

*St James'  
Church of England  
Primary School*

---

*www.stjamesce@sthelens.org.uk*

---

**BEHAVIOUR POLICY**

---

*Learn, laugh and live with the love of God*

Presented to Governors: Sept 2015 Review date due: September 2017

Signed \_\_\_\_\_ Chair of Governors

\_\_\_\_\_ Head teacher

St James' C.E. Primary School,  
Lyme Street,  
Haydock,  
St Helens,  
WA11 0NL  
Telephone: 01744 678545  
Facsimile: 01744 678546

POLICY

## **Rationale**

"Discipline" is the system and ethos that aims to cultivate an acceptance and recognition of responsibility for decisions and actions and for their consequences.

Each individual has a right to work in a positive environment in which the worth of the child is valued and underpinned by mutual respect, regardless of race and gender.

Staff corporate responsibility extends to the professional responsibility that will ensure that time-keeping and supervisory procedures are strictly adhered to.

Discipline and behaviour come from agreement on procedures and responsibilities and the staff of the school recognise the need to maintain their commitment to being prepared and on time for teaching duties and playground supervision and to prioritise their presence in the classroom above other demands upon their attention.

## **Purpose**

- to encourage a calm, purposeful and happy atmosphere within school
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour, including learning social and emotional skills
- to have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- to help pupils, staff and children have a sense of direction and a feeling of common purpose.
- to maintain the Christian ethos of the school
- to protect the children from self-inflicted abuse or injury
- to allow the children to develop and demonstrate positive abilities and attitudes
- to foster positive caring attitudes towards everyone where achievements at all levels are valued
- to ensure the safety and well-being of all people in the school
- to protect the environment.

## **Broad Guidelines**

1. To ensure that all adults and pupils adhere to the schools codes of conduct set out in the discipline policy and the school's policies that relate to the safe guarding and wellbeing of all pupils.
2. To ensure that there is corporate responsibility for discipline within the school's educational experiences.
3. To ensure that the school is maintained as a calm orderly place in which pupils feel safe and show a willingness to attend and enjoy their learning experiences.
4. The discipline policy demands a positive attitude with praise and reward and the setting of good examples

## **General Equality and Diversity Statement**

St James CE Primary School is guided by a clear vision and set of aims, one of which is equality. We are committed to eliminating unlawful discrimination and promoting equality of opportunity for all. We are determined to do everything we can to make sure that learners are treated fairly and that everyone has equal access to the services provided by the school.

We believe that all learners should have equal access to the curriculum and this will be achieved by:

- All learners having access to the curriculum through the use of specialist equipment, resources, teaching and learning strategies and activities based on individual need.
- Specific learning and teaching strategies being used to maximise access to the curriculum for learners within identified cohorts and those with barriers to learning.
- Teaching and learning strategies, resources and planning that aim to reflect our multicultural society.
- Ensuring equal access to all aspects of the curriculum for everyone.

## **Discipline Guidelines**

### **1. The golden rules are ;**

- We do listen to people, we do not interrupt.
- We are honest, we do not cover up the truth.
- We are kind and helpful, we do not hurt people's feelings.
- We do work hard, we do not waste time.
- We are gentle, we do not hurt anybody physically or with words.
- We look after property, we do not waste or damage things.

These are adapted to be age appropriate.

### **2. The school Playground rules are;**

- Play fair and by the rules
- Share friendships, games and equipment
- Look after everything in our school
- Always make sure an adult knows where you are
- Use kind words and actions
- Listen carefully and follow instructions

3. The school has a care and control policy and guidance that all staff are aware of and adhere to. This links clearly to the school team teach training
4. The school operates a positive approach to behaviour, a "catch the pupil being good" ethos. This is reflected in the schools' pastoral systems.
5. Pupils are encouraged to demonstrate appropriate behaviour at all times, as modelled by staff.
6. Manners and courtesy are promoted by all adults working within school.
7. The school strongly promotes a safeguarding culture that cares for our pupils' safety and wellbeing.
8. Roles and responsibilities for pupils and staff are all demonstrated in the school rules. However we have identified responsibilities appropriate for pupils, staff and parents and these are as follows;

### **Staff responsibilities are:**

- to treat all children fairly and with respect;
- to raise children's self esteem and develop their full potential;
- to provide a challenging, interesting and relevant curriculum;
- to create a safe and pleasant environment, physically and emotionally;
- to use rules and sanctions clearly and consistently;
- to be a good role model;
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim;
- to recognise that each is an individual and to be aware of their (special) needs;
- to offer a framework for social education.

### **Children's responsibilities are:**

- to work to the best of their abilities, and allow others to do the same;
- to treat others with respect;
- to obey the instructions of the school staff;
- to take care of property and the environment in and out of school;
- to co-operate with other children and adults.

### **Parents' responsibilities are:**

- to make children aware of appropriate behaviour in all situations;
- to encourage independence and self-discipline;
- to show an interest in all that their children do in school;
- to foster good relationships with the school;
- to support the school in the implementation of this policy;
- to be aware of the school rules and expectations.

## **Developing a Positive Learning Environment.**

The attitude of all staff is of great importance. It is they who in the end determine the environment in which good staff/pupil relationships can develop. We expect the right example in matters of dress, punctuality and commitment. All Staff are responsible at all times for the behaviour of pupils within their sight and sound. To ignore bad behaviour does not foster the atmosphere and trust we have established. The establishment of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils are essential parts of our discipline policy.

Children engaged in meaningful educational activities which are carefully matched to their abilities are less likely to cause behavioural problems than children who are regularly given meaningless, repetitive tasks unmatched to their interests or abilities.

The discipline of pride in work is a self-motivating self-discipline which can over-ride all other forms of discipline and provide the strongest possible constraints on behaviour. The success of a discipline and behaviour policy is dependent upon the quality of experience provided by the school's curriculum.

The majority of behavioural problems occur during play periods. When children have had unhappy experiences they may vent for their frustrations and consistent supervision is vital. It is our aim to instil self-discipline to reduce these incidents. Other forms of bullying, teasing and name-calling must also be dealt with consistently and firmly using the school rules so children know what is and is not acceptable.

Respect for others is developed within the contexts of the school's spiritual, moral, social and cultural context. Christian values are developed at every opportunity as well as in planned sessions. Again the ethos and atmosphere of the school along with the attitude of the staff will most effectively instil these. Positive attitudes will be most effective in improving behaviour.

As well as punishing poor behaviour it is essential to look for the reasons for its occurrence. To ignore this is to ignore our philosophy of education.

## **Strategies for Promoting / Sustaining Appropriate Behaviour at St James C Of E Primary School. Rewards and Sanctions.**

Staff at St James are committed to positive praise and reward systems which are supported through Christian Values.

### **Celebration Assembly**

This will be held weekly with the whole school and led by the Head Teacher (DHT in HT absence). During this assembly the school celebrates excellent work (excellent work award) and positive behaviour (church value award). Children are rewarded for their achievements during the school week through a team point system. Children receive certificates and badges.

### **School Rewards (TEAM points).**

Children are regularly rewarded for excellent behaviour and academic achievements throughout the school. All staff operate a system where team points are given as a reward.

- Each child belongs to a team (Matthew – green , Mark – Blue, Luke – Red, John – Yellow)
- Each team will be led by a class teacher
- Teachers will allocate TEAM points in ones or twos for behaviour and achievements
- Each class will record TEAM points visibly to enable easy collection
- Pupils will work towards individual bronze, silver, gold and Platinum awards
- House Captains will be chosen in year 6 to support the allocated teacher
- Each week TEAM points will be totalled and the winning TEAM will be presented with the trophy – coloured ribbons will be tied to the cup for the week
- At the end of each Half term the TEAM with the most weeks will have an extra 10 minute playtime supervised by The DHT on a Friday afternoon.

**Children achieving the Church Values award will be invited to sit on the Golden Table for lunch with the Head Teacher or other invited visitor**

**Sanctions**

In the first instance of inappropriate behaviour a positive reminder will be given about good behaviour. Persistent behaviour will result in a 1<sup>st</sup> warning where the child will be clearly told what the inappropriate behaviour is and why the warning has been given. If a second warning needs to be issued, the child will be told that if the behaviour reoccurs then 10 minutes of playtime will be lost. This will occur during the next available playtime. During this time the child will be asked to reflect on the inappropriate behaviour and how they might behave in future. A member of SLT will supervise lost playtime. Lost playtime will be logged on a weekly basis by the DHT and letters sent out if three playtimes are lost in a half term to inform parents.

	REWARDS	SANCTIONS
FOUNDATION STAGE	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Stickers</li> <li>• TEAM points</li> <li>• Certificates</li> <li>• Text to inform parents</li> <li>• Head Teacher informed</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warnings</li> <li>• Time Out within room</li> <li>• Lost playtime</li> <li>• Refer to KS Leader</li> <li>• Refer to Deputy Head Teacher</li> <li>• Refer to Head Teacher – parents informed</li> </ul>
KEY STAGE ONE	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Stickers</li> <li>• TEAM points</li> <li>• Certificates</li> <li>• Text to inform parents</li> <li>• Head Teacher informed</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warnings</li> <li>• Time Out within room</li> <li>• Lost playtime</li> <li>• Refer to KS Leader</li> <li>• Refer to Deputy Head Teacher</li> <li>• Refer to Head Teacher – parents informed</li> </ul>
KEY STAGE TWO	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Stickers</li> <li>• TEAM points</li> <li>• Certificates</li> <li>• Text to inform parents</li> <li>• Head Teacher informed</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Time Out within room</li> <li>• Lost playtime</li> <li>• Refer to KS Leader</li> <li>• Refer to Deputy Head Teacher</li> <li>• Refer to Head Teacher – parents informed</li> </ul>
LUNCHTIME	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Stickers</li> <li>• TEAM points</li> <li>• Certificates</li> <li>• Text to inform parents</li> <li>• Head Teacher informed</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal Warnings</li> <li>• Time Out (Deputy)</li> <li>• Loss of lunchtime</li> <li>• Lunchtime exclusion</li> </ul>

**Rules.**

Children and parents are made aware of the school rules at the start of the academic year. The School rules appear in the Welcome Pack and School Prospectus. They are also on display in every classroom and working area so that everyone can see them

**The Home School Agreement.**

Home School agreements are issued to all pupils each year via permission booklets and are completed by pupils and parent/carer. These are kept in the individual pupil folders.

**School and Class Councils**

The School Council meet once every fortnight. Class councils are held regularly. On average a meeting is held once a month and they are led by the children with the support of a member of staff. Behaviour issues may be brought to staff attention via this forum.

Each class has a red paddle should an emergency or unsafe behaviour take place ensuring that a member of SLT can be summoned. In light of behaviour which is likely to cause a pupil harm either to themselves or others, commit an offence or cause damage to property reasonable force may be used by a person or persons trained in TEAM TEACH or a member of the SLT. Any incidents must be reported to the Head Teacher, recorded and reported to parents.

**It is vital that teachers keep parents informed of any incidents that may be cause for concern.**

### **Issues related to the discipline policy.**

#### ***Bullying (refer to the schools Anti – Bullying Policy)***

We aim to create an atmosphere in the school that will enable the pupils to feel safe, secure and willing to learn.

Pupils are expected to speak to staff in a courteous and respectful manner at all times, reflecting the continuous modelling of such behaviour by staff. They are also expected to speak to other pupils politely and tolerantly avoiding verbal bullying including name-calling and threats. All forms of bullying are dealt with firmly. Pupils are encouraged to seek help from staff and parents if they experience, or witness, anti social behaviour. All pupils should feel secure and comfortable, this is of paramount importance if all pupils are to be given an equal opportunity to learn.

This is linked to the discipline policy with an awareness of the school rules. Bullying is deemed to be that which makes others feel uncomfortable either by what is said or by invading personal space. If incidents of concern/ bullying are continuing, the class teacher obviously passes the problem onto the SLT. It is made very clear to the children involved that this is not acceptable behaviour in school and usually this is enough to curtail the problem. Monitoring of behaviour and observations are individually tailored to ensure that any difficulties are addressed. If further incidents occur the head teacher will contact the parents and discuss the problem and again make it clear that this is not acceptable behaviour in school. The head teacher will also inform the parents of the child who feels they are being bullied. All children know that they inform their class teacher if they have any concerns. With incidents where these procedures have not resulted in acceptable behaviour the final solution would be the involvement of outside agencies and possible exclusion from school.

#### **Racial and Sexual Harassment.**

Racial harassment may take verbal or physical forms, all incidents must be recorded by staff on appropriate documentation.

Sexual harassment most often, though not exclusively, is conducted by boys against girls. We must ensure that appropriate sexual behaviour is emphasised at all times. It is essential that staff listen to concerns and take the appropriate action against such harassment.

#### **Troubled Children**

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books (for KS1 and less mature KS2 children).
- Behaviour Cards (for KS2).

Both should include targets that are achievable and agreed with the child and parents. Daily feedback should be given to parents who sign to say they have been informed.

## **Behaviour Targets**

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.  
"To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- Should provide clear consequences for breaking the agreement

If in doubt, consult a senior teacher.

Targets reviewed fortnightly either :

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or to remove completely from report.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

## **Guidance on exclusion from school.**

Under s. 156 of the Education Act 1996, the power to exclude a pupil may be exercised only by the Head Teacher. Exclusion may be only for disciplinary reasons. Exclusions may be permanent or for one or more fixed periods not exceeding 45 days in any one school year.

### **Fixed Period Exclusions**

Parents must be informed of the decision without delay and by post – oral notification may also be appropriate. The parents must also be informed that they may make formal representations to the governing body and the LA. For a long exclusion the governing body should meet quickly to consider whether to uphold the Head Teacher's decision. The name and address of the EWO should be included. The governing body and LA will be informed of all exclusions.

If the exclusion is for more than two days then homework will be provided. For longer periods of exclusion then advice from the LA will be sought.

Parents may ask to meet the Governing Body and this should be done as soon as possible. However, this should not be confused with the formal appeal, which may follow.

### **Permanent Exclusions**

As above, parents will be informed, in writing, of the decision. The letter will include other disciplinary measures taken prior to permanent exclusion. The LA will be informed. Parents will be informed of their right of appeal. The parents must do this within seven days of being notified.

The LA can direct the reinstatement of a pupil. The reinstatement or upholding of the exclusion must take place within 15 days. If it is upheld then the parents must be informed of their right of appeal.

### **Summary of time limits (expressed in School Days)**

Notification of decision to uphold exclusion or direct reinstatement	15
Time allowed for parents to appeal	15
Time allowed for Governing Body to appeal against LA decision	n/a
Time within which appeal committee must meet after appeal.	15

### **Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards in accordance with the school reward systems.

It is everybody's responsibility to ensure children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded inline with the school reward systems

### **Movement Around School - Suggested Procedures for Large Groups**

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Make sure all children are settled and behaving appropriately before setting off.
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor
- Encourage children to pick up fallen articles of clothing, lunch boxes etc. as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

### **Movement Around School - Suggested Procedures for Individual Children**

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

### **Playtime Supervision**

Teachers and LSAs are required to perform supervisory duties including playtime supervision. A minimum of two staff members in addition to the sports coach are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

Staff should be on the yard to collect their class on time and in accordance with the playtimes set in the school timetable.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise. No class should be left on the yard or sent into school without a member of staff present.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that departments are never left unsupervised.

### **Playground procedures (see Lunchtime Procedures)**

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised unless they have 'Trusted Pupil Status'.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on the bottom KS2 yard or the field and supervised by the sport coach. The top KS2 yard is a 'football free zone' although invasion may be played. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

## **We have specific rules being enforced on the grounds of health, welfare and safety**

### **a. Food and drink**

Children may bring fruit from home to eat at morning play. They may also obtain fruit through the National Fruit Scheme or toast from the kitchen. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Children have regular access to water and can have a water bottle in class. A choice of quality juice, milk or water is available during lunch. School promotes the principles of a healthy school environment.

### **b. Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential

to cause severe tears to the wearer's ears or injury to others.

**c. PE Kit**

Appropriate clothing must be worn for all PE activity

Indoors:-No jewellery, bare feet, shorts, Tee shirt or vest in line with school lunifrom.

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- No jewellery, plimsols or trainers, shorts, Tee shirt, (Tracksuit in certain conditions) in line with the school uniform

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles.

It is the responsibility of all staff to ensure these requirements are followed. Staff finding children not following should speak immediately to parents to make them aware of the school policy. Persistent behavior of this kind should be reported to the key stage leader who will issues the appropriate school letter.

**d School Clothing**

The school has a separate school uniform policy. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only plain black flat-heeled shoes should be worn.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes, strappy sandals and boots are unsafe for the school environment.

**e. Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

**f. Mobile Phones**

Mobile phones must be placed in the class box and handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones present an unacceptable disturbance to lessons, potential for theft and cyber bullying.