


# St James Church of England Primary School



Name of Policy	Behaviour
Signed ratification by Governors	<i>Ratified 27.11.18</i> 
Review Date	October 2018
Next Review Date	October 2020



## **BEHAVIOUR POLICY**

### **Our behaviour policy supports our school aims and vision**

- At St James' CE Primary School we provide a safe, stimulating learning environment, developing active individuals with enquiring minds who are able to make their own healthy choices.
- Every person is valued and has equal opportunity for personal success. We respect and embrace the multi-cultural nature of our society
- We have seven character traits which are at the heart of our school and support the effective development of behaviour (Zest, Grit, Curiosity, Optimism, Social Intelligence, Self-control and Gratitude) – more information on these can be found at the bottom of this policy.
- We have the highest expectations of academic, artistic and personal achievement and offer a broad, challenging and exciting curriculum to match these.
- Our pupils have high aspirations for their futures; they possess enthusiasm both for learning and self-development which are essential life skills for the 21<sup>ST</sup> century.
- Our pupils have a developing sense of their roles and responsibilities in their school, the local community and as global citizens.
- Together with parents, governors and friends of the school, we celebrate the children's successes and ensure they leave school with a thirst for learning, coupled with strong self-belief.

### **Behaviour management**

Our strategy will be to provide and encourage personal development through the curriculum programme, including the PSHE curriculum, whose core principles cover self and mutual respect, friends and relationships, life goals and emotions, as well as how to cope with change and what to do when things go wrong.

All adults in the school will be positive and clear about acceptable and unacceptable behaviour in the school.

Children will be clear about what we mean by 'good' behaviour and adults will always focus on the behaviour and separate this from the child. We will remain firmly on the child's side to help them modify any unacceptable behaviour.

### **Rewards for good behaviour**

Although we reward good behaviour verbally in order to communicate and reinforce expectations clearly in a positive way, good behaviour is expected as being the 'normal' way of behaving at St James' School. We are surprised if someone 'makes a bad choice' as it is not the behaviour that we expect.

Rewards will encourage good relationships and a sense of achievement. Rewards will include:

- Non-verbal and verbal praise
- Class rewards – these may differ, but may include individual/table points etc...
- School Council – chosen by pupils to speak for the pupils and to be a positive role model in representing the school
- Raffle tickets to reward any positive behaviour around the school
- Friday celebration assembly where children receive prizes from their collection of raffle tickets
- Postcards sent home from SLT
- Green Trips (for children who have remained on green as a part of the traffic light system)
- Class 'Dojo Points' and stickers based on the seven character traits.

### **Response to Negative Behaviour**

- A positive approach will be made to negative behaviour, by praising the good behaviour of children sitting near someone behaving negatively.
- The teacher will use non-verbal cues, take-up time, questions, redirection e.g. "Are you having a problem with your work? I will come and help you in a few minutes." "What should you be doing now?" (more information on this can be asked for from a member of SLT)
- The teacher may choose to move a child to a different place within the class to help them re-focus on behaving in a positive way.
- The child may be asked to miss some play time to reflect on what went wrong and to articulate how to modify behaviour and to complete missed work.
- The teacher may send the child to a senior teacher at break/lunch for additional re-enforcement on positive behaviour.
- The teacher may talk to the parent for persistent low level disruption.
- The Head Teacher may choose to speak to the child or the parent.

The school believes that with firm boundaries, clear expectations and consistent praise to reinforce positive behaviour and manners that very good behaviour will be achieved. We will remember to criticise the behaviour and not the child.

The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour not the child is essential. Polite, calm language structures must be used at all times. A harsh, strident aggressive tone is counter productive and it produces a negative aggressive response in the child's brain.

Managing behaviour within the classroom is essential. Children cannot learn if they are missing the lesson and will become further disengaged from school.

However, if previous methods do not work, staff will use the Warning System (explained below)

### **The Warning System and Red Form**

Warning 1 - Verbal warning

Warning 2 - Second warning (and consider use of missing playtime – 5 minutes)

Warning 3 – **Put on yellow** - This will be recorded on Arbor.

Warning 4 - **Red form** - This will be recorded on Arbor and a text will be sent home. The child will then have to work their way back onto the Green Trip by staying on 'Green' for two weeks.

Red reason:

- Bullying/racism
- Repeated swearing
- Fighting or intention to harm another child
- Vandalism/stealing/theft
- Throwing dangerous objects
- Serious challenge to authority of all staff/ verbal abuse to staff
- Damaging school or other people's property.
- Repeatedly refusing to follow instructions

### **Persistent Negative Behaviour**

- 1) The teacher will make contact with the parent.
- 2) Being on red means not being able to go on the green trip! A child has two weeks from date of being put on red to go back to green and earn the privilege of the Green trip back.
- 3) Whilst off-site educational visits are seen as a valuable learning opportunity, teachers making risk assessments will have to take into account pupil's behaviour when deciding whether to include them.
- 4) The Head teacher will phone or request a meeting with parents.
- 5) Internal exclusion may be decided by SLT.
- 6) On rare occasions the Head teacher may feel that the formal process should be

activated to remove the child from the school temporarily. Such exclusions are an extreme step and will only take place when long term misbehaviour is not responding to above strategies and learning of others is seriously hindered.

At the time of exclusion, the pupil and parent will be invited to a reintegration meeting, where criteria will be set down between the head teacher, parent and pupil.

7) Referral to the School's PDC (Pupil Development Centre) may also be an appropriate step in finding resolution to negative behaviour.

8) For any other safeguarding issues please see Safe Guarding policy.

### **Lunchtime Behaviour**

Positive play will be modelled by lunch time assistants and children. The playground will have various areas of activity.

When there is negative behaviour the following procedures will apply:

- Conflict resolution strategies will be used and children will articulate problems and solve them. The adult will support this process.
- Verbal and non-verbal warning
- Children will be given time out for 5 minutes to cool down and reflect
- Children will be sent to a member of SLT for serious incidents which break the school rules.
- Persistent negative lunchtime behaviour will be dealt with at the head teacher's discretion.

### **The use of reasonable force**

#### **WHAT IS REASONABLE FORCE?**

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 'Reasonable in the circumstances' means using no more force than is needed.
- **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **WHO CAN USE REASONABLE FORCE?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **WHEN CAN REASONABLE FORCE BE USED?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **In the unlikely event of a serious breach of behaviour the school can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **The school cannot:**

- use force as a punishment – it is always unlawful to use force as punishment.

### **Governors**

It is the responsibility of Governors to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently. The Headteacher will report to Governors on a termly basis.

### **The application of the policy**

The behaviour policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence.

## Character Traits



### **Zest**

Zest, sometimes referred to as vitality, is an approach to life filled with excitement and energy.

- Actively participated;
- Showed enthusiasm;
- Approached new situations with excitement and energy.



### **Grit**

Grit is perseverance and passion for long-term goals.

- Finished whatever s/he began;
- Stuck with a project or activity for more than a few weeks;
- Tried very hard even after experiencing failure;
- Stayed committed to goals;
- Kept working hard even when s/he felt like quitting.



### **Optimism**

Optimism is the expectation that the future holds positive possibilities and the confidence that, with effort, these possibilities become likelihoods.

- Believed that effort would improve his/her future;
- When bad things happened, s/he thought about things they could do to make it better next time;
- Stayed motivated, even when things didn't go well;
- Believed that s/he could improve on things they weren't good at.



## Self-Control

Self-control is the capacity to regulate thoughts, feelings, or behaviors when they conflict with valued goals.

### School Work

- Came to class prepared;
- Remembered and followed directions;
- Got to work right away instead of waiting until the last minute;
- Paid attention and resisted distractions.

### Interpersonal

- Remained calm even when criticized or otherwise provoked;
- Allowed others to speak without interrupting;
- Was polite to adults and peers;
- Kept temper in check.



## Gratitude

Gratitude refers to appreciation for the benefits we receive from others and the desire to reciprocate with our own positive actions.

- Recognized what other people did for them;
- Showed appreciation for opportunities;
- Expressed appreciation by saying thank you;
- Did something nice for someone else as a way of saying thank you.



## Social Intelligence

Social intelligence refers to awareness of other people's motives and feelings as well as using this understanding to navigate social situations appropriately.

- Was able to find solutions during conflicts with others;
- Showed that s/he cared about the feelings of others;
- Adapted to different social situations.





Curiosity is the search for information for its own sake. Active open-mindedness means exploring a wide range of relevant information when trying to draw a conclusion, including information that challenges our own initial assumptions.

- Was eager to explore new things;
- Asked questions to help s/he learn better;
- Took an active interest in learning.

NB: In line with the DfE guidance 'Searching, screening and confiscation: advice for schools', the Headteacher/Principal and staff authorised by them have a statutory power to search pupils/property on school premises when investigating a behavioural incident. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material.