

St James' Church of England

Primary School



Name of Policy	Behaviour
Signed Ratification by Governors	<u>22.6.22 P Molyneux</u>
Review Date	<u>June 2022</u>
Next Review Date	<u>June 2024</u>

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.
- We are a Christian school and value all beliefs.
- 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.
- 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 differences and successes of our pupils.
- We aim to teach pupils that behaviour in 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.

Our everyday practice

- Our inclusion strategy will be to provide and encourage personal development through the curriculum programme.
- We use the RSE 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 and forgiving each other. We teach pupils to be responsible for the actions and guide them to independently resolve difficulties or challenges.
- At St James we use a range of behaviour for learning strategies (Please see behaviour management strategies document) which include zones of regulation (see appendix 2). The zones of regulation are displayed in many classrooms for children to use.
- As a school we benefit from external support which is provided by, Educational Psychologists, Speech and Language Therapists and Southwark autism support team (see the full list in appendix 3).

- 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.
- 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 model across the school and promote positive behaviour with all pupils.
- We follow a traffic light system within school which is displayed in every classroom (see appendix 4).
- We promote forgiveness and reconciliation through our behaviour for learning as well as within our collective worship.
- Inclusion at 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 good 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.
- 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 school behaviour council gives pupils the opportunity to discuss how to 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.

How we manage challenging behaviour

- A positive approach will always be taken to challenging 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.
- 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 for better relationships and help understand the behaviour being shown.
- 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 in class)
Warning 3 – Put on yellow
Warning 4 - Red form
(See appendix 6 for more detail)
- Teachers may use a behaviour chart to support the behaviour for learning of pupils within the class community.
- 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 certain circumstances.

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.

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.

Appendix

Appendix 1:

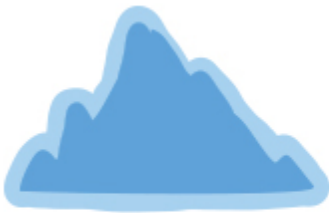
Character Traits



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

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.

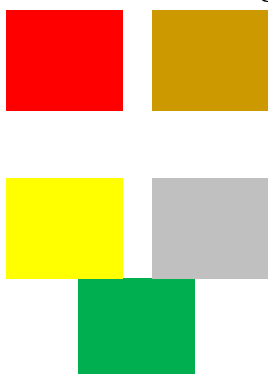
Appendix 3:

List of external agencies support:

- Educational Psychologist (EP)
- Summerhouse Pupil Referral Unit
- Child and Adolescent Mental Health Services (CAMHS)
- SALT
- Autism Support Team

Appendix 4:

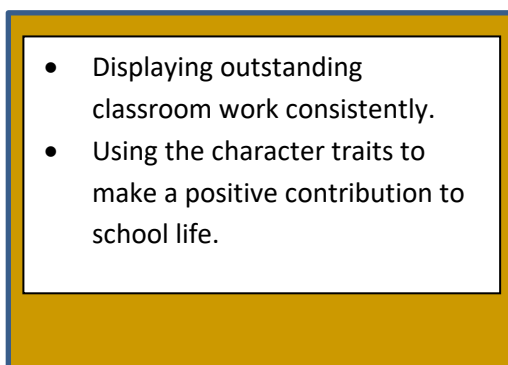
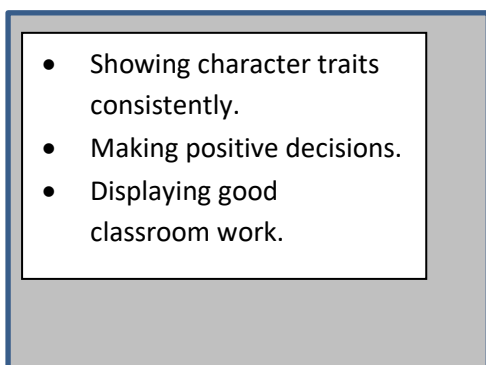
Behaviour traffic light system



Pupils will begin on green and depending on the behaviour choices they make will depend on the route they take. Positive behaviour will allow pupils to progress to silver and gold. Negative behaviour will lead pupils to yellow and red. This traffic light system is displayed in every classroom.

Appendix 5:

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...
- 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.