



<b>Name of Policy</b>	<b>Behaviour</b>
<b>Signed ratification by Governors</b>	<b>24.11.2020</b>
<b>Review Date</b>	<b>October 2020</b>
<b>Next Review Date</b>	<b>October 2022</b>

## **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 respect and embrace the multi-cultural nature of our society.
- We have seven character traits which are at the heart of our school and support the effective development of behaviour (Zest, Grit, Curiosity, Optimism, Social Intelligence, Self-control and Gratitude) – See Appendix 1.
- We have the highest expectations of academic, artistic and personal achievement and offer a broad, challenging and exciting curriculum to match these.
- Our pupils have high aspirations for their futures; they possess enthusiasm both for learning and self-development which are essential life skills for the 21ST century.
- Our pupils have a developing sense of their roles and responsibilities in their school, the local community and as global citizens.
- Together with parents, governors and friends of the school, we celebrate the children's successes and ensure they leave school with a thirst for learning, coupled with strong self-belief.

### **Behaviour Management**

Our strategy will be to provide and encourage personal development through the curriculum programme, including 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. Children are encouraged to explore the zones of regulation (see appendix 2) to understand their emotions and allow adults in school to help them. As a school we benefit from the work of an educational psychologist who helps children and teachers understand behaviour and how to allow pupils to fulfil their potential. Our SEND department helps pupils who need extra support with their behaviour across the school and provides access to group support for those pupils who find it difficult to control their emotions.

### **Good Behaviour**

Although we reward good behaviour verbally in order to communicate and reinforce expectations clearly in a positive way, good behaviour is expected as being the 'normal' way of behaving at St James' School. We are surprised if someone 'makes a bad choice' as it is not the behaviour that we expect. There are many rewards for pupils who display good behaviour (see

appendix 3) and for those who continuously show good behaviour during the week a green time is available for children to enjoy. The green time will allow pupils to take part in activities they enjoy. Pupils will need to remain on green all week or can move up to silver and gold to earn rewards and be eligible for green rewards. (See appendix 3 for more information)

To help reinforce good behaviour a school behaviour council gives pupils the opportunity to discuss how maintain high expectations and promote positive behaviour. The council is constructed of pupils from across the school who meet regularly with a member of school staff to discuss how behaviour is looking and the views of pupils in the school.

### **Response to negative behaviour**

A positive approach will always be taken to negative behaviour and praising the good behaviour of those children around someone behaving negatively. 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 to reflect on their actions or the pupil may spend some time with a member of SLT to discuss their behaviour choices. Negative behaviour will be discussed with parents to enable both the school and parents to support the children in making the right choices.

If a pupils 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 (and consider use of missing playtime – 5 minutes)

Warning 3 – Put on yellow

Warning 4 - Red form

(See appendix 4 for more detail)

Lunchtime behaviour will follow the same process as all negative and positive behaviour around the school and will be dealt with by any adults at lunchtime with pupils being sent to members of SLT for persistent negative behaviour.

### **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

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 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:

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.

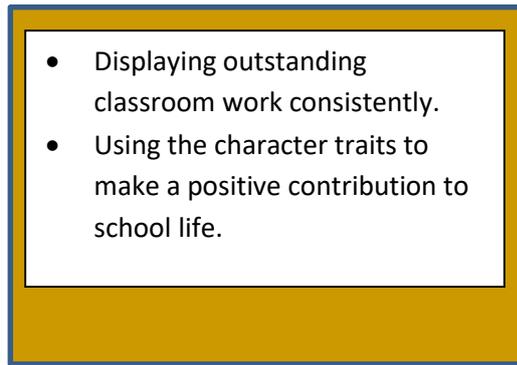
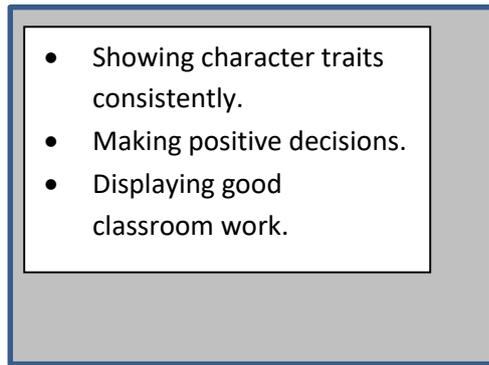
The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

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:

Silver and Gold reward process:



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...
- Raffle tickets to reward any positive behaviour around the school.
- 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.

Appendix 4:

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