

# St James' C. of E. School

## Behaviour and Discipline Policy

At St James' C of E Primary School we believe in the concept of the learning community and lifelong learning. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to become independent learners, with the ability to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to continue to develop and explore their potential.

Our school's vision is to be a place where we are striving for excellence together. As a Christian foundation we model our values on the example of Christ. When things go wrong and we make mistakes, as we inevitably will, we seek to offer an approach which emphasises the importance of forgiveness and the possibility of a fresh start. Striving for excellence means recognising the times that we have made mistakes, atoning for these mistakes, and trying to be better. Our school's approach to behaviour and discipline is underpinned by this.

Through a positive approach towards behaviour management, we aim to create a calm learning environment that promotes mental health, in which pupils can:

- learn and teachers can teach;
- operate with increasing independence;
- develop a sense of responsibility for their own behaviour and a greater sense of consideration for others;
- grow in confidence and self-esteem;
- feel safe and supported;
- develop a wide range of knowledge and skills.

The St James' Ethos has been drawn up with staff and pupils and flows from this. Matthew 22 verse 39 encourages us to treat people in the way that we want to be treated. This ethos is regularly revisited in collective worship so that everyone in school should know what is expected of them. The St James' Playtime Constitution has also been drawn up with staff and children so that there is agreement about behaviour is to be expected during playtimes.

Pupils will be encouraged to have an input into the organisation of the school and to be treated with the same respect and consideration which is expected of them.

### Aims

At St James' C. of E. School we will:-

- show care and concern for others at all times
- do nothing to cause distress or injury to anyone else
- create an environment where everyone feels safe and secure
- note and reward all positive attitudes and behaviour
- make the contents of this policy clear and acceptable to parents, pupils and staff.

## **Objectives**

- to have an agreed code of conduct
- to have appropriate rewards and sanctions for behaviour in school
- to provide a forum for pupils to share and consider behavioural issues
- to provide good role models in real life
- to improve communications and involvement between school and parents
- to maintain a regular review of this and other related policies

## **Bullying**

The school's anti-bullying policy clearly states what we believe bullying to be and how each of us should deal with it.

Persistent and malicious teasing, name-calling, racism or fighting will not be tolerated at St James' C. of E. School.

## **Codes of Conduct**

Whilst each class may devise its own particular code of conduct for the agreed and acceptable behaviour of its own members the overall philosophy will be made clear in the St James' Charter, to which all school personnel, parents and visitors will be expected to conform. This is displayed in every classroom. Class codes of conduct could include:

- At all times be polite in speech and action – do not interrupt or shout if someone is speaking
- Make sure your behaviour supports others in their learning or playing
- Express your feelings in positive ways
- Take pride in yourself, your work and your school
- Be punctual, dress correctly and show good manners
- Take care of school or others' property

## **Rewards**

Good behaviour, helpful attitudes and real effort in work will be recognised and acknowledged in one or more of the following ways:

- Verbal and written praise
- Letters home
- Merit stickers
- Certificates
- Positive marks and comments on work
- Show of work in assembly
- Choices
- Special privileges
- Posts of responsibility
- Prizes for sport / attendance / special achievements.

## **Class Dojo**

Class Dojo is used throughout school and is a system whereby the children receive Dojo points from any staff member for positive behaviours. Each class uses their own approach to these rewards tailored to their year group and cohort of children.

A whole school Class Dojo has been adopted that children work towards throughout the academic year, where children are awarded star badges that they wear on their uniform to celebrate their achievement.

Once children have received a certain number of Dojos, their success will be celebrated in Celebration Assemblies. They will receive a pin badge that they can wear on their uniform to show that they have achieved their awards.

- 250 Dojos = Bronze Pin
- 500 Dojos = Silver Pin
- 750 Dojos = Gold Pin
- 1000 Dojos = Rainbow Pin

The rainbow pin will reflect exemplary behaviour throughout the school year.

To ensure consistency, the following Dojos have been outlined by staff.

- Marvellous Manners – 1 Dojo
- On task – 1 Dojo
- Challenging Yourself – 1 Dojo
- Reading at Home – 1 Dojo
- Kindness – 1 Dojo
- Independent Learning – 1 Dojo
- Good listening – 1 Dojo
- Contributing to Lessons – 1 Dojo
- Superstar Learner – 2 Dojos
- A St James Smile – 2 Dojos
- Positive Playtime – 1 Dojo
- Excellent Effort – 1 Dojo
- Terrific Transitions – 1 Dojo

## **Restorative Practice**

St James believes in the Restorative Practice approach. Restorative practices are based on principles and processes that emphasise the importance of positive relationships as central to building community and restoring relationships when harm has occurred. The key themes of Restorative Practices are:

- Social Discipline Window
- Fair Process
- Restorative Language and Questions
- Free Expression of Emotions

**Where relationships have broken down staff will seek, where possible, to use Restorative Practice approaches to restore these relationships.**

## **Consequences**

The school will make every effort to promote good behaviour. There may, however, be situations where a child's behaviour is unacceptable and the code of conduct is challenged. There may also be occasions when relationships have broken down that need to be addressed using the Restorative Practice approach.

### **Level 1:**

- Reminder about appropriate behaviour.
- Warning that there will be a consequence.

### **Level 2 – Yellow Card**

- Children complete a 'Learning from Mistakes' sheet at the start of lunchtime/break time and therefore miss part of their playtime. These are kept by the class teacher to monitor behaviour.

### **Level 3 – Red Card**

- Children spend up to 20 minutes in Key Stage Partner class.
- Children complete a 'Learning from Mistakes' sheet at the start of lunchtime/break time and therefore miss part of their playtime. This sheet is shared with SLT by child and kept by SLT to monitor behaviour.
- Parents are fully informed of red card behaviours and incidents that have taken place during the school day.

### **Level 4 – Individual Behaviour Plan**

- Children will be placed on an Individual Behaviour Plan tailored to the individual child that will be monitored by SLT
- Parents are fully informed and Individual Behaviour Plans are shared with them.

### **Positive Behaviours – Green Card**

- At St James' we expect pupils to:
- Walk quietly and calmly throughout the school at all times and use indoor voices
- Actively engage in their own learning
- Listen to others carefully without interrupting
- Demonstrate good teamwork
- Follow instructions the first time
- Be caring and demonstrate kindness to everyone
- Be responsible for their own behaviour and demonstrate self-control
- Learn to respect other people, their possessions and the school environment
- Demonstrate empathy and understand the viewpoint of others
- Enter the classroom ready to learn
- Complete learning tasks to the best of their abilities
- Use a suitable classroom voice
- Keep to the school routines
- Show good manners at all times
- Wear our school uniform with pride
- Ask adults for help when there is a problem
- not to tolerate any form of bullying or discrimination and to report bullying and/or discrimination
- be supportive to victims of bullying

**Child-friendly Rules:**

- we are kind and gentle (we don't hurt others)
- we look after property
- we listen (we don't interrupt)
- we are honest (we don't cover up the truth)
- we try our best (we don't give up)
- we show respect to everyone (we celebrate our differences)
- we demonstrate good manners at all times

**Inappropriate behaviour – Level 1 (verbal warning)**

- Low level disruption
- Answering back.
- Misuse of property and resources
- Telling lies
- Wandering around the classroom.
- Lack of concentration/focus on work
- Deliberately distracting others.
- Calling out or shouting in class.
- Teasing or deliberately 'winding up' other children.
- Unhelpful, uncooperative behaviour.
- Non-aggressive throwing of objects.
- Running/being noisy on the corridor.
- Unintentional vandalism/litter
- Ignoring instructions/not following instructions first time.

**Inappropriate behaviour - Level 2: Yellow card**

- Continuous disruption
- Continuous refusal to follow task / instruction
- Intentional damage of property
- Inappropriate undirected language
- Persistent Level 1 Behaviours
- Being disrespectful to adults
- Deliberate unkindness to others

**Inappropriate behaviour - Level 3: Red card**

- Refusal to accept adult's instructions
- Vandalism
- Leaving the classroom without permission
- Insulting other children / family.
- Spitting
- Swearing as part of general conversation.
- Spoiling other children's work, including making fun of another child's work.
- Misuse of toilets and wash areas.
- Interfering with another person's property.
- Threatening or intimidating behaviour to peers, including swearing at another person.
- Arguing with an adult, including walking away when adult is talking
- Physical fighting, hitting, punching or other attempts to hurt others
- Racism
- Homophobia

**Inappropriate Behaviour - Level 4: Individual behaviour plan / report**

- Theft.
- Running out of school.
- Physically violent behaviour (fights and physical attacks on others).
- Discriminatory language or behaviour.
- Knowingly inappropriate touching / actions.
- Bullying (i.e. repeated and persistent threatening, intimidating or harming behaviour).
- Refusal to follow safety instructions, serious misuse of equipment.
- Deliberate dangerous play.

**Positive Reinforcement**

Class Teachers will change yellow cards back to green at the end of a session and discuss how the child can prevent wrong choices in the next session.

**Warnings**

Children should always be given a warning and a chance to turn their behaviour around, before consequences are given, except in exceptional circumstance when this will be at staff discretion.

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## **Playtimes and Lunchtimes**

### **Lunchtime Behaviour Level 1 – Warning**

- Ignoring instructions/Not following instructions the first time
- Non-aggressive throwing of objects
- Invading the personal space of others
- Running/being noisy in the corridors
- Unintentional vandalism/littering

### **Lunchtime Behaviour Level 2 – Reflection Bench on Patio for 5 minutes**

- Continued disrupting of play for other on the playground
- Inappropriate undirected language
- Refusal to follow instructions or to cooperate
- Persistent Level 1 Behaviours

### **Lunchtime Behaviour Level 3 – Reflection Bench on Patio for 10 to 15 minutes & class teacher informed**

- Persistent Level 2 Behaviours
- Refusal to follow instructions or to cooperate after reflection time
- Persistent invading of personal space
- Deliberately provoking others without aggression
- Deliberate unkindness to others
- Disrespectful to adults

### **Lunchtime Behaviours Level 4 – SLT informed and incident recorded on CPOMS**

- Fighting as reaction, e.g. football tackle
- Intentional Vandalism
- Persistent Refusal to follow instructions
- Intimidating other
- Continually being disrespectful to adults
- Physical or verbal aggression towards an adult or pupil.
- Racism
- Homophobia
- Significant unsafe/risk taking behaviour

### **Positive Reinforcement**

Staff should always actively encourage children to make the right choice.

### **Warnings**

Children should always be given a warning and a chance to turn their behaviour around, before consequences are given.

Lunch Time Organisers are responsible for recording and resolving any 1 to 3 Level Behaviours.

