

St Clement and St James CE Primary School Behaviour Policy

Our 6 School Rules

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:

- **Creativity**
- **Compassion**
- **Friendship**
- **Forgiveness**
- **Excellence**
- **Thankfulness**

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

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

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

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

- contain a maximum of 5 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 folder for each class. 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.

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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 HT/DHT

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 red card folder.

Behaviour files are monitored each term by HT/DHT.

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

POSSIBLE ADULT RESPONSE

Yellow Card - persistent non-compliance after reminders

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 them or move them nearer to you Take away object if distracting them
<ul style="list-style-type: none"> Snatching from other children Lengthy chatting in class/assembly Inappropriate assembly behaviour One off incidents of teasing or name calling Persistent non-completion of home learning 	<ul style="list-style-type: none"> A verbal warning should be given at this stage Appropriate ignoring/praise/reward others Move them Diversionsary tactics Modelling what to do Discussion about class rules Staying inside at break time to complete missed/incomplete tasks Missed play or time on wall (<i>teachers to inform adults on duty how long a child needs this thinking time for</i>)
<ul style="list-style-type: none"> Grabbing and snatching (at teacher’s discretion, possible red card if potentially unsafe) Refusal to do as asked/ non co-operation Disrespect to each other and adults Getting up and leaving task Disturbing/interfering with others Disregard for school equipment 	<ul style="list-style-type: none"> See or ring parent Finish work at playtime (supervised) Appropriate ignoring Dialogue between child and adult to remind and establish the meaning of respectful behaviour Emphasize class ethos (rules and class code) Use of appropriate peer pressure Behaviour charts/reports for individuals Letter to parents re: cost of equipment

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

Kicking, pinching, hitting, hurting others Insolence and rudeness to staff Rude remarks about family etc. Causing damage Swearing Stealing Bullying Inappropriate/unsafe behaviour on a trip/visit Racist remarks or other prejudiced remarks	Internal exclusion Parents informed via phone call/meeting Red card log filled out and filed by teacher Letter home to parent Send to or inform DHT/HT Restorative justice – make amends Explaining consequences to the child Parent informed Entry in racist incident folder (inform DHT/ HT) Parents informed
Fighting Stealing personal property Prolonged bullying Hurting, threatening or swearing at staff Threatening with intent Possession or using an offensive weapon ABH & GBH Causing serious damage/vandalism	Internal exclusion/ Sent to DHT /HT Telephone parent/ write letter Exclusion 1-3 days/ Permanent exclusion Permanent exclusion Inform police if appropriate Letter to parents re: cost

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. The parents should be met (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 like this support may be beneficial for a child, a referral form can be made.

Serious incidents

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

The headteacher/deputy headteacher 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 watched and the headteacher, deputy headteacher 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.

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 the 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.

Serious Incidents

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

Behaviour Structures

<p>Rights In a great teacher’s class there are 3 basic rights for both adults and children</p> <ul style="list-style-type: none"> • The right to feel and be safe • The right to learn • The right to be treated with respect 	<p>Responsibilities</p> <ul style="list-style-type: none"> • All rules are designed to protect these rights • Everyone has a responsibility to protect these rights through their own behaviour and actions 	<p>Establishing</p> <ul style="list-style-type: none"> • Great teachers establish what the systems and rules are • They are relentlessly consistent in applying them
<p>Positive Correction</p> <ul style="list-style-type: none"> • Great teachers remain positive when correcting behaviour. They plan what they will say • 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 	<p>Consequences</p> <ul style="list-style-type: none"> • Great teachers know that severe consequences are not what make children behave well. It is the certainty that they will be held to account for their actions • The rule is ‘Certainty not Severity’ • Consequences are planned and well thought out so that they are in proportion with the misbehaviour 	<p>St Clement and St James 5 Rules</p> <ol style="list-style-type: none"> 1. Keep my hands and feet to myself 2. Show respect to everyone 3. Move around the school sensibly and safely 4. Always tell the truth 5. Show good listening and follow instructions <p><small>Thanks to Chris Quigley</small></p>

Appendix 1: KS2 Behaviour Expectations

Behaviour expectations Y4/5/6

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

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

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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

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	

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Is any follow-up action needed? If so, give details

People informed of the incident (staff, governors, parents, police):

Managing Incidents Flowchart



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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: _____

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: _____

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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: _____

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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: _____

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