



St James' Lanehead Church of England Primary School

Behaviour Policy

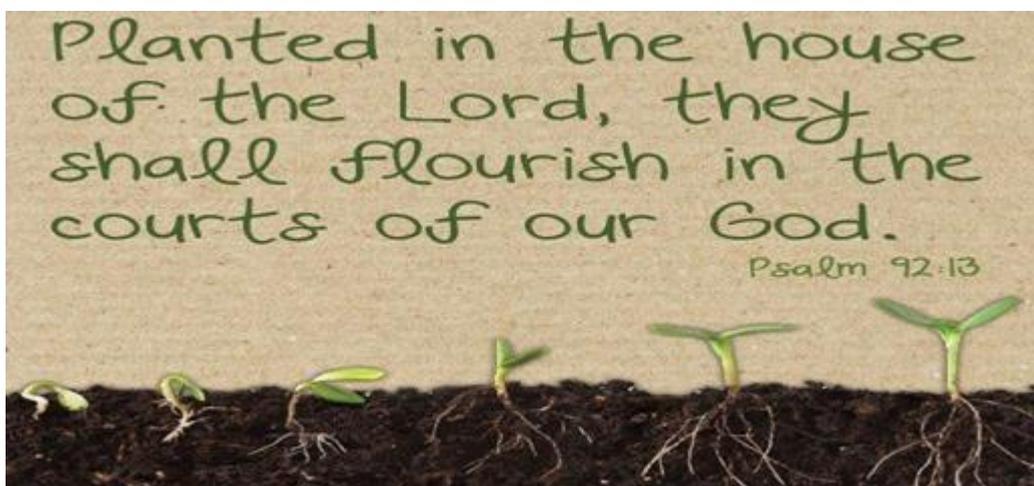
Date of Policy:	October 2017
Person Responsible:	Miss M Stott
To be reviewed:	Annually
Review Date:	October 2018



St James` Lanehead C of E (VA) Primary School

Mission Statement

Our church school seeks to inspire each individual to flourish, grow and learn with Jesus at the heart of all we do.



Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management;
- **Define** what we consider to be unacceptable behaviour, including bullying;
- Outline **how pupils are expected to behave**;
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- Outline our system of **rewards and sanctions**.

Legislation & Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

Definitions

In our Christian school we provide a calm, purposeful learning environment. We expect every child to be respectful and ready to learn.

Calm

- In themselves, able to achieve bodily stillness and concentration;
- In communicating with others;
- In transition times, both in class and when moving around the school.

Respectful

- Of themselves: maintaining high standards of personal care and attitude;
- Of other children: speaking nicely and acting kindly;
- Of staff: being polite and following instructions;
- Of visitors: showing good manners and appropriate social responses;
- Of the school environment: caring for equipment and grounds.

Ready to learn

- Having the highest levels of self-management and personal organisation;
- Having the necessary equipment for every lesson including PE kit;
- Adopting 'whole body listening' (feet flat, hands together, head upright, eyes forward).

Our Ethos

We want children to make the most of every minute of learning time. This is achieved through the consistent use of our Calm School Code:

CALM SCHOOL CODE



Our school is a place of well-being and fulfilment. The outdoor environment has open spaces, wonderful play equipment and lovely gardens and the indoor school is well resourced and maintained. Everything is designed to enable our pupils to thrive.

We view behaviour as the ability to self-manage with dignity and integrity. We encourage pupils to set their own standards of behaviour and to meet these standards in every situation, thus developing self-pride and positive self-management as qualities underpinning personal effectiveness. We support pupils to adopt an assertive approach in responding to other pupils so that relationships are constructive and equal.

Our pupils know that they have the ***right*** to learn in a safe environment and the ***responsibility*** to support the wellbeing and learning of others.

Pupils are in control of the choices they make. When they make the right choice they enjoy high self-esteem and the many rewards that are linked to making a positive contribution to our school. When they make a wrong choice, they know that they have let themselves and others down. They are supported to think how they can put things right and how they can make the right choice next time. We always value the child, speaking well of them and to them, regardless of their behaviour.

We do not tolerate bullying or harassment or any type. We have clear procedures and allocated staff to deal with incidents. Pupils are continually reminded what to do and who to speak to if incidents arise. We log all incidents and work in partnership with parents/carers wherever necessary so that issues are resolved at the earliest stages and never take root. We promote the calm school code and review the impact termly.

We do not allow pupils to refer to other children as 'girlfriends' or 'boyfriends' or to engage in any talk or play related to adult relationships.

Playground

We want play and leisure time to be enjoyable and relaxing for the children. We talk to the School Leaders about their ideas for improved play and respond to their suggestions.

Not allowed on the playground:

- Chasing games such as 'tig' or 'it';
- Boyfriend/girlfriend games or references;
- Play fighting of any kind;
- Moving around in groups;
- Linking arms.

Children are only sent in from play or referred to a senior member of staff if they refuse to follow adult direction, are unsafe, or have been involved in a dangerous incident. Playground staff deal with incidents on the playground following the Calm Play Code and ensure that pupils enter school ready for learning. Playground incidents are never dealt with during learning time.

Principles for Effective Behaviour Management

To achieve our aim for a calm school all staff are required to manage behaviour consistently and affirmatively.

Appropriate Behaviour – what we do:

Use the four positive directives in the 'Calm School Code' in order to manage pupil behaviour affirmatively.

Use specific reward, praise and encouragement **at every opportunity** to foster self-esteem and motivation.

Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures.

Provide a role model of calm self-management in all relationships with children, parents/carers and other staff.

Clarify the rights and responsibilities that underpin our calm, safe school:

Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to enable this to happen.

Acknowledge any personal deficiencies in behaviour management and seek support formally by speaking to the Headteacher.

Report any evidence of ineffectual or inappropriate behaviour management that compromises the well-being and progress of pupils anywhere in the school.

Employ rewards and sanctions in a fair and consistent way.

Exercise safer positive handling (restraint) of a child only in strict accordance with Lancashire LA regulations.

"I need your help please..."

Communicate pro-actively with parents/carers and show a willingness to work in a constructive partnership with them for the benefit of the child. Discuss inappropriate behaviour in private, engaging the parent/carers to support the child and the school.

Inappropriate Behaviour – what we do:

Give time for a child to engage ('calm compliant') so that contrition and a change in behaviour is genuinely appropriated (e.g.: ask for an apology only when the child is able to respond).

State clearly what the inappropriate behaviour is and how to correct it.

Discuss problems/reprimand pupils in a private space away from others –address one pupil at a time.

Use positive directives telling children what to do, rather than what *not* to do.

Keep the focus on the primary behaviour. Tactically ignore the non-verbal secondary behaviour. Any form of confrontation or argument MUST be avoided.

Sarcasm, humiliation and put-downs are strictly not allowed.

Use a calm, quiet voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome.

Apply sanctions that are clear, reasonable and appropriate to the behaviour. These may be deferred if necessary or helpful.

Allow the consequences to do the teaching – avoid oppressive talk.

Always re-establish relationships after correction.

Learning Mentor/Parent Support Officers:

The work of our Learning Mentor is central to pastoral care and inclusion across the school. Her role is to remove barriers to success e.g. providing clean uniform daily, breakfast, home visits. She should be alerted to any behavioural or emotional concerns.

Safer Positive Handling

Physical force should only be used within the strict safety guidelines of the Positive Handling Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times. The policy is always available **on the t drive**.

Items in School

Mobile phones are not allowed in school. If mobile phones are found or handed in, these are stored in the school office and parents/carers are called in to collect them.

The school accepts **no** responsibility for lost, stolen or damaged phones.

Rewards KS1 & KS2

No sweets will be given as rewards in school, on the playground or during after school clubs.

In School Rewards

- Class motivators (at teacher's discretion);
- Attendance certificates;
- Success certificates presented in success assembly in recognition of work/academic achievement;
- Celebration Book, golden tickets earned through the class behaviour system or outstanding attitude that the teacher wants to recognise = special sticker in Wednesday assembly;
- Headteacher's Award given for outstanding citizenship/Christian service;
- Golden tickets for significant and sustained academic achievement;
- Golden tickets for pupils who always self-manage.

Sanctions KS1 & KS2

It is a firm expectation that staff manage behaviour in class through effective teaching and pupil management. Pupils should only be brought to the Senior Leadership Team as a last resort for serious/persistent disruptions to learning or dangerous behaviour.

<p><u>Stage 1 - All staff</u></p> <p>Disruption to learning/unsafe behaviour (one-off/occasional)</p> <p>Serious disruption to learning/unsafe behaviour (one-off/occasional)</p>	<p>Self-Regulation</p> <p>Four options to support pupils back into learning. Teachers must decide which one is appropriate for the incident/child. These are not hierarchical and are based on the specific needs of the child.</p> <p>They are:</p> <ul style="list-style-type: none">• Minute to Manage (1 minute)• Brain Break• Adult Support <p>KS2 detention for children who need time to reflect on their behaviour.</p> <p>This will be monitored by the Senior Leadership Team.</p>
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<p><u>Stage 2 - Learning Mentor/Parent Support Officer</u></p> <p>Persistent disruption to learning/unsafe behaviour</p>	<p>Learning Mentor involved – target card issued for one week – formal mentoring. Parents/carers meet Learning Mentor. TAF referral completed – referral to CAF.</p>
<p><u>Stage 3 – Deputy Headteacher</u></p> <p>Persistent disruption to learning/unsafe behaviour</p>	<p>Parents/carers meet Senior Leader – action plan agreed, behaviour risk assessment implemented, behaviour agreement established. Internal exclusions as necessary to protect learning of others. TAF referral completed – referral to CAF, referral to Hendon Brook – PSP implemented – EP engaged. Request for EHCP submitted as appropriate.</p>
<p><u>Stage 4 – Headteacher</u></p> <p>Persistent disruption to learning/unsafe behaviour critical incidents FIXED TERM/PERMANENT EXCLUSIONS</p>	<p>Investigate and make a decision about consequences. Parents/Carers called into school.</p>

School leaders monitor behaviour and take action in a holistic way, involving staff and parents/carers to achieve desired outcomes. **Only the Headteacher can make decisions about loss of badges/clubs/trips/privileges/exclusions.**

Threats are never to be issued by members of staff.

Foundation Stage Rewards & Sanctions

Rewards

- Verbal praise.
- Stickers on individual wall charts.
- Rainbow certificate.
- Marbles in the jar (teacher to set target and class treat when reached).
- Children with additional needs will be given a 'smiley face' chart.
- Prize Box for consistently outstanding behaviour or work.

Sanctions

Stage 1

- Verbal warning for unsafe, unkind or irrational behaviour.

Appropriate phrases:

- 'X, it is now time to make a sensible choice.'
- 'I like the way Y is sitting' (deliberate praising of a child sitting close to X).
- 'X, you have a choice. Either you sit with your friends sensibly or you will be asked to move next to an adult (or away from the carpet).'

Stage 2

- Moved to sit near staff member/sensible sitter or away from the carpet area/other children.
- A 2-3 minute time out after at least two warnings e.g. pushing other children, unkind words.
- A time-out chair (2 minutes) is used in an event where a child has been unsafe or unkind towards others.

Stage 3

- Sent to parallel class teacher with an adult.

Stage 4

- Sent to member of senior team and parents/carers called to school (very unsafe/unpredictable behaviour).

Non-Negotiables

- All adults must follow through with a direct plan of action every time.
- Adults will only listen to one child at a time if dealing with a complaint.
- Children must not interrupt adults/'backchat'.
- All adults must use a firm voice when a child has not made a good choice.
- All adults must follow safer handling techniques when leading them to have a time-out.
- All adults use language such as 'Show me that you can have kind hands' or 'Show me that you can make a good choice'.
- Staff must always be aware of the children on a time-out i.e. appropriate time/not in direct sunlight.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Racial	Racial taunts, graffiti, gestures.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Please refer to the Anti-Bullying Policy.

Roles & Responsibilities

The Governing Board

The Governing Board are responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Board will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the **Governing Board**, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents (see appendix 3 for a behaviour log);

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents/Carers

Parents/carers are expected to:

- Follow the calm school code;
- Support their child in adhering to the Pupil Code Of Conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

Pupil Code of Conduct

Pupils are expected to follow the Calm School Code:



Rewards & Sanctions

See Appendix 4 for sample letters to parents/carers about their child's behaviour.

We may use isolation in response to serious or persistent breaches of this policy. Pupils may be sent to isolation during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Isolation is managed by the Senior Leadership Team.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour Management



Classroom Management

A calm climate for learning is achieved when pupils self-manage and can learn independently. This is the starting point of all activities at St. James' Lanehead, planned for explicitly and embedded into school life. The strategies we use include:

- Providing a learning environment that is tidy and well ordered, fostering independence;
- Providing opportunities for children to work co-operatively;
- Providing opportunities for pupils to work in silence;
- Planning pro-actively for smooth transition times in class, school and the playground;
- Adopting a range of strategies such as choral singing to inspire joy, harmony and focus;
- Building a team identity and incorporating team building activities into the curriculum.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort;**

- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents/carers (see Appendix 3 for a Behaviour Log).

Confiscation

- **Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-Ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Special Programmes

Some children have special needs in relation to their behavioural and emotional difficulties. We address these through time-limited programmes with clear exit targets.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development. A Staff Training Log can be found in Appendix 2.

Monitoring Arrangements

This Behaviour Policy will be reviewed by the Headteacher and **Governing Board** each term. At each review, the policy will be approved by the Headteacher.

The written statement of Behaviour Principles (Appendix 1) will be reviewed and approved by the **[full governing board/committee name]** every **[frequency]**.

Links with Other Policies

This Behaviour Policy is linked to the following policies:

- Exclusions Policy;
- Safeguarding Policy;
- Anti-Bullying Strategy.

Appendix 1

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy;
- The Behaviour Policy is understood by pupils and staff;
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions;
- Pupils are helped to take responsibility for their actions;
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board every term.

Appendix 2
Staff Training Log

Training Received	Date Completed	Trainer/Training Organisation	Trainer's Signature	Staff Member's Signature	Suggested Review Date

Appendix 3
Behaviour Log

Pupil's Name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4

Letters to Parents/Carers About Pupil Behaviour – Templates

First Behaviour Letter

Dear Parent/Carer

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our Pupil Code of Conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child’s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely

Class teacher name:

Class teacher signature:

Date:

.....

Behaviour Letter – Return Slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/Carer name:

Parent/Carer signature:

Date:

Second Behaviour Letter

Dear Parent/Carer

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our Pupil Code of Conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely

Class teacher name:

Class teacher signature:

Date:

Third Behaviour Letter

Dear Parent/Carer

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher, the Special Educational Needs Co-Ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely

Class teacher name:

Class teacher signature:

Date:

Detention Letter

Dear Parent/Carer

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class teacher name:

Class teacher signature:

Date:

.....

Detention Letter – Return Slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/Carer name:

Parent/Carer signature:

Date: