, coming back from church, school trips Making ourselves and others unsafe</p>	<ul style="list-style-type: none"> • Full consequence time - parents informed by Headteacher or Deputy Headteacher • Isolation 1 session – parents phoned • Isolation 2 sessions – parents phoned • Isolation from all children all day- parents phoned and meeting arranged • All damage to be paid for by child and/or parents • Exclusion

Note: Consequences do not need to be carried out in order and an adult and child might agree to move to the end of a list for a particular circumstance. Any deviation from these consequences must be discussed with management

Updated Autumn 2019 by School Council who requested 8 changes and the removal of colours