



ST. JAMES CHURCH OF ENGLAND PRIMARY SCHOOL, HANDSWORTH

Positive Behaviour Management Policy

March 2021

This policy has been reviewed and amended in light of the DfE Document:
Behaviour and discipline in schools (Advice for head teachers and school staff) January 2016

The key points of which are:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (where there is impact on a member of the school community or on the ethos or reputation of the school).
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Head teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Behaviour and discipline in schools

(Advice for head teachers and school staff) January 2016

Page 3

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's behaviour occurs outside of school (*at St James, this will include when negative behaviour away from school impacts on members of the school community or when the negative behaviour brings the school into disrepute*).
- Teachers can confiscate pupils' property.

Behaviour and discipline in schools

(Advice for head teachers and school staff) January 2016 Page 6

Rationale

At St James Church of England Primary School, we strive to provide the best opportunity for children to be healthy, stay safe, enjoy and achieve and make a positive contribution both in and out of school. Learning how to manage their own feelings and behaviour is integral to this. We believe that the standard of an individual's behaviour is a personal choice. Good behaviour is expected as the norm at St James because it allows

learning to take place in a safe and harmonious environment. Unacceptable behaviour is seen primarily as the responsibility of the individual, although we acknowledge that some pupils will need extra support to behave acceptably. Poor behaviour has an adverse effect on the individual and those around him or her. Through teaching and modelling of social skills, positive contact with parents, clearly understood rewards and sanctions, as well as actively listening to those connected with the school, the St James community is committed to promoting excellent behaviour.

The aims of the policy are to:

- Promote good behaviour, self-discipline and respect;
- Ensure the happiness, safety and well-being of all members of the school community
- Prevent bullying;
- Secure the commitment of every child to the success of their own learning;
- Secure a high quality teaching and learning environment;
- Ensure that pupils complete assigned work;
- Regulate the conduct of pupils.

1. A consistent approach to behaviour management

At St. James we have developed a strongly positive, assertive and supportive to approach to ensuring good behaviour and correcting poor behaviour if it arises.

This has been achieved by deciding a set of principles that are rooted in the Christian values of our school (Section 2).

Through work with our School Council, these principles have resulted in our School Code of Conduct (Section 2).

Our Code of Conduct is reflected in the rules that are developed in every class and the expectations that are developed and instilled in our children (Section 3).

Communication of these expectations is reinforced through our system of rewards and an agreed set of strategies (Section 4).

While our approach is positive, we respond assertively to occasional or persistent negative behaviour assertively, making clear that no negative behaviour will be allowed to prevent teaching and learning or cause upset, harm or damage (Section 4).

Our staff team are expected, supported and guided to form positive relationships, communicate positive expectations and create a positive climate in their teaching spaces (Section 5).

Children experiencing difficulty will have their negative behaviour addressed (Section 4), but they will be supported to modify / manage their behaviour and to learn better ways to behave (Section 6 and 7).

In ensuring good behaviour and correcting poor behaviour we see our children's parents, carers and families as crucial partners. We also work with a range of other partners for the benefit of any child proportionate to their need (Section 7).

We ensure that there is effective communication of appropriate information at points of transition (Section 8).

In order to ensure effective delivery of this policy, school based staff have been allocated key roles (Section 9).

2. Strong school leadership

The policy is based on the following principles: -

- The most effective way to achieve positive behaviour is to adopt a positive approach.
 - Creating an ethos of respect and moral values is our starting point.
 - Respect must be shown to everyone in our school community
 - Good relationships are essential to good behaviour & successful learning.
- Good behaviour is positively valued by most people.
 - The majority of pupils behave well because they are motivated to do so.
 - Everyone can do something right and this is where we build from.
- A whole school approach is essential.
 - All staff have a duty of pastoral care within their 'in loco parentis' role.
 - Staff have a collective responsibility for school conduct.
 - All adults in school act as powerful role models.
 - Teamwork that pulls together all of our staff groups is essential.
 - Parents are partners in their children's education.
- Good behaviour is essential to an effective learning environment.
- Good behaviour is learned – we can teach it and model it but it takes time.
 - Just like other topics, good behaviour is learnt in many different ways.
- Problems will occur as children learn to behave
 - It is the way we respond to problems that is important
 - The Special Needs Code of Practice includes behavioural need.
 - Everyone has the right to be here.
 - Often in our class or group we have one who needs more of our time (or care or love) . . . at St. James we endeavour to give this.
 - External factors sometimes undermine children's self-esteem, demeanour, behaviour and achievement.
- Poor behaviour must be addressed effectively & assertively by all members of our staff team
 - Very often poor behaviour has logical causes that are not in the child's control
 - Early intervention can prevent escalating patterns of misconduct.
 - Agreed strategies and consequences must be applied consistently
 - Consequences must be known, understood and seen to be appropriate.
 - Fairness is crucial.
 - Solutions will often be individually tailored but this must not be at the expense of making a child stand out as special in a positive way unless their good behaviour warrants it.

The St. James C.E. J.I. School Code of Conduct.

Everybody in our school community (staff, children, parents and visitors) are asked to:

- ❖ **Show respect to every one**
 - Then there will be no racism and no bullying
 - If we show good manners, people will show good manners back

- ❖ **Be kind, caring and loving towards others**
 - Then everybody will feel that they belong in our school
 - And there will be no fighting
 - Everybody will enjoy themselves and be happy in school

- ❖ **Follow instructions the first time**
 - There would be no distractions in lessons
 - It will stop us missing learning time
 - We will get more done
 - Staff will not lose their tempers

- ❖ **Look after our school and keep it in good condition**
 - We should look after the equipment we use carefully
 - We would tidy up after yourself
 - All the litter should be in the bins
 - We should take care of other people's property and our own
 - We should keep the toilets ready for us to use

- ❖ **Encourage everyone to be their best**
 - So that there are no distractions in class
 - And teachers and children can concentrate on the learning
 - Everyone should take responsibility for their actions

- ❖ **Work really hard**
 - People will get their work finished in time
 - Children will achieve their targets
 - If we work hard, enough we will achieve rewards

- ❖ **Listen to one another**
 - A better place . . . it would be beaming
 - We will be more respected
 - We would be able to co-operate more
 - Learning will be even better because teaching will happen first time, as a result of children listening all of the time
 - Children will learn more from other children

- Everyone will feel that their opinion is valued
- ❖ **Work together to solve problems**
 - We will make school an even happier place
 - Little problems would be solved easily and so adults would not have to spend time and stress on them
 - Children will become more skilful at solving each other's issues and better at saying sorry when they need to
 - People would think about improving the way they behave e.g. a bully might decide not to bully

3. Classroom management

Class Rules

In order to make the Code of Conduct understood by all age groups, every class should devise their own 'Class Rules'.

These should:

- ❖ Fit the Code of Conduct
- ❖ Target particular behaviours
- ❖ Use language that children understand and relate to
- ❖ Be made with the children's involvement
- ❖ Be renewed as necessary

When developing our class rules we endeavour to use '**Do's**' not '**Don'ts**'

The class rules will be displayed, taught and referenced

4. Behaviour strategies and teaching of good behaviour

Communicating and reinforcing our Positive Behaviour Messages

All adults in school must act and be seen as a positive example of how to behave, how to do our best and how to treat others properly.

Each new term starts with us using assemblies and lessons to revisit:

- The Code of Conduct
- Our Class Rules
- Expectations
- Our rewards systems

We encourage good behaviour through:

- Positive Behaviour Points
- House points
- Class House Points
- The choosing of a Star and Class of the Week

- Receiving of certificates, badges and prizes
- Earning 'Golden Time'

Each week in every class we identify our Star of the Week. In choosing this person to be a positive example, exemplary or improving behaviour is almost always a factor. This is presented to each child during our 'Praise Assembly' and communicated to parents through our school newsletter.

Each week our Deputy Head Teachers identify a Class of the Week - exemplary or improving behaviour is almost always a factor.

Each term ends with an "Our Successes Assembly" which includes our Positive Behaviour Awards and our Star of the Term Awards

Our School Council help senior staff and their own classes to think about what behaviour should be expected and how best to promote it.

Behaviour Scores Strategy

- ❖ The rationale behind Behaviour Scores is that it allows:
 - Every child to start the week with a positive score
 - All staff to communicate to a child, a group or a class about their behaviour
 - Negative behaviour to be identified
 - Staff to encourage children to positively modify their behaviour if things go wrong
- ❖ The Idea
 - Each child starts the week on a Behaviour Score of 7 (not 10)
 - Children strive to move up to 8,9 & 10 by independently demonstrating positive behaviour e.g. coming into a lesson by showing that they are ready to listen & learn; lining up for their lunchtime supervisor without needing to be reminded; tidying up without needing to be encouraged
 - Staff look for opportunities to move children up the Behaviour Scores
 - If a child disrupts teaching & learning, they are moved down a point
 - Staff then encourage children to move back up the Behaviour Scores by independently demonstrating positive behaviour
 - A child who is persistently disrupting teaching & learning on a particular day and without striving to improve will have a letter sent home and/ or a phone call made to their parents.
 - A child who disrupts teaching & learning on more than one day in any given week will have a phone call made to their parents and be invited in to discuss their child's behaviour and ways forward.
 - Defiance, refusal, aggression are automatic 1 scores from which a child has to endeavour to push back the Behaviour Scores. These levels of behaviour will also result in a letter being sent home and a phone call home which in turn may lead to an exclusion from school.

House System

At St James C of E Primary School, we operate a House System, to further develop the promotion of positive behaviour within the school. Houses are essential, as they create community spirit and give the children an opportunity to contribute to something bigger. The system encourages pupils to become responsible citizens, successful learners, effective

contributors to society and confident individuals. It also enhances their development of respect for each other and for their community.

All of the children and staff in Key Stage 2 are allocated a house which they will be in during their time at St James. Each house is named after a colour and has a positive value assigned to it.

Red - Hope

Blue - Harmony

Yellow - Wisdom

Orange - Dignity

Purple - Community

Green – Kindness

The children will have the chance to meet as a house in a house assembly which are planned throughout the year. Every year, each house also has the opportunity to learn about the life and work of inspirational people, focusing particularly on their qualities and the impact that they have had on the lives of others.

Year Sixes will be given the opportunity to nominate themselves as Captains or Vice-captains. Children who have nominated themselves will have to put themselves forward at a house assembly and a vote will be carried out to elect a Captain and Vice-captain. The Captains and Vice-captains will wear a badge to show their position in the school.

Pupils will work towards gaining house points each week through, demonstrating one of the house values, applying a growth mind set to their learning, good behaviour and attendance. The houses will also compete for points in a variety of inter-house competitions including singing competitions, quizzes, and sports events. House points will be collected with the winning house being announced in assembly each week.

Each week the houses are competing to become house champions, by obtaining the most house points they can.

Response to inappropriate / poor behaviour

- Moving down the Behaviour Point ladder / scale
- Recording of concern behaviours on Behaviour Logs.
- Time out of the lesson in which negative behaviour is being shown, through placement in a partner class
- A concern phone call home
- A negative behaviour letter is sent home
- Sent to a member of the senior leadership team for high level misbehaviour
- Time in “Think Tank” which is a time out / missing of free time run by senior leaders at lunchtimes

Behaviour Logs

Pupils who cause disruption or who display inappropriate learning behaviours in school will be first dealt with by their class teacher or teaching assistant.

When an adult has been involved in an incident, a note is made in the class Behaviour Log. These incidents are logged so that we can track patterns in behaviours (for example incidents after break) and we can also share these with parents when we feel children need a united parent / teacher approach.

Senior leaders can track classes or cohorts with specific issues and make changes to the school day accordingly.

The logs are used as a means to communicate to parents any repeated behaviour concerns.

They also allow senior leaders to have a sense of how much support a child or class needs.

If the child has many incidents around the same inappropriate behaviour, we can work to support the child away from those choices.

The log creates dialogue about behaviour and discussion about the importance of not wasting learning time, this allows children to take some control and then strive to improve behaviours with support.

Use of Exclusion as a Strategy

At St. James a fixed term exclusion will apply if there is:

- Repeated lack of positive modification of behaviour.
- High level of aggression/violence.
- Repeated high level of disrespect / defiance towards adults
- Individual incident of an extreme level of disrespect / defiance towards adults
- Verbal abuse of or hitting a member of staff.
- Repeated refusal to accept authority of the school to manage behaviour.
- Unmodified bullying.
- Other actions deemed inappropriate by the Head teacher / Governing Body.

If behaviour over time is indicating that Permanent Exclusion is becoming a possibility, the senior leadership of the school will initiate a Pastoral Support Plan under the umbrella of a CAF ISP (Common Assessment Framework Individual Support Plan) which gathers together the family and appropriate agencies to channel support to the child and the family in order to improve behaviour.

We comply with Birmingham Local Authority's Exclusions Guidelines.

5. Staff development and support

Tips for adults working with children at St. James.

At St. James we recognise that creating the best possible learning environment and delivering a well-balanced and effectively differentiated curriculum can contribute significantly to encouraging positive behaviour.

1. Approach behaviour management from a position of clarity and in a firm, friendly and fair manner.

2. Remember that success and solutions depend to a great extent on the success of the relationships that you are able to form with the class and with specific individuals in the class.
3. Show the children that you care
 - a. Demonstrate that you are listening to them
 - b. Show them that you will try to help them to solve their problems
4. Show the children that you are the one in charge
 - a. Wherever possible, deal with issues and address behaviours yourself and avoid passing the authority to another member of the team – the children need to recognise the authority of all of us
 - b. Ensure that they understand why you are addressing particular behaviours in particular ways
5. Consider carefully what is reasonable / appropriate to expect of the children that you are working with.
6. Be very clear and consistent about your expectations with the children with whom you are working.
7. Take time to regularly revisit your expectations to ensure that children understand them and so that they become shared expectations.
8. Devote time to exploring children's views of behaviour (the vast majority of them want a calm, orderly learning environment in which teachers are free to teach and they have time and space to learn). Creating this time will enable them to develop ownership of the Positive Behaviour Agenda.
9. Habitually and systematically recognise and value positive behaviours.
10. Draw attention to those children demonstrating the expected behaviours.
11. Endeavour to comment on the positives before focusing on negatives.
12. Develop agreed and understood rewards that are valued and wanted by your children, so that they work as motivational tools.
 - a. Remember to use these rewards often enough that they continue to motivate the children.
 - b. Never give them out lightly (they will become devalued)
13. Respond effectively to negative behaviours
 - a. Where appropriate, strategically ignore low level behaviours that are purely about attention seeking.
 - b. Where you decide to intervene, ensure that you are calm and very clear about the behaviour you are responding to.
 - c. Where you impose a consequence or sanction, use the smallest appropriate sanction, proportionate to the misbehaviour and carry it through.
 - d. Be fair and consistent.
14. Use the Behaviour Logging System to record responses to behaviour concerns

15. Whenever possible remove a child to a quieter space to address higher level concerns to avoid the possibility of confrontation
16. Where a child's behaviour becomes a persistent concern:
 - a. Share your concerns with the child's parent / carer *promptly*
 - b. Express concern regarding behaviour (low level disruption) with the head teacher and audit the learning environment, seeking areas for improvement and adopting a plan of action.
17. Where negative behaviour continues, work with the head teacher and deputy head teacher to ensure that
 - a. Formal parent meetings take place (see "Partnership with Parents" below)
 - b. Targets are set for improvement
 - c. Appropriate modifications to the environment and support strategies are embedded
 - d. Possibilities of support through the school's Inclusion Team are explored
 - e. Include on SEN Register and develop Individual Behaviour Plan
 - f. Work alongside Learning Mentor / Head teacher
 - g. Potential use of fixed term exclusion (see "Exclusion" below)
18. Where intervention strategies are not working:
 - a. Outside agencies will be involved (External mentors; Behaviour Support Service; Communication & Autism Team; Police; Youth Offenders Team)
 - b. Possibility of assessment towards an EHCP (Education Health Care Plan)
 - c. If the problem is still not resolved at this level outside specialists will be able to assist the school in determining whether other forms of provision might be appropriate.

6. Pupil support systems

We think carefully about how we make arrangements:

- Organising groups so no-one is left out;
- Sometimes giving children a choice of working alone, with a partner or as a small group;
- Having resources easily accessible so children do not have to waste time looking for equipment or distracting others;
- Seating children carefully e.g. sitting children who turn around a lot at the back so they have no-one to distract;
- Having staff monitoring the "hidden areas" in the playground

We make our children recognise the importance and value of good behaviour

- Positive reinforcement
- "Catch them being good"
- Praise at every opportunity 😊😊😊😊
- Rewards: Behaviour Points, Smiley Faces, House Points, Stickers, Certificates
- Sharing good behaviour with parents
- Special mentions in assembly for classes, groups and individuals

Providing support in response to repeated or embedded negative behaviour.

Where routine behaviour management & rewards and sanctions do not modify behaviour and where a higher level of need is identified a senior leader together with the school's SENCo will explore the suitability of:

- Development of home-school reward / consequence system
- Setting up a Behaviour Report
- Consideration of the benefits of mentoring support through the school's Inclusion Team or external mentoring through Malachi Trust
- Involvement of specialist services
 - Behaviour Support Service
 - Educational Psychology Service
 - Communication & Autism Team
 - The family's doctor (through the parent / carer)
- Assessment towards the possibility of an EHCP (Education Health Care Plan)
- A Pastoral Support Plan (see below)
- Part time schooling
- A managed move to another school

7. Liaison with parents and other agencies

Partnership with Parents: sharing positive messages

At St. James we strive to build a secure relationship with parents regarding the monitoring of their children's behaviours through:

- Parents Evening Meetings
- Phone calls home
- Certificates going home
- Talking to parents at the end of the school day.
- "Positive Behaviour" badges awarded to children demonstrating exemplary behaviour in class and around school.

Partnership with Parents in response to negative behaviour

Where negative behaviour is not modifying in response to class based communication with parents, a senior leader (deputy or head teacher) will arrange to meet with parents / carers:

- Sharing of concerns emerging from the negative behaviour logs
- Communication of negative behaviour – staff fill in master letter with child's name. Teachers sends child with letter to Deputy Head teacher and letter is sent home.

Responding to repeated or embedded negative behaviour.

Where an initial meeting with a senior leader has not resulted in improved behaviour, further meetings will explore the suitability to the child's needs of the range of support strategies identified in Section 6 above.

The importance of parental support

Partnerships with parents are crucial within this process of improving and supporting the child on the path back to learning without behaviour incidents.

It is vital that we share the common goal of 'striving to do the best for the pupil' and that all involved participate fully in this process.

It is also important to balance this with the needs of the class and to reduce disruption to class learning time as quickly as possible.

Failure to work in partnership with the school will limit the possibility of successfully meeting the needs of an individual child and may have a knock on negative impact on the learning experience of other children in the class / school.

We, therefore, seek the highest level of commitment from our parents.

8. Managing pupil transition

Appropriate communication of the need for support is crucial to the continued success of a pupil who has been receiving support to behave appropriately.

At the point of induction our Office Manager will explore with Admission & Appeals, previous schools and with a child's family whether there has previously been a need for support with regard to behaviour. Any identified level of support will be considered as the child is settled into St. James and consideration will be made of their ongoing needs.

Similar information will be shared at the point of internal transition by the forwarding class teacher.

At the point of a child leaving St. James our Office Manager and Learning Mentor will coordinate the gathering and communication of information to the receiving school, identifying:

- Any current concerns;
- The level of support provided;
- Successful strategies;
- Any external intervention;
- Recent behaviour issues.

9. Organisation and facilities

<p>Teachers Teaching Assistants Lunchtime Supervisors</p>	<p>Offer a positive relationship Communicate expectations and reinforce positively through rewards and assertively through sanctions First point of contact with parents to share positive messages and any concerns Secure year on year transition within school and support transition out of school</p>
<p>Head & Deputy Head Teachers</p>	<p>First point of support for the highest level behaviour concerns (usually involving continued high level misbehaviours or instances of extreme misbehaviour) Lead policy review and modification of systems</p>
<p>Learning Mentor</p>	<p>Initial involvement in friendship breakdowns & reluctance to be in school. Signposts to Malachi Trust and other support groups for therapeutic support when age / need appropriate Secure effective transition into and out of St. James</p>

SENCo	Link to external agencies Drive appropriate higher level documentation and EHCP (where appropriate)
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10. Response to Malicious Accusations

In the event that a pupil has made a malicious accusation against a member of staff, following investigation and consultation with the Local Authority Exclusions Team, the likely response will be a fixed period exclusion

11. Legal Duties

In developing and implementing the St. James Positive Behaviour Management Policy the school acknowledges and is mindful of its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

This policy links with other policies and guidance:

School Values, Aims & Mission Statements;
Safeguarding Policy
Anti-Bullying Policy;
Race Equality Policy;
Special Educational Needs Policy;

Equal Opportunities Policy;
Teaching & Learning Policy.
Curriculum Statement;

Reviewed and updated by J Hanson (March 2021)