



Ready to Learn

(Behaviour Management Policy)

Introduction

St James C E Primary school is committed to providing a safe and happy Christian environment that is conducive to learning, with expected high standards of behaviour. Our vision of Let us love, let us thrive is lived and breathed and is underpinned by Christian values of friendship, endurance, peace, respect, honesty and love.

This policy must be considered alongside the school's Safeguarding and Child Protection policy, Peer on Peer Abuse Policy and Physical Intervention Policy. In order to enable effective teaching and learning to take place, positive engagement and behaviour in all aspects of school life is necessary. Our school family works to create and maintain a welcoming, calm, supportive and safe learning environment in which every person is valued.

At St James C E Primary School, we have adopted the behaviour programme 'Ready to Learn'.

This policy is intended to be **consistently** applied although, at times, staff will use their professional discretion and make adjustments to the policy to meet the needs of individual pupils.

Aims:

For each child to respect everyone in their school community; be a polite, well mannered, caring and responsible member of the community, who promotes positive attitudes that enable high quality learning and teaching to take place. Pupils will be taught effective strategies for developing positive attitudes and behaviour, based on the foundation of our Christian vision and values.

Objectives

- to ensure children know and uphold the Christian vision and values of the school and behave accordingly with them in mind.
- to promote positive attitudes as part of the school community
- to develop pupil self-discipline and awareness of the needs of others for adults in the school community
- to have consistent high expectations of behaviour and be positive role models to recognise, praise and reward positive attitudes and behaviour as an integral part of school life
- to engage parents / carers in jointly supporting those whose behaviour causes concern.

THE ROLE OF PARENTS

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to build trust and to develop a common approach to behaviour expectations and strategies for dealing with problems.

We expect parents to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school.

We will also communicate concerns about behaviour to parents on a regular basis through a meeting or a phone call.

THE ROLE OF THE GOVERNING BODY

The Governing Body have the responsibility and regard for:

- the duty to set the framework of the school's policy on pupil discipline;
- responsibility to ensure that the school complies with this policy;
- responsibility to ensure the school complies with its legal duty to make reasonable adjustments for disabled children and pupils with SEN;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- the duty to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy; responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

THE ROLE OF THE HEADTEACHER

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure all school personnel make reasonable adjustments for disabled children and pupils with SEN;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;

- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy
- lead the development of this policy throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake classroom monitoring;
- create links with parents;
- work with external agencies;
- review and monitor policy and procedures.

THE ROLE OF STAFF

Staff will be expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

THE ROLE OF PUPILS

Pupils will be expected to:

- be aware of and comply with this policy;
- be polite and well behaved at all times;
- show consideration to others;
- obey all health and safety regulations in all areas of the school;
- make no unacceptable remarks against fellow pupils or school personnel;
- co-sign and abide by the Home School Agreement where applicable;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the Home School Agreement and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys.

ST JAMES C E PRIMARY SCHOOL EXPECTATIONS

At St James C E Primary School, to be 'Ready to Learn', we will.....

1. Be Kind
2. Be Polite
3. Listen
4. Try your best
5. Follow instructions
6. Respect everyone and everything

WHOLE SCHOOL BEHAVIOUR POLICY: READY TO LEARN

Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are recognised and rewarded.

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class/school and individual reward system.
- Less intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines.

The system works in the following way:

- **All classes** should have a class mission statement and our school expectations clearly displayed and feedback about behaviour should be linked to these.
- All classes have a display with the children's names on. **All pupils start each morning on Ready to Learn. Consequences for the previous day, that have been given during the afternoon session, will still take place the following day during break or lunch time.**
- It is the responsibility of the class teacher to supervise missed break/lunch times. If you are on duty the pupil will stand with you in the playground.
- Class teachers **must** make phone calls home and log incidents on sims at the required stages.
- If pupils make positive individual choices about their behaviour their name moves onto the appropriate colour (bronze, silver, gold).
- If pupils make negative individual choices their name moves onto the following colours (blue, yellow, red).
- Children's names may move up or down the system at any point during the day.
- If a child comes off Green and moves down the system, it is the teacher's responsibility to try and get them back to green before the end of the day.

Colours:

Bottom Line	Negative Red	Negative Yellow	Negative Blue	Positive Green	Positive Bronze	Positive Silver	Positive Gold
Time out with SLT/Behaviour Mentor	Consequence	2nd Warning Reflection Time	1st Warning	Gentle Reminders	1 Raffle Ticket	2 Raffle Tickets	3 Raffle Tickets and Note Home
1	2	3	4	5			

- Classes are encouraged to develop stimulating displays to promote the 'Ready to Learn' policy and involve pupils and parents.

Rewards

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour. Wherever possible we aim to have a positive interaction with a child rather than a negative. E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair – this is known as '**proximity praise**'. We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences, whether positive or negative.

We have a varied range of Positive Reinforcement techniques that we regularly draw upon; these include:

Individual Rewards:

- Verbal feedback/tone of voice – we are always aware of our tone of voice and the effect it has on children's behaviour. We also ensure that we provide as much verbal feedback as possible to reinforce positive behaviour and good efforts or learning.
- Praise – we verbally praise children regularly when we catch them doing the right thing. We acknowledge that some children are more comfortable than others in receiving public praise and we consider this in how we offer praise. It may at times be non verbal e.g. a thumbs up or a smile. We also use proximity praise to shape the behaviour of a child who is not doing the right thing, whereby we praise a child who is making the right choice in the hope that other children not making the right choice will try to change their behaviour in order to receive the same praise.
- Nursery/KS1 - Stickers – these can be awarded for a variety of reasons, celebrating positive learning and behaviour.
- Whole school - Dojo's - This system will still be used to communicate with parents and may be used for individual class rewards when necessary.
- Raffle Tickets - Bronze = 1 raffle ticket, Silver = 2 raffle tickets, Gold = 3 raffle tickets
- Note home - Pupils that are on gold at the end of the day will be given a little note to take home.
- At the end of each week the raffle will be drawn where the children have the opportunity to win a prize (this can be done daily based on individual class needs). At the end of each term there will be an additional prize draw where the children may win another prize.
- A Positive Ambassador will be chosen at the end of each half term. They will need to be a positive role model for the other pupils and lead by example. Parents will receive a letter informing them of their child's success and new role. The pupil will also receive a badge to wear in school.

Consequences

As well as a range of rewards we also have a range of consequences which help to shape the children's behaviour. As with positive reinforcement, any negative consequences also need to be meaningful to the child (i.e. if a child dislikes going outdoors for playtime, keeping them in with you is not a negative consequence) and explicitly linked to their actions (i.e. the child understands exactly why they have received the consequence).

We make every effort to ensure that consequences are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather

than punitive.

Important features of consequences include:

- A focus upon the behaviour rather than the child, e.g. “that was an unkind thing to do” rather than “you are a very unkind girl”
- A message about what the child should do in future
- Consequences appropriate to the behaviour
- Looking for the possibility of praise as soon as possible after the consequence, to encourage more positive behaviour

Before moving a child’s name down the “Ready to Learn” chart we use a range of techniques:

- **Emotion Coaching.** We understand that children have different ways of expressing their emotions. We will use an emotion coaching strategy supporting the child to regulate and manage their stress responses.

- **Planned ignoring.** We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour.

- **Modelling.** We demonstrate the desired behaviour, e.g. if a child is calling out on the carpet a Positive Ambassador may model sitting up straight and folding their arms.

- **Cueing.** We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately, e.g. “I am just reminding everyone that we need to put up our hand if we would like to say something.”

-**Shaping.** If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else, e.g. “Well done Courtney, I appreciate the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact.”

-Proximity Praise. We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions, e.g. "Well done Jack for sitting so beautifully", then magically, Rebecca starts to sit beautifully too!

If a child is "locked into" a negative behaviour and are clearly **choosing** not to follow instructions, again, before we even use the system we may use:

- **Humour.** This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations

- **Negotiation.** Again, depending on the situation and the relationship we often "make a deal" with the child, this can allow the child to "save face" and not feel that they are completely backing down.

- **Transfer Adult.** Again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation.

- **Distraction.** Sometimes it is possible to distract a child out of a negative behaviour pattern, e.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job.

Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly **choosing** to behave inappropriately we must ensure that our expectation is absolutely explicit and clear.

It is essential that the child understands what our expectation of them is. Therefore, we need to then give them a clear instruction:

- Ask once nicely e.g. "Joe, I am finding it hard to concentrate while you are tapping your pencil. Could you stop please."

If this does not work:

- Ask once firmly e.g. "You need to stop tapping."

If this does not work:

- Then move the child's name onto **BLUE** area of the 'Ready to Learn' chart.

This serves as a "**Rule/Expectation Reminder**"

In EYFS and KS1 the consequence for these pupils is the fact that their name has moved. Teachers may choose to show the child a blue warning card.

In KS2 at this point the teacher has a number of options, they may choose from the following consequences:

➤ We may choose to not say anything but simply ensure the child has acknowledged that their name has moved. They need to know that there has been a consequence to their actions.

➤ Verbal Warning

At least one warning is always provided for pupils in between each stage.

Before moving on to the next stage, from blue to yellow, a number of strategies, as explained above, should be employed prior to moving a name. Teachers should constantly help pupils make the right choices to move their name back to green and beyond.

The next stage on the system is **YELLOW**. At this stage, in the Nursery, the child will be directed to sit on the "Thinking Chair" to reflect for 3-4 minutes with an adult to guide them. In R and KS1 teachers may choose from the following consequences:

- Instant "Reflection" inside the class (5 mins max)
- "Reflection" during break or lunchtime (5 mins max)

In KS2, the consequence for Yellow behaviour is to attend Reflection Time. This will be time to reflect and then followed up with a with an encouraging welcome back to the group. The pupil will be given 5 minutes at the recovery table, this will be followed up with a restorative conversation at a convenient time.

The next stage on the system is **RED**. At this stage, the year group's SLT Link will be informed. **All incidents will be recorded on SIMS** and the class teacher must make a phone call home.

Consequences will include:

- Reflection time with class teacher during break/lunch time. If the child does not reach the red stage until the afternoon the missed time will be taken the following day (30 mins max). For every section the child moves back up the ready to learn chart 5 mins will be deducted.
- A restorative conversation must take place, ensuring the child understands why they have received the consequence, how to prevent this happening again and know that they are forgiven and continuously supported.
- Parents/carers **must** be notified by the class teacher at a convenient time.

It is important that parents and SLT are involved at this stage and that the guidelines are followed. This will provide evidence if further support/action is needed.

For frequent offenders (3 times in a week) a formal letter to state a parental meeting will take place is sent home. At the meeting a behaviour tracker **may** be introduced, this should be for a fixed period (decided during the meeting) and the numbers on the 'Ready to Learn' chart should be used to determine the child's score for each session. An individual pupil plan will also be made and monitored for 4-6 weeks. This should be monitored by phase leaders and supported by assistant head.

Bottom Line

The Bottom Line - At any stage a child could present 'Bottom Line' behaviour and be referred straight to SLT/Behaviour Mentor. A referral form with details of the incident must be provided at this stage – Appendix A. The class teacher will **log this on sims** and any other means required by the relevant policies we have in place. **Parents/carers must also be informed.**

'Bottom Line' behaviours could include any of the following:

- Physical aggression, such as kicking, biting, hitting
- Racism - formal records are kept of any incident regarding racism
- Stealing
- Persistent Defiance - the pupil is not complying at all and emotion coaching is not having any impact
- Bullying
- Vandalism

The following table offers examples of the sorts of behaviours which warrant each consequence. Please note that teachers may use discretion and this list only offers examples:

Colour	Examples of behaviours	Consequence
BLUE (Step 1)	<ul style="list-style-type: none"> ➤ Shouting / calling out during teaching time ➤ Getting out of their seat during a task ➤ Distracting other children from learning ➤ Talking when others are talking ➤ Rocking on chairs ➤ Not working to the best of their ability ➤ Not co-operating with others ➤ Having a negative attitude 	<p>EYFS and KS1 – the consequence for these pupils is the fact that their name has moved.</p> <p>In KS2 teachers may use any of the following:</p> <ul style="list-style-type: none"> ➤ Non verbal signal ➤ Verbal Warning
YELLOW (Step 2)	<ul style="list-style-type: none"> ➤ Repeatedly not following instructions ➤ Name calling ➤ Tormenting other children ➤ Rudeness ➤ Refusal to work 	<p>EYFS and KS1 may choose from the following consequences:</p> <ul style="list-style-type: none"> ➤ Instant "Reflection" inside the class (3-4 mins) followed up with a restorative conversation. <p>In KS2 pupils will attend a Reflection Time in class for 5 minutes.</p> <p>Pupils will attend a Reflection Time, be welcomed back to the group in an encouraging manner and followed by a restorative conversation at a convenient time.</p> <p>Please note, only one Reflection Time should ever be given at a time, even if the child has displayed yellow behaviour on more than one occasion throughout the two half day sessions.</p>
RED (Step 3)	<ul style="list-style-type: none"> ➤ Walking out of class ➤ Taking or damaging other people's property ➤ Throwing things ➤ Incidents on the playground ➤ Continuation of yellow behaviours 	<p>Class Teacher must inform SLT Link and log on SIMS. Parents/carers must also be informed by Class Teacher.</p> <p>Red Lunch with class teacher (30 mins max) 5 mins should be deducted for every tier the pupil moves up on the 'Ready to Learn' chart.</p>

<p style="text-align: center;">Bottom Line</p>	<ul style="list-style-type: none"> ➤ Physical violence ➤ Racism ➤ Stealing ➤ Vandalism ➤ Bullying ➤ Persistent defiance ➤ A danger to themselves or others 	<p>Senior Leadership Team and Behaviour Mentor involvement:</p> <p>On the third occasion a child displays red behaviour, the class teacher a member of SLT and the behaviour mentor will meet with parents and plan appropriate monitoring and interventions. All incidents will be recorded on sims. The school may decide that a behaviour tracker is required.</p> <p>If the behaviour tracker or other recommended strategies are not having a positive impact, a further meeting with parents, the class teacher, a member of SLT and the behaviour mentor will be arranged. New advice may then be sought from our Inclusion Advisor or Educational Psychologist and we will consider whether Early Help should be initiated. They will be assigned support from a Learning Mentor in the first instance.</p> <p>If a serious incident occurs, pupils will be “internally excluded” for a specified period of time or may be excluded from school by the Headteacher, in line with the ‘Exclusion Guidelines’. Stages may be jumped, depending upon behaviours exhibited. Class teachers must call parents/carers to inform them of the incident.</p> <p>If a child is sent to a different member of staff, then a referral form must be completed in addition to a log made on SIMS. See Appendix A</p>
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Behaviour Trackers

A behaviour tracker should not be used unless a meeting has taken place with the class teacher, parents/carers and SLT/Behaviour mentor. The behaviour tracker will be addressed at this time and targets will be set according to the issues identified in the meeting by everyone in attendance. This will then be used as a strategy to promote positive behaviour and evidence if further intervention is required.

Each day is broken into 5 sessions as above. These should be ordered as necessary to fit with the class timetable.

The teacher will put a score in the box at the end of each session. These scores will be based upon where the pupil is on the ‘Ready to Learn chart’. If the pupil has shown bottom line behaviour, this will be recorded as a 1. At this point the pupil will be with a member of SLT or the Behaviour Mentor and can have a restorative conversation followed by a reminder of the trackers purpose.

If the child receives more than three 1’s in a week, parents/carers will be required to attend another meeting to discuss further interventions necessary.

Comments should be provided by the teacher to ensure the pupil knows where they went wrong and how they can correct this behaviour in the future.

Pupil colours the box supported by a learning conversation with the class teacher that accentuates positive aspects of progress and the required improvements for the following week.

The tracker should be shared with parents as arranged within the initial meeting.

The purpose of the tracker is a tool to promote positive behaviour, rather than being seen as a sanction.

The chart below shows the different stages of the behaviour tracker and how it should be used.

If a pupil reaches red on the 'Ready to Learn' chart 3 times in a week a letter will be sent home requesting parents/carers attend a meeting.

Following the meeting with the class teacher, SLT, behaviour mentor and parents/carers a behaviour tracker with appropriate targets will be put in place.

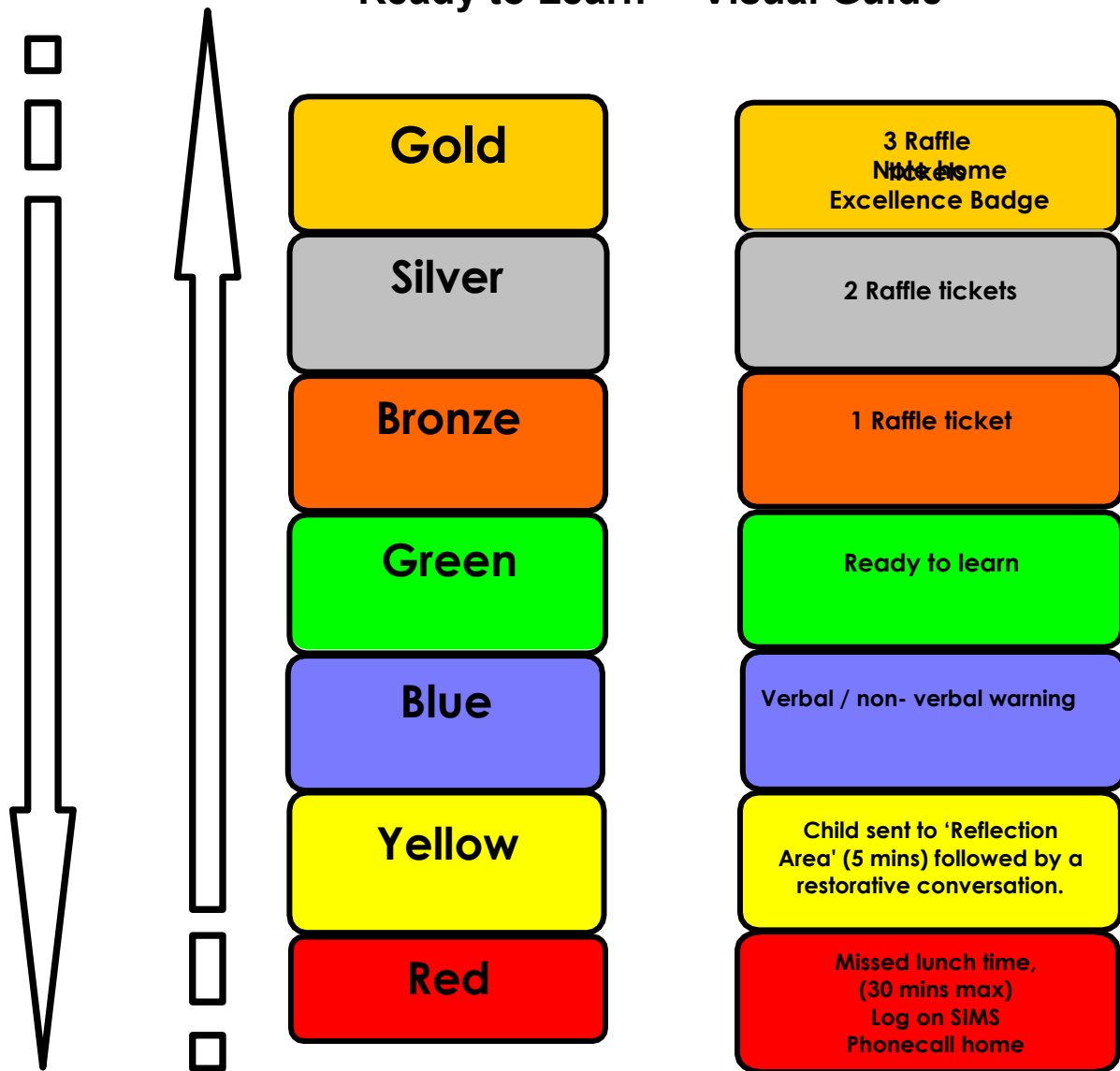
Should the pupil reach stage 1 on the tracker, the pupil will be displaying bottom line behaviours and will be removed from their class. The pupil will be reminded of the trackers purpose and encouraged by SLT/Behaviour mentor to change their behaviour.

. Parents will also be informed.

In the event of a pupil not making progress or receiving three 1's in a week the parents will be receive a letter requiring them to attend another meeting.

During the meeting the pupils behaviour will be addressed, further interventions will be put in place and outside agencies may be contacted to offer further guidance and support.

'Ready to Learn' – Visual Guide



Please note:

Between each stage, children are given an opportunity to change their behaviour. A range of positive behaviour management strategies, including warnings or reminders must be given before a consequence. Children must be given the opportunity to move from the negative consequence stage to the positive – back to green and above.

SEND / Inclusion

All staff should be mindful of pupils who have been identified as having Special Educational Needs and Disabilities (SEND) when using this behaviour management policy. SEND may include Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health Needs (SEMH), Learning Difficulties, Physical Impairments or Medical Needs.

Consequences such as Reflection Time (alternative lunch) are not aimed for pupils with SEND although may occasionally be deemed appropriate.

Bullying

Definition:

Bullying is the wilful, conscious, desire to hurt, or threaten or frighten someone else. All bullying is aggression, either verbal or psychological, although not all aggression is necessary bullying. Please refer to the school's Peer on Peer Abuse Policy.

EXCLUSIONS

This policy aims to limit exclusions from school however there are times when exclusions are necessary. A decision to exclude a pupil should only be taken:

- a. In response to serious breaches of the school behaviour policy
- b. If allowing the pupil to remain in school would harm the education or welfare of the pupil or others in the school.

Only the Head teacher (or the Deputy Head teacher in her absence) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. If the Head teacher excludes a pupil she informs the parents/carers immediately, giving reasons for the exclusion.

At the same time the Head teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs parents/carers how to make such an appeal. The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term. It is good practice to inform the LA of fixed term exclusions of 1 - 4 days also.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher. The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

At St James, exclusion proceedings will be put into place if a child's behaviour is extreme or does not show improvement. Guidance from [Exclusions from Maintained Schools, Academies and Pupil Referral Units in England](#).

On return to school, the child is always welcomed back by Head and /or Deputy and a reintegration meeting is held.

Exclusions are likely to be triggered by behaviours such as:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and/or other pupils
- Repetition of inappropriate behaviour or severe disruption
- Gross defiance to all adults within school including refusing to co-operate with senior staff, Deputy Head teacher or Head teacher

Where there is considered to be a need, school can investigate the possibility of a respite place at the Sandwell PRU (Pupil Referral Unit) where it is considered to be in the best interests of the child and the school.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to exclude a child for a first or 'one-off' offence. These might include:

- a. serious actual or threatened violence against another pupil or member of staff
- b. sexual abuse or assault

The school's obligation to provide education continues whilst the pupil is on role, and must be met on a fixed term exclusion. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.

Example of Acts for Permanent / Fixed term exclusions

<u>Behaviour</u>	<u>Sanction</u>
Physical abuse to staff and pupils	Permanent exclusion
Possession of an offensive weapon	Permanent exclusion
Possession and distribution of drugs	Permanent exclusion
Continued disruption in lessons / school	Permanent exclusion
Serious intended harm to another pupil	Permanent exclusion
Arson	Permanent exclusion
Sexual abuse / assault to peers or staff	Permanent exclusion
Vandalism	Permanent exclusion
Malicious accusation against member of staff (unfounded)	Fixed term exclusion
Leaving school without permission	Fixed term exclusion
Putting self in extreme danger	Fixed term exclusion
Repeatedly refusing to follow instructions	Fixed term exclusion
Swearing / verbal abuse to staff	Fixed term exclusion
Repeated aggression to peers	Fixed term exclusion
Repeated incidents of fighting	Fixed term exclusion
Theft	Fixed term exclusion
Repeated disruption to lessons	Fixed term exclusion
Repeated incidents of unacceptable behaviour at lunchtime	Fixed term exclusion at lunchtime
Child hurts others	Parent informed
Answering back	Reprimand – follow procedures
Damage to property – personal / school	Inform parents – 'restoration' is implemented and children/parents will be expected to meet the costs of repair/replacement.
Racial abuse	Inform parents and LEA

The statutory guidance from the Department for Education (DfE) is used in the case of permanent or fixed term exclusions. The Head Teacher and Governors reserve the right to make 'reasonable adjustments' to this Behaviour Policy for pupils with Special Education Needs, as required under the Disability Discrimination Act (DDA), 1995 and 2005.

The age of criminal responsibility is 10 years of age. In line with supporting community cohesion and harmony, the police will be informed of all incidents where the Head Teacher and Governors feel this is appropriate, regardless of pupil age.

USE OF REASONABLE FORCE

See Physical Intervention Policy

School reserves the right to use reasonable force to help prevent a child from hurting themselves or others, from damaging property, from causing disorder

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Where reasonable force may be used: MAPA is a technique used to calm, de-escalate and divert attention in order to prevent hazardous behaviour this may also include physical intervention. It will be used by trained staff in the following situations:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To restrain a pupil at risk of harming themselves through physical outburst

At St James, staff are MAPA trained.

The school does not require parental consent to use force, but staff will inform parents about serious incidents involving the use of force. An appropriate record of the incident will be made within school.

RISK ASSESSMENT

When a difficult situation arises staff will instinctively make what has been described as a 'dynamic risk assessment'. Staff personnel will mentally assess the dynamics of a high risk situation and what action needs to be taken to reduce the danger to those individuals at risk. The safety and wellbeing of the pupil and others is paramount. School personnel will be asked to reflect and record their thought processes once the situation has been resolved.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity
- or traveling to or from school
- or wearing school uniform
- or in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to be administered outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

SEARCHING, SCREENING AND CONFISCATION

The Headteacher, Deputy Headteacher and senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

School staff can search pupils with their consent for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

2. Items which are banned in school include **mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical from completed), knives, firearms, sprays, alcohol or stolen items.**

3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items, tobacco or cigarette papers, fireworks, pornographic images (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff.

But: a. you must be the same sex as the pupil being searched; and

b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched

When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Headteacher, Deputy Headteacher and Senior members of staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.
2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

What the law says: The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **'Outer clothing'** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but **'outer clothing'** includes hats; shoes; boots; gloves and scarves. **'Possessions'** means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present. If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the **"prohibited items"** listed above.

After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says: A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

- Where a person conducting a search finds alcohol, they must retain it for return to the parent.
- Where they find controlled drugs, these must be delivered to the police as soon as possible.
- Where they find other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find stolen items, these must be delivered to the police or returned to the owner, providing
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police.

If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Statutory guidance for dealing with electronic devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a porno- graphic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

All school staff should be aware that behaviours linked to sexting put a child in danger (safeguarding and child protection policy).

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below (**Appendix B**) will be completed whenever a search and/or confiscation has taken place.
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

SAFEGUARDING

All school personnel should consider whether the behaviour under review gives cause to suspect that a child is suffering or likely to suffer, significant harm. This may be the case in certain cultures where family discipline is more likely to be harsh. Where this may be the case, school personnel will follow the schools' safeguarding policy. School personnel will also consider whether disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multi-agency assessment is necessary.

STAFF DEVELOPMENT AND SUPPORT

All staff have access to ongoing CPD to support with behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal.

Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling. They are supported by the Pastoral/Safeguarding Team and Senior Leadership Team when managing behaviour, identifying solutions and implementing these.

Staff may request to attend additional behaviour management training should they wish to do so.

MALICIOUS ALLEGATIONS

In the event of a serious breach of school rules, including pupils who are found to have made malicious accusations against school staff, immediate action will be taken by a member of the Senior Leadership Team. This may ultimately result in a fixed term exclusion or even permanent exclusion.

Appendix A

Behaviour Referral Form

Name of Pupil: _____ Class: _____ Date: _____

Time of Incident: _____

Reason for Red: (please circle) • Walking out of class • Racism • Intimidating behaviour • Bullying • Fighting • Swearing • Stealing

Additional Information:

Referral made by: _____

To be completed by SLT/Behaviour Mentor

Consequence of behaviour: (please circle) • SLT met with parent • Internal Exclusion • Fixed term Exclusion

Additional Information:

Signed: _____ Date: _____

Please ensure this form is completed and handed to the Behaviour Mentor.

Appendix B

Name of child:

(male/female)

Class:

Search and confiscation Record

Reason for the search
Names of staff carrying out the search and those staff acting as witness include title 1. 2.
Items found
Other agencies involved – please list with name and title
Parents contacted Date: Time:
Sanctions/Next steps
Meeting with parent and child following the incident
Any further intervention or agency involvement required

Signed:

Date:

Designation:

APPENDIX C

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Introduction Under Section 88 of the Education and Inspections Act 2006 the Governing Body of St James C of E Primary School is required to make and review a written Statement of Behaviour Principles. The Headteacher and staff should use these principles in preparing the school's legally compulsory Behaviour Policy. This document is that written statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education.

This Statement of Behaviour will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

Principles

Right to feel safe at all times: All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.

High Standards of Behaviour: The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. The Governors also believe that meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

Inclusivity and Equality: St James C of E Primary School is an inclusive school where all members of the school community should be free from discrimination of any description. Measures to protect children should be set out in the Behaviour and Equality policies.

Golden Rules: The school rules and processes should be clearly set out in the Behaviour Policy and Governors expect these rules to be consistently applied by all staff.

Rewards and Sanctions: The Governors expect the Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school. The Behaviour Policy must make it clear how and when rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied. The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.

Pupil/Parent Conduct: The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

Power to Screen and Search Pupils: The Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school.

The Use of Reasonable Force or Other Physical Contact: The Governors expect the Behaviour Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained. The Governors expect that staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils. In those cases where particular physical intervention techniques are identified as being necessary for particular pupils,

the Governors expect individual pupil behaviour management plans to be drawn up.

The Power to Discipline Beyond the School Gate: The Governors expect the Behaviour Policy to set out the school's response to any non-criminal bad behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school. In this respect, the Behaviour Policy must include the school's response to any bad behaviour outside of school.

Pastoral Care for School Staff Accused of Misconduct: The Governors expect the Behaviour Policy to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers' and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

Addendum to Policy

COVID-19

COVID-19

Whilst expectations in our Behaviour Policy remain relevant, it has been essential, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. The **Head Teacher** has **overall** responsibility for the behaviour of children within the school. The day-to-day implementation of the policy is the responsibility of the Senior Leadership Team (SLT), class teachers, support teachers and other key adults.

Arrivals, departures and moving around the school:

- Children must enter school through their designated entrance at the agreed time.
- Children will enter the school grounds and must go straight to their designated area of the playground.
- All children and adults must adhere to current social distancing advice at all times, maintaining distance from any other individual as much as possible. *There will be markers on the floors to support children with social distancing.*
- At their designated home time, children must leave the school building from their designated exit.
- In order to limit the spread of Covid-19, children **MUST NOT** enter another bubble without explicit permission to do so.
- Movement around the school will, at present, be limited. When children leave their 'bubble' for lesson transitions and/or to go outside (for break, lunch, or outdoor learning), they must do so **only** at their designated time and **only** in their designated zone. They must follow the markers on the floor to ensure they socially distance as much as possible - children will follow an adult from their 'bubble' on a designated route.¹
- Children are expected to tell a member of staff if they are unwell and are exhibiting signs of Covid-19 by raising their hand. Public health posters are placed around the school (appropriately differentiated for age and ability).
- Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

Hand washing and Hygiene:

- Children will be expected to follow all hand washing and hygiene routines while in school.
- Children must wash hands/use antibacterial gel before entering school, after returning from outside, before and after eating, and at regular intervals during the day.

¹ School does recognise that this is an unprecedented situation. *Some* children and young people (especially those with complex special educational needs and/or disabilities) may need additional time to understand and learn this new process. Staff will assess risk, but remain supportive and consider reasonable adjustment as necessary.

Behaviour in school

To reiterate, in light of the current situation, we have amended elements of the behaviour policy accordingly.

School's position on exclusion remains the same. In light of current health risks, sanctions and disciplinary procedures **WILL** be used if a child's behaviour is deemed a risk to themselves and/or others.

If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with exclusion guidance.

Examples of **bottom line behaviours** that could be considered for exclusion would include:

- Persistently and defiantly refusing to adhere to safety measures, such as: hand washing, social distancing, remaining in their 'bubbles', or behaviours that put themselves or others at risk, such as spitting or **deliberately** coughing at others.
- Persistent aggressive, threatening, and disruptive behaviour.
- Serious and directed assault of a staff member.
- Serious and directed assault of another pupil.
- Serious and purposeful damage to school/others property.
- Bringing weapons in to school with the intention of violent use.
- Unfounded malicious allegations toward staff or pupils.
- Persistent bullying.

In the case of all severe behavioural incidents, parents will be immediately be requested to attend a formal meeting with a member of SLT. Discussions with parents will be held to risk assess the situation.

Pupils with Special Educational Needs and disabilities (SEND)²:

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode.

For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is out of character, this may include:

- Bereavement; trauma; anxiety; lack of confidence.
- Challenging behaviour/behaviour that is out of character; fight or flight response.
- Anger; frustration; shouting; emotional (crying).
- Attention deficit behaviours; obsessive/compulsive behaviours; self-harming behaviours.

For some children and young people, the change in routine(s) and lack of familiarity will require additional and reasonable adjustment. This will include those with specific SEND needs such as pre-existing 'attachment' concerns and those with autism spectrum conditions. St James' recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is an unfulfilled need.

School policy is to identify SEND concerns and intervene at an early stage. Reasonable endeavour will be made to apply the necessary adjustments and reduce the stimulus that may be triggering the challenging response.

In line with the SEND code of practice (2015), our policy is to apply an assess-plan-do-review process, seeking external support from other agencies (Inclusion Support, Early Help, CAMHS etc.) if required.

² As above, school recognises that children with complex SEND and younger children will need to be supported as required.

Pupil's working from home.

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful to adults, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online will be taken very seriously. This is also the case of for any online bullying towards other pupils or disclosures of peer-on-peer abuse.