



St James'

Behaviour Policy

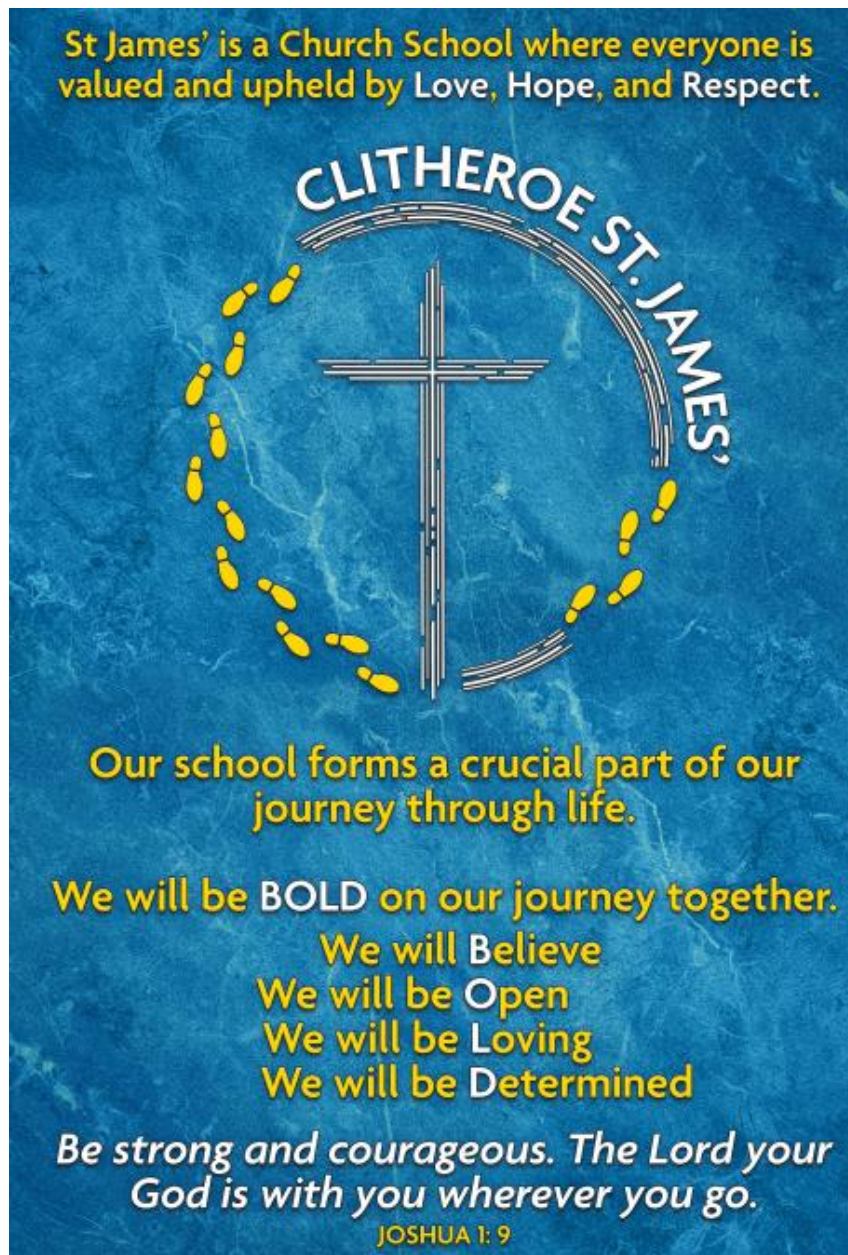
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1. Vision Statement

We expect everyone connected with the school to embrace our vision and uphold our values.



Phrases

As part of this ST James' journey, it is incumbent on us all to make every effort to create a culture where all pupils can **thrive**. Anything that hinders the thriving of pupils, including poor behaviour, will be dealt with robustly.

“Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine. The route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty.” (Dix, 2017)

2. School Rules:

The 3Bs of Behaviour

- Be **safe**
- Be **respectful**
- Be a **good learner**



3. Principles

- Rules are displayed in the classroom with examples/images of good behaviour.
- Good behaviour is **taught explicitly, rewarded** and **used as good examples for other children** (PIP – Praised in Public).
- Poor behaviour is dealt with **calmly** and **quietly**.
- Consequences are consistent and act as a deterrent to making poor behaviour choices.
- When behaviour might be a result of vulnerability or other needs then a graduated response is used. Reasonable adjustments are be made.

4. Pillars of Practice

- Calm and consistent behaviour
- Positive reinforcement / Rewarding positive behaviour /“Catch the kids in” / The **power** of **praise**.
- Prevention – Planning for good behaviour (Relentless Routines / engaging learning /seating plans)
- Phrases to support interventions (appendix B)
- Repair and Rebuild - Restorative conversations
- PIP/RIP: Praise in public / Reprimand in Private
- KISS: Keep Instructions short and simple

5. Expectations of behaviour

Behaviours	Expectations	Consistent Staff actions
Entering building	Quiet Complete task	Task / Activity ready for ch to complete From Year 1 these are better when written and on paper rather than whiteboard and independent ch sitting at desk. Pupils in R can be practising pen grip/ writing name
Lessons	<ul style="list-style-type: none"> • 4 chair legs on the floor / sitting up on carpet • Quiet working voices • Listening when another person talking - looking at person, not fiddling, quiet • Hands up no shouting out 	Clear classroom expectations Never talk over children Hands up to talk – no shouting out or children chosen to answer (cold calling) Children to repeat instructions Clear routines and structure Challenge poor quality work Always talk in a positive way about your class and children in your class
Walking around school	“Fantastic walking” quiet talking is fine but no interrupting adults/children at work Sensible walking	Teach children how to walk round school Send back if not following rules Organise line order if distraction
Worship	Enter in silence Sit in silence Sit still	Children lined up in order for minimal distraction Children taught/reminded how to sit in hall Teacher/adult to be vigilant during worship and move ch that are not following rules Teachers/adults also sit in silence
Break	Playing sensibly Sharing Respect football rota (if problem miss football slot) Only enter school if you need bathroom	Be vigilant Staff in different areas (zones) of the playground so that behaviour can be monitored effectively Teachers collect children promptly from break/dinner so minimal opportunity to “squabble” in line.
Lunch Hall	Seated facing the table Only touch your own food Put rubbish in the bin Walk sensibly Line up in order calmly Put dirty plates/cutlery away as told	Teachers to teach rules explicitly Assembly devoted to teaching rules Any child not walking in line is moved to the back Children that are not following rules are reminded of rules quietly.
Toilets	Only if necessary and, when possible, one individual from a class at a time.	Staff remind ch to use toilets at breaktimes
End of day		Children reminded about expectations for collection time Children monitored while collecting coats/bags

6. Rewards

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Soon after good behaviour** – this could be immediately or at the end of the week.eg celebration Assembly.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents – verbally and with card home system (under development)
- Dojo points which are also linked to House points – Half termly House Point winners have non-uniform day.
- Certificates:
 - weekly certificates for good behaviour, attitude or work,
 - Golden tickets for “over and above”
 - other certificates for achievement
- Prizes for sustained hard work and application of Learn, Remember, Use
- Positions of responsibility, e.g. being entrusted with a particular project
- Treats including, trips and activities

7. Consequences of Misbehaviour

- Different misbehavior demands different responses. We have a scale of different misbehaviours.
- Behaviors in stage 1 and 2 are dealt with by all staff. It is only at Stage 3 that Senior Leaders are involved.
- We cannot detail all behaviours – professional judgement will be used.
- In some cases, reasonable adjustments may be necessary.
- Staff will use their professional judgments as to which actions should be implemented. Sometimes more than one action may be appropriate.

	Stage 1 Low Level	Stage 2 Persistent low level / moderate level	Stage 3 Severe Level
Behaviour	<ul style="list-style-type: none"> -Task avoidance -Talking (distracting others), -Arguing with peers, -Calling out -Throwing small equipment -Failing to follow instructions -Disruption to learning -Using inappropriate language including “Oh my God” and “Shut up” -Making inappropriate comments about others (including telling tales, name calling, teasing) -Spoiling other children’s games or work 	<ul style="list-style-type: none"> -Persistent Stage 1 behaviours -Leaving the classroom without asking for permission -Climbing on school property -Arguing back -Rudeness -Stealing -Swearing at child (first incident) -Hitting, kicking, biting another child (mild). 	<ul style="list-style-type: none"> -Repeated behaviours from stage 1 & 2. If a child has been sent to Reflection Hub repeatedly (4 times) in two weeks then stage 3 actions will be implemented. -Physical violence towards staff/Pupil. -Leaving the school grounds -Swearing directly at an adult -Refusal to come in from playground -Upturning furniture -Walking away when being spoken to by an adult -Deliberate violence towards a child -Racist incident
Actions	<p>Caution / Reminder: Remind child of rules Point to a time when child has followed rules (positive). Do this quietly and privately.</p> <p>Last Chance: Reminder of the need to follow rules and what will happen if failure to follow rules next time.</p> <p>Repair Time in: Child sits in an alternative place in class (Reflection place) or sits in alternative class. Child is spoken to for a few minutes at break/lunch</p> <p>If behaviour happens at break or lunch, repair will be child reflecting in designated space for a few minutes. KS1 child walk with adult</p>	<ul style="list-style-type: none"> -Scripted or Restorative conversation (reminder) -AM or PM Targeted Support -Time in another class and/or refer to Reflection Hub at playtime. -Lunchtime (exclusion) sit apart from others and spend time under closer adult supervision. -A behaviour record (Behaviour Report Card) in place shared between home and school. -Teacher talks to parent about behaviour. -Individual Behaviour Plan (IBP) with behaviour targets in place. -If repeated behaviour happens at break or lunch, the class teacher is informed and follows the above. 	<ul style="list-style-type: none"> -Visit PSM / Headteacher / or SLT member -A behaviour record (Behaviour Report Card) in place -Lunchtime exclusion -Meeting with parents/ carers -Fixed term (temporary) exclusion (suspension) -Permanent exclusion

Table 1 categories of behaviour and responses

8. Reflection Hub

Pupils at a stage 2 will be referred to Reflection Hub. Reflection Hub takes place in a classroom. It is manned by one or more members of staff. Pupils are supported to regulate their behaviour. This will often include reflection through completing a Repair Form (Appendix A). This helps pupils to think about the impact of their behaviour on others and think of strategies that will help them to make the correct behaviour choices in future. Pupils leave Reflection Hub 5 minutes before the end of break to give them the opportunity for fresh air and physical activity. On occasions, pupils may be seated away from peers during lunch and spend time reflecting on their behaviour during lunch breaks. This is to help them to reflect on their behaviour and encourage them to make the right choices in future.

9. Support / Reasonable Adjustment

Universal	Targeted Support	Intensive
Staff form positive relationships with pupils.	Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of traumatic/emotional stress.	An available adult is allocated to provide support. This may be pre-empting the right behaviour choices, encouraging, reminding, social stories...
Children, staff and parents sign the home school agreement	Modelling of what good / positive play looks like	
Scripted interventions Restorative conversation	Restorative conversation	Restorative conversation
Staff relationships are strong and interactively repair occasions when they may have become defensive.	Staff work with parents through a home-school diary	Staff work with parents and other agencies, if appropriate, through regular meetings.
Provide stress regulation strategies during the day, particularly during transitions.	Reflection Hub with an adult to regulate/repair.	Reflection Hub with an adult to regulate.
PSHE and Intervention groups within the classroom	Small Targeted groups – including behaviour support and Emotional support	Targeted Support – including behaviour support and Emotional support.
	Individual Behaviour Plan (IBP) and targets are in place.	Individual Behaviour Plan (IBP) and targets are in place.
	Positive Handling Plan (PHP) is in place and reviewed regularly	Positive Handling Plan (PHP) is in place
	Risk Assessment completed by SLT	Risk Assessment completed
	Support with referrals to paediatric support.	Referrals to specialists

Note: Please see number 12, Exclusions, for occurrences when persistent poor behaviour continues.

10. Bullying

Bullying is defined as action taken by one or more individuals to:

- deliberately hurt other(s),
- repeated over a period of time
- difficult to defend against

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist/homophobic remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber bullying including through social Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils will be encouraged to report bullying. All school staff should be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

All allegations of bullying will be thoroughly investigated and Governors informed. Bullying constitutes severe behaviour and is dealt with as Stage 3 behaviour (see number 7 Consequences of Misbehaviour).

11. School's Power to Discipline Beyond the School Gate. (School's expectations for positive behaviour off school site including use of media.)

This refers to behaviour of pupils when they are not under the supervision of school staff. It does not include trips outside of school.

Parents are responsible for pupil's behaviour which occurs off the school premises. School, however, has the right and power to deal with all non-criminal bad behaviour and bullying which occurs anywhere off the school premises. When school deems it appropriate, the same sanctions may be used as if the behaviour had occurred in school. This includes online behaviour.

12. Exclusion

Exclusion of a child is considered after other strategies have failed, or if allowing a child to remain in school would be seriously detrimental to their education or welfare, or to that of others at the school. Only the Headteacher has the power to exclude a child from school. There are two types of exclusion:

- fixed term which is a temporary exclusion. A child for one or more fixed period for up to 45 days in any one school year.
- permanent exclusion. It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

In all cases a school must balance the interests of the pupils against the mental and physical health of the whole school community. If the Headteacher excludes a child, they must inform parents/carers immediately giving them the reasons for the exclusion. At this time, the Headteacher will make it clear to the Parents/Carers that they can, if they wish, appeal against the decision to the governing body. The school will inform the Parents/Carers how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, about any fixed-term exclusions beyond five days [10 lunchtimes] in any one term and should the exclusion mean the pupil will miss a public examination. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, the circumstances in which the child was excluded and any representation by parents and the LA is considered.

13. Use of Reasonable Force to control or restrain pupils

Staff will only physically intervene to reasonably control or restrain children for the following reasons:

- to prevent injury to a child/children,
- if a child is in danger of hurting him/herself or others,
- if a child is causing damage to the property,
- if a child is causing disorder/disruption

For example, teachers will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so they may be physically removed.

The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.

14. Sexual Abuse and Harassment

The school prohibits all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

15. Child on Child Abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse seriously.
- Never tolerate abuse as “banter” or “part of growing up”
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault.
- Always challenge any harmful physical behaviour.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

16. Searching, Screening and Confiscation

If a pupil is suspected of possessing the following prohibited items (knives and weapons; • alcohol; • illegal drugs; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). • tobacco and cigarette papers; • fireworks; and • pornographic images• mobile phone), the headteacher and the staff they authorise have the statutory power to search a pupil and their possessions in accordance with government guidance [here](#).

Appendix A

Repair Form

Name: _____

Date: _____

1. What I did to break the school rules.

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2. What impact did my behaviour choices have on others?

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.....
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3. What will I do to repair what I have done and make sure I make the right choices next time?

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Appendix B Useful Phrases for Interventions

- *Name, (pause) Thank you for*
- *Ask "Are you alright....name" I need to see you listening, thank you! I need to see you, thank you.*
- *Name, What is the rule about walkingsitting... etc?*
- *I've asked you twice now to..... If you choose to then If you choose not to.....*
- *What should you be doing now.....name?*