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“ASPIRE, ACHIEVE, BELIEVE”

BEHAVIOUR POLICY

The Academy at St. James Behaviour Policy

Do to others as you would have them do to you - Luke 6:31

“If you are not modelling what you are teaching, then you are teaching something different”

Values statement

Believe in yourself

Mark 9:23 Jesus said, “Everything is possible for those who believe.”

Achieve our Dreams

Proverbs 16:3 “Commit to the Lord and He will establish your dreams.”

Aspire to do our best

2 Corinthians 5:9 “We aspire to please him in all that we do.”

Our School is a community and our core values represent the way we want each member of that community to treat one another.

We will treat each other with

- Tolerance
- Respect
- Fairness and justice
- Empathy
- Honesty

We expect children and adults to

- Accept personal responsibility for their actions
- Recognise and value the unique contribution each individual in our community makes
- Try to understand the point of view of others
- Cooperate with others and show them consideration
- Take care of each other and the property and possessions of all.

And if those children are unresponsive, maybe you can't teach them yet, but you can love them. And if you love them today, maybe you can teach them tomorrow.

— Jeffrey R. Holland

The Governing Body

Promotes these values and seeks to create an environment in the school which encourages and reinforces good behaviour. It is acknowledged that society expects good behavior and consideration for others as an important outcome of the educational process.

Aims

If you want to change attitudes, start with a change

in behavior.

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- To create an environment which encourages and reinforces good behavior.
- To define acceptable standards of behavior.
- To encourage consistency of response to both positive and negative behavior.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood by all of the school community.
- To encourage the involvement of both home and school in the implementation of this policy.

Rationale

We believe that good behaviour ensures our children can learn and our teachers can teach so we can all learn and work together to achieve our best.

We are committed to providing a welcoming school where children are encouraged to appreciate others and develop attitudes of tolerance, care, concern and self-respect in a happy, safe and secure environment.

It is the responsibility of all adults at The Academy at St. James to ensure all pupils are safe from physical or emotional harm including bullying in any form.

Children need to feel adults have dealt with issues fairly.

Children need boundaries so they know what is and what is not acceptable behaviour. Our job is to model what we expect and also provide restorative practice to enable children to learn from mistakes and put it right next time. This policy is based on our core values of:

1. **Community**
2. **Peace**
3. **Respect**
4. **Forgiveness**
5. **Trust**
6. **Courage**

Aim

To create an environment which enables children to learn and develop academically, socially and emotionally to the best of their ability.

Objectives

The behaviour policy is based on rules, rewards and consequences.

The rules will be discussed fully in school and parents will be asked to discuss them with their child at home.

All children should know the school's six basic rules for good behaviour, and also the consequences of not following the rules.

Children make the choice to behave well (or not) and also learn to accept responsibility for their own actions.

School Rules

1. We keep our hands, feet and hurtful words to ourselves
2. We do as an adult asks us the first time
3. We listen to others when they are speaking
4. We are polite at all times
5. We walk on the left hand side of the corridor remembering to use our indoor hands

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6. We respect and care for our school environment and everyone in it

These rules are reinforced by our **five key ways of being** which are:

1. Confident communicators
2. Knowledgeable and expert learners
3. Show you care
4. Be yourself always
5. Contribute to your community by succeeding together

A failure is not always a mistake, it may simply be the best one can do under the circumstances. The real mistake is to stop trying.

Promoting and Rewarding Good Behaviour will include:

Be Seen on Green:

Green Behaviour	Participation Being kind and caring Questioning of ideas and of each other Listening to instructions Being polite and having good manners Supporting others with work Working as a team Doing your very best Co-operating with others
Amber Behaviour	Low level disruption- talking when the teacher/peer is talking Distracting other people and their learning Being disrespectful to others (visitors, staff, each other) Not trying your hardest with your work
Red Behaviour	Physical violence Swearing Stealing-taking something that does not belong to you Bullying- verbal or physical (Social media) Constant refusal to follow instructions Deliberate damage of property

Key questions:

- Try to create a win/win situation.
- It is not a power battle.
- Be honest- have the conversation about consequences and choices with all children- we are preparing them for being good citizens
- Think about the child- what is it that is preventing them from making good choices?
- Is the learning objective not clear? Are there too many success steps? Is it a task worth doing?
- Where does the concept of respect come in? It is about respectful not powerful relationships.
- Remember to have empathy-children are children and need to be listened to and understood.

Rewards:

This chart is effective for a number of reasons:

1. It identifies the positive aspects of behaviour and allows us to celebrate success.
2. It identifies any patterns in behaviour and allows us to look at triggers,
3. It also allows children who are **always** making the right choice to have an opportunity to shine.
4. In Early Years we do not use a chart like this but still follow the be seen on green policy.

Rewards:

Golden book: Monday's assembly will showcase the 3 children who have the most points for work in each class and their name will go in Golden Book. The following reward system will apply:

- 4x bronze- special lunch with the Headteacher
- 8x silver special lunch and trip out (e.g the park and ice cream)
- 12x gold - special lunch and trip out (bowling, cinema)
- 16x platinum- special award

If you have:

- 1 green week- 5 Dojo points
- 4 green weeks- automatic Golden Book
- Half a term all green- x1 golden book (this effectively means they will get a gold if they did it for a whole year)

Hot Chocolate Monday:

To reward weekly positive behaviour each class teacher will pick 2 children to have a hot chocolate with the Headteacher in his office. This will get a special mention in the newsletter and is a way of thanking children on a weekly basis for positive behaviour choices.

Golden Learners:

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Every half term staff choose a child who has worked exceptionally hard and displayed our core values in their work, play and interactions with others. In our final worship of the half term they are presented with a special card with their picture on it and it goes on our Golden Learner notice board.

Green Party:

*If children have 7 weeks on green then at the end of each half term they will have party in the hall. Children with just **one orange** will be able to attend as sometimes everyone makes a mistake. (All these children would also receive a letter (green) in the post.*

You will also see positive behaviour supported by:

- Reference to the school rules frequently which must be displayed in all classrooms and work spaces
- Praise for pupils modelling positive behaviours
- Rewarding whole class positive behaviour during class time, break and lunchtimes
- In order to encourage the class to work together there will be a class reward.
- Children will collect stamps/ stars/ sticker for their class reward chart. This will be individual
- The Golden Book assembly will run every Tuesday
- Star of the Week Celebration will run on a Friday
- All class teachers will nominate their chosen Star of the Week
- Miss Carter will collect nominations in a Golden Book on a Thursday afternoon
- Certificates will be written and awarded in the Friday Assembly
- Children will be given a Star of the Week Badge to keep for a week
- Parents will be invited on Friday morning
- Foundation Star of the Week-this will be decided by staff in Foundation Stage.
- Praise Postcards can be issued to pupils making good choices. These are to inform parents about their child demonstrating excellent behaviour.
- The postcards are sent by Mrs Louch Parental Involvement Worker.
- Good Manners Table
- Good behaviour, good manners, caring attitude etc at lunchtime may be awarded by children sitting at the lunchtime Good Manners Table for the week.
- Special person in the class
- School Rules should be adhered to and high expectations in class will be set.
- Children must sit on their bottoms when asked to sit on chairs at a table - not slouching with their head on their hands.
- Chairs must be kept on four legs.
- Text messages sent home once a week from each teacher

Playtimes / Lunchtimes

- The school rules will apply during playtimes and lunchtimes.
- Good behaviour will be rewarded with house points and staff will give stickers for lunchtime.
- Signs and rules are on the playground to support staff with this.

Lunchtimes

- Pupils are expected to walk at all times
- Eat food quietly and stay seated - children must not wander around with food in their hands or mouths
- Children must take off their coats and hats at the table
- Be polite and use good manners
- Clear away their trays tidily

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- Adults on duty must encourage children to use their knife and fork correctly
- Throwing food will lead to a consequence which is likely to be eating their lunch in the time out area
- Lunchtime stickers can be awarded and this represents one class dojo (house point)
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Behaviour in the Hall

- Children must enter and leave the hall quietly with indoor hands
- Children must stand in their line until they are requested to sit down by the supervising adult
- Adults must supervise their class carefully and model expected behaviour
- Adults need to sit at both ends of their class line
- Self-Reflection will be encouraged and pupils will be encouraged to ask questions and talk to each other when asked to by an adult.

Behaviour in the changing rooms

- Pupils will line up outside quietly
- Children will let staff know if they do not have the right PE kit
- Kit will be provided if necessary- if this is an ongoing issue staff will CPOM this so SLT can support
- Changing rooms must be supervised by the staff members
- Children will be reminded about the behaviour expectations before they enter the changing rooms
- Children will be rewarded for good behaviour and manners linked to our 'ways of being' and our core values
- Children will leave their clothes in a neat and tidy pile in the changing rooms
- Children, once changed will wait quietly by the door until everyone is ready.

How will we support pupils with SEMH and vulnerable needs?

The cycle of support will be used for those children who have social and emotional needs.

Children who are very upset by incidents have the option to use the quiet room to reflect and have a time of calm before trying to explain what has happened or before they undertake the consequence. Children who are calm are more likely to respond to the adult and understand the need for the consequence.

We will also use:

1. Social stories to support
2. Individual success charts for key pupils for individual days and sessions
3. Daily contact with parents if necessary at the beginning and end of the day
4. The frequency of support and praise will be increased to support behaviour choices
5. Personal handling plans for key pupils to minimise risk
6. IEPs will indicate individualised targets to support with behaviour which in turn will lead to better engagement.
7. Regular reviews with the SENCO, Pastoral team and class teacher to review the cycle of support and these will be a minimum of half termly
8. External agencies such as SEBD and the educational psychologist will be used to support referrals .

Sanctions

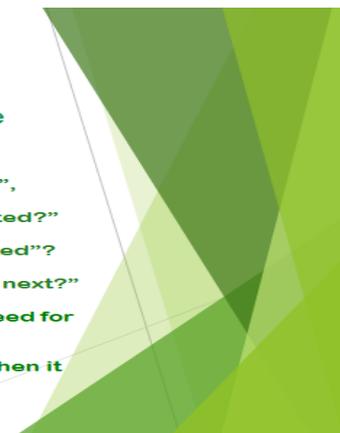
All sanctions need to be fair, consistent and proportionate and taking into account the child's additional needs. The school has reviewed our systems and the following sanctions have been agreed. You can refer to Appendix 1 and 2 which outlines pupil behaviour expectations.

“Traditional”

- “What happened?”
- “Who’s to blame?”
- “What rule has been broken”?
- “What punishment is appropriate to the rule that has been broken?”

Restorative

- “What happened?”,
- “What harm has resulted?”
- “Who has been affected”?
- “What needs to happen next?”
- What support do you need for this to happen?
- What will it look like when it improves?



Stage	Action	Other
<u>Stage 1</u>	Non-verbal- positive reinforcement of good behaviour	We need to look at the pitch of the lesson, is it a task worth doing? Is it too hard or too easy? What happened before school?
<u>Stage 2</u>	Verbal warning using the language of choice	You can put their name near orange as a reminder that they have 2 choices. Think about having a quiet working place in class.
<u>Stage 3</u>	Pupils move to orange with a calm explanation that they now have a choice to put it right.	At all points pupils must be presented with two choices and these must be explained in detail.
<u>Stage 4</u>	Verbal warning using language of choice and here is an opportunity to change behaviour: exit card, job, distraction- this will have a 10 minute time limit and then repeat the choice they have.	Important- every lesson is a new lesson and new opportunity to ‘be seen on green’
<u>Stage 5</u>	At this point a red will be given if pupils do not make the right choice. CPOM this incident and communicate with parents (phone call, speak to). Any work must be caught up with in their own time (lunch e.t.c).	All staff are responsible for logging onto CPOMS. Communication with parents must be made. Communication must be made with SENCO.
<u>Stage 6</u>	Call behaviour support (not learning mentors as they will be in class). Restorative work will begin with the pupil reminding them of their choices and that work must be completed. <ul style="list-style-type: none"> • This would begin with TLRs, move to AHT, then to DHT and finally to the HT. 	Reflection room can be used in extreme crisis to calm pupils down Parents may be called in at this point if the behaviour is not changing.
<u>Stage 7</u>	Internal exclusion This will be used if pupils are violent to other members of staff or are behaving in unsafe way which make other people feel unsafe.	There is a space outside the heads office or we agree another appropriate space in school for the day after. A meeting with parents would be called in school.
<u>Stage 8</u>	Fixed Term exclusion	Parents/staff and child meeting

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		when the pupil comes back to discuss behaviour contract and what will happen next. SEBD support if required. EX1 form will be completed by office and HT and put onto CPOMS. This will be given to parents. EX1 forms are sent to the Trust on a half termly basis.
Stage 9	Permanent Exclusion	Trust guidance will be followed regarding permanent exclusions- see BDAT policy

At school we believe that every child should experience enrichment time on a Friday afternoon from 2pm-3pm. Physical Activity is key here as we try and address some of the key attitudes to learning our pupils need to be successful.

If pupils do not manage their behaviour well in class they can receive a 'colour' which the pupils has to colour on their own success chart.

What do we expect charts to look like?

- 1. All charts will have pupils names on them**
- 2. All charts will have a target which the pupil has set for themselves with guidance**
- 3. Charts must be completed lesson by lesson and not at the end of the day.**
- 4. Pupils must be involved in regulating their own choices and therefore reflecting on their week**

Time to Think (TTT)

Time to Think is a chance to work with a member of SLT to discuss their choices and look at what they can do differently next week.

If pupils have 3 oranges then this will mean they will miss Friday breaktime. Another 3 oranges would be another 20 minutes. A red colour would be 20 minutes automatically.

- 1 red=20 minutes
- 2 reds=40 minutes
- 3 reds= 60 minutes

The children will miss lunchtime play depending on how many minutes they had had to lose due to behaviour choices in the classroom or outside.

Physical violence and bullying would be two reasons why they could not return to the playground and this will be decided at the discretion of the Headteacher.

What would an example be of a situation where an orange colour may be given?

It is vitally important that staff follow the system comprehensively and do not miss out stages. Here are some clear examples of when an 'orange' would be given.

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Homework and PE kits are two more or the more difficult examples but this is how it would work.

1. P.E kit- if a pupil has forgotten their P.E kit on 2 consecutive occasions they would receive a warning to orange for having no kit. Staff would be expected to follow up on this beforehand to see if there are any reasons why this would be a problem to avoid an orange being given for the 3rd time.
2. Homework- if pupils forget to do their homework this can be done at homework club or if it is persistently forgotten (3x in a half term) this will be done at break or lunchtime. School will also provide homework support and provision for those pupils who find it difficult to complete. If homework is not handed in for three weeks then children will be sanctioned with an 'orange' and parents will be phoned to see how we can support these children.

Severe Behaviour

This is any:

- Deliberately hurting other children or adults
- Vandalism
- Aggressive or threatening behaviour towards another child or adult
- Bullying: racist, homophobic or cyber at school
- Deliberate use of inappropriate language
- Refusal to do as an adult asks (after reasonable support is offered)

These behaviours will lead straight to internal exclusion and possibly a fixed term exclusion depending on the nature of the incident.

- Parents will be informed by member of SLT.
- Where appropriate parents may be asked to attend school immediately.
- Internal exclusion for one session -up to and including break, up to and including part of lunchtime, afternoon session or if necessary for a full day.
- Refusal to comply with the internal exclusion will lead to the exclusion being extended until such times as a member of the SLT has been informed or has decided it has been completed satisfactorily.

Fixed term exclusion from school may be considered for

- Acts of aggression towards pupils, staff, property
- Arson attack.
- Racial assault or harassment.
- Sexual assault or harassment.
- Drugs related incident/behaviour/substance misuse.
- Persistent and malicious disruptive behaviour contrary to this behaviour policy.

An EX1 form will be completed and parents will receive this on the day of the exclusion. BDAT will be informed regularly of fixed term exclusions and this will be recorded centrally. A meeting must take place between the parents, pupil and staff member in order for the pupil to return to school.

Refer to School Exclusion Policy

RUNNING OUT OF THE SCHOOL GROUNDS

- Staff will not chase after a pupil – the safety of all pupils is paramount.
- The staff member will inform the Head/Deputy Headteacher who will support with the situation.
- The staff member(s) will assess the situation and try to maintain 'watch' over the pupil who is "outside the school".
- Telephone contact with parent/carer will be undertaken, explaining the incident/situation and requiring them to attend school.

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- If parent/carer cannot be contacted, police will be contacted on the community number.

As a follow up to incidents of this nature:

- Restorative practices will take place
- These will be undertaken at an appropriate time following serious or complex incidents.
- Restorative questions will be asked to those harmed and those who harmed.
- Adults can decide the most effective, safe way to do this depending on the situation and pupils involved but ideally it will be done in a circle with all those involved present.
- Classes will do regular circle time to model the restorative practices and discuss class issues.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the BIP worker, SENCO and Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

There will be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

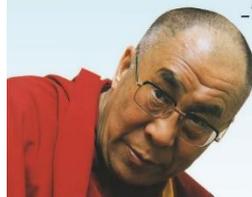
- Serious actual or threatened violence against another pupil or a member of staff;
- Supplying of an illegal drug;
- Carrying an offensive weapon;
- Serious theft

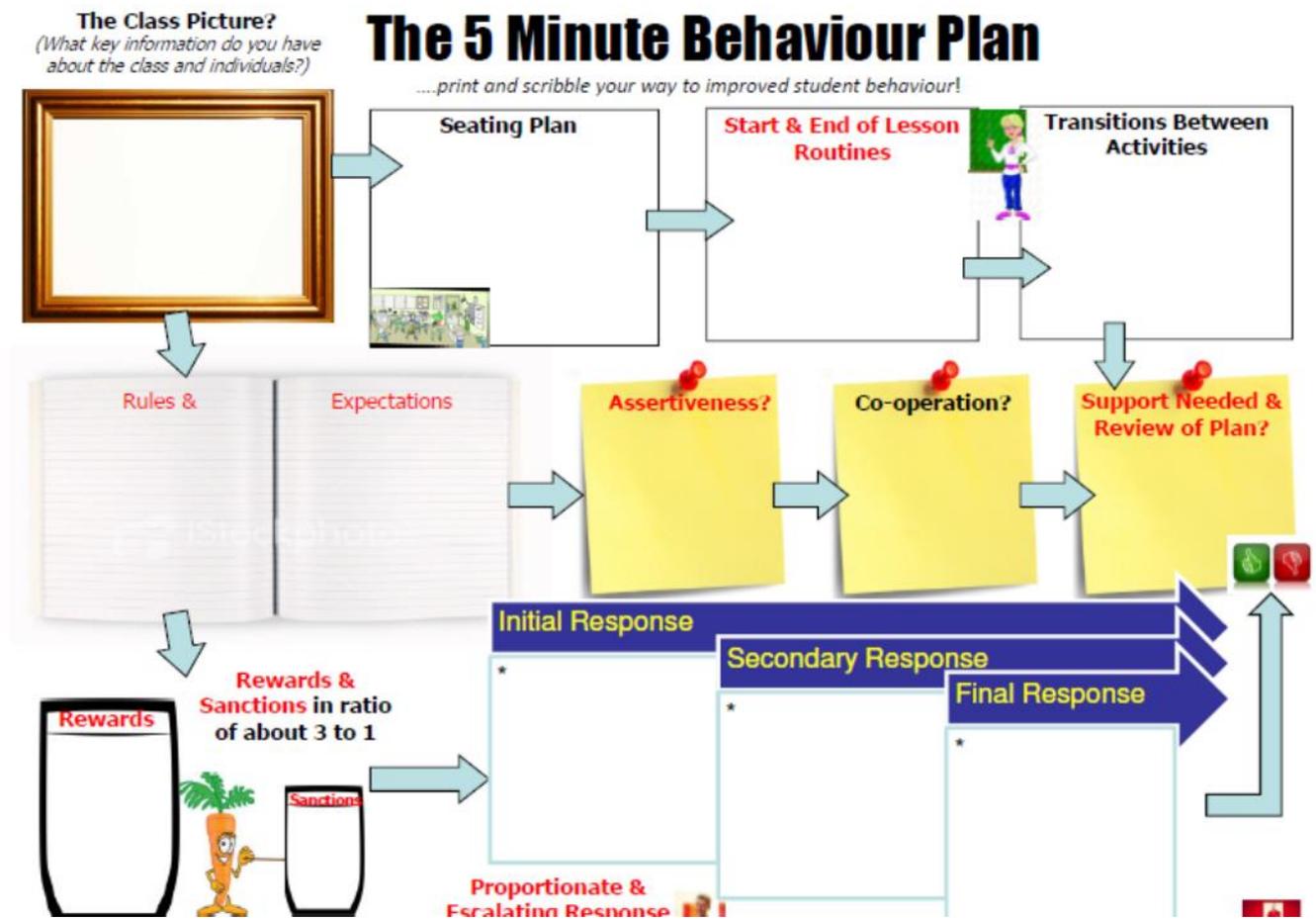
School will also consider whether or not to inform the police where such a criminal offence has taken place. School will also consider whether or not to inform other agencies e.g. Youth offending team, social workers, etc.



“When educating the minds of our youth, we must not forget to educate their hearts.”

-Dalai Lama





Reviewed and Approved by:- ATB

Date of meeting:- 19.5.20

Date:- June 2020

Next review date:- June 2022