



St. James' Blackburn  
CE Primary School

### Vision Statement

Guided by our Christian Values we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

*'Serve one another in love' (Galatians 5.13)*

### Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

*'Show respect to everyone'*

*(Peter 1 2.17)*

## LOVE

*'Serve one another in love'*

*(Galatians 5.13)*

## RESPECT

*'Show respect to everyone'*

*(Peter 1 2.17)*

## COURAGE

*'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'*

*(Joshua 1.9)*

# Behaviour and Rewards Policy

Date Agreed by Governors: 6<sup>th</sup> December 2018

Governor Review Date: 6<sup>th</sup> December 2020

It is the primary aim of the school that every member of the school community feels valued and respected and that each person is treated fairly and well. This is reflected in the school's ethos, values and the belief of the Governing Body and staff at St. James' Primary School, that good behaviour of pupils is necessary for effective teaching and learning to take place.

### **School Values**

As a Church of England School, the school aims to reinforce the school values of hope, respect, trust, honesty, kindness, love, friendship, courage and forgiveness whenever appropriate. These are reflected within the school's behaviour expectations.

### **Objectives of the Policy**

The Behaviour and Rewards policy is designed to support all members of the school. It is a means of promoting positive relationships and creating an environment which encourages and reinforces good behaviour. It aims to promote self-esteem, self-discipline and aims to define standards of behaviour. This is to ensure consistency to both positive and negative behaviour and ensure that the school's expectations and strategies are widely known and understood. The policy supports the school community in encouraging the involvement of both home and school in the implementation of this policy.

It aims to promote an environment where everyone feels happy, safe and secure and can become positive, responsible and increasingly independent members of the school and wider community. The school recognises that modelling and teaching children social, moral, spiritual and cultural values is an on-going task and is a very important role for every adult in school.

### **Standards of Behaviour**

The school expects every member of the school community to behave in a way that promotes the school values and expect high standards of behaviour. Teachers, Teaching Assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. The Behaviour and Rewards Policy formulates a system which will promote these values at all times of the school day, including off-premises excursions. It enables us to foster good relationships so that people can work together with the common purpose of enabling everyone to learn within a safe, caring environment.

## **Individual Response to Behaviour**

As an inclusive school we adopt consistent behaviour management strategies across each Key Stage, yet there are times when reasonable adjustments need to be made in response to children's individual needs. In certain circumstances, the Inclusion and Senior Leadership Team may be requested to work with a child whose behaviour is unusual, unacceptable or negative to children's learning experiences. In these cases the Inclusion and Senior Leadership Team will intervene with a planned short term response to an individual's need.

The pupil, teaching staff, SLT and parents are involved in planning the process of improving behaviour together.

If concerns of behaviour or attitude have not improved by the end of the planned short term response, then further meetings with parents and SLT will be held to discuss a planned time out of class and the next stage of the response plan or behaviour hierarchy. Regular communication and good parent partnerships will ensure that learning environments remain positive at all times.

## **Discipline in School**

Under the Education and Inspections Act 2006 the school has statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction. The school follows the behaviour procedures in school and any sanctions made take into account the pupil's age, SEND requirements and any religious requirements that may affect them. The school considers whether the behaviour under review gives cause to suspect the pupil is suffering or is likely to suffer significant harm. In these cases, the Safeguarding Policy and a multi-agency assessment may be necessary.

## **Pupils' conduct outside of school**

If a pupil is identified and reported as being involved in non-criminal bad behaviour and/or bullying off the school premises then school will seek advice from relevant authorities and appropriate actions will be taken. In certain circumstances, staff may also need to reinforce positive behaviour outside of school.

## **Positive Rewards and Awards**

The school rewards pupils in their efforts of good behaviour in order to reinforce the school's ethos and values. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour and promote a positive approach to behaviour, encouraging positive behaviours. The school believes that rewards have a motivational role, helping children to see that good behaviour is valued. Once a reward for behaviour is given, it may not be retracted, as it was awarded for positive behaviour choices originally. The school aims to actively look for positive behaviour throughout the day. This is rewarded in a variety of ways:

## **Headteacher Awards**

Pupils who display good behaviour or have produced a good standard of work are rewarded through Headteacher Awards and prizes. Pupils also have a chance to have lunch with the Headteacher if they display outstanding behaviour at lunchtimes.

### **Attendance Rewards**

Class attendance clocks are awarded weekly and an overall class prize is given at the end of each half term. Classes with good or improved attendance are also mentioned on the newsletter.

### **Values of the Week**

Each week in worship, one of the school values is promoted and rewarded with a 'Star of the Week' certificate and prize. The efforts of other children are also recognised and celebrated during this worship and classes are invited to share good work as timetabled on the worship calendar.

### **Team Points**

Team points will be re-launched in January 2019 to raise the profile and ensure it is up-to-date to meet the needs of the children.

### **Prize Giving**

At the end of every year, awards are given to children showing outstanding behaviour and the school values.

### **Playtime Rewards**

Classes in Key Stage 2 have the opportunity to gain golden stars from the teacher on duty. When a class gains 10 golden stars for excellent conduct on the playground they can earn extra playtime or equipment.

### **Classroom Rewards**

#### **Dojo Points**

All pupils in school are assigned a dojo character in their class. Pupils are given dojo points to reward a good standard of behaviour, work or effort. In EYFS and KS1 the teacher may select a winning pupil(s) with the most dojo points daily. In Key Stage 2, this may be rewarded weekly. The prize given is decided by the teacher.

#### **Praise**

Staff will also be able to reward pupils with specific praise to individuals and groups, verbally or through visual praise, for example; rewarding with stickers and praise pads. Good behaviour is also communicated with parents/ carers.

## **Class Rules**

Linked to the school values, class teachers will discuss and form their own rules with their class and should be displayed for all to see and follow.

## **Rules and Sanctions**

In order to apply this policy in a consistent way and so that pupils understand how they can achieve acceptable standards of behaviour, the school follow a traffic light system of behaviour. This should be clearly displayed in each classroom. These clear displays ensure that every pupil knows the standard of behaviour that is expected in school. This may visually appear differently throughout the school but its principles remain the same. These principles are explicitly taught to children at the beginning of each school year and throughout the year when a need arises.

When dealing with incidents of poor behaviour, staff will consult the 'Hierarchy of Sanctions' (Appendix 1 and 2). The different levels of traffic light behaviour are exemplified so that staff can promote positive behaviour and explicitly teach which behaviours are deemed unacceptable in St James' School. Unacceptable behaviours are behaviours that contradict the school values.

The school employs a number of sanctions when the school values have not been upheld. Each situation is dealt with on an individual basis. There should be a clear distinction between minor and major offences and it should be the behaviour rather than the person that is punished. Through the use of the traffic light system of behaviour, staff must be clear why the sanction is being applied and what changes in behaviour are required to avoid future punishment. Group punishment should be avoided as this causes resentment.

Every pupil will start the day on 'green' and have the opportunity to move back to green through showing improvement in behaviour.

Staff are expected to work within the policy guidelines whilst using their professional judgment and gaining a clear picture of each situation, using the appropriate Behaviour Incident Form to record details of the incident (Appendix 3). These logs should be given to the Key Stage Leader who keeps a record. A red card letter will

inform parents/carers of their child's behaviour (Appendix 3) and a phone call made by the class teacher to parents/carers to inform of the behaviours in school and remind parents/carers of expectations.

If a pupil receives 2 moves to red, a red card letter will inform parents/carers of their child's behaviour (Appendix 4), a 2 weekly log to monitor behaviour will be implemented (Appendix 5 or 6) and parents/carers invited for a meeting to discuss the way forward.

### **Emergency or Significant Incidents**

There are occasions when the 'Hierarchy of Sanctions' should be not be followed in this order. This is when a significant event has occurred which cannot be dealt with in class or using the usual behavior policy. A member of SLT and the Inclusion Team should be informed immediately by notifying them through an appropriate method.

### **Behaviour at Lunchtimes**

Any incidents of behaviour should be dealt with by the Learning Support Assistants and reported to the midday supervisors who will investigate the situation using the appropriate incident logs. These will then be passed to the Key Stage Leader and the class teachers will be informed of the behaviour to record on the behaviour traffic light system in the classroom.

If a child is causing persistent problems during the lunch break, a member of SLT can be contacted.

### **Serious Incidents of Behaviour**

For serious incidents of inappropriate behaviour, parents will be informed of the move to red through a red card letter (Appendix 7 and 8) and parents/carers will be asked to attend a meeting(s) with a senior member of staff about their child's behaviour.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone can be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional help

and advice can be provided by senior members of staff, the SEND coordinator, and specialist help can be sought from the Educational Psychologist or Child Guidance Service.

### **Internal Exclusion**

The Headteacher will be informed about incidents where careful evaluation is needed. In exceptional cases an internal exclusion (where a child is kept away from the rest of his/her class for a limited period) or an exclusion (where a child has to stay away from school) may take place. The Headteacher will decide on the time spent away from class, with a clear plan to support pupil's health, safety and well-being in place. Pupils will have time to take breaks and work will be constructive. No pupil should be taken out of the classroom unplanned.

### **Fixed-term and Permanent Exclusions**

The Headteacher, governors and parents are expected to follow the statutory guidance on school exclusions (revised September 2012).

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion, the period of exclusion and how to access the statutory guidance for school exclusions. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

For a fixed period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth day of the exclusion.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Where requested by a parent, local authorities or academy trusts need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion. Local authorities or academy trusts also need to appoint a special educational needs expert to advise the panel, where requested by a parent.

Parents are expected to attend a reintegration interview following any fixed period exclusion from school.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Bullying and Radicalisation**

The school does not tolerate bullying of any kind. If an act of bullying has taken place, the school acts immediately to stop any further occurrences of such behaviour, and would expect the support of parents in doing this. Please refer to the Respect for All and Anti-Bullying Policy.

The school aims to build children's resilience to radicalisation by promoting British Values alongside the school values. As part of the PSHE curriculum, a safe space is provided in which children and staff can debate controversial issues. This opportunity to explore sensitive issues equips children with the knowledge and skills to understand and manage difficult situations.

Staff should be alert to any changes in children's behaviour which could indicate instances of bullying or which could indicate children who may be in the need of protection. Staff should be alert to changes in behaviour and be alert to



children who may be susceptible to radicalisation. In line with the Safeguarding Policy, should the school have any concerns regarding a pupil who may be vulnerable to radicalisation, staff liaises with the Designated Safeguarding Lead.

### **Reasonable Force and Restraining Procedures**

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff do not use physical punishment of any kind. Staff only intervene physically to prevent children committing an offence, damaging property or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children Section 93, Education and Inspections Act 2006 (Appendix 9: Guidance for Staff).

### **Confiscation and Searching, Retention and disposal of inappropriate items**

School staff can search pupils with their consent for any item. The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions without consent where they suspect the pupil has a prohibited item. These include weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, any item that has been or is likely to commit an offence, cause injury or damage property. These also may include inappropriate images.

Staff can confiscate pupil's property so long as it is reasonable in the circumstances. Staff ensure that the property is returned at the most appropriate time if the property is not a prohibited item. Any prohibited items will always be handed over to the police; otherwise it is the school's decision, if and when appropriate to return a confiscated item.

## **The Curriculum and Learning**

The school believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to help independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Under the Equality Act 2010 the school does not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

## **Roles of Adults**

### **The Role of Staff**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. The school promotes the idea that every member of the school has responsibilities to provide a caring and effective learning environment. Every member has a responsibility to encourage relationships based on kindness, respect and understanding of the needs of others and ensure that good behaviour is explicitly taught. All staff ensure fair treatment for all regardless of age, gender, race, ability and disability;

All staff in school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability and demonstrate excellent behaviour for learning. It is the responsibility of staff to praise and reward this behaviour whenever possible.

Staff are responsible for planning purposeful, organised, differentiated and creative learning experiences in order to foster a thirst for learning and therefore facilitate positive behaviour for learning.

All staff treat each child fairly. They know and enforce the behaviour procedure consistently after ensuring that they have a balanced view of any incident. All staff treat all children in their class with respect and understanding.

Each class teacher is responsible for tracking the behaviour of the children in their class throughout all times of day. They report to parents on attitudes towards learning and social, moral, spiritual and cultural development at parents' evenings, through written reports and informally throughout the year. When staff deem it necessary, they will endeavor to have contact with a parent if there are concerns about the behaviour or welfare of a child or when a child is particularly shining in their behaviour. It is imperative that class teachers take the time to build relationships with children and families in order to facilitate a collaborate home-school link.

It is the responsibility of all staff to liaise with a child's class teacher about any child they have spoken to about their behaviour (positive or negative).

The class teacher liaises with the Assistant Headteacher for their key stage and informs them of behaviour incidents on a regular basis.

It is the job of the class teacher to work collaboratively with the Assistant Headteacher and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENCO, education social worker or LEA behaviour support service.

Staff have the responsibility to be alert to any changes in children's behaviour that could indicate the need for further support or intervention, including The Prevent Duty, and follow the school procedures recording their concerns.

## The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school and that parents, carers and all members of the community are aware of the behaviour expectations in school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## The Role of Parents

The school gives high priority to clear communication and working collaboratively with parents, so children receive consistent messages about how to behave at home and at school. On starting at St James', parents should be asked to sign a Home School Agreement that outlines parental and the schools responsibilities regarding behaviour and attendance. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

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. We expect parents to uphold the school values when explaining behaviour choices to their children.

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. 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.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Assistant Headteacher and then the Headteacher. If the concern remains they should then contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## Allegations against Staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. Any allegation is dealt with in line with the schools safeguarding procedures and in accordance with the guidance within 'Keeping Children Safe in Education' (September, 2016). If an allegation against a member of staff is malicious, the Headteacher will determine whether the pupil is in need of further support and will decide whether any disciplinary action is appropriate for the pupil.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

- Allegations against staff should be reported to the Head Teacher.
- Allegations against the Head Teacher should be reported to the Chair of governors
- The Head Teacher and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer (LADO).
- The full procedures for dealing with allegations against staff can be found in the LSCB's policy on allegations against staff

[http://panlancashirescb.proceduresonline.com/chapters/p\\_allegations.html](http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html)

## Staff conduct

Staff that are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the Designated Senior Lead.

The school's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher. Complaints about the Head Teacher should be reported to the Chair of governors.

### **Monitoring and Review**

The Headteacher and Senior Leadership Team monitor the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**This policy takes into account legislation and guidance from 'Ensuring Good Behaviour in Schools' (DfE 2012), 'Behaviour and Discipline in Schools: Guidance for Governing Bodies' (DfE 2012) and 'Guidance for Headteachers and School Staff' (January 2016), and 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England' (2012). It also takes into account guidance on 'The Prevent Duty: Departmental Advice for Schools' (June 2015).**

## Hierarchy of Sanctions

### Level 1 – Traffic Light System – For Teaching Staff

All children start the day on **Green** (expected behaviours)

1. Reiterate instructions, reinforce expected behaviour
2. Verbal Warning issued informing the pupil of the unacceptable behaviour.

#### 3. **Move to Amber** – Miss break **with Class Teacher**

(Reiterate instructions, reinforce expected behaviour)

Children have the opportunity to move back to Green if behaviour improves.

4. Verbal Warning issued informing the pupil of the unacceptable behaviour.

#### 5. **Move to Red** – Complete Behaviour Incident

Investigation Form (appendix 3) with an adult. (Copy given to KS Leader or Assistant Headteacher).

Miss break **with Phase Leader**.

**Class teacher to discuss behaviour with parents.**

Red Card Letter issued by KS leader or JC. (appendix 4)

- School Values
- Manners
- Respecting Equipment and Property
- Travelling safely around School
- Taking responsibility for own actions
- Being a good friend

If behaviour persists...

- Behaviour that disrupts learning
- Speaking at inappropriate times
- Not following classroom rules or routines
- Not following instructions
- Not applying effort in work
- Lack of respect for property and school equipment
- Saying unkind things

If behaviour persists...

- Consistent low level behaviour
- Deliberate damaging of property and equipment
- Deliberate acts of swearing
- Threats (verbal and physical)
- Deliberate defiance of instructions

### Emergency or Significant Incident

There are occasions when this procedure should not be followed in this order. This is when a significant event has occurred. A member of SLT should be informed of the incident immediately by notifying them through an appropriate method. Pupils should be not taken out of the classroom unplanned.

## Appendix 2

### Level 2 For AHT

1. If a pupil continues to display poor behaviour choices, the pupil goes to KS leader/ AHT who introduces a 2 week log.
2. Parents are informed with a second red card letter and invited for a meeting to discuss the way forward.
3. If appropriate, support put in place e.g. lunchtime friendship groups / groups to improve transitions.
4. Review meetings with the pupil, parent and AHT at the end of week 1.
5. At the end of the two weeks, review log with AHT to see if the child can return to Level 1 and parents informed of the progress made.

### Level 3 For SLT

1. If poor choices are continued to be made after the 2 week log is completed, a letter will be sent home to establish a meeting with the SLT, AHT, class teacher and pupil.
2. Behaviour targets are agreed and reviewed daily by class teacher and AHT.
3. A loss of privileges or participation in events may be used.
4. Weekly review meeting (s) with parents. DHT and Headteacher informed for the next 2 weeks.

### Level 4 For Headteacher and Deputy headteacher.

1. Parent Meeting with DHT or Headteacher.
2. Consultation with outside agencies if appropriate.
3. Internal exclusion or fixed term exclusion.
4. Review meeting with HT and parents.
5. As a last course of action, a decision to permanently exclude can be made by the HT and Governors.

### Emergency or Significant Incident

There are occasions when this procedure should not be followed in this order. This is when a significant event has occurred. A member of SLT should be informed of the incident immediately by notifying them through an appropriate method. Pupils should be not taken out of the classroom unplanned.



### Appendix 3



## Behaviour Incident Investigation Form

Date:	Time:	Place:
Name of child/children involved:		
Class:		
Investigation information:		

Name of person giving information:

Signature:

Received by:

Signature:

Date:

## Appendix 4

St James' Blackburn  
CE Primary School



Telephone (01254) 698335

E-mail: [office@stjames.blackburn.sch.uk](mailto:office@stjames.blackburn.sch.uk)

[www.stjamesceprimaryblackburn.co.uk](http://www.stjamesceprimaryblackburn.co.uk)

Headteacher P. Morgan

Earl Street

Blackburn

BB1 8EG

Date:

Dear Parent/Guardian

Your child \_\_\_\_\_, has been given a red card for inappropriate behaviour. You should have been contacted by a teacher to discuss the behaviour. If your child's behaviour does not improve then a meeting may be requested to discuss the next steps.

I am sure that you understand the need for good behaviour within school and I thank you for your continuing support.

Yours Sincerely

Mr Cameron

Assistant Headteacher

SENCo

## **Appendix 5. Second Red Card letter to Parents (2 week log)**

St James' Blackburn  
CE Primary School



Telephone (01254) 698335

E-mail: [office@stjames.blackburn.sch.uk](mailto:office@stjames.blackburn.sch.uk)

[www.stjamesceprimaryblackburn.co.uk](http://www.stjamesceprimaryblackburn.co.uk)

Headteacher P. Morgan

Earl Street

Blackburn

BB1 8EG

Date: \_\_\_\_\_

Dear Parent/Guardian

Your child, \_\_\_\_\_, has been given a second red card for inappropriate behaviour. As a result, they will be placed on a two week log to monitor their behaviour.

I would like to request you as parent/guardian to attend school for a meeting on

\_\_\_\_\_.

I am sure that you understand the need for good behaviour within school and I thank you for your continuing support.

Yours Sincerely

Mr Cameron

Assistant Headteacher

SENCo

# Appendix 6: Improving Behaviour Log KS1








St James' Blackburn  
CE Primary School



Name:

Class:

Date:

Day	Registration 	Lesson 1 	Break 	Lesson 2 	Lunchtime 	Lesson 3 	Lesson 4 	Home/ School Comments
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								



## Appendix 7: Improving Behaviour Log KS2

Name:

Class:

Date:

Points Code   1=unsatisfactory 2=Acceptable   3= Good   4 =Excellent (very limited cooperation)   (co-operated)   (did more than required)   (Exceptional Behaviour)					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Entering Class/Registration</b>					
<b>Worship</b>					
<b>Morning Session 1</b>					
<b>Break</b>					
<b>Morning Session 2</b>					
<b>Lunch</b>					
<b>Afternoon Session 1</b>					

<i>Afternoon Session 2</i>					
<i>Teacher Comment and Signature</i>					
<i>Parent Comment and Signature</i>					

## **Appendix 8 : Reasonable Force: Guidance for Staff**

*(Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies July 2013)*

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Force is generally used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment