

ST JAMES' CE ACADEMY



Good Behaviour Policy

I have come that they may have life, and have it to the full – John 10:10

At St James' CE Academy, we provide a high-quality education within a learning environment that fosters Christian values and beliefs, and is safe, caring, purposeful and stimulating for all pupils. Each member of our school community is equally valued and respected.

We aim for all to have the confidence to succeed and realise their full potential in all aspects of their lives by developing:-

- an understanding of faith and diversity (Be welcoming and inclusive to all – Romans 15:7)
- aspirations and motivation for future success (Be the best they can be – Matthew 17:20)
- the ability to make informed choices, manage risks and to cope with change and adversity (Be strong and courageous to do the right thing – Deuteronomy 31)
- the ability to form worthwhile relationships based on respect for themselves and others at home, school and in the community (Love one another as I have loved you all – John 13)

Together we live and learn in the light of God

Headteacher: Mrs. J. Daniels

November 2019

St James' CE Academy

Good Behaviour Policy

Introduction

This document is a statement of the aims, principles and strategies for promoting good behaviour at St James' CE Academy. This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN.

It has been developed through a process of consultation with teaching staff, Governors and interested parents and is based on the principles that:-

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- If a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- Under the Education Act 2006, school staff can confiscate any banned or prohibited item which they consider harmful or detrimental to school discipline.

Local Governing Committee Statement

As a Local Governing Committee we believe that the following factors are crucial to good behaviour:

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- The Christian values of love, forgiveness and reconciliation that underpin all relationships at St James' CE Academy. We offer a fresh start to any child (or adult). Children are rewarded or praised for doing the right thing;
- Good relationships between everyone associated with the school, based on mutual respect. A sense of community that encourages members to be aware that the rights and needs of all within it are important. The example set by all staff, teaching and non teaching, is crucial. If fairness is shown, a climate is set for young people to learn to treat others in decent and fair ways. A proper regard for authority will be nurtured in all pupils;
- There should be high teacher expectations matched with a fostering of values that encourages pupils to behave with fairness, honesty, consideration and tolerance towards everyone; they will promote a respect for truth and justice;
- Staff should promote pupils' confidence and self-worth. Opportunities for achievement, which stem from challenging teaching and active involvement in relevant learning, foster commitment and motivation;
- Self-discipline. Our ultimate goal is to enable our young people to become self-reliant people who do not need constant supervision but can take responsibility for their own work and actions within the community;
- Establishing relationships based upon openness, mutual understanding and a clear understanding of the difference between right and wrong is the basis for a system to foster good behaviour.

We believe that these factors apply equally to all groups of children, including those with special needs, staff and adults within our school. We will not tolerate bullying and harassment.

Aims

- To create a happy, stimulating, ordered and secure environment for pupils and adults, which enhances and promotes academic and social development;
- To give a sense of value, worth and mutual respect to all pupils and staff;
- To create an ethos of trust and fairness, which is recognised by all persons connected with St James' CE Academy and valued by the community;
- To provide an atmosphere in which pupils and staff can work to their full potential without disruption or threat and one in which everybody knows exactly what is expected of them and what they can expect from others;
- To create an environment in which good behaviour is encouraged and in which it is acceptable and expected that pupils will succeed and thrive;

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- To enable children increasingly to take responsibility for their own actions and to begin to recognise the outcomes of acceptable and unacceptable behaviour in terms of both the school and the wider society in which they live;
- To promote self esteem and tolerance, consideration and respect for others;
- To encourage positive behaviour patterns, self discipline and good citizenship;
- To provide a system for the pupils which is clear, fair and consistent and will help to motivate and encourage them;
- To build up partnerships with parents to ensure a consistent approach to behavior management at home and in school;

Objectives

To achieve these aims by:

- Having mutual respect and fostering a caring attitude towards one another;
- Expecting high standards of behaviour and self discipline;
- Fostering respect and care for the school environment, equipment and personal effects;
- Developing the ability to learn independently, have enquiring minds, be open minded and pursue personal interests;
- Ensuring fair and consistent treatment for all, regardless of age, gender, race, ability or disability;
- Striving for excellence;
- Developing a partnership with parents to promote good behaviour based on the principles of respect, honesty, consideration and responsibility;
- Keeping parents informed, involved and supporting them in this process;
- Providing consistent structured methods of rewarding acceptable behaviour and industry;
- Providing consistent and structured methods of dealing with what is unacceptable;
- Providing a structured framework in which the staff can respond to challenging behavior;
- Regulating the conduct of pupils.

Teaching and Learning and the Quality of the Curriculum

We aim to make our school a happy and exciting place where pupils learn and achieve success. We recognise that there are a number of factors that can affect a child's motivation and behaviour:

- High expectations by teachers and other adults; praise and recognition of achievements;
- Stimulating teaching which encourages active learning, values contributions, allows for variation in pace and encourages enthusiasm, interest and enjoyment;
- Planning for the needs of all pupils, encouraging them to increasingly take responsibility for their own learning and giving structured feedback on their progress;
- Sustained hard work by pupils at appropriate, challenging and rewarding tasks;
- An expectation that pupils take responsibility for their own behavior and understand the importance of completing assigned work;
- Careful monitoring of progress, good record keeping, constructive marking and assessment which sets targets for future development;

Environment and Resources

We believe that the physical environment provided by the school has a considerable affect on pupil behaviour. We make great efforts to provide a stimulating environment for learning both inside and outside of the classroom. We believe in enlisting the support of our pupils in this matter - our School Council contribute greatly to this.

We aim to provide appropriate resources to generate confidence and a proper sense of the importance of work being undertaken.

Pastoral Care: Arrangements and Responsibilities

Through our pastoral care arrangements we aim to make a major contribution to learning and to the ethos of the school. Pupils can be confident that they are known well and that their progress is regularly checked and followed with interest. Guidance is available to them, and any difficulties they encounter will be sympathetically and professionally handled.

At St James' CE Academy our major aim is to care for our children. Pastoral care is a corporate activity wherein all staff play a full part in the general well being of pupils and each other. Discussion opportunities are regularly available between staff if any worries or problems arise and there are clear steps of line-management for pastoral care arrangements for the children. These are class teacher, Emotional Wellbeing Worker, SENCo / Deputy Head and Headteacher. All staff are encouraged to contact and build relationships with parents and carers beginning with induction visits to the school, home school visits in early years, parents' evenings, informal meetings and telephone conversations. If parents have a concern, such as a bullying or racist incident, the first point of contact is the child's class teacher. A quick word may be appropriate at the beginning or end of the day or an appointment can be made via the school office for a longer meeting. There is a clear line of communication when dealing with concerns, this is in the first instance it will be dealt with by the class teacher, then passed to the Emotional Wellbeing Worker followed by the Deputy or SENCo and finally the head.

Organisation of the School Curriculum

- Facets of the curriculum with relevance to good behaviour are predominantly cross-curricular although large sections of our Personal, Social, Health and Citizenship Education curriculum deal specifically with issues which revolve around good behaviour. Our Jigsaw curriculum supports this aspect of our provision.
- This cross curricular provision is revisited year on year from Foundation Stage through to Year 6.
- The following areas are dealt with:
 - values, different people, friendship, growing up, feelings, our community, (Social and Moral)
 - environmental issues, family life, health related exercise, personal hygiene, substance use and misuse (Health Education)

Contributions to this policy

Our Good Behaviour Policy does not stand alone. It underpins all areas of the school but links specifically to reviews of:

- Mission Statement and Aims of the school
- Personal, Social, Health and Citizenship policy and curriculum
- Order in school
- Positive steps towards encouraging good behaviour
- School Council
- Circle time / PSHCE
- The improvement of our school environment and its regular maintenance
- The continued improvement of involvement with the local community
- Teaching methods which allow for difference in ability, learning styles and rates of progress but maintain the principles that all pupils are of equal worth
- Rules, Rewards and Sanctions within each classroom
- Anti Bullying policy
- Role of Parents
- Role of Emotional Wellbeing Worker

Principles

At St. James' CE Academy we use an assertive discipline approach to encourage consistently good behaviour. We constantly look for opportunities to praise, thereby focusing attention on positive achievement and good behaviour.

Communication and Parental Partnership.

Parents

At St. James' CE Academy we give high priority to clear communication within school and to a positive partnership with parents as these are crucial factors in promoting and maintaining high standards of behaviour. We aim to develop positive relationships and a climate of trust so that concerns

about a child's progress, welfare or behaviour can be discussed openly and in a positive way. The school's behaviour system is explained to parents at meetings for new pupils at the start of each term. Those parents whose children enter mid term have the system explained to them and their children before they are admitted. Our expectations regarding behavior are clearly stated in the Home School Agreement. Each parent has been asked to sign their agreement alongside the Head's signature to signify that they support the contract. Where behaviour is regularly causing concern parents will be informed – or immediately if a serious incident has occurred. Parents may then be invited into school to discuss the situation and help devise a plan of action to improve behaviour.

Pupils

The emphasis is on reward. Pupils need to understand the system and have constant reminders. At the beginning of each half term, and more often if necessary, assembly time is used to reinforce our systems i.e. the reward structure in place for good work and good behaviour and the consequences of unacceptable behaviour.

Each class has the classroom system explained to them at the beginning of the school year and they mutually decide a set of three or four rules for their area which they think will assist in making the learning process more effective. These are phrased in a positive manner. Thus the pupils have ownership of the rules and therefore they are more effective. We are committed to promoting anti racist attitudes and educate children about equal opportunities regardless of race, disability or gender. (See also Equal Opportunities Policy, Inclusion Policy and Anti Racist Policy).

Monitoring

“ It is the job of the Headteacher and the senior management of a school to monitor the way in which the behaviour policy is working. They must see that it is being applied consistently and consider whether it is achieving the right results. It is equally important to keep the whole staff involved.... By regular review of the policy's effectiveness.” The Elton Report (p102).

Behaviour will be on the agenda of leadership and staff meeting agendas as necessary and the success of the consistent application of the policy will be monitored regularly.

Staff Training

Teaching and Non-Teaching:

In order to achieve our aims it is important that all newly appointed staff undertake training in the school's approach to behaviour management. This will be carried out by the headteacher during induction meetings. Whole school staff will receive appropriate training for the school's needs as required. We will aim to have at least one session of training or a whole staff meeting focus, per year.

Lunchtime:

Lunch time supervisors have received training but it is important to update their skills regularly. We will ensure that newly appointed staff receive training.

Recording and Reporting

Behaviour, both positive and negative is regularly communicated to parents. Parent evenings give staff the opportunity to comment on behaviour as do the twice annual IEP review meetings and the annual report to parents. Behavioural Individual Plans and Pastoral Support Plans are recorded in the child's individual file.

Home / School Agreements

The Home School Agreement helps to clearly set out roles, responsibilities and expectations. Parents, children and the Headteacher sign the agreement thus strengthening the partnership between home and school.

Peer on peer abuse

We believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHASH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)

Rules, Rewards and Sanctions

'Children should never be left with any doubt as to what is and is not acceptable behaviour. A lack of firmness and clarity does no service to children.'

(The Elton Report, p66)

'Punishments should make the distinction between minor and more serious misbehaviour clear to pupils, and should be fairly and consistently applied.'

(The Elton Report, p13)

Throughout the school, rules and expected behaviour are made clear. The school places a strong emphasis on the positive reinforcement of good behaviour.

There is a wide and comprehensive system of rewards in place throughout the school. All adults in the school are expected to recognise and respond to good behaviour. We look for the good in all children and value the positives that they bring to the school. The actual rewards vary throughout and are updated regularly. Rewards may vary from praise, a smile, a positive action to a range of stickers, badges, stamps, certificates and treats. The system needs to be flexible enough to cater for the needs of the individual or a particular cohort, recognise small achievements and yet provide motivation for a whole class or year group. Children are provided with consistent positive encouragement when they do behave. Children who **choose** to break the rules follow a series of consequences.

Positive Rewards

All pupils:

- Verbal praise
- Stickers
- Praise assembly for good work and good behaviour

Classroom Traffic Light System

All the children's names are placed in a green circle at the beginning of each morning and afternoon session. Children demonstrating inappropriate and unacceptable behaviour will move into the orange section which acts as a warning and children can earn their way back into the green with good behaviour. Continuing unacceptable behaviour will result in the child's name being moved into the red section. If a child then continues to behave inappropriately he or she will be sent to work in another classroom. After a short period of time the child will return to his/her classroom and be given the opportunity to move back up the system. However, continuing inappropriate behaviour will result in the child being sent to the headteacher. At all times children can move up and down the traffic lights depending on their behaviour.

On the Playground

Playtimes are important parts of the school day when children can involve themselves in physical or imaginative play, talk to old friends and make new ones, and generally 'recharge their batteries'. We ensure that our playground is well supervised. All staff should listen to children with problems, particularly those associated with bullying, and ensure that all children are dealt with fairly.

Playtimes and Lunchtimes

An area of the playground has been designated as a time out wall and children displaying inappropriate behaviour will be given a 5 minute sanction on the wall. Any incident occurring at the end of the playtime and cannot be given this sanction will result in a message being sent to the class teacher and using the traffic light system to impose the sanction.

Out of School

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

Transition Procedures

Our transition arrangements with other schools include reporting pupils whose behaviour has raised concerns during their primary education. Internal transition arrangements include class teachers having the opportunities to discuss how best to support a pupil displaying inappropriate behaviour.

Malicious Accusations Against School Staff

We take very seriously any incidents of malicious accusations being made against school staff. Such incidents will be fully investigated by the Headteacher and/or Chair of Governors the outcomes of which will be notified to parents. Sanctions will be dependent upon the severity of the incident.

Assertive discipline deals quickly with the unacceptable by swiftly applying a system of recognised sanctions thus:

- √ avoiding the need for adults and pupils to enter a dialogue
- √ reducing wasted lesson time
- √ reducing time when the teacher's attention is diverted from the task of teaching
- √ involving parents early so that they can assist the response
- √ in the initial stages, giving pupils a fresh start every day
- √ making children increasingly responsible for their own actions
- √ protecting those who want to work from disruptive influences

It must be clear why the sanction is being applied and what changes in behaviour are required to avoid future punishment. It is important that the child understands fully that it is the behaviour that is unacceptable rather than the child as a person.

The following system of sanctions has been identified:

In one day:

We use a 'traffic light' system where every pupil begins each morning and afternoon session with their name in the green circle. The aim for each pupil is to remain in that circle by following the class rules and behaving well. Each pupil receives positive reinforcement and recognition of their good behaviour by seeing their name in the green circle.

1st Sanction – The child's name is moved from green to amber.

The child is always given the opportunity to retrieve the situation by behaving well and, after discussion with the teacher, the child's name may be moved back into the preceding circle, e.g. from amber to green thereby reinforcing the positive change in behaviour.

2nd Sanction – The child's name is moved from amber to red.

3rd Sanction

If the child continues to behave inappropriately while their name is in the red section they will be sent to another classroom to work. If the child is removed from the classroom on a number of occasions parents are invited into school to discuss the problem in order to arrive at a mutually satisfactory solution. If parents have been regularly invited into school to discuss their child's inappropriate behaviour, the child may be identified for behaviour on the SEN register and may have a Behavioural Individual Plan(BEP) or Personal Support Plan(PSP) drawn up.

In certain circumstances, such as serious misbehaviour or dangerous conduct, the teacher may use their discretion in missing out intermediate steps from the above process.

When individual pupils continually abuse the above system, or in certain circumstances agreed with the parent, the following monitoring procedures are put into place:

The teacher discusses with the parents (and possibly the Special Education Needs Co-ordinator or another senior member of staff) the reasons for unacceptable work or circumstances of bad behaviour. These staff members will discuss whether levels of differentiation and / or expectations are appropriate and if so, decide action as follows:

a) Informal Monitoring ¹

- Certain targets for behaviour and rewards are agreed – Class teacher/ Emotional Wellbeing Worker.
- Child meets regularly with Emotional Wellbeing Worker to help develop strategies for improving behaviour.
- Teachers/ Emotional Wellbeing Worker meet regularly to discuss progress.
- If appropriate, child is given a 'get out card' to enable him/her to move from the playground into the school without discussion with the member of staff on duty
- If successful, school gives agreed reward, monitoring is discontinued after an agreed period of good behaviour.

b) Formal monitoring

- This is used when (a) is ineffective- Head involved.
- Individually tailored targets to be monitored at each session.
- Child to report to Head at the end of each day.
- Head to maintain contact with parents. Parents involved in longer term rewards.
- If successful, school and parents give agreed reward.
- A BIP or PSP is considered as is entry onto the SEN register.

c) Involvement with external agencies ²

- This is used when all the above measure have broken down.
- It must be considered whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school should consider whether a multi-agency assessment is necessary.

d) Fixed Term Exclusion

- This is used when the above procedures have been ineffective **or** when it is considered the pupil and / or parents need a breathing space, a period of reflection **or** to benefit the other

pupils when their education is being disrupted. Support and advice will be sort from The White House Unit and/ or other agencies.

e) Permanent Exclusion

- For serious assault, repeated serious theft, repeated / serious bullying, vandalism / attempted vandalism.
 - When relationships have broken down to the extent that the pupil repeatedly and on a number of occasions refuses to do as asked by staff.
 - When the education of others is constantly disrupted.
 - When it is felt that the presence of the pupil on the premises poses a threat to themselves or to others.
 - When it is felt that the presence of the pupil on the premises causes other pupils to feel intimidated.
 - For deliberate assaults on members of staff.
 - For sexual assaults.
- Only the Headteacher has the power to exclude a pupil
 - All exclusions are communicated in writing to the parent / carer, the LA, relevant external agencies and the Chair of Governors
 - The written communication explains:
 - The reasons for excluding the pupil
 - The length of the exclusion
 - The parents rights to make representations to the LA / Governing Body about the exclusion.

We do all in our power to retain pupils and deal in positive ways with the misbehaviour that is causing concern.

Work is always set for the pupil and followed up on his/her return.

A positive behaviour programme is always set up on his/her return.

Return to school after a fixed term exclusion always follows a reintegration meeting.

Notes:

The above strategies complement the SEN policy and register.

It is extremely important that targets are realistic; that rewards, whilst tangible are affordable on a reasonably long term basis, and that children are gradually weaned off the special measures involved.

¹ These steps are linked to a reward system, usually agreed between parents and school.

² Other agencies include SENs, Educational Psychological Service, various medical centres, White House Unit and Special Schools

It is essential that pupils who appear to be at risk of i) a series of fixed term exclusions totalling more than 5 days in any term or ii) permanent exclusion have a Pastoral Support Programme in place. This is agreed by the School, the Parents, an Officer of the LA (The White House Unit or Educational Psychologist) and other parties who have a “statutory interest”. It is a plan which outlines a course of action for the school to use in the event of a problem. Its purpose is hopefully, to avoid the pupil deciding to take action which will result in one of the above exclusions.

The use of force to control or restrain pupils:

Members of staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil committing a criminal offence (or for younger pupils what would be a criminal offence), causing injury or damage to property, or prejudicing good order and discipline – for example if a pupil refuses to leave a classroom when asked to do so.

Every three years our staff undergo de-escalation and positive handling techniques training. We record and report any 'significant' incidents where a member of staff has used force to control or restrain a pupil. When necessary positive handling plans are in place and parents are informed.

Serious or Persistent Misbehaviour:

When pupils are long term, low key disruptives, who display serious unacceptable behaviour or disaffected behaviour then the behaviour is monitored.

These records of misbehaviour will

- ◆ allow us to show external agencies of our need for intervention
- ◆ assist us in identifying triggers or patterns of misbehaviour in order to assist the pupil to improve
- ◆ focus on the specific type of behaviour displayed
- ◆ build a database which external agencies can use to assist the pupil
- ◆ allow us to monitor the effectiveness of strategies employed.

In cases of serious misconduct the following strategies are used, in conjunction with strategies from a) to e) on page 11.

Bullying (not isolated assaults or acts of retaliation)

The Headteacher is informed and the school invokes its Anti Bullying policy.

Theft

The Headteacher is informed, who in turn informs the parents. In serious cases the pupil is excluded for a fixed period. The school reserves the right to involve the Police.

Other serious misconduct (i.e. vandalism, serious untruths)

As above. The school reserves the right to involve the Police. The school may seek to recover the cost of deliberate acts of vandalism / damage.

Deliberate assaults on staff / serious or persistent assaults on pupils

As above. The pupil is excluded for a fixed period unless there are exceptional circumstances (such as the pupil not being mature enough to understand the consequences of their own actions).

Permanent exclusion will be considered, especially if there have been previous incidents.

The Chair of Governors is informed (and, if appropriate, the Health and Safety Executive and the Local Authority).

Note:

It is important to record that the vast majority of pupils at St James' CE Academy are well behaved, polite, considerate and caring children.

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This whole policy is developed and adhered to in the context of protecting them and allowing them their right to a continuous and progressive education, without threat or disruption. Most will go no further than the initial stage of disciplinary action (name being moved from green to amber). It is natural for children to test adults to see how far they can go before they get a reaction. We must accept this and treat initial incidents light-heartedly but firmly. It is also worth noting that only one or two pupils in every year will reach the monitoring process and those who do will usually respond quickly and positively. This policy is also designed to help those who do not respond, by offering a range of progressive strategies, which will provide immediate help, will involve parents and will assist us in determining the needs of the child, so that we can meet them in a positive way.

The location of this policy will be publicised annually to parents and pupils in the autumn term newsletter. Copies of the policy will be made available to parents upon request. This policy is available to all staff, copies are kept in the main school office and the staffroom.