

St James' Church of England

Primary School



Name of Policy	Behaviour
Signed Ratification by Governors	November 2024 P Molyneux
Review Date	June 2024
Next Review Date	June 2028

BEHAVIOUR POLICY

Our behaviour policy supports our school aims and vision

- At St James' CE Primary School, we provide a safe, stimulating learning environment, developing active individuals with enquiring minds who are able to make their own healthy choices.
- Every person is valued and has equal opportunity for personal success. We embrace the multi-cultural nature of our society.
- We have the highest expectations of academic, artistic and personal achievement and offer a broad, challenging and exciting curriculum to match these.
- Along with our staff and families we have high aspirations for the pupils' future and work with them to enhance life skills.
- Together with parents, governors and friends of the school, we celebrate the differences and successes of our pupils.
- We aim to teach pupils that behaviour as part of a group is a lifelong skill that includes forgiveness and reconciliation.
- Fundamental to our approach is that positive behaviour starts with developing and maintaining excellent relationships with pupils and families.
- We have seven character traits which are at the heart of our school and support the effective development of behaviour. These character traits are displayed in classrooms and around the school. (Zest, Grit, Curiosity, Optimism, Social Intelligence, Self-control and Gratitude) – See Appendix 1.

Policy Aims:

- 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.

Our everyday practice

- Our inclusive approach is to provide and encourage personal development through the curriculum programme.
- We use the PSHE curriculum, whose core principles cover self and mutual respect, friends and relationships, life goals and emotions, as well as how to cope with change and what to do when things go wrong.
- Prompted by our Christian ethos we always look to reconcile and restore relationships, teaching the pupils about respecting one another, forgiving each other and showing love to one another. We teach pupils to be responsible for their actions and guide them to independently resolve difficulties or challenges.
- At St James we use a range of strategies to support behaviour (Please see behaviour management strategies document) which include zones of regulation (see appendix). The zones of regulation are displayed in classrooms for children to use.
- As a school we benefit from external support which is provided by Educational Psychologists, Speech and Language Therapists, Southwark Mental Health Support Team and Southwark Autism Support Team (see the full list in appendix).
- At the heart of our approach, we understand that behaviour can be the outcome of other needs, and this is explored by staff and other professionals to support pupils and ensure they can access and participate in everyday school life to their fullest. We believe this can have a significantly positive impact upon pupil behaviour. These can be needs both within school and outside of school.
- We expect all staff to manage all pupils in school and we follow the statement, 'If you see it, you condone it'. We expect staff to be positive role models across the school and promote positive behaviour with all pupils.
- The school community and environment are for all of us, and we all (staff, pupils and families) have a responsibility to care for it and nurture it together.
- We follow a traffic light system within school which is displayed in every classroom (see appendix).
- We promote forgiveness and reconciliation through our behaviour for learning as well as within our collective worship. One of our tools for this is WIBIT (see Appendix).
- St James is seen as a community environment within school, we promote classrooms as communities to encourage pupils to help each other's behaviour for learning and to work collaboratively to reach their potential.
- At St James we know effective behaviour for learning can be supported through relationships pupils have with each other. We encourage staff to ensure relationships are built to help inclusion in the classroom and staff/pupil relationships model these at all times.
- We also monitor attendance and its impact on inclusion and behaviour for learning in school (see attendance policy for more information). We recognise the negative impact of poor attendance and tackle this strategically and with our parent support officer.

How we encourage positive behaviour

- At St James we reward positive behaviour verbally in order to communicate and reinforce expectations clearly in a positive way.
- We do recognise the need for incentives to promote positive behaviour and we do this through celebration assemblies, green time, certificates and class prizes (see appendix 5 for full list of incentives).
- Class Dojo points are awarded in every class within the school and are given when pupils show one of the schools' character traits (appendix).
- Displayed in classrooms alongside our traffic light system is a silver and gold path for pupils to be moved along, pupils who get to gold each week will be rewarded. (See appendix 4 and 5)
- To promote positive behaviour for learning a pupil voice is sought and gives pupils the opportunity to discuss how to maintain high expectations and promote positive behaviour. Pupils from across the school who meet with a members of school staff to discuss how behaviour is looking and the views of pupils in the school.

How we manage negative behaviour

- A positive approach will always be taken to negative behaviour and praising the positive behaviour of those children around someone behaving negatively.
- It is crucial inclusive/SEND support strategies/recommendations are in place to enable pupils to have the best chance in effectively managing behaviour. Pupils with SEND should have their needs considered when dealing with behaviour.
- The teacher will use nonverbal cues to understand the negative behaviour through the use of questioning and redirection. The pupil that is showing negative behaviour may then be moved to a different part of the room to give them the opportunity to refocus.
- If the negative behaviour is still being shown the teacher may decide for the pupil to miss some of their break time in class to reflect on their actions and for teachers to understand if the behaviour is caused by other reasons.
- Negative behaviour will be discussed with parents to enable both the school and parents to support the children in making the right choices.
- We encourage teachers to keep children in their own class to form better relationships and help understand the behaviour being shown.
- If a pupil's negative behaviour does not change through the methods above teachers will implement the schools warning and red system:
Warning 1 - Verbal warning
Warning 2 - Second warning
Warning 3 – Put on 'yellow'
Warning 4 – Put on 'red'
(See appendix 6 for more detail)

**There may be, on occasion, behaviours that require a more immediate response and pupils may go straight to yellow or red (support in these situations can be sought from a member of SLT).*

- Teachers may use a behaviour chart to support the behaviour for learning of pupils within the class community who need additional support beyond whole class strategies.
- Behaviour reports may be issued to pupils who continuously show challenging behaviour.
- We recognise the importance of transparency and engagement of parents in managing more difficult behaviours and with support from the SLT, inform parents and discuss how to tackle unwanted behaviours effectively.
- Members of the senior leadership team will only be used in extreme circumstances that may cause danger or where there are ongoing difficulties and staff need support.

Transitions and unstructured times

- We understand as a school that unstructured times (for example lunch and break times) and transition time throughout the day can be difficult for some pupils.
- We encourage teachers to follow the same procedure as they would in a classroom environment.
- Teachers will also have pupils in a line when walking around the school as well as pupils being quiet.
- Behaviour during lunchtime will follow the same process as negative and positive behaviour around school, pupils will only be sent to members of the senior leadership team if negative behaviour is persistent or dangerous.

Reporting behaviour

- The school reports behaviour incidents using 'Arbor' (the school's online portal). This should be done in a timely manner from incidents occurring.
- All staff can add incidents of behaviour to this and notify members of SLT.
- This allows the school to track and monitor individual behaviours and patterns of behaviour.

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 and repeated, often over a period of time.

- Through our everyday interactions and teaching the children about respect; building effective relationships; and teaching about the impact of bullying, the school prevents many cases that could occur.

- The school also hold anti-bullying workshops annually, online safety and antibullying workshops and has content within its PSHE curriculum.
- If bullying or cyber-bullying is a concern within the school, SLT will be made aware and support school staff in liaising with parents/carers to establish details, investigate and put in place actions appropriate to resolve the situation.
- This includes any incidents of prejudice (e.g. racism, faith-based, gendered, homophobic, disability-based etc...) These must be reported to the Headteacher who will then work with SLT and staff to ensure effective action is taken.
- Consequences for bullying are in-line with the school systems and will also have a case-by-case response as SLT and parents/carers mutually agree appropriate actions.
- Incidents of bullying are reported through the school's 'Arbor' system for SLT to track and monitor and provide clarity over incidents. This should be done in a timely manner from incidents occurring.

Reasonable Force

- Reasonable force is something that is not seen at St James but in extreme circumstances reasonable force will be used following the reasons and understanding set out in Appendix 7.

Roles and Responsibilities

- All staff have a responsibility to know and follow the school's behaviour policy. All staff are responsible for ensuring we model behaviour we want to see and for ensuring the school is a calm and safe environment.
- Class teachers are responsible for developing more personalised plans of support for specific pupils who may need it and can receive support in this from the Inclusion Team. They are responsible for ensuring pupils know the school's systems for managing behaviour and that there is clarity in expectations and consequences.
- The Inclusion lead is responsible for monitoring, managing and overseeing the effective implementation of the behaviour policy alongside the Headteacher. They are also responsible for ensuring staff are supported and trained regularly and as necessary – including specific training if required for specific pupils.
- Parents and Carers are responsible for knowing the school's behaviour policy and supporting pupils to adhere to this both at school. School expects parents to discuss any concerns with the class teacher as a first point of contact.
- Pupils are taught about the importance of behaving together effectively as a part of a school community. They have a duty to follow the school rules and routines.

Legislation

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

Appendices

Appendix 1:

Character Traits



Zest

Zest, sometimes referred to as vitality, is an approach to life filled with excitement and energy.

- Actively participated;
- Showed enthusiasm;
- Approached new situations with excitement and energy.



Grit

Grit is perseverance and passion for long-term goals.

- Finished whatever s/he began;
- Stuck with a project or activity for more than a few weeks;
- Tried very hard even after experiencing failure;
- Stayed committed to goals;
- Kept working hard even when s/he felt like quitting.



Optimism

Optimism is the expectation that the future holds positive possibilities and the confidence that, with effort, these possibilities become likelihoods.

- Believed that effort would improve his/her future;
- When bad things happened, s/he thought about things they could do to make it better next time;
- Stayed motivated, even when things didn't go well;
- Believed that s/he could improve on things they weren't good at.



Self-Control

Self-control is the capacity to regulate thoughts, feelings, or behaviors when they conflict with valued goals.

School Work

- Came to class prepared;
- Remembered and followed directions;
- Got to work right away instead of waiting until the last minute;
- Paid attention and resisted distractions.

Interpersonal

- Remained calm even when criticized or otherwise provoked;
- Allowed others to speak without interrupting;
- Was polite to adults and peers;
- Kept temper in check.



Gratitude

Gratitude refers to appreciation for the benefits we receive from others and the desire to reciprocate with our own positive actions.

- Recognized what other people did for them;
- Showed appreciation for opportunities;
- Expressed appreciation by saying thank you;
- Did something nice for someone else as a way of saying thank you.



Social Intelligence

Social intelligence refers to awareness of other people's motives and feelings as well as using this understanding to navigate social situations appropriately.

- Was able to find solutions during conflicts with others;
- Showed that s/he cared about the feelings of others;
- Adapted to different social situations.



Curiosity is the search for information for its own sake. Active open-mindedness means exploring a wide range of relevant information when trying to draw a conclusion, including information that challenges our own initial assumptions.

- Was eager to explore new things;
- Asked questions to help s/he learn better;
- Took an active interest in learning.

Appendix 2:

Zones of regulation:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Appendix 3:

List of external agencies support:

- Speech and Language Therapists
- Southwark Mental Health Support Team
- Educational Psychologists (EP)
- Child and Adolescent Mental Health Services (CAMHS)
- Autism Support Team
- Summerhouse Pupil Referral Unit

Appendix 4:

Behaviour traffic light system

All pupils will begin the day on green and depending on the behaviour choices they make will depend on the route they take. Negative behaviour will lead pupils to yellow and red. This traffic light system is displayed in every classroom and is referred to regularly to remind and support pupils in making the right choices.

Class Dojo

All class teachers will receive a login to Class Dojo where points are given for pupils showing the school character traits. This positive reward system supports pupils in continuing to make the correct choices, stay on green and develop positive working relationships within and outside of the school community.

Appendix 5:

Rewards will encourage good relationships and a sense of achievement. Rewards will include:

- Non-verbal and verbal praise.
- Class rewards – these may differ, but may include individual/table points etc...
- Friday celebration assembly where children receive prizes from their collection of raffle tickets.
- Postcards sent home from SLT.
- Class 'Dojo Points' and stickers based on the seven character traits.
- Green time for pupils who have remained on green, silver and gold all week.
- Class prizes for classes that have remained on green.

Appendix 6:

Red reason:

- Bullying/racism
- Repeated swearing
- Fighting or intention to harm another child
- Vandalism/stealing/theft
- Throwing dangerous objects
- Serious challenge to authority of all staff/ verbal abuse to staff
- Damaging school or other people's property.
- Repeatedly refusing to follow instructions

Appendix 7:

WHAT IS REASONABLE FORCE?

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

WHO CAN USE REASONABLE FORCE?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

WHEN CAN REASONABLE FORCE BE USED?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

In the unlikely event of a serious breach of behaviour the school 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; and restrain a pupil at risk of harming themselves through physical outbursts.

The school cannot:

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

Appendix 8:



St. James' C of E Primary School

'Tell others how you feel' - W I B I T

When you _____ ,

I feel _____ ,

Because _____ ,

I would like you to _____ instead.

Thank you for listening to my point of view.