



## Southam St James CE Academy

Let your light shine

# Behaviour for Learning Policy

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## Our Vision

**We “let our light shine” (Mathew 5:16) in our school, our Multi Academy Trust, our homes and our community by following the teachings of Jesus, the Light of the World.**

At Southam St James CE Academy, we strive for a culture of excellence in which all children have the right to a high standard of education, offering them the best opportunities to work hard, be happy and make good progress. We are a caring and inclusive school, and our behaviour policy is firmly rooted in our Christian values. The behaviour and safety of pupils (and everyone associated with our school) is of paramount importance. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their actions and encourage others to do the same. Our behaviour policy guides staff to teach self-control, supporting children through restorative practices to develop their capacities for personal reflection, and building empathy and self-confidence to enable them to grow as responsible, compassionate citizens. We celebrate good behaviour, recognising our Christian values and our personal qualities.

Our Shine values are:

- **Stay focussed**
- **Honesty**
- **Independence**
- **Never give up**
- **Encourage others**

These values underpin our work in school and staff are expected to praise children whenever they see these values being demonstrated.

### Aims:

- To ensure a consistent approach to behaviour, discipline and expectations.
- To ensure everyone within school feels valued, safe and happy.
- To equip children with the tools for self-management and lifelong skills.
- To maintain an atmosphere that is calm and purposeful so that everyone achieves their best.
- To foster a caring attitude to people, equipment and the school environment in general.
- To encourage self-discipline both inside and outside the school environment.
- To show respect and treat each other as we would wish to be treated.
- To expect all adults in the school to role-model the behaviour we are endeavouring to promote.
- To nurture self-esteem and to have a sense of personal worth.
- To listen with respect for one another.

## **Our approach**

We treat all children fairly and apply this policy consistently. The policy aims to support children to behave appropriately and responsibly and to become increasingly independent members of our community. At all times we seek to encourage them to make good choices about how to behave. We will consistently address unacceptable behaviour to ensure children are clear about appropriate ways to behave to allow all children to learn. We will always aim to promote the positive and provide opportunities for reflection and reconciliation. We know that the quality of teaching and learning has a direct impact on children's behaviour. We aim to make our learning opportunities lively, stimulating, and high-quality educational experiences which engage and interest the children and meet their individual needs effectively. We aim to create an environment of mutual respect and consideration so that all children will want to be part of our caring community and behave appropriately.

We adopt a culture of positive behaviour management through a variety of strategies:

- Consistent responses from adults in line with the policy so that children are clear about what is acceptable and what is not.
- 'Fresh start' – children have a fresh start each morning and again after lunch.
- Positive comments, e.g. 'fantastic walking', 'great understanding of others' etc.
- Noticing something new about a child and giving time to each child as an individual.
- Verbal praise and encouragement
- Positive phrasing language, e.g. 'Are we all ready for learning?', 'How can we help each other...?'
- Non-verbal cues
- Ensuring children receive more positive than negative feedback
- Praise of others nearby who are demonstrating the desired behaviour
- Reassuring, gentle contact, if appropriate, for each child
- Use of controlled choices (e.g. two desirable alternatives to choose from)
- Redirection and distraction

## **The St James Way**

At Southam St James CE Academy, we also recognise and promote 'The St James Way', which outlines the simple steps we can take to make our school a pleasant place to be by encouraging good manners and consideration:

- Walking in the classrooms and corridors
- Saying 'good morning' or 'good afternoon'
- Welcoming visitors
- Opening doors for others
- Saying please and thank you
- Recognising our mistakes and apologising for them

It is the school's expectation that all adults in school will model 'The St James Way' to the children consistently and seek opportunities to praise children when they see it.

### **Types of behaviour**

Children arrive at school with different patterns of behaviour. We recognise that the starting point for each child is different and that some children may find it difficult to manage their emotions. We monitor progress for those with difficulties carefully so that we can provide additional and appropriate support quickly. We are also mindful that circumstances outside school may change and may affect behaviour in school. Whilst this cannot be used as an excuse for inappropriate behaviour, we will seek consistently to find ways to support all children to make the good choices that enable them to participate in all school activities appropriately and to respect others. The same high standard of behaviour is expected from ALL children. Examples of acceptable and unacceptable behaviour include:

Acceptable behaviour	Unacceptable behaviour
Respecting others and their property. Following instructions.	Rudeness and aggression. Fighting or physical attacks of any kind.
Being kind and helpful. Saying 'please' and 'thank you'. Being fair.	Swearing, racist or sexist comments. Name-calling. Refusing to follow instructions.
Showing consideration for others. Trying hard and doing our best.	Threatening behaviour, bullying. Telling lies or answering back.
Being punctual.	Stealing or damaging property.
Valuing others' point of view.	Leaving the classroom/school without permission.
Playing well together.	Behaviour which is offensive or disrespectful.
Listening and responding positively	Calling out in lessons.

This list is not exhaustive, but representative of our school's expectations.

### **Curriculum Provision**

The PSHE curriculum uses a nationally recognised scheme, Scarf, that includes work on self-esteem, building confidence, exploring and valuing diversity, and reinforcing positive behaviour. Scarf forms part of the PSHE curriculum and has a high priority within the structure of the school week. Scarf encourages children to co-operate with each other, and to value others.

### **Behaviour outside school**

At St James, we expect our children to develop as confident and caring citizens who will become role models not only in school, but also in the community. We would therefore expect children to behave appropriately on their way to and from school, and when wearing their school uniform. Behaviour linked to accessing online resources (see online safety policy) at home may also be addressed in school when this impacts on the safety of

students. We expect children to behave appropriately when they are engaged in after-school activities that take place beyond the normal school day – e.g. sports and music clubs, sporting fixtures or when attending school trips. The opportunity to attend visits and trips is a privilege that we want all children to experience and enjoy. Any child whose behaviour places the health and safety of themselves or other children or adults at risk may not be accepted onto trips or permitted to attend after-school clubs.

### **Whole School Rewards**

Children will be given regular and frequent praise and rewards by the staff within their year group to reward good behaviour, good work and effort.

Each class will make use of the following whole school reward system.

**Team points** – Each child belongs to one of four houses: Ruby, Emerald, Sapphire and Topaz. Children earn team points which are awarded to recognise attainment in learning. These are totalled each week and announced in assembly. At the end of each term the winning house receives a reward.

Team points are visible to parents via the Dojo App. Pupils work towards certificates as they accumulate team points (Bronze – 50, Silver – 100, Gold – 200, Platinum - 300).

‘The St James Way’ guide to manners will also be displayed in classrooms, corridors and shared spaces. These will also have displays of our Shine values.

**Individual Rewards** - A shine token will be awarded to a child for special effort or for displaying one of the SHINE values around school. Each child will be responsible for writing their name on the back of the token and keeping it safe in their token bag.

Tokens are cumulative and each half term, all children will be able to choose their reward independently from a ‘Shine shop’ by spending the tokens they have collected. The ‘Shine shop’ will contain a variety of items from which children can choose. The Senior Leadership team will consult with children via school council to identify items that they would like the ‘Shine shop’ to stock. During the first (Autumn) term each year, we will hold the shop twice each half term to establish the system with all children and have a shop twice each half term.

This system is designed for all children to be able to achieve an award every time the shop is available. Teachers will monitor tokens closely to ensure children earn them at a rate that will enable them normally to be able to buy an award as expected. Where children are struggling to meet expectations and earn sufficient tokens, additional support may be required from teachers and support staff to ensure each child can meet expectations. A Shine token has the value of one and no other value should be assigned to the token.

**Lunchtime Awards** - To promote good behaviour at lunchtime, Lunchtime Supervisors and kitchen staff award shine tokens when they spot children displaying shine values and modelling the behaviours expected in the ‘St James Way’. Lunchtime supervisors will also

choose a pupil from each year group as a Lunchtime VIP who has demonstrated the key 'lunchtime values' during the week. These pupils will be chosen on a Thursday and invited to attend the VIP Lunch table on Friday lunchtime.

**PE Awards** - Class teachers organise their class into teams that can work co-operatively and successfully together. The teacher/sports coach will award 'Shine tokens' tickets for children in the same way they are awarded in other lessons.

**Celebration Assemblies** - Each week, a praise assembly will be dedicated to celebrating children's efforts and achievements in school. The parents/ carers of children receiving certificates will be invited to the assembly.

**Curriculum Awards** – Each week, class teachers will nominate one child from each year group to receive an award linked to the area prioritised for that particular half term eg 'Calculating King or Queen'/'Remarkable reader'/'Presentation Prince or Princess. They will receive a certificate in assembly. This certificate will recognise achievements in learning in the particular area from that week. Parents will be invited to attend Celebration assembly if they wish.

**Times Table Rockstars** – Each week, teachers award 2 team points in class for the three students in each class who have achieved the most correct answers on Times Tables Rockstars that week. Achievement certificates from Times Tables Rockstars can be awarded in class.

**SHINE Value certificates** – at the end of every half term, each pupil will be awarded a certificate for the SHINE value we have been working on for the half term. These certificates will be either Bronze, Silver or Gold (chosen by class teachers) depending on the values shown by pupils during the half term.

**Postcards** – Each week, up to 3 postcards per year group will be sent home to celebrate the attainment of pupils. These pupils will have had the opportunity to share their learning with members of SLT.

## Responses to unacceptable behaviour.

### Low Level Disruptive Behaviour

Unless managed effectively, low level disruptive behaviour can lead to increased levels of stress and lost learning time.

Praising good behaviour and starving the negative is the most successful approach to promoting positive behaviour.

Share Success with SLT (at agreed times)
Share our Success with Phase Leads
Earn a shine token or team point
Verbal Praise
Most days we will be here
Reminders of desired behaviour (max 2) – warning 1
Warning 2
Reflection time with class teacher (and complete any missed learning if applicable) – parents informed
Reflection time with Phase Leads – parents informed
Reflection time with SLT - parents informed

### Dealing with low level behaviour

We will use the structure above to manage low level behaviour. The stages below will be followed:

1. We will remind the pupil of the desired behaviour and praise them when we see this. There will be a maximum of 2 reminders – if the behaviour continues, we will explain to the child that by continuing, they have chosen their first warning. For example, 'Remember we put our hands up if we want to share an idea,' followed by 'Remember to raise your hand to give an answer - if you continue to call out, you will be choosing your first warning.'

2. If the child is not able to focus and the undesirable behaviour continues, we will explain to the child that they have received their second warning – if they continue then they will be choosing to lose some of their breaktime.
3. If despite warnings, the negative behaviour continues, the child will miss 5 minutes of their breaktime and a 'reflection time' of 5 minutes issued on ClassDojo to inform parents.
4. Following this, it will be expected that behaviour improves for the remainder of the lesson. If it doesn't, and further warnings have to be given, the time will increase incrementally to 10 minutes and then 15 minutes (a full breaktime). These will be shared via ClassDojo.
5. If a full breaktime is missed, this will be recorded on CPOMS. If more than one breaktime is missed during a week then SLT will be informed.

### **Dealing with behaviour during lunchtimes**

During lunchtime, Midday supervisors will monitor behaviour and support children to make good choices. They will help pupils by reminding them of the correct behaviour and using language which directs children towards the desired behaviour. They will do this by following the steps in these examples:

*Behaviour – child uses unkind hands*

Adult – Don't forget, what do we need to use? Are we following the St James rules of kind hands.

Child – yes or no

Adult – Remember, if you don't, you will need to go and see Mrs Richards or Mrs Hothi for some thinking time.

*Behaviour – child responds to a reminder with rude comments*

Adult – We speak respectfully. Did you speak respectfully? If you do that again then you will be having thinking time.

*Behaviour – children are hurting each other, and continue to use unkind hands after a warning*

Adult – you haven't followed the behaviour code. You are going to have to have some thinking time with Mrs Richards or Mrs Hothi.

When a child needs to have some thinking time, the MDS will walk with the pupil to Mrs Richards's office. There will be a member of SLT there to take over and talk to them about the behaviour. MDS are provided with radios so that they can call for support if a child refuses to come with them to the office.

### **Strategies used by the school to support children in modifying their behaviour:**

1. The class teacher will record the incident on CPOMS.
2. Parents/carer may be asked into the school to discuss their child's behaviour.
3. If unacceptable behaviour persists, the class teacher should discuss their concerns with a member of SLT. It may be necessary to discuss this with the SENCO too – parents will be kept regularly informed of this and behaviour patterns will be reviewed to help inform further support and to provide evidence that can support any referrals and engagement with external agencies.
4. The child may be required to spend some time away from their class under the supervision of a member of the Senior Leadership Team (internal exclusion). They should be sent with work to complete. The class teacher should record that this has been done on CPOMS and ensure (in consultation with the Headteacher) that parents/carers have been informed.
5. External support from appropriate agencies (such as the SEND Supported, Enhance Psychology, STS etc.) may be sought by the SENDCO to support the school in developing effective strategies to manage and modify behaviour safely and appropriately.
6. At Southam St James Academy, we will also provide any further intervention required in the form of direct work or therapeutic services or alternative provision, at the Headteacher's discretion.

Some children may need greater levels of intervention, with focussed support to help them improve their behaviour choices and address any underlying causes. In such cases, either an Individual Risk Assessment and/or an Individual Behaviour Plan - which is known as a Power Pack will be formulated in collaboration with the child, parents/carers, class teacher and members of SLT.

### **Recording and monitoring incidences**

Teachers will record verbal warnings when a child reaches a consequence on ClassDojo. If a full breaktime is missed this will be recorded on CPOMS, along with any other individual concerns regarding behaviour so that children's needs are understood fully and effective support can be provided. CPOMS is monitored closely by SLT and wellbeing support staff to inform SEND and nurture provision as well as to evaluate the effectiveness of our Behaviour policy. Whenever a significant sanction is issued, teachers and SLT will review provision for that child to consider what else can be done to support the child to be successful.

Please note: In serious cases, where behaviour is dangerous and there is a safeguarding concern, the Headteacher or DHT should be called immediately, and the previous stages can be omitted. Extreme behaviours may lead to instant suspension from school for an appropriate period of time.

All staff and children need to be aware of the sequence of warnings and consequences to be issued. Children must be clear that their actions will have consequences for themselves and others and understand why a sanction is being used. Staff will have the opportunity to review and discuss behaviour management at the start of each academic year. There will also be opportunities to review behaviour needs in consultation with SLT during each term.

Children will have the opportunity to review and ensure they understand what is expected of them at the start of each academic year in class and in worship sessions. The values and principles underpinning our Behaviour Policy are revisited consistently throughout the year and referred to in all conversations relating to behaviour.

When any sanction is issued, it should be accompanied by a brief, specific comment explaining why, and children should be clear how they can make a good choice and get back on track quickly. This will also form part of the reintegration meeting with parents following any period of suspension.

### **Suspension**

Where a child is suspended from school (issued with a 'fixed term exclusion'), the parents/carers will be notified without delay, as will the Local Authority. A formal record of the incident will be made on CPOMS, and a suspension letter issued advising parents/carers of the reasons for the suspension, their responsibilities during any period of suspension and advising of any additional support that can be offered. Work will also be set for the child to complete at home during the period of suspension, which should be returned to school for marking. Suspension may be used for whole days and parts of a school day, including lunchtime, and, in all cases, the above applies. Very serious incidents including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a suspension. Parents/carers will be notified and expected to attend a reintegration meeting with a member of the Senior Leadership Team before the child returns to school.

### **Permanent Exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend his/her school (unless the pupil is reinstated on appeal). The decision to exclude a pupil permanently should only be taken in extreme circumstances:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Incidents involving serious issues such as arson, assault, bullying (verbal or physical), theft, knives or persistent disruptive behaviour are likely to lead to permanent exclusion. In such cases parents/carers are always notified and their right to appeal explained. In any of these cases the school may also involve the police, governors and Local Education Authority. See the trust wide exclusion policy:

**Permanent exclusion is always a last resort. We will always take all reasonable steps to support children to be included and supported in our school.**

### **Support children with SEND**

All adults in the school are required, as part of their professional responsibilities, to take account of students' individual needs and circumstances when applying the school's behaviour policy. This primarily refers to students with SEND, but may also apply to other students, e.g. this may include students who are at risk of exclusion, 'Looked After Children', children with illnesses, young carers, or children with EAL.

As a school, we will make reasonable adjustments in the application of the behaviour policy to ensure the needs of all children are met, whatever their specific circumstances. When applying sanctions, we refer to the Equality Act 2010 and guidance for schools. Personalised plans will be drawn up at the discretion of the school to ensure appropriate support is provided. Examples of when adjustments might need to be made include:

- When a child who is on the autistic spectrum makes a personal comment about an adult or another child's appearance because they do not understand that this was inappropriate.
- When a child who has speech and language difficulties hasn't followed instructions because they didn't understand the complex instructions.
- When a child who has additional emotional needs requires an additional short-term reward for achieving personal targets set.

### **Working with children and parents**

At Southam St James CE Academy, we believe that it is essential to have good communication and parental/carer involvement to promote good behaviour and discipline amongst the children in our care. Parents/carers should be informed, at least in an informal way, when an expression of a concern is made. We aim at all times, to communicate openly and supportively to praise successes and progress achieved and to ensure children are given every opportunity to be successful. Annually, parents/carers will be reminded of the school's Behaviour Policy. Children will also have opportunities to revisit the Behaviour policy to ensure they understand its expectations and how it will be applied consistently.

The Behaviour Policy will also be available on the Academy website. Working with outside agencies or provision for emotional and behavioural difficulties will be made by contacting the most appropriate agency and working in partnership with parents/carers. In the best interests of the child there must be close cooperation and agreement in working practices between agencies. External agencies may be involved at any time through the usual school procedures. Such Agencies may include the Educational Psychology Service (EPS), Children's Services, SEND Supported, etc.

### **Staff Induction**

The behaviour policy alongside the school's Safeguarding and Child Protection policy outlines the school's response to any instances of Child-on-Child abuse. All staff will receive at least annual training that enables them to understand their safeguarding responsibilities and appropriate actions to be taken in the event of concerns arising. They will also be trained on the school's behaviour policy to support them to implement the policy fairly and consistently.

## **Positive handling**

Very occasionally, situations may arise in which positive handling may be required. Should a child need positive handling to ensure their own and others' safety, a member of staff who has received positive handling training may use such strategies as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others' personal safety at risk

Practical methods to defuse the situation should always be considered before positive handling is used, including keeping calm, offering verbal prompts or retreat. Positive Handling training is based on the principle of 95% de-escalation and staff should ensure that all possibilities are explored prior to positive handling being implemented.

All staff will receive at least annual training on how to avoid being required to use positive handling methods and when to seek help. If possible (unless safeguarding requires immediate intervention), a member of the Senior Leadership Team should be sent for before any form of physical intervention is used. DFE guidance states, 'All teachers and staff who the head has authorised to have control or charge of pupils automatically have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.' At Southam St James CE Academy, this includes all teachers, teaching assistants, and administrative staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. If reasonable force is necessary, then staff will ensure that there is at least a second member of staff with them wherever possible. All instances where positive handling has been used are recorded on CPOMS and parents should be informed as part of their feedback about their child's behaviour. Where positive handling is part of a child's special needs plan, they have a positive handling plan which is shared with staff. These plans are also shared with parents/carers.

Please also see the Trust policy 'Guidance on the use of force and Physical Intervention': [www.southamstjames.covmat.org/special/trust-policies/](http://www.southamstjames.covmat.org/special/trust-policies/)

## **Searching and confiscation**

We follow the DFE guidance, 'Searching, screening and confiscation' (July 2022). Searching Headteachers, and the staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have prohibited items such as knives, weapons, alcohol, illegal drugs, stolen items (not an exhaustive list); any article that the member of staff reasonably suspects has been, or likely to be used, to commit an offence or to cause personal injury; an article specified in regulations (e.g. tobacco and cigarette papers, fireworks, pornographic images). Before any searching takes place, the staff member should explain to the pupil why they are being searched. When a search takes place, the designated safeguarding lead should be informed and the incident must be recorded on CPOMS and must include the following information:

- The date, time and location of the search
- The name of the pupil who was searched
- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found
- What action was taken as a consequence of the search
- The law states that the member of staff carrying out the search should be the same sex as the pupil.
- Parents/carers must also be informed.

Confiscation – Any prohibited item(s) found as a result of a search will be confiscated by school staff. Screening - Schools can require pupils to undergo screening by walk-through or handheld devices. This is due to a schools' statutory duty to ensure the safety of staff, pupils and visitors. Should a pupil refuse to be screened, the school can refuse to allow the pupil on site. In this instance, the school has not excluded the pupil and the absence should be unauthorised. Further detail can be found in:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **Monitoring and evaluation**

- The policy will be monitored and evaluated annually by the Head Teacher, SLT and other staff as appropriate and reviewed every two years.