



St. James the Less R.C. Primary School

Behaviour and Discipline Policy including E Awards and Consequences

Reviewed Autumn 2022

Our Mission Statement

Safe and secure in our friendly catholic school

Joyful and happy with Jesus in our hearts

To be the best that we can be

Love 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. Sanctions are agreed on an annual basis and form the appendix to this policy. It is essential that staff follow this document meticulously to ensure fairness across school with all pupils

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. It is updated annually (see last page of this policy)

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 expected in our school.

3 The role of teaching staff including welfare staff

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. School rules are tailored to each class at the start of each academic year. These are specific to the age and needs of the children but align closely with our overall aims and mission statement and overall school ethos and intention

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

3.3 Staff treat each child fairly and enforces the classroom code consistently. It is imperative that children see all staff, teachers, teaching staff, cleaners, welfare, catering etc, as models of professionalism, integrity and respect who demonstrate core values and understanding with all children, whether assigned to them or not. Adherence to the school mission statement from all will ensure

our children have a clear sense of justice and fairness applied to them. This will develop their sense of duty to model the same behaviours seen in school staff.

3.4 In the first instance, teaching staff deal 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. Class teacher may ask that a teaching assistant contacts a parent on their behalf

3.6 Teaching staff are requested to use the whole school e-System of awards which links with home. Our school uses Class Dojo to report positive behaviour but NOT negative behaviour.

3.7 Welfare staff should also follow the agreed reporting system

4 The role of the headteacher

4.1 It is the responsibility of the headteacher of 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 and clarifying procedures through regular meetings and CPD

4.3 The headteacher is kept informed of all incidents of misbehaviour that are Level 2 or above. This is via the online reporting system which is used by all staff members who identify behaviours as set out in the Appendix – Behaviour and Consequences. In addition to online reporting system, Level 3 behaviour is always reported verbally to headteacher who will ensure parents are contacted. 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 In extreme cases, the headteacher has the responsibility to consider suspensions and permanent exclusions. Section 10 of this policy has more information about this process.

5 The role of parents

5.1 At St. James the Less we work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is, therefore, imperative that school is transparent with parents about our procedures, policies and curriculum

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

5.3 We expect parents to support their child's learning, and to co-operate with the school mission statement and school policy and procedures.

5.4 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.

6 The role of governors

6.1 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 and compliance with current legislation and guidance. The governors support the headteacher in policy formation which is tailored to the needs of the school and specific circumstances.

6.2 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 especially if there are complaints or appeals. The headteacher must take this into account when making decisions about matters of behaviour.

6.3 The governors will receive an annual report, as part of the headteacher's report to governors, any specific information relating to behaviour. There must be a termly report on any instances and actions relating to racism, homophobic language, online safety, bullying (include online), inappropriate sexualised behaviour and sexual harassment. The headteacher should also report on significant behaviours and actions school is taking to address these spontaneously or through curriculum adaptations i.e. Relationships Health and Sex Education opportunities

7. Specific Identified Behaviours

Our school will track specific behaviours very carefully to identify trends or serious behaviours that must be addressed as soon as possible

7.1

[Preventing and Tackling Bullying Advice \(2017\), HM Government](#)

8. Child on child abuse

KCSIE 2022 Section 5, sets out some explanations of child on child abuse. Our view is that this forms part of our ethos should be part of school curriculum We make some assumptions. First of all, we assume that this is very likely something that affects our children. In exactly the same way that our Child Protection Policy states that "it could happen here", we take the same approach. More than this, we assume that it is already a problem that our children and children in modern Britain are, to varying degrees, already experiencing.

We assume that ALL children are affected by this. Despite the best efforts of well-intentioned parents and families, our children cannot be shielded from negative language and behaviours. Even if we manage to control internet access and filter everything, it would still be impossible to prevent our children

With all things considered, our policy simply requires that we take a pro-active approach and build opportunities to discuss things on a regular basis at an age-appropriate level. Each week, we use our school mission statement as the vehicle to discuss any of the following: -

- Living our mission statement
- Child on child abuse (verbal / physical)
- Homophobic language
- Racist language
- Equality – Rights and Responsibilities
- Protected characteristics and the law
- Local/National themes concerning child on child behaviours

For example, we may discuss memes with older children which may be perfectly harmless and other memes that potentially reinforce sexist behaviours. We also teach children to identify child on child abuse as abuse and not passed off as “just banter” or “just having a laugh” or “part of growing up”.

For younger children we may discuss scenarios of what makes them feel unsafe – physical and verbal. Any of these could be sessions can relate to online or in-person experiences.

It is very important that our children can identify when something isn't right and they should be moved into action to challenge it.

[Harmful sexual behaviour between children and young people, NICE](#)

[NSPCC Harmful Sexual Behaviour Framework](#)

[Sharing nudes and semi-nudes: Advice for education settings working with children and young people, UKCIS](#)

9. Reasonable Force

Use of Reasonable Force – DfE advice July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

9.1

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) As mentioned above, 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.

5) 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.

6) 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.

9.2

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.

9.3

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

Schools **cannot**: use force to search a pupil for items banned under school rules OR use force as a punishment – it is always unlawful to use force as a punishment.

9.4 Restraint Techniques that will **NOT** be used

Schools should avoid restraint techniques that have been deemed to present an unacceptable risk to pupils. These include:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

9.5 Informing Parents of Reasonable Force

Our school will inform parents of any occasion that **force** has been used on their child. Force is not the same as “necessary and proper physical contact” with a pupil

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Suspensions and permanent exclusions

For full details on the updated guidance, please refer to the document referenced below

Reference:- <https://www.gov.uk/government/publications/school-exclusion> (September 2022)

10.1 – 10.7 is a short procedural summary which is expanded upon in the guidance above.

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.

11.2 Governors expect the headteacher to provide a termly report on all specific behaviours, especially those that are linked to protected characteristics

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.

APPENDIX 1

Behaviour and Consequences – Reviewed Autumn 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 on class target boards

Behaviour	Consequences	
<p>Low level – Level 1 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>Medium Level – Level 2 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 children’s work or displays 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 – form to be completed
<p>High Level – Level 3 Repeated medium level behaviour becomes high level Bullying Swearing Racist and homophobic language and behaviour Sexualised behaviours – language and physical of self and towards others Child on child abuse, including harassment, (section 8 of policy) 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 – form + VERBAL report to headteacher

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 2022 and reviewed by School Council and individual classes