

'Walking hand in hand with Jesus, fulfilling the potential God has given us.'

Rational

At St James' Church of England Primary School we believe that children learn best when they have clear rewards and consequences for their day to day conduct in and around school. If children feel safe and can enjoy their lessons then they will learn and achieve.

To ensure St James' provides a happy, safe and respectful environment for all children to learn in; our school community has come together to agree a simple Code of Conduct that will support us in making good choices..

**Do** be gentle; don't hurt anybody

**Do** tell adults how you feel and be honest; don't cover up the truth

**Do** try your best; don't waste time

**Do** listen, think and respond to people; don't interrupt

**Do** respect everyone and look after property; don't waste or damage things

**Do** be kind and helpful; don't hurt people's feelings

## Rewards

### House Point Challenge

House points will be given to children and staff who model good behaviour, make good choices and/or demonstrate school values in their everyday life.

Each week, House points will be collected and totalled giving a 'House winner of the week'. A representative from the House will receive the House Cup, which will be presented during the school's weekly Celebration Friday assembly. The cup remains with the House until the end of the week.

Each half term all the House points will be totalled, giving a new House winner. The winning House will be allowed to suggest their prize as a collective group. Prizes may include a House disco, walk to the park, an additional non-uniform day etc.

All members of staff are placed into a House and can collect House points. Staff members responsible for organising their House 'treat' e.g. for winning the term's House Point Challenge.

### STAR of the week award and Achievement certificates

Children who follow the school values consistently will be nominated by their class teacher to be the 'STAR' of the week. Children who have demonstrate much effort in a lesson are awarded achievement certificates. Parents are invited to attend Celebration Assembly to see their child receive their certificates.

### Postcard home

Value postcards are posted home to children or staff who have had a positive impact on someone in our school community, shown exceptional effort, resilience, etc.

### Stickers

Stickers will be given to children who model good behaviour, make good choices or demonstrate school values in their everyday life.

### Children new to school

Children who join our school during the school year will be given a *Sparkling moments card* to celebrate their successes during the first week of school.

## Consequences

<b>Stage 1</b>	<b>If I do this:</b>	<b>This will happen:</b>
	Repeatedly ignoring / not following the <b>SCHOOL VALUES</b>	W = 1 Warning 2 Warnings = 2 minutes time out in the classroom. 3 Warnings = 5 minutes time out with next teacher. 4 Warnings = Loss of 5 minutes of playtime, under teachers supervision.  5 warnings = loss of whole playtime & sent to Deputy Head to move to <b>Stage 2</b>
<b>Stage 2</b>	<b>If I do this:</b>	<b>This will happen:</b>
	Challenge to adult authority Use of abusive language to cause offence Bullying Deliberately creating a disturbance Leaving classroom without permission Classroom / Playground Fights	<b>Blue Book &amp; Report Card</b> (Deputy Head)  1 <sup>st</sup> &* 2 <sup>nd</sup> entry = conversation with the Deputy Head, letter & restorative log sent home explaining behaviours. Child to report to Deputy Head for 15mins at lunch time with report card to discuss progress. 3 <sup>rd</sup> entry = As 1 <sup>st</sup> & 2 <sup>nd</sup> ; A privilege will be withdrawn  More than three entries in the blue book = move on to <b>Stage 3</b>
<b>Green Playground Book</b>	When Blue Book completed move to <b>Green Playground Book</b>	Choose 3 activities that child can achieve at playtimes and lunchtimes. Playground Duty staff monitor behaviours at this time.
<b>Stage 3</b>	<b>If I do this:</b>	<b>This will happen:</b>
	Repeated Bullying Vandalism Intentional Violent Behaviour Stealing Any dangerous items on school premises	<b>Red Book &amp; Report Card</b> (Headteacher)  1 <sup>st</sup> & 2 <sup>nd</sup> entry = conversation with the Headteacher, meeting or phone call with parents, letter and restorative log sent home explaining behaviours. 5 missed playtimes and child to report to Headteacher for 15mins at lunch time with report card to discuss progress. A privilege will be withdrawn.  3 <sup>rd</sup> entry = move to <b>Stage 4</b>
<b>Green Playground Book</b>	When Red Book completed move to <b>Green Playground Book</b>	Choose 3 activities that child can achieve at playtimes and lunchtimes. Playground Duty staff monitor behaviours at this time.
<b>Stage 4</b>	<b>If I do this:</b>	<b>This will happen:</b>
	3 or more entries in the <b>red book</b> .	In School Exclusion for one day  Same as <b>Stage 3</b> but work set by the teacher but completed in isolation from class
<b>Stage 5</b>	<b>If I do this:</b>	<b>This will happen:</b>
	Extreme Violence Serious Challenge to Authority Physical Abuse to children and staff Not responding in a positive manner to <b>Stage 4</b>	Fixed Term Exclusion (see LA policy)

## Roles and responsibilities

### The role of all adults in school

To have high expectations of behaviour at all times, to communicate and model this, within and beyond the classrooms.

To follow the reward and consequence system consistently in order to ensure that positive behaviour choices are made.

To work with parents in managing their child's behaviour, as necessary.

To be responsible for the delivery of restorative discussions and promote independent discussions between peers.

### The role of the Headteacher

To implement the Behaviour Management Policy consistently throughout the school.

To support its implementation by all other relevant members of the school community.

To keep clear and complete records of all serious incidents and keep parents informed of such.

To work with parents in managing their child's behaviour, as necessary.

To take decisions about exclusions, if necessary, in compliance with the Local Authority guidelines and the schools exclusion policy.

To monitor regularly the effectiveness of the Behaviour Management Policy and report on this to the governing body when required.

To ensure that the Behaviour Management Policy is made available to all parents and carers through the school website and as a hard copy in the school.

To be responsible for holding regular restorative discussions with children.

### The role of the governing body

To support the school in fulfilling its duty of care to our pupils through the Behaviour Management Policy.

To support the Headteacher in implementing the policy, and offer advice with regard to specific issues as needed.

To facilitate and promote the regular monitoring and review of the policy.

To be reviewed:- May 2019