



## **St. James' CE Primary School, Haslingden**

<b>BEHAVIOUR MANAGEMENT POLICY</b>	
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*Growing in God's Love, Learning as we go.*

ENDURANCE FORGIVENESS PEACE  
FRIENDSHIP TRUST KOINONIA  
THANKFULNESS

## **Behaviour Management Policy**

### **The following principles have been agreed by the Governing Body to inform and direct the Behaviour Management Policy**

Through the Behaviour Management Policy, the school will promote and teach the values we learn based on the example of the Christian faith:

- ❑ Forgiveness
- ❑ Respect for self and others
- ❑ Reconciliation and redemption
- ❑ Truth and honesty
- ❑ Trust and fairness
- ❑ Tolerance and compassion
- ❑ Self-discipline
- ❑ Respect for property and the environment
- ❑ Politeness

Such values, in turn, promote not only the Christian ethos and aims of Haslingden St. James' C.E. Primary School, but assist in the preparation of the children for the responsibilities and duties of adult life.

### **Introduction:**

At Haslingden St. James' C.E. Primary School, we believe that children's behaviour is a reflection of experiences from both home and school. Children need order and a framework of security in which they can develop and mature. In partnership with children's parents and families, we aim to establish good habits, especially respect for other people and the environment in which we live.

A child's behaviour is often a symptom of how they feel about themselves. A child who is unhappy or has low self-esteem is more likely to misbehave than a happy, well adjusted child. Consequently, we have sought to establish a policy rooted in celebrating children's success and reinforcing good behaviour by a variety of positive means.

In order for this policy to be successful, it is essential that all staff, governors and others involved within the school community are committed to its support, along with parents and families of the children. The management of behaviour is important in all schools but particularly so in a Church school as we seek to promote Christian values and attitudes.

### **Our School Vision:**

We are a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God. We nurture the talents given by God to inspire pupils to achieve and succeed, and foster a sense of awe and wonder of God's world:

- Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.

- Guide Pupils to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- Develop future citizens who cherish the world in which they live and their responsibilities within it.
- A curriculum which has a breadth of experience and equality of opportunity for all.

### **Aim of the Whole School Policy for Behaviour and Discipline:**

To enable all staff to provide the best opportunities for children to learn in a calm and ordered environment in which all feel happy and secure.

### **Objectives:**

- To have a policy that is supported and understood by the whole school community, based on a sense of co-operation and shared values.
- To create a caring, secure and happy atmosphere in which teaching and learning can take place.
- To promote self-discipline and respect for self, others and the world by teaching values and attitudes as well as knowledge and skills.
- To encourage good behaviour by providing a range of rewards and incentives.
- To help children to distinguish right from wrong and to understand the consequences that follow from the latter.
- To secure an improvement in behaviour by treating difficulties in a caring, sympathetic and reasonable manner.
- To enable children to understand the Christian Message of Love through the first-hand experience of our actions and follow the example of asking WWJD (What Would Jesus Do?).

### **Code of Conduct:**

The code of conduct outlines what is expected of all children and, in essence, what is expected of all members of the school community. It draws upon principles that are found in the Mission Statement and the School Vision.

The following apply in respect of the above:

- Be polite and well-mannered all times.
- Show respect to each other and to all adults in school.
- Respect their own, other people's and school property.
- Move around school in a quiet and orderly way.
- Work responsibly in class without distracting others.
- Show courtesy and consideration at all times.
- Never deal with a problem by being aggressive towards others.
- Be punctual at the start of the day, for each lesson and do not leave school without permission.
- Wear the correct school uniform.

This code of conduct is evident in all classrooms in the form of our school rules:

1. We are all friends.
2. We all look after our school.
3. We walk quietly.
4. We are always polite.
5. We always do our best.

All children, from Nursery to Y6 are encouraged to understand and practice the above.

All staff are role models for the children and should remember the following:

- Try to be as positive as possible
- Always arrive on time
- Prepare fully in advance
- Children are always supervised through sight or hearing.
- Communicate with children quietly and sensitively.
- Apply standards consistently.
- Have high expectations.

### **Rewards:**

Each class has a system of rewards which includes:

- praise
- stickers
- certificates
- Dojo points
- being sent to another member of staff/Deputy Headteacher/ Headteacher
- whole class 'privilege' time
- speaking directly to parents

Other rewards and incentive schemes in school include:

- star award
- half termly merit certificate for work/effort/behaviour
- weekly Values Badge award for demonstrating our school values
- half termly HT award for courteous behaviour and outstanding effort
- termly Javed Ali trophy for courteous behaviour in Year 3
- weekly punctuality class award
- weekly class attendance award
- termly individual 100% attendance certificate
- weekly site supervisor's award for the tidiest classroom
- weekly top two class Dojo point winners receive a prize in class

Many of these rewards are given out at the weekly Celebration Assembly. Others are given out at the half termly Celebration Assembly, to which all parents, families and friends are invited.

### **Consequences/Sanctions:**

Children's behaviour is monitored in each class using the traffic light system of red, amber, green. The expectation throughout school is that children remain on green illustrating at least good standards of behaviour as a matter of course. However, a child may be put on amber when their behaviour choices require improvement. Following a period of improvement they may return to green. If a child progresses from amber to red due to severe and continuous poor behaviour choices, they should be seen by a key stage leader or the Deputy or Head Teacher. The use of the traffic light system is to promote good behaviour as standard with poor choices being identified and improvements made. Therefore, all children and staff have a clear picture of behaviour throughout the day.

When children break the rules they need to know that there are consequences to their behaviour. These consequences are the same in each classroom:

- movement on traffic light system;
- to reflect upon their actions, discuss alternative choices and take appropriate action;
- time out in class or in another class;
- withdrawal of privileges, eg. playtime;
- sent to Key Stage Leader, Deputy Headteacher, Headteacher, in ascending order;
- parents informed verbally or note home.

N.B. 'Time out' in another class is only to be used as a safety valve in order to diffuse a situation (10 minutes maximum).

### **Discipline Procedures:**

1. Classroom management and control are the responsibility of the class teacher and should be dealt with within the classroom wherever possible.
2. Communicate with parents where and when appropriate, but sooner rather than later.
3. When behaviour is a cause for concern, it will be discussed with parents and the SENCo. An Individual Behaviour Plan (IBP) may be implemented.
4. Severe clause: Certain situations which arise will bypass the system and be referred to the Headteacher or Deputy Headteacher. In the absence of both the problem should be referred to the teacher in charge. Some behaviours that warrant the use of the 'severe clause' include:
  - a. behaviour which puts others at risk
  - b. verbal or physical abuse towards teachers
  - c. social/anti-social behaviour that causes concern, eg. bullying
  - d. running out of the classroom or school premises
  - e. graffiti or deliberate damage to school property or the property of others

- f. racist incidents
- g. theft
- h. any other real cause for concern, eg. a child with an unusually large amount of money
- i. children who refuse to follow instructions.

Other reportable behaviours include:

- j. approaches by parents when the resolution is unclear or unsatisfactory
  - k. repeated or serious interference with the belongings of others
  - l. anxiety over the safety/well-being of children
  - m. unfamiliar/suspicious characters approaching children or asking to remove children from class.
5. Special Educational Needs: Whilst children with SEN are expected to follow school rules and procedures, exceptions may have to be made for children on the SEN register. IBPs will be in place for those children, monitored by the class teacher and SENCo.

### **Record keeping**

Incidents will be recorded according to school procedures using online CPOMS. This will help staff alert other members of staff about a particular incident and ensure incidents/behavior is monitored over time.

### **Exclusion:**

The severe cases the Headteacher may decide to exclude a child, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the child against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded child from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded children during the first five days of any exclusion (although there is no legal duty to do so).

### **Sanctions – conduct outside the school gates**

Teachers have a statutory power to discipline children for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate children's' behaviour in these circumstances 'to such an extent as is reasonable.' This includes the ability to exclude children due to behaviour off site.

If a child is reported to have been involved in a non-criminal bad behaviour and/or bullying incident which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school then the following sanctions will be imposed:

- sent to the Headteacher to discuss incident reported;
- parents informed verbally and possibly invited in to attend a meeting to discuss the incident.
- withdrawal of privileges, eg. Playtime;
- Possible exclusion

Subject to the policy, the teacher may discipline for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing the school uniform;
- In some other way identifiable as a child at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another child or member of the public;
- Could adversely affect the reputation of the school.

### **General Points:**

1. Children should not be sent to stand outside the classroom. If the situation requires diffusing, the Deputy Headteacher or Headteacher should be sent for. In the event that neither is available, send for a senior team member.
2. If children are kept in at playtime, it is the member of staff's responsibility to supervise them. Children should never be kept in without supervision by the teacher who has given the punishment.
3. If problems arise whilst teaching another teacher's class/group, details/action taken should be passed on to the class teacher and recorded in class incident files.
4. Welfare staff should, in the first instance, refer to the class teacher. Referrals to the Headteacher/Deputy Headteacher should be made as indicated earlier.
5. Class teachers should co-operate and liaise when inter-class problems occur.
6. The member of staff on duty should pass on information regarding problems at playtime to the appropriate person.
7. If staff encounter any disturbance around school, it should be dealt with immediately and information passed on to the class teacher.
8. Children must have a way of redeeming themselves and regaining positive control of a situation. Avoid a confrontation.
9. Involve parents sooner rather than later.

It is important that staff support one another, remain consistent and offer backup when required. Please see Appendix 1 for Behaviour Pathway.

### **Power to use reasonable force**

## **1. What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.

Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. Schools generally use force to control children and to restrain them.

- 'Control' means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.

- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury.

## **2. Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying children on a school organised visit.

## **3. When can reasonable force be used?**

Reasonable force can be used to prevent children from hurting themselves or others, from damaging property or 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.

School can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a school trip or visit;

- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground;
- restrain a child at risk of harming themselves through physical outbursts.

\*The use of reasonable force should acknowledge the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Schools do not require parental consent to use reasonable force on a child. **Force must be used to either to control or restrain, it must never be used as a punishment.**

### **Ways to Value Children:**

1. Accept the children for what they are.
2. Ask and give a reason.
3. Show respect for children in the way that you listen and talk to them.
4. Look for opportunities to praise and value what children do.
5. Enable children to succeed.
6. Think before you speak.
7. Criticise the behaviour not the child.
8. Always remain calm and in control.
9. Match your response to the severity of the behaviour. Avoid escalation.
10. Be consistent.

### **The Role of the Parents:**

Parents can help by

- recognising that the behaviour policy will only be effective if parents, teachers and children work in close partnership
- discussing the school rules with their child, emphasising their own support of the rules and assisting, where possible, in the enforcement of those rules
- attending Parents' Evenings, other functions and by developing informal contacts with the school
- knowing that teaching and learning can only take place when sound discipline is in place
- remembering that staff take time to deal with behaviour problems patiently and positively
- encouraging their children not to hit back as this creates further problems
- coming into school to discuss worries with teachers
- remembering that sanctions are only used when all else fails.

**The majority of children seldom break the rules and are a credit to their parents and to the school.**

**Complaints Procedure:**

Should you have a complaint or query about the way an incident was handled, please contact the Headteacher as soon as possible or you may wish to inform the school Governing Body in writing.

If you have a complaint or allegation made against a staff member the following guidance will be borne in mind by the Headteacher and school governors:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

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**St James CE Primary School, Haslingden**  
**Behaviour Support Pathway combining School's Behaviour Policy**  
**2019**  
**Step 1**

Classroom management and control are the responsibility of the class teacher and should be dealt with within the classroom wherever possible.

- movement on traffic light system;
- to reflect upon their actions, discuss alternative choices and take appropriate action;
- time out in class or in another class (in specific circumstances with use of time out card);
- withdrawal of privileges, eg. playtime;
- sent to Key Stage Leader, Deputy Headteacher, Headteacher, in ascending order;
- parents informed verbally, via dojo messenger or note home (sooner rather than later).

N.B. 'Time out' in another class is only to be used as a safety valve in order to diffuse a situation (10 minutes maximum) and agreement sought with partner class.

Communicate with parents to keep them informed of behaviour in school and request their support. Referral to Learning Mentor in school for support work to take place and time in sensory room to reflect and consider behaviour choices.

A behaviour monitoring book can also be used to identify targets and support improvement. This should be monitored daily and involve a member of SLT and, where possible, parents.

**Severe Behaviour Clause:**

Severe clause: Certain situations which arise which will bypass the usual behaviour system and be referred to the Headteacher or Deputy Headteacher. In the absence of both the problem should be referred to the teacher in charge. Some behaviours that warrant the use of the 'severe clause' include:

- a. behaviour which puts others at risk
- b. verbal or physical abuse towards teachers
- c. social/anti-social behaviour that causes concern, eg. bullying
- d. running out of the classroom or school premises
- e. graffiti or deliberate damage to school property or the property of others
- f. racist incidents
- g. theft
- h. any other real cause for concern, eg. a child with an unusually large amount of money
- i. children who refuse to follow instructions.

**Step 2**

When behaviour is a further cause for concern, it will be discussed with parents and the SENCo. An Individual Behaviour Plan (IBP) may be implemented. This should be regularly monitored for impact. An ABC (antecedent, behaviour, consequence) approach may be used to support the IBP.

Advice can be sought from the Inclusion Co-ordinator at Cribden House together with access to the SEMH Teaching Assistant who may be able to observe pupils, model behaviour management, provide advice and devise behaviour plans under the Inclusion Hub support model. Further support from the Inclusion Hub Family Support Worker to engage with hard to reach parents is also accessible if appropriate.

Other professionals should be engaged where appropriate (e.g. CFWS, Health, etc).

**Step 3**

In severe cases, the Headteacher may decide to exclude a child, for a fixed term, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the child against those of the whole school community.

Once again, advice and support can be sought from Cribden House under the Inclusion Hub resources as described in Step 2 if this matter has not proceeded via step 2 but escalated from Step 1.

#### **Step 4**

Referral to another local school for a temporary 'time out' on a short term basis may be facilitated through the Inclusion Hub via Cribden House (see Agreement between Home and Host School together with Information Form for Host School and Pro Forma for letter to Parents to explain how this 'time out' will work). In addition, a managed move may be considered to a local school. These strategies should be used for specific circumstances to prevent further fixed term exclusions or the issue escalating to permanent exclusions.

#### **Step 5**

The Headteacher may decide to permanently exclude a child in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the child against those of the whole school community.

F Brady June 2019