



# St Clement and St James CE Primary School Behaviour Policy



## Our School Vision

At the centre of the school we have faith, hope and love, defined by 1 Corinthians 13: 4-8a:

**“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.”**

Our six core values come from this centre, and help us both show and grow faith, hope and love. We explore these values with the children in RE lessons, collective worship and Circle Times, and they inform how we help our children in their relationships with each other. Our values are:

- friendship
- thankfulness
- excellence
- forgiveness
- creativity
- compassion

Through our day to day school life, our collective worship, Circle Times and personal, social and health education we ensure children understand and respect the British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs. Our six core values help children understand and follow these in a deeper way.

## Our 6 School Rules are informed by our values

I can...

1. keep my hands and feet to myself
2. have good manners
3. move around school safely
4. show good listening and follow instructions
5. always try my best
6. be kind

## Our High Expectations Pledge

1. We are relaxed and alert.
2. We take risks with our learning; when we make a mistake, we learn something new!
3. We share our ideas and wait for our turn to speak.
4. We respect *everyone's* opinions and ideas.
5. We believe in ourselves and persevere through tough challenges.
6. We know that if we work hard, we can achieve anything.

## Planning, teaching and management of behaviour

We believe it is vital for children's learning and their social development that they behave in a calm, caring and thoughtful manner. At St Clement and St James, in the context of our Christian ethos, we believe this behaviour needs to be taught, in just the same way as we teach other skills.

Our behaviour policy is underpinned by our 6 core values:

All staff aim to promote the good behaviour of all children by:

<ul style="list-style-type: none"> <li>• setting good examples</li> <li>• noticing positive behaviour and using specific praise</li> <li>• diffusing difficult situations</li> <li>• recognising triggers</li> <li>• encouraging children to reflect</li> <li>• motivating children and encouraging resilience and intrinsic motivation</li> <li>• solution focus techniques (tactical ignoring; non-verbal reminders; gesture etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• rewarding good behaviour</li> <li>• setting clear and consistent boundaries</li> <li>• creating &amp; using class codes of conduct</li> <li>• establishing and using clear reward &amp; sanctions systems (class and whole school)</li> <li>• following the school policies consistently</li> <li>• being well prepared &amp; well organised</li> <li>• encouraging team spirit</li> <li>• having high expectations</li> <li>• providing differentiation, challenge and enjoyment through the curriculum</li> </ul>
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We teach good behaviour through:

<ul style="list-style-type: none"> <li>• our 6 core values</li> <li>• circle time/prayer circle</li> <li>• role play, drama &amp; discussion</li> <li>• positive reinforcement</li> <li>• assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• using targets, charts and books - class, group or individual (ELSA)</li> <li>• Religious Education</li> <li>• Our creative curriculum</li> <li>• Teaching of emotional literacy</li> </ul>
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### **Classroom Management**

During the first half term of the Autumn term, the classroom code of conduct should be established, clearly defining rules, rewards and sanctions. This code of conduct should:

- contain a maximum of 6 class rules (see school rules above)
- should be explicitly referred to on a regular basis
- worded positively (the use of never or don't should be avoided)
- be displayed in the classroom and be available to children, parents and staff
- be signed by the children and staff
- be shared with parents/carers
- be a collective responsibility and adhered to by the whole school community including parents, children and staff

### **Behaviour Management Systems**

#### **Whole school reward systems**

All members of staff have green cards to reward positive behaviour. Treat points can be awarded by teacher in conjunction with Green Card behaviour.

All classes should have a Green Card box where these slips are deposited every week. The box is brought to Celebration Assembly every Friday. One GC is picked from each class box and these children are acknowledged by sitting on chairs/benches at the front of the hall.

(We are going to carry on with house points, but will revisit in future).

Certificates are presented weekly. These are to be linked to our school values and can include learning/achievement (EXCELLENCE) or showing kindness to others (COMPASSION). Teachers should make sure that all children have the

opportunity to achieve a certificate in assembly at some point in the year – please keep a tick list of the children who have achieved this.

Individual classes will have reward systems appropriate to the age and development of the children visible in the classroom. Teachers will link this to the yellow/red card system.

Treat points are given for demonstrating the school values. Teachers and students decide on a treat and how many treat points are needed to achieve this at the beginning of each half term (this generally equates to 10 per week).

#### **Whole school sanctions systems:**

Where children behave in a way that is unacceptable in any area of school life, they should be given reminders of the school rules in order to correct their behaviour:

- 1. If they do not change their behaviour and continue to disrupt the class, a first yellow card will be issued (teachers record this): this will stand for the whole day.**
- 2. If unacceptable behaviour persists past the first yellow card and further reminders, a second yellow card is given (teachers record this).**
- 3. If unacceptable behaviour persists past the second yellow card and further reminders, a red card is issued and recorded by an adult.**

Once a yellow card is issued by the teacher and a small restorative conversation has happened, a clean slate should be assumed and reminders should be given as usual before a sanction.

All red cards are filed in the red card box in the head of school's office. Red cards should be annotated and additional notes should be kept along with evidence of serious incidents, letters, meetings with parents and parents' responses as appropriate.

At the end of each week, the cards will be moved to the red card folder the in HT office. Each child should have a section and should be given a fresh start at the beginning of every half term. The following sanctions should be used:

- 1 red cards = first letter home (KS2)/discussion with SLT, teacher discretion re parent contact (KS1)
- 2 red cards = second letter home
- 3 red cards = phone call home and meeting with parent and class teacher (if necessary)

Continued red cards = meeting with parent and head of school/deputy head teacher.

Letters can be handed out by class teacher in an envelope addressed to the parent(s). If the slip is not returned to acknowledge the letter, parent contact will be made by class teacher. Letters to be logged in the red card folder.

Behaviour files are monitored each term by head of school/deputy head teacher.

Strategies for dealing with behaviour in the classroom at different levels of seriousness are listed below. The list is not exhaustive and professional discretion should be exercised. Our policy on the use of restraint should be followed at all times and in all situations. The following strategies should take into account the child's age, capacity of understanding, previous experiences, SEN Code of Practice stage and the involvement of other agencies as appropriate:

## Behaviour and consequences menu

### Yellow Card - persistent non-compliance after reminders

Behaviour exhibited	Menu of consequences
<p>1.</p> <p>Not listening in groups            Throwing rubbish on the floor            General non-attention or fidgeting            Calling out            Day dreaming (off task) or delay in starting work            Chatting            Swinging on chair            sliding/rolling on the floor            Disturbing others or interrupting</p>	<p>Teacher to:</p> <p>Praise someone who is doing what they should            Give pupils a look/raised eyebrow            Ask them a question (distract them)            Ask if they need help            Say name, Clap or redirect            Stand near child or move them nearer to them            Take away object if distracting them            A warning will be given at this stage            Seat the child in a different place</p>
<p>2.</p> <p>Snatching from other children            Lengthy chatting in class/assembly            Inappropriate assembly behaviour            One off incidents of teasing or name calling            Persistent non-completion of work            Persistent non-completion of home-learning</p>	<p>Teacher to:</p> <p>Appropriately ignore/praise/reward others            Move the child            Use diversionary tactics            Offer the child thinking time            Seat the child in a different place            Model the appropriate behaviour            Hold a discussion about class rules            Ask the child to staying inside at break time to complete missed/incomplete tasks            Take time off a child's play / thinking time on wall  <i>(teachers to inform adults on duty how long a child needs this thinking time for)</i></p>
<p>3.</p> <p>Grabbing and snatching            Refusal to do as asked/ non co-operation            Disrespect to each other and adults            Getting up and leaving task            Disturbing/interfering with others            Disregard or destruction of school equipment or furniture</p>	<p>Teacher to:</p> <p>See or ring parent            Ask child to finish work at playtime (supervised)            Use appropriate ignoring            Have a dialogue with the child to remind him/her and establish the meaning of respectful behaviour            Emphasize class ethos (rules and class code)            Use appropriate peer pressure            Offer the child thinking time            Seat the child in a different place            Refer to behaviour charts/reports for individuals            Send a letter to parents re: cost of equipment</p> <p>At the teacher's discretion, there can be a possible red card if a child is potentially unsafe</p>

**Red Card - persistent non-compliance after 2 yellow cards or below behaviours**

<p>4. Kicking, pinching, hitting, hurting others Insolence and rudeness to staff Rude remarks about family etc. Causing damage to equipment, property or furniture Swearing Stealing Bullying Inappropriate/unsafe behaviour on a trip/visit Racist/homophobic remarks or other prejudiced remarks</p>	<p>Red card log filled out and filed by teacher Send to or inform HOS/DHT Restorative justice – make amends Explaining consequences of actions to the child Entry in incident folder (inform HOS/DHT) Parents informed via phone call/meeting Letter to parents Support from ELSA Internal exclusion</p>
<p>5. <b>*REPEATED AND PERSISTENT BEHAVIOURS ABOVE AND/OR</b> Fighting Continued violent behaviour/ Causing serious damage/Vandalism  Stealing personal property Prolonged bullying Hurting, threatening or swearing at staff Threatening with intent Possession or using an offensive weapon ABH &amp; GBH</p>	<p>Sent to HOS/DHT  Meeting with parents Letter to parents letter outlining costs Internal exclusion External exclusion 1-3 days Permanent exclusion Inform police if appropriate</p>

**Behaviour Causing Concern/Vulnerable Children**

When a child's behaviour is initially causing concern, the following information should be collected in the behaviour file:

- Possible triggers, details of incidents and other relevant information.
- Evidence of sanctions/strategies used and parents' or child's views.

An appropriate programme of support should be planned in the form of an individual behaviour plan. Emotional Behavioural Disorder (EBD)/ Personal Social Plan (PSP) may also be written for pupils with SEN, which should include clear objectives and targets.

Clear rewards and sanctions should be set and shared with both the child and parents. Staff should meet with parents (the support of a senior member of staff can be sought). The SENCo should be informed, the behaviour monitored and the child placed on the SEN Code of Practice (in accordance with the COP criteria) if appropriate.

**ELSA/WLZ/Place2Be/Art Therapy**

Targeted support for children struggling in the class setting for any reason can be offered targeted support through the ELSA mentoring program. Where a teacher feels this support may be beneficial for a child, a referral can be made.

**Serious incidents**

The use of reasonable restraint is detailed in the school's policy on the use of restraint.

The HOS/DHT should be informed if a child is involved in a serious incident or if a child consistently refuses to comply with adult instructions.

Children who leave should not be chased. If they are on school premises they should be monitored and the HOS/DHT and SAO informed. If the child runs out of school, the police and parents will be notified by the school office. Procedures to deal with bullying are detailed in the anti-bullying policy.

Serious incidents (straight red card behaviours) will be recorded on the appropriate form and stored in the HT office. Record cards will include details of further sanctions to be taken if there is a repeat of serious behaviour during the same term (e.g. fighting more than 1 time per term). Parents will be contacted for all incidents recorded in the red box.

### Restorative Approach

The school support a restorative approach to helping children resolve their differences and talk about incidents, which may have upset them at school. Initially, any child involved in a more serious behaviour or bullying incident at school will have the chance to talk to an adult about what happened, explaining their thoughts and feelings and how they think their actions might have affected others. Where appropriate, children may also meet up with each other after an incident has occurred (with adult supervision), to discuss the issues, apologise where necessary and accept responsibility for any mistakes made.

The school hopes that by helping children understand each other’s emotions better, it will reduce the number of incidents in school even further and eventually help the children to calmly articulate where they feel there is injustice.

### Behaviour Structures

<p><b>Rights</b> In a great teacher’s class there are 3 basic rights for both adults and children</p> <ul style="list-style-type: none"> <li>• The right to feel and be safe</li> <li>• The right to learn</li> <li>• The right to be treated with respect</li> </ul>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• All rules are designed to protect these rights</li> <li>• Everyone has a responsibility to protect these rights through their own behaviour and actions</li> </ul>	<p><b>Establishing</b></p> <ul style="list-style-type: none"> <li>• Great teachers establish what the systems and rules are</li> <li>• They are relentlessly consistent in applying them</li> </ul>
<p><b>Positive Correction</b></p> <ul style="list-style-type: none"> <li>• Great teachers remain positive when correcting behaviour. They plan what they will say</li> <li>• Great teachers are not distracted into arguments or debates with children. They stick to the primary misbehaviour and avoid being drawn into correcting the way a child is talking to them or their attitude. This can be dealt with later</li> </ul>	<p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Great teachers know that severe consequences are not what make children behave well. It is the certainty that they will be <b>held to account</b> for their actions</li> <li>• The rule is ‘Certainty not Severity’</li> <li>• Consequences are planned and well thought out so that they are in proportion with the misbehaviour</li> </ul>	<p><b>St Clement and St James 6 Rules</b></p> <ol style="list-style-type: none"> <li>1. keep my hands and feet to myself</li> <li>2. have good manners</li> <li>3. move around school safely</li> <li>4. show good listening and follow instructions</li> <li>5. always try my best</li> <li>6. be kind</li> </ol> <p>Thanks to Chris Quigley</p>

### Y5 and Y6

There are additional behavioural expectations for children in Year 5 and Year 6. We expect that they will show a commitment to upholding the rules and high expectations of the school. Year 6 children are ambassadors for the school and will be expected to demonstrate exemplary behaviour and attitudes towards their learning.

## Appendix 1: KS2 Behaviour Expectations

### Behaviour expectations

### Y5 and Y6

The rule at St Clement and St James is:  
'Always try my best'

That means no:	consequences 1 <sup>st</sup> phase	consequences 2 <sup>nd</sup> phase	consequences phase 3
<ul style="list-style-type: none"> <li>• Yellow/red card behaviour including:</li> <li>• answering back</li> <li>• stropping</li> <li>• swearing</li> <li>• sulking</li> <li>• tantrums</li> <li>• eye rolling</li> <li>• flinging things</li> <li>• laughing at people</li> <li>• smirking</li> <li>• throwing stuff</li> <li>• sucking teeth</li> <li>• slouching and other negative body language</li> </ul>	<ul style="list-style-type: none"> <li>• teacher will use yellow and red cards as per the behaviour policy</li> <li>• teacher will remind about behaviour being shown after one red card</li> <li>• on the second red card of the day the poor behaviour happens – asked to leave classroom &amp; report to Mrs Dowthwaite (teachers to have behaviour alert card [purple triangle] to send to a member of SLT/John If extra assistance is needed)</li> <li>• Miss Goodman will monitor &amp; record incidents - playtimes must be earned</li> </ul>	<p>if asked to leave the classroom 3 times or more in one week, there will be a whole day internal exclusion the first time, the second time it will be at St Thomas'</p>	<p>if there are 3 internal exclusions in half a term then there will be a formal external exclusion</p>
Reporting arrangements	Miss Goodman will monitor	Mrs Dowthwaite or Miss Bouette will inform parents	Mrs Dowthwaite or Miss Bouette will inform parents

Learning activities will be provided by the class teacher when a child is asked to leave the class. He/she will provide ? with a bank of work to be undertaken during times when out of class.

Name: \_\_\_\_\_

I understand the rule and expectations and I understand what will happen if I continue to break the rule.

Signed: \_\_\_\_\_ (Student)      Signed: \_\_\_\_\_ (Parent)

## Appendix 2: Red Card Log

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

# Managing Incidents Flowchart



## Appendix 4: letters to parents about red cards – templates

### First Red Card Letter

Dear parent,

Today, your child, \_\_\_\_\_, has not been behaving as well in school as they could. They have received a red card for \_\_\_\_\_.

It is important that your child understands the need to follow our school rules. We want to ensure that we are working in close partnership with you, therefore please discuss your child's behaviour with them and how they might make the right choices. I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Red card letter – return slip

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

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Second Red Card letter**

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are struggling to adhere to our school rules. They have received a second red card for

\_\_\_\_\_.

It is very important that your child's behaviour improves. If a third red card is received, I will contact you and arrange for us to meet. We need to work together to help your child in achieving their best. Please have another discussion your child about how they might make the right choices in school.

Please do not hesitate to contact us if you need any further support.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Third Red Card letter**

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our school rules.

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: \_\_\_\_\_