



St. James the Less R.C. Primary School

Behaviour and Discipline Policy including E Awards

Reviewed Autumn 2021- Colour system reinstated

Our Mission Statement

- S**afe and secure in our friendly catholic school
- J**oyful and happy with Jesus in our hearts
- T**o be the best that we can be
- L**ove and respect for the uniqueness of everyone

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 via Class Dojo 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;
- 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 follow the behaviour rewards specific to that class eg. Sticker charts as well as whole school rewards.

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. Graduated approach

8.1 St James the Less RC Primary School recognises that a range of reasons can mean that pupils may have difficulty with their behaviour or individuals may experience difficulties that become significant and impact upon their behaviour. The school aims to support pupils in these circumstances and has a graduated approach to do so.

8.2 When pupils become unresponsive to the usual systems in place, the school leadership team will lead on next steps for the pupil. The range of responses may include:

- Detailed discussions with class teachers and children themselves
- Detailed discussions with parents
- Multi agency assessment
- Implementation of an individual behaviour support plan
- Referral to external agencies for further support and advice, including educational psychologists and specialist behaviour support
- Additional support arrangements put into place under the individual behaviour support plan

- SEND provision

8.3 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

8.4 School staff should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on wellbeing and sometimes this can be severe. School will ensure appropriate provision is made for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEND.

8.5 A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

8.6 Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

9. Reasonable adjustments and Force

9.1 Reasonable adjustments

Reasonable steps to ensure that the inclusion of a child with challenging behaviour in a mainstream primary school setting is not incompatible with the efficient education of others may include: - addressing factors within the class that may exacerbate the problem, for example using circle time to discuss difficult relationships and identify constructive responses

- teaching the child alternative behaviour, for example by taking quiet time in a specially designated area at times of stress - providing the child with a channel of communication, for example use of peer support - using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers - ensuring that all staff coming into contact with the child are briefed on potential triggers for outbursts and effective ways of heading off trouble at an early stage.

9.2 Reasonable Force

There is no legal requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed. Any policy on the use of reasonable force should acknowledge the legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEND).

Schools do not require parental consent to use reasonable force on a pupil. Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. By taking steps to ensure that staff, pupils and parents are clear about when reasonable force might be used, the school will reduce the likelihood of complaints being made when force has been used properly. School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Additionally this applies to staff who have been accused of misconduct pending investigation. Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

9.3 What is reasonable force?

- 1) 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.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control pupils and to restrain them. - '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. Power to use reasonable force - '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.
- 5) 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.

9.4 Who can use reasonable force?

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

9.5 When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) 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.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:
 - remove disruptive pupils 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.

10 Fixed-term and permanent exclusions

- 10.1** 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.
- 10.2** 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.
- 10.3** 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.
- 10.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 10.5** 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.
- 10.6** 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.
- 10.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

11 Monitoring

- 11.1** 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.

12 Review

- 12.1** 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 – Reviewed Spring 2022

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.

All GOOD BEHAVIOUR is identified by children on the GREEN LEVEL

<u>Behaviour</u>	<u>Consequences</u>	
<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 	Level 1
<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 	Level 2
<p><u>High Level – Level 3</u> Repeated medium level behaviour becomes high level Bullying Swearing Racist and homophobic language and behaviour Sexualised behaviour – language and physical of self or towards others 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 	Level 3

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 2021 by School Staff and School Council who introduced new colour system which matches colours used in every class Green – OK / Amber – Level 1 / Orange – Level 2 / Red – Level 3