

Darwen St James'

C of E Primary Academy



Behaviour Policy

2022/23

Approved by:	Laura Peckson	Date: Aug 2022
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see our Online Safety Policy and Anti-bullying policy for further information, these can be found here - <https://darwenstjames.co.uk/key-information/policies>

Bullying of any kind will not be tolerated under any circumstances. If after investigation a pupil is found to be bullying, their parents/carers will be informed immediately and sanctions will be put in place in order to stop the behaviour. This may include any of the sanctions 6 to 10 listed in appendix 1. All incidents are recorded on MyConcern by staff members and notes are added as the investigation takes place. Children are supported by teaching staff, leaders and the Pupil Wellbeing team, with regular check - ins, time to talk and any other support deemed necessary. Parents of all concerned are kept informed by a senior member of staff either by phone or in person.

To proactively work to prevent bullying, all members of staff are positive role models at all times for our pupils and therefore we consistently show our pupils how to behave appropriately. We have strong Christian values that we not only learn about but also practice in our everyday lives. We teach about diversity through our Worship, RE and PSHE lessons so that children are inspired by other cultures and faiths not ignorant to them.

5. Roles and responsibilities

5.1 The governing committee

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on MyConcern
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Use their Growth Mindset
- Apply their essential skills
- Live out our whole school Christian Values
- Be Role Models for each other

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Please our Big Ten for our whole school Rules - Appendix

6.1 Mobile phones

Mobile phones are only allowed in school if-

- The child has parental permission and it is for a specific reason - e.g. the child is walking home alone/parent collecting at a different place etc

Mobile phones have to be handed in to either the office or the class teacher at the start of the day.

Mobiles are turned off for the day.

Mobiles are then returned at the end of the day.

Mobiles are kept safe in the teachers desk draw or office safe - both locked

School accepts no liability for loss or damage and this is explained to parents and pupils prior to the phone coming in.

If a mobile device is found to be in school without permission, it is removed straight away, ensured it is turned off and locked away. It is returned to the pupil at the end of the day and parents are informed of our mobile phone procedure.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display] their own classroom rules
- Actively teach and model correct behaviour and language
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Use Growth Mindset approach

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information <https://darwenstjames.co.uk/key-information/policies> .

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Rewards –

- Verbal

- Work going to the Headteacher for the Wonderwall
- Class rewards, including stamps, stickers, dojo's home, prize boxes
- Bucket List
- Celebration Assembly wkly – certificates for achievement, effort and Growth Mindset/attendance recognition/punctuality recognition
- Green Jumpers – for outstanding contributions – attainment/effort/attitude/behaviour/values
- Lunchtime Awards
- Prefects/monitors
- Classdojos
- Attendance Award weekly stickers and tokens/half termly voucher and tablet
- Home Reading Stickers
- St James's Shop - to spend their credits earned from their tokens/stickers

Please see appendix 5 for a full break down.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Eye contact/Verbal
- Loss of all or part of break time
- Time out in another class
- Smart Thinking
- In-school Report
- Home-school Report
- Behaviour Contract
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

Staff will always try a positive approach to addressing poor behaviour choices, if this approach is not effective sanctions will be implemented as detailed in the table below. The Headteacher reserves the right to implement sanctions 6 to 10 as an immediate sanction should the level of the poor behaviour be deemed severe enough.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Please see Appendix 4 for a full breakdown.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, member of the senior leadership team or the pastoral lead] will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

<https://darwenstjames.co.uk/key-information/policies>

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils - <https://darwenstjames.co.uk/key-information/policies>

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the teacher in the designated class, and will be removed for a maximum of 5 - 10 minutes..

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with parents
- Use of teaching assistants
- Now and Next Timetable
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

This list is not exhaustive and it depends on the individual needs of the child.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Contact Name Sue Cheetham

Contact Position Senior SEN Caseworker

Telephone Tel: 01254 666739

E-mail statutory.assessment@blackburn.gov.uk

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Back to School meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Josie Thompson.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the TBA.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- SEND
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

Appendix 2: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

St James' Big 10

1. Always use our manners by saying please, thank you and excuse me.
2. Respect each other and our school.
3. Trust each other and yourself.
4. Keep your hands and feet to yourself at all times.
5. Accept everyone for who they are.
6. Zero tolerance on bullying.
7. Look after each other.
8. Love each other.
9. Look after our equipment and put it away.
10. Always try your best.

Have FUN and be HAPPY!

Appendix 4

Stage	Sanction
1	Warning 1 - Eye contact, non-verbal reminder or name on the whiteboard
2	Warning 2 – Clear verbal warning reminding child of appropriate behaviour
3	Final Warning - Time out in agreed partner class to re-focus and/or calm down
4	<p>Sanction - Loss of all or part of break time – In class with a CT that is timetabled. The class teacher will spend 5 to 15 minutes with the child completing unfinished tasks, reflecting on behaviour, agreeing appropriate behaviour etc.</p> <p>Record on a class list and keep in SEND file</p> <p>Informal chat with parents</p> <p>If this happens 3 times move onto stage 5</p>
5	<p>Longer term sanction - In-school Report The in-school report is fixed term sanction for pupils who repeatedly make poor behaviour choices. The pupil must earn smiley faces on their report sheet for each lesson and report to a member of the Leadership Team at each break and the end of the day to be rewarded for their effort or receive additional loss of break time depending on what their report sheet shows.</p> <p>Inform parent by phone call</p> <p>Keep the reports in SEND file</p>
6	<p>Longer Term sanction involving parents/carers - Home-school Report The Home-school report is used in the same way as the In-school report but parents/carers are informed in writing that the sanction is in place. The report sheet is sent home each day for parents/carers to see and sign.</p> <p>Inform parents on the phone and then send a formal letter</p> <p>Records kept in SEND file</p>
7	<p>Formal Sanction involving parents/carers – Behaviour Contract Parents will be asked to attend a formal meeting and agree that the child will be given a formal ‘Behaviour Contract’. It is made clear to parents/carers that their child is at serious risk of exclusion. Parents are asked to agree to the terms of the contract which are a set of individualised sanctions that may be implemented at school or at home. The sanctions on the contract will be hierarchical in terms of severity and will be implemented in a linear method regardless of the poor behaviour choice made. Regular meetings will be arranged with parents/carers to inform them of their child’s progress.</p> <p>All records keep in SEND file</p>
8	Internal exclusion (In another class or with SLT)

9	Fixed term Exclusion
10	Permanent Exclusion

DSJ is an Inclusive school and as a school we have a very positive approach to all types of behaviour, as noted in the Behaviour for Learning behaviour policy, which is followed by all staff and pupils. Children may be referred for support related to Behaviour, Emotional need and/or Social skills development if it is felt these areas are significantly impacting their learning, at any stage, for a range of differentiated approaches and interventions but, in addition to this, there are specific stages of the sanctions list where support would be initiated for those children who may exhibit relevant needs which are on-going and having a continuing significant impact on the child's learning. As noted this support may be put in place prior to any sanctions being implemented when a child's specific need is identified but may also be initiated at certain stages of sanctions – please see below. This can lead to a child being placed on SEND support.

Stage	Sanctions
1	Warning 1 - Eye contact, non-verbal reminder or name on the whiteboard
2	Warning 2 – Clear verbal warning reminding child of appropriate behaviour
3	Final Warning - Time out in agreed partner class to re-focus and/or calm down
4	Sanction - Loss of all or part of break time – In class with timetabled CT The class teacher will spend 5 to 15 minutes with the child completing unfinished tasks, reflecting on behaviour, agreeing appropriate behaviour etc. Should any of the above sanctions begin to be needed consistently it is advised that a discussion be instigated with the Inclusion Team – SENDcO/SENDcA to explore the need for a differentiated approach or intervention.
5	Longer term sanction - In-school Report The in-school report is fixed term sanction for pupils who repeatedly make poor behaviour choices. The pupil must earn smiley faces on their report sheet for each lesson and report to a member of the Leadership Team at each break and the end of the day to be rewarded for their effort or receive additional loss of break time depending on what their report sheet shows. At this stage the behaviour sanctions should be monitored and the SENcO should be informed. SENDcO may become involved directly in the monitoring process and may advise an Individual Behaviour Management Plan be developed in partnership with the child and in liaison with the parent – please see example appendix iii. Additional interventions may also be advised – please see below.
6	Longer Term sanction involving parents/carers - Home-school Report The Home-school report is used in the same way as the In-school report but parents/carers are informed in writing that the sanction is in place. The report sheet is sent home each day for parents/carers to see and sign. Please see above – step 5.

Stage	Sanction
7	Formal Sanction involving parents/carers – Behaviour Contract Parents will be asked to attend a formal meeting and agree that the child will be given a formal ‘Behaviour Contract’. It is made clear to parents/carers that their child is at serious risk of exclusion. Parents are asked to agree to the terms of the contract which are a set of individualised sanctions that may be implemented at school or at home. The sanctions on the contract will be hierarchical in terms of severity and will be implemented in a linear method regardless of the poor 7 behaviour choice made. Regular meetings will be arranged with parents/carers to inform them of their child’s progress. It may be prior to this point i.e. if a Home/School report is needed more than once in a half term but definitely at this point it could be considered that a child is at risk of exclusion and would therefore require a Pastoral Support Plan (PSP) – Please discuss with SENDcO.
8	Internal Exclusion (In another class or SLT)
9	Fixed Term Exclusion (PSP – must be in place if it has not been to this point)
10	Permanent Exclusion

Parents must be informed in the same way as the first sanctions grid shows.

Additional Behavioural/Emotional/social interventions to consider – Pupil Wellbeing/Sport mentor/Urban Evangelist

A referral can be made to the Pupil Wellbeing Officer (PWO) for support for the child’s behavioural/emotional and/or social needs – please see attached referral form appendix iv – The focus of the work done with the child would be to explore their behaviour and emotions and how this affects them – what is causing their concerns/behaviour – approaches are highly differentiated based on the child’s needs and age as relevant. This work can be done in the form of informal discussion, planned discussion, 1-1 or small group work to support social skills, role play, social stories and games, use of play therapy techniques, exploring feelings through drawing or direct discussion regarding an incident. Sessions can be formally timetabled or organised for the child to be seen on an ‘as needed’ basis which we refer to as ‘drop in’ – the PWO may decide this is needed – as may the class teacher or the child themselves.

The PWO is also involved on an ‘as needed’ basis for specific children who need support at times of maximum stress or when they are emotionally overwhelmed and need time to calm or explore their feelings – this can be provided at a moment’s notices as appropriate.

The PWO/Urban Evangelist may also be involved in support for children who have experienced bereavement or trauma, and is involved with and/or assesses all children on our vulnerable children’s list.

Class teachers may make an emergency referral if it becomes apparent that a child is being affected by a situation when they come into school. A referral to the PWO may lead to the referral being passed, after assessment and discussion with the SENDcO.

SENDcO for Behaviour– A referral may be passed on to the SENDcO if a child’s needs are assessed to be related to hyper activity and/or conduct or if their emotions cause specific incidents to occur – the most common of these are reactions to feeling angry but may also be related to anxiety or other emotions. They are usually represented by sudden outbursts of behaviour or by sudden extreme withdrawn or refusal to comply/engage behaviour. The SENDcO will again follow a highly differentiated approach to each child but will develop a programme which helps the child to deal with their emotions and the behaviour their emotions instigate. There are occasionally children who will follow a designed, or part of a designed, programme e.g. Why Try, There’s a Volcano in My Tummy!, Socially Speaking, My emotions thermometer!. The SENDcO will also use a range of resources – e.g. Scenario cards, games etc and/or provide the children with resources to support themselves independently e.g. Red card – along with the system to use this, other coloured cards to indicate their emotional need at that time, time out cards, personal thermometers/emotional management strategy cards/sheets.

A child who continues to be at Risk of Permanent exclusion after planned intervention – Perhaps after stage 9 has been repeated –

If there is continuing concern of risk of exclusion the child could be offered a short term placement at the PRU as a preventative to exclusion. This would be discussed with parents during a review meeting with the Head Teacher and SENDcO. Please also see DSJ SEND report

Appendix 5

Classdojos

All adults, and children who have been given permission, can award classdojos. Pupils can earn classdojos for adhering to the school rules and code of conduct and for any other behaviour that contributes to the well-being and learning opportunities of themselves and others

Lunchtime Awards

Mid-day Supervisors take the opportunity to notice children who are conducting themselves as 'Role Models' on the playground during lunchtimes. When staff have seen pupils who have made a good behaviour choice they record the behaviour on a class list and at the end of the week draw two names from the list to win a certificate or a green jumper.

Lunchtime Prefects

Lunchtime Prefects will be in charge of monitoring and helping with the salad bar, trays, wiping tables, sweeping up and children in the lunchtime queue. They can report any good or negative behaviour to Midday Supervisors.

Celebration Assembly

Every Friday morning we hold our celebration assembly to which all parents/carers and friends of school are invited. During this time we celebrate achievement and effort. We award 2 certificates, 1 for attainment and 1 for growth mindset. We also award a green jumper for outstanding contributions, this could be in work, with behaviour, with attitude, or with examples of our school values.

Bucket List

To enable the children to choose 3 things across the year that will enrich their life experiences and broaden their horizons. To encourage them to take risks and challenge themselves by perhaps trying new things.

Reading

Home reading is really important at DSJ. Each child is expected to read at least 5 times a week for at least 10 minutes. This reading needs to take place with an adult, who will then sign their reading record to show that the reading has taken place. If reading does not happen at home, children will not be punished for this as we want reading to be enjoyable, but they will have to catch up the next day in school during 1-1 reading time. Children who read 3 times a week will earn 1 credit to spend in the shop, if they read 5 x (as we expect) or more they earn 2 credits. This is shown with reading stickers in EYFS and KS1 and Tokens in KS2.

Attendance

Coming to school everyday is of vital importance at DSJ, so that no learning time is lost. So at the end of each week, in Celebration Assembly each class will be recognised for its attendance and the class with the highest attendance that week will be awarded 5 minutes extra playtime. All the children with 100% attendance that week will have their names read out in class, their photo taken and displayed in the school entrance and the Attendance Newsletter. Each will receive a sticker (EYFS and KS1) or a token (KS2) to show they are 100% attenders. The stickers and tokens earn the

children credits to spend in the St James' shop. As attendance is not just reliant on the children, all the children who have achieved 100% attendance will have their names added to a raffle each week and then drawn to win a gift voucher for the family and a tablet for the pupil at the end of each term. If children are repeatedly missing from school a meeting will be called with the parents to see how we can address this issue. See Attendance Policy for more information.

Punctuality

Coming to school on time is of vital importance at DSJ, so that no learning time is lost. The children who arrived at school everyday on time will have their photo taken and displayed in the entrance and in the Attendance Newsletter. Children will receive a sticker (EYFS and KS1) or token (KS2) to show that they have been on time to school. The stickers and tokens earn them credits to spend in the St James' shop. These children will have their names entered into a family gift voucher raffle and tablet which is drawn termly. If children are repeatedly late, parents will be called into school for a meeting as to how we can address the issue. See Attendance Policy for further information.

Smart Thinking

DSJ does not tolerate violent behaviour or bullying of any kind. Pupils who involve themselves in fighting or violent behaviour will receive the sanction of 'Smart Thinking'. This sanction involves pupils missing up to fifteen minutes of their lunch break with a timetabled member of staff. During that time they will complete the 'Smart Thinking' proforma which helps them to reflect on their behaviour choices, consider what they should have done and agree what they will do in future. Pupils given 'Smart Thinking' as a sanction for violent behaviour will have their names recorded on MyConcern.

Timings: KS1 – 12.20pm – 12.30pm - 10 minutes KS2 – 12.40pm – 12.55pm – 15 minutes

Darwen St James' Subject Leader Action Plan

SUBJECT ACTION PLAN

Subject: Behaviour	Subject lead: Josie Thompson	Year: 2022 / 23
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CONTEXT

Behaviour Management at Darwen St James follows a whole school policy. As a school, we create a positive culture that promotes excellent behaviour for learning. Our approach intends to maintain high standards of behaviour reflecting our school values. We have clear expectations and consequences of behaviour, and this plan aims to promote a consistent approach to behaviour management, applied equally to all pupils.

SUBJECT PRIORITIES (1 YEAR TIMESCALE):

<ul style="list-style-type: none"> • Whole school consistency of approach to behaviour management • Expectations taught and reinforced explicitly • Positive reinforcement prioritised 	
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SUBJECT PRIORITY 1: Whole school consistency of approach to behaviour management

Member of staff with overall responsibility: Laura Peckson, Josie Thompson

Targets	Actions to be taken	By whom	By when	Resources needed	Budget/Cost	Success criteria	Monitoring	RAG
Regular staff behaviour meetings	JT to liaise with LP and arrange staff meetings with a focus on behaviour throughout the school year	JT / LP / all staff	July 2023	Staff meeting time	N/A	All staff actively engaged in generating school improvement ideas, to gain ownership and ensure consistency across school. All staff applying the school behaviour policy as a result.	Staff feedback Observation	Amber
Behaviour 'Steps' visible, explicitly taught and followed consistently by all staff members	A3 'child friendly' version to be in each classroom and all corridors. All teachers to begin the term by explicitly teaching the behaviour steps to the children, so that everyone has the same approach should behaviour fall below expected.	JT All staff	Sept 2022	A3 laminated child friendly version of the 'steps'	Cost of printing / A3 paper / A3 laminating pouches	All areas of school have the steps visible. All children are aware of the steps. All staff are following the steps.	Observation Child feedback Staff feedback / observation	Red

SUBJECT PRIORITY 2: Expectations taught and reinforced explicitly

Member of staff with overall responsibility: Josie Thompson

Targets	Actions to be taken	By whom	By when	Resources needed	Budget/Cost	Success criteria	Monitoring	RAG
Explicitly teaching behaviour norms and expectations at the beginning of the school year	Staff agreement on the expectations required. Taught during the first week in September. Reinforced and practised regularly.	All teaching staff	Sept 2022 (and revisit) Jan 2023 May 2023	Class time	N/A	Children understand what expectations we require of them with regard to our school norms. Children show manners; line up quietly; stand behind chairs for prayers; are kind to others; share resources; move around school sensibly; play well on the yard together; display appropriate lunchtime behaviour as taught, routine behaviours	Observation Staff feedback	Red
Visible reminders / photos around school	Photos of children taken and turned into posters with captions about the expected behaviour to be displayed in classrooms and communal areas.	All classroom staff	Sept 2022	Printed photos	Cost of colour printing photos			

SUBJECT PRIORITY 3: Positive reinforcement prioritised

Member of staff with overall responsibility: Laura Peckson / Josie Thompson

Targets	Actions to be taken	By whom	By when	Resources needed	Budget/Cost	Success criteria	Monitoring	RAG
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<p>Prioritising positive reinforcement as a whole school policy, consistently applied.</p>	<p>Praise and Dojos Giving children time Being consistent with praise (and dojos!) Focusing more on the positive than the negative Explanations to children Verbally highlighting good behaviour Being clear on the action or behaviour you are praising Non verbal praise - eye contact, enthusiasm Positive vocabulary - changing the way we say things! Ratio of 5:1 positive:negative Spotting positive behaviour and referring to it Giving children the choice of how to continue their behaviour Greeting children with a smile and by name at the start of the school day</p>	<p>All Staff</p>	<p>July 2023</p>	<p>N/A</p>	<p>N/A</p>	<p>Positive interactions are ongoing throughout the school year, and the promotion of positive behaviour is visibly highlighted throughout school.</p> <p>Class Dojo used consistently across school.</p>	<p>Observation Staff feedback Child feedback</p>	<p>Red</p>
<p>Positive parental involvement in behaviour management</p>	<p>Use of the opportunity of parents in school to model behaviour expectations and strategies</p> <p>Positive dojo messages sent regularly to parents</p>	<p>All Staff</p>	<p>July 2023</p> <p>Sept 2022</p>			<p>Parents are actively engaged in behaviour management techniques, and understand why we use them.</p> <p>Parents are positively informed of their children's behaviour and progress at school regularly.</p>	<p>Staff feedback</p>	<p>Red</p>