



St Clement and St James  
Behaviour Management Policy 2016

# St Clement and St James Behaviour Policy

## Introduction

### Our vision

*St Clement and St James is a school with Christian values at its heart. We are proud of its history and our strong links with the vibrant community to which we belong. We welcome and celebrate every child, helping all children to develop their character and full academic potential. We promote high aspirations and a love of learning through a rich and varied curriculum.*

*Our school values are compassion, creativity, excellence, friendship, forgiveness and thankfulness. These values help us show and grow love, faith and hope, which are at the heart of the school and are defined by 1 Corinthians 13:4-8.*

Our vision and values inform the way we manage behaviour and teach children to behave well.

We try to pre-empt disruptive behaviour by excellent teaching, engaging children in their learning and building their self-confidence and sense of responsibility, through our interactions with children, our assemblies, Circle Times, PSHE and RE.

Expectations are made clear. Children know that if they make a mistake, they are given a chance to put it right and try again.

On the playground, staff on duty have different “zones” to monitor. Where possible, games are organised and equipment provided for children to play with. We look out for difficult situations and intervene early.

Staff model our values through our interactions with children and adults.

### Forgiveness

As a Christian school, forgiveness is an important part of our ethos and our modelling of relationships with children. It is important that children know that if they do something wrong, after they have had their punishment and tried to put it right, it is not held against them and they have a fresh start. It is also important that if they hurt, upset or are rude to anyone – pupil or staff – they understand the importance of a genuine apology, and be helped to make that apology. Likewise, we help children to accept apologies and move on after an incident is over.

## Incentives

St Clement and St James has a positive approach to behaviour and good behaviour is recognised in a variety of ways.

### House points

Every child in the school is in one of four houses. Children are awarded house points for earning certificates and for winning team competitions and games. Running totals for each house are worked out each Friday in assembly, shown on a spreadsheet on the IWB in the hall.

At the end of the year, the winning house is rewarded with a house treat on the last day of the summer term.

### Certificates in Assembly

Two children from each class are chosen to receive a certificate in Friday's assembly. One child is chosen for particularly positive behaviour, linked to our values. One child is chosen for a piece of outstanding learning. The children's names are published in the newsletter.

### Class of the Week

Quiet and calm lining up and moving around the building is recognised by awarding 'Cockleshells', the shape around the edge of the school logo.

- The class in FS & KS1 and KS2 that lines up the best at the end of each playtime receives a cockleshell from the teacher on duty.
- Class teachers can award them to their class.
- The cockleshells are coloured in on the school badge poster and counted in assembly each week.
- The class who receives the most cockleshells that week receives a sticker on a special chart in the school hall. The winning KS2 class wins an extra playtime football slot; the winning Rec/KS1 class wins 5 minutes extra play on Friday afternoon.
- At the end of the half term, the class in each key stage with the most stickers receives a cup to display in their classroom.

Children are regularly reminded, including through the use of visual cues, of the expectations on lining up and walking silently in corridors.

### Good Attendance and Punctuality

Attendance and punctuality are celebrated using In it to Win it in Friday's assembly. One child each week who has been in school and on time every day is rewarded with a book. The school regularly looks at other ways of encouraging good attendance and punctuality, for example with stickers and certificates.

### Classroom behaviour

Teachers have freedom to develop their own in-class reward system, as long as it is not contrary to whole school systems. This may be to provide an incentive for a particular behaviour which is appropriate for that class and allows teachers to devise a system that is usable and effective for them.

### Overall Good Behaviour

We also acknowledge children who are consistently well behaved with a 'treat' at the end of the half term. This might be a trip to the park, a video show, bringing in toys to play with etc. It must be a free trip.

To make the most of this incentive, children are informed about the treat at the beginning of the half term and are reminded of it frequently. Children earn points

towards the treat. A treat points chart is displayed so children are aware of how many more they need to earn the treat. Teachers have freedom to set an appropriate number of points to earn each half term, and share this with the class at the beginning. The number of points will vary on the length of the half term and on the number of different ways in which children can earn points. Teachers use their discretion to use this as their sole in-class behaviour reward system, or to run it alongside another system for rewarding other things.

The treat links to Time Outs. Points are deducted on receipt of a Time Out (see later section).

### Top Table

One child from each class is chosen by the midday supervisors every week for showing good manners or behaviour in the dinner hall, linked to our values. On Friday those children receive an invitation to Top Table which is a special table in the dinner hall with treats like fruit juice and strawberries. One member of staff each week eats on Top Table with the children. KS2 and Rec/KS1 alternate each week for Top Table; nominated children can bring one friend with them.

## Sanctions

When reprimanding children and giving Time Outs, reference is made to our school values.

### Low Level Behaviour in Class

*See appendix 1 for preventative interventions and measures.*

Each class has a warning chart. If a child receives a warning, his/her name is moved to the orange zone on the chart. If the behaviour is quickly corrected, the name is moved back up to green. If the child has already received one warnings for behaviour which disturbs learning, and continues to repeat the behaviour, the name is moved to red and they go on Time Out in another classroom. The pupil takes a timer with them and does not start filling in the Time Out form until after the sand has gone through the timer. This gives the child time to calm down, if necessary, and reflect. The pupil completes a Time Out form about the behaviour and discusses it with the class teacher on the pupil's return. Time Out forms are kept in a folder by the class teacher. Children who receive a Time Out catch up on the learning time they have missed at lunchtime with their teacher. The length of time is at the teacher's discretion and is age appropriate.

Children's names should all be moved back to green at the beginning of every lesson.

The following sanctions occur for multiple Time Outs.

3 Time Outs – pupils 15 minutes of lunchtime in detention with the Deputy Headteacher and the class teacher informs the parents.

6 Time Outs – pupils miss 15 minutes of lunchtime with the Headteacher and the class teacher informs parents.

9 Time Out – pupils miss 15 minutes of lunchtime with the Headteacher and parents will receive a letter from the Headteacher.

NB for younger children, a 15 minute detention is inappropriately long. Timers are used and the time gradually increases.

If a child gets six white Time Outs in a half term period, teachers consider whether a meeting with parents is required, or whether an individual reward chart may be appropriate. (See Appendix 2).

When a Time Out is given, points are deducted from the pupil's running total on the treat points chart. These points are deducted depending on the pupil's attitude to going on Time Out - getting to the other class and settling down to complete the Time Out, acknowledge what he/she has done and try to put it right.

- 2 points are deducted for sensible behaviour during this period.
- 4 points are deducted if reminders have to be given.
- 6 points are deducted if pupils' learning in the other class is disturbed.

It is the behaviour on Time Out, not the behaviour leading to the Time Out, for which points are lost. This enables us to discuss secondary behaviour with the child, without the original incident escalating.

#### Low Level Behaviour on the playground

If a child has received a warning and is still disruptive on the playground, they go to the Time Out zone for an appropriate length of time – maximum five minutes for FS, maximum seven minutes for KS1, maximum 10 minutes for KS2.

#### Serious Behaviour

Physical aggression, racism, bullying, swearing or rudeness to an adult, in the classroom or in the playground, results in completing a Red Time Out form. These forms must be completed with an adult. If an incident happens on the playground warranting a Red Time Out, the child is escorted inside to the class teacher, deputy or head teacher. They will also go to detention either that day (if it is before lunch) or the next day, with the Headteacher (or Deputy Headteacher in her absence).

- 1 Red Time Out - class teacher completes the form with the children and informs the parents. Head or deputy acknowledges the Red Time Out with the pupil. The child goes to lunch time detention with the Headteacher or Deputy Headteacher.
- 2 Red Time Outs – class teacher completes the form with the child and informs the parents. The child goes to lunch time detention with the Headteacher or Deputy Headteacher.
- 3 Red Time Outs – class teacher completes the form and informs parents. The child goes to lunch time detention with the Headteacher or Deputy Headteacher. The child has a half-day internal exclusion if appropriate. If the Red Time Outs have been for violence, a written warning of an external exclusion will be given to parents.

- 4 Red Time Outs – class teacher completes the form with the child and calls the parents. If the Red Time Outs have been for serious violent incidents, the child is sent home and is excluded from school for the following day.

If the class teacher is particularly concerned about the Red Time Out, the Deputy Headteacher or Headteacher may speak to the parent with the class teacher.

Detention for Red Time Outs takes place in the lunchtime following the incident. The Headteacher collects the child from the playground to complete the detention in the Headteacher's office. If the Headteacher is absent, the Deputy Headteacher does the detention. It is important that it follows the incident as quickly as possible.

Red Time Outs also lose the child points in the same way as they do for white Time Outs - it is the behaviour on Time Out, not the behaviour leading to the Time Out, for which points are lost.

**It is our policy that secondary behaviour is ignored at the time and spoken about when the child is calm.**

The Headteacher will record numbers of white Time Out and Red Time Out forms at the end of each half term. Forms are discarded at the end of each half term period; for children whose behaviour causes concern, forms are kept as a record to check for patterns of behaviour by the SENCO.

**Each child has a fresh start at the beginning of each half term.**

#### Not Returning Home Learning in KS2

If home learning is not returned, our first step is to speak to parents. Places at homework club can be offered to help. If home learning is *consistently* not returned on time, KS2 pupils do their home learning at lunchtime in the classroom with their class teacher. When budgets allow, a Teaching Assistant supervises lunch time homework on a Thursday for children in KS2 who *consistently* do not return homework.

From time to time, class teachers may decide to give treat points for home learning completed on time or particularly one, as an incentive.

If three home learning tasks are not handed in, the pupil sees the Deputy Headteacher. The class teacher sends a letter home.

If six home learning tasks are missed, pupils see the Headteacher and a letter is sent home.

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## APPENDIX 1: positive behaviour management

We expect all members of staff to use positive behaviour management strategies, and assume that, if a child is given a formal warning (through use of the chart), other informal warnings and encouragements have already been given. The following list includes strategies which are commonly in use by teachers and Teaching Assistants working together in the classroom. The list is not exhaustive.

- Non-verbal warnings – catching the child’s eye; using hand signals to redirect a child; pointing to a visual cue (eg a “good listening” illustration).
- Moving around the classroom to a child who is not on task.
- A quiet verbal cue – unobtrusively to the child.
- A public verbal cue.
- Distracting the child away from the undesired behaviour and back to task – particularly used when children are working in groups or independently.
- Praising the correct behaviour demonstrated by a child. *Eg I am very impressed with how George has got straight down to his Maths work.*
- Frequent general reminders of the rewards available. *Eg I am going to give treat points to children who I see persevering independently this morning.*
- Quiet individual reminders of the rewards available. *Eg You have 10 more treat points to earn before the end of term; let’s see if I can give you one for this piece of work.*
- Reminders of individual reward systems, for those children who have them. *Eg Tell me how you can earn a sticker for your chart for this lesson.*
- Considering seating arrangements, and asking children to take responsibility for this too. *Eg If you are being distracted by Amna, it would be a sensible choice to sit on your own at that table.*
- Seating positions on the carpet.
- Individual work stations where appropriate.
- Tactical ignoring of behaviour that is designed to attract your attention in a negative manner, but is not interfering with other children’s learning.
- Good communication between adults, so there is consistency in a class (and across the school).
- Use of timers to break up tasks/independent learning time into manageable chunks for individual children.
- For children who need physical movement, break up long chunks of independent activity time with a task that involves them getting up. *Eg Joanne, will you open a window for me please? Ahmed, please will you take this down to the office?*
- Use of putty or fiddle toys, and other such items. *NB children should be taught how and when to use these so they do not become a distraction in themselves but instead help children maintain focus.*
- Making sure learning is not purely sedentary – tactile and physical tasks too.
- Giving children responsibilities and jobs to do.

Some children need more support in managing behaviour than our whole school system of rewards and sanctions offers. We note that “bad behaviour” is always an outward sign of an underlying cause. We liaise with parents and carers and use our knowledge of the child to try to understand the reasons for the behaviour. Sometimes, it is a difficulty with learning (the child uses avoidance strategies).

Sometimes, it is a sign of a delay in the development of social skills (the child is not able to read or respond appropriately to the social cues of their peers). Sometimes, it is a result of trauma or emotional distress (for example difficulties with attachment, anxiety, response to stress at home).

Teachers first discuss a child's needs with the SENCo. In-school support is considered (for example, strategies the teacher can put in place; an ELSA referral with parent permission; Lego Therapy). The school may also consult with outside professionals, for example the Behaviour Intervention Team, the Early Years and Autism Intervention Team, an Educational Psychologist or a Clinical Psychologist. We always obtain parental permission before referring any outside professional to work with a child. The exception is the Behaviour Intervention Team, if the professional is working with the teacher rather than the child, on the development of specific behaviour management skills.

We consider whether the child should be included on the SEN register, with the prime need being social, emotional and mental health needs. Not every child exhibiting negative behaviour should be on the SEN register. For example, if a home-school reward chart is effective in managing behaviour, and no other intervention is needed, it would not be appropriate to put the child on the SEN register. If outside intervention is needed and support is likely to be long-term, the child should usually be on the SEN register. In these cases, the school is able to identify the likely causes of the negative behaviour and address these in a positive manner.

For children who need more support in managing behaviour than the general system of sanctions and rewards, the following positive strategies are considered and planned.

- Individual behaviour chart. This may include a home or school reward. Parents/carers are always consulted when an individual behaviour chart is deemed appropriate.
- Individual behaviour plan. A reward chart may be part of this plan. A consistent handling plan may also be included, and an individualised warning or consequence plan, linked to specific behaviours, may also be incorporated. An individual behaviour plan is drawn up in conjunction with the SENCo and, where relevant, outside professionals such as the Behaviour Intervention Team. The plan is explained to parents. Individual behaviour plans are reviewed regularly and adapted as changes in behaviour are noted.
- A referral to ELSA (Emotional Literacy Support Assistant), in consultation with the SENCo and with permission from the parent/carer. The ELSA will plan a programme tailored to the child's needs and interests.

## APPENDIX 2: Behaviour management flowchart

3 white Time Outs - detention with DHT, class teacher informs parents

6 white Time Outs - detention with HT, class teacher informs parents.

**AT THIS POINT: CLASS TEACHER ASKS –**

- Is this child likely to miss his/her treat?
- Is this a decline in behaviour?
- Do I need to meet parents? Do I need the Deputy Headteacher or Headteacher in that meeting?
- Do we need to put a reward chart in place?
- Do I need to consult the Deputy Headteacher/ Headteacher/ELSA TAs for advice?
- Do I need to arrange an informal internal exclusion?

9 white Time Outs - detention with HT, letter home from HT.

**AT THIS POINT: CLASS TEACHER LOOKS AT WHAT IS IN PLACE ALREADY.**

- Parents are asked in for a meeting, if they weren't at 6. HT or DHT is present at that meeting.
- What are the precise behaviours (rather than general terms like "distracting behaviour"? What is the context – what lesson, what time of day? What are the preventative measures I have put in place, and that I will put in place now? What are the rewards and sanctions at home and at school?
- Home/school reward chart or system is put in place, if it's not in place already.
- Class teacher discusses with the SENCo – do I need the Behaviour Intervention Team in to help with strategies? Do we need an Educational Psychologist to observe? Is this child on the SEN register for social, emotional needs? If not, does he/she need to be? Do I need to do an ELSA referral?
- If on SEN register, ensure that Learning Plan targets and strategies refer to any reward plans or interventions in place.

3 Red Time Outs - detention as per usual, plus half day internal exclusion.

**AT THIS POINT: CLASS TEACHER ASKS –**

- Are these 3 unconnected incidents, or is there a pattern?
- Is this a problem we haven't identified yet?
- Go through steps as for 6 and 9 White Time Outs.