



ST JAMES

C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE



Behaviour Policy

Policy Adopted: September 2016

Policy Ratified: September 2016

To be reviewed: July 2019

Signed Principal: L. Belfield

Signed Chair of Governors: J. Waring

Introduction

At St. James' school we believe that children learn best and are happier in a calm orderly environment. We expect the highest standards of behaviour and manners from our children. We believe in and encourage mutual respect between children, parents and staff.

Our behaviour policy is written in the belief that to reward good behaviour and have fair and consistent sanctions for poor behaviour is the most positive way to encourage and maintain these high standards.

All children will be kept informed of our expectations and will know the rewards and sanctions they can expect. Parents will also be informed about our policy in our school prospectus and on our school website. If any child fails to meet our expectations we will endeavour to keep their parents/carers informed about our concerns and involve them whenever possible.

Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour.

Our high expectations are underpinned through our school mission statement:

Our Mission Statement

Our St James family has aspirations for every single child to succeed. We believe in the importance of Christian Values in all aspects of school life.

Our children learn through a creative and inspirational curriculum. Through working together we achieve our goals and take the first steps on the path to our dreams.

Dream. Believe. Learn. Achieve.

Rationale

"Treat other people as you would wish to be treated yourself"

The "golden rule" of our school is "treat other people as you would wish to be treated yourself". All children and adults at school are aware of this through regular reminders in class, assembly and group situations.

We believe that everyone in school has a right to be respected as an individual. Good relationships are vital to the successful working of our school. Everyone who is a member of our school community shares a responsibility to make it a happy, safe, pleasant and productive environment.

We believe that teaching children the skills of self discipline, cooperation, respect and tolerance towards others are an important part of the curriculum. Without these skills our academic objectives can not be achieved. In addition, we aim to strengthen our partnership with parents by working with them in order to achieve our goals.

Good standards of behaviour in the classroom are to a large degree determined by the quality of the curriculum, by the use of lively, stimulating and varied teaching styles and by the amount of specific praise used.

All our staff, in the classroom and on the playground share a positive approach to behaviour management and emphasis is on rewards to reinforce good behaviour at all times. We believe that rewards have a motivational role, helping to see that good behaviour is valued.

In our school we recognise that behaviour difficulties are normal where children are learning and testing the boundaries of acceptable behaviour. Our success as a school is not assessed by the absence of problems but by the way in which we deal with them. We are proud that St James is an inclusive school.

Praise for behaviour is as high as for academic achievement.

Whole School Behaviour

In school we operate two reward systems, the first of which is SUPERCLASS. Classes can earn a letter award for:

- Behaving well during PPA time
- Behaving well whilst a supply teacher is in class.
- Being ambassadors on school trips
- Working well and sensibly for a morning/afternoon
- Everybody being on time for school
- Entering and leaving assembly quietly and sensibly

An instant SUPERCLASS treat will be awarded to any class which achieves 100% attendance in a week.

Only SLT can award SUPERCLASS letters, SLT will come into class to award cards. If any teacher feels that their class deserves a SUPERCLASS card then please inform SLT who will be more than happy to visit the class and make the award.

Whilst checking attendance Mrs McKinnon will award classes with a SUPERCLASS card if every pupil in the class is in school on time.

The second reward system is smileys. Children earn smileys linked to the class behaviour systems. There are certificates/badges for:

100 - Bronze

200- Silver

300- Gold

400- Platinum.

No more than 3 smileys should be awarded at any one time unless linked to gold zone rewards. Expected behaviour in school (such as returning homework on time, holding doors open and using manners) should also be marked by stickers and verbal praise.

Each child has a smiley card to record up to 10 smileys. This should be kept in the child's tray so that the child knows how many smileys they have earned. Completed cards can be given to the teacher who can collate them as evidence towards the certificates.

In the EYFS smileys will be displayed on the classroom wall so that all children can see how many smileys they have earned.

Classroom Behaviour

At the beginning of each school year, teachers and teaching assistants will work together with their class in order to negotiate class rules, which will be displayed prominently.

In addition, each classroom will display a zone board for behaviour comprising of five sections: **GOLD (with school logo)**, **SILVER**, **GREEN**, **ORANGE** and **RED**.

The zone board is to be the mainstay of the school rewards and sanctions policy for individual behaviour.

At the beginning of every new day, all children's names will be displayed on the green zone. Throughout the day pupils may move up or down the zone board according to their behaviour. It is important that children realise they will be treated in the same way by all staff. There will be no exceptions.

Zone Board Meanings

GOLD ZONE

- Exceptional achievement (work, play, behaviour)
- Consistently good behaviour

SILVER ZONE

- A super effort
- Being kind and considerate
- Doing voluntary jobs
- Being very polite and well mannered

GREEN ZONE

- Everyone begins the day in green: New Day - New Start!
- Everything is as expected (work, play, behaviour)

ORANGE ZONE

- Disrupting lessons
- Wasting time in lessons
- Spoiling other children's playtimes
- Talking when the teacher is talking

RED ZONE

- Physical violence
- Verbal violence
- Swearing
- Stealing
- Dishonesty and lying
- Bullying of any kind
- Racial comments
- Continuous disruption

- *Walking out of class.*

Pupils will normally move up and down zones, but may move straight to **GOLD** or straight to **RED** should they display any of the behaviours listed.

These rules will be placed in each classroom and communal areas. When not with their class teacher, the adult with responsibility for the children will follow this policy, including lunch time welfare assistants.

Zone Board Rewards and Sanctions

GOLD ZONE

Pupils who achieve GOLD will:

- 1. Explain the reason for their move to the rest of the class*
- 2. Receive a congratulation certificate to take home that day*
- 3. Have their name displayed in the Gold Book which is situated in the school entrance for their parents and the rest of the school community to see and comment upon*
- 4. Be congratulated by their class*
- 5. Receive a Principal sticker*
- 6. Earn 5 smileys*

SILVER ZONE

Pupils who achieve SILVER will:

- 1. Explain the reason for their move to the rest of the class*
- 2. Be congratulated by their class*
- 3. Receive a special sticker from Vice or Assistant Principal.*
- 4. Earn 2 smileys*

GREEN ZONE

Pupils who remain in GREEN will:

- 1. Be congratulated by their class*
- 2. Earn 1 smiley*

ORANGE ZONE

Pupils who move into ORANGE will:

- 1. Have to explain the reason for their move to ensure they know what was wrong with their choice of behaviour*
- 2. Apologise for their behaviour*

3. Spend 5 minutes of playtime in the thinking zone, an area on the playground that staff can monitor.

RED ZONE

Pupils who move into RED will:

1. Have to explain the reason for their move to ensure they know what they was wrong with their choice of behaviour
2. Apologise for their behaviour
3. Spend 10 minutes of playtime in the thinking zone, an area on the playground that staff can monitor.
4. Class teacher to send a cause for concern letter home.

Staff will record each Red Zone incident on CPOMs so that there is an individual record for the child.

After three RED incidents in a half term from the same child, an SLT letter will go home to invite parents/careers to discuss behaviour and the way forward with class teacher. This should take place as soon as possible and normally within a few days of the incident. After the sanctions for the incident have taken place and an improvement in behaviour has been demonstrated, a new start will be given for that pupil.

If the pupil generates three more RED incidents a half term then the pupil will go on an individual SLT behaviour chart for 2 weeks in order to monitor closely.

If behaviour does not improve then parents/ careers will be invited to meet with the Principal.

At the beginning of each new school year, a new start will be given for all pupils, any existing RED incidents are not carried over to the next year, but there will still be a record of these on CPOMs for future reference if needed.

General Points about Rewards

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour, rather than take it for granted. We believe that everyone should have equal access to rewards, not just those who are academically able.

Everyone responds to the right kind of reward and staff use a wide variety in order to promote good behaviour.

These include:

- Use of stickers
- Use of praise
- Star of the week during Friday Celebration assembly
- Approval by other staff and visiting other teachers or the Principal

Many of these rewards are easily visible to parents and therefore parents may choose to continue the praise process at home.

Guidelines for using rewards effectively

1. Rewards are more effective if they are given immediately.
2. We will reward the behaviour every time it occurs, especially initially.
3. We will only reward when the required behaviour has been demonstrated.
4. Once behaviour has become established, rewards will be made a little harder to achieve and may be given less frequently as it is expected that that behaviour will become the 'norm'.

Further Sanctions

Further sanctions which may be used when necessary.

- Loss of playtime in order to complete work.
- Time out from the classroom to work under the supervision of another member of staff.
- Repeated unacceptable behaviour at playtimes and dinner times may result in time off the playground and have a cooling off time in the sanctuary room with a senior leader if necessary. The sanctuary room will be in Class 8.
- Loss of privilege is an option, e.g. time out/banned from school clubs or attending school events. In serious cases, pupils may not be allowed on school trips or educational visits if it is felt that they may be a danger to themselves or to others.
- The ultimate sanction of exclusion from school will only be used in exceptional circumstances. In such cases the Principal will follow the Bolton Authority guidelines for exclusion.

Guidelines for using sanctions effectively

1. Pupils need to know why they are being punished and will be given an opportunity to make amends.
2. Sanctions will be applied fairly and calmly and in a way that maintains self-respect and will not be used to humiliate.
3. Sanctions will be used consistently.
4. As far as possible sanctions will be given immediately after the misdemeanour.
5. Care will be taken to ensure that the sanction is appropriately matched to the nature of the offence and the characteristics of the offender.