

# St. James CE Primary School



## St. James CE Primary School

### Behaviour Policy

Flourish  
Respect Courage  
Friendship Develop  
Strong Growth  
Community StJames' Strive  
God Trust Kindness  
Freedom Unique Perseverance  
DeepRoots Positivity  
WholeChild  
Responsibility

St. James CE Primary School is committed to the safeguarding of our pupils and staff.

## Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

### Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

**Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it. ....produces a crop, yielding a hundred, sixty or thirty times what was sown.’**



## Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel unpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

<b>½ termly focus</b>	<b>Value</b>
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

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### **1. Aims**

This policy aims to:

- **Uphold** our Christian vision and values within a nurturing environment
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- Encourage **positive attitudes and behaviours** as modelled by staff (please refer to the Staff School Charter)

### **2. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Mental Health and Behaviour in School](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

Our school has a positive behaviour policy, rewarding good work, effort and good citizenship. This is through verbal and written praise and the awarding of House points and privileges. Most children respond to reminders about behaviour – they make the right choice; however sometimes children make the wrong choice and it is then necessary to carry out the consequences of that choice and to give a clear message that certain types of behaviour are unacceptable in our school as they stop children from learning and enjoying their time in school.

At St. James' we believe that everyone is entitled to:

- be treated with respect
- be treated fairly
- be safe
- be listened to
- learn or teach without unnecessary disturbance

We are therefore committed to maintaining a caring environment where relationships are based on respect and where desirable behaviour is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem. Therefore, all staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience at St James and we expect parents to actively support the school community in teaching and supporting children in managing their behaviour.

At the beginning of the school year each class is expected to create rules and expectations for their classroom based on the behaviour policy, so that children are clear about the expectations and how positive behaviour leads to success in all forms. This will be reviewed by staff as necessary and within lessons throughout the year.

**Staff must at all times provide role models to children in how to speak and behave in school, remembering our aim is to nurture and educate in keeping with our Christian ethos.**

**We expect our children to uphold our school's vision and values displayed at the front of this policy.**

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**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Behaviour leading to non-completion of classwork or homework
- Poor attitude
- Use of any inappropriate language including blasphemous or threatening vocabulary
- Inappropriate use of age-restricted apps/devices/games etc...

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

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Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For more detailed information please refer to our Anti-Bullying and Online Safety Policies.

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## **5. Child on child Abuse**

All staff are aware that children can abuse other children (child on child abuse). This can happen inside and outside of school, and online. As a school, St James' CE Primary School takes child on child abuse extremely seriously, and all staff understand the importance of challenging inappropriate and abusive behaviours between children.

Child on child abuse can include (but is not limited to):

- bullying (including cyber-bullying, prejudice-based and discriminatory bullying – please see our Anti-Bullying Policy for further information)
- abuse in personal relationships between peers
- physical abuse
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- initiation /hazing-type violence of rituals

### **5.1 Response to child on child abuse**

Child on child abuse is a safeguarding concern and as such, all staff are responsible for reporting any suspected or actual child on child abuse to the Designated Safeguarding Lead, in the same way as they would any other safeguarding concern (please see the Child Protection and Safeguarding Policy for more information).

Whenever child on child abuse is reported, it will be thoroughly and fully investigated by the Safeguarding Team within school. The parents and carers of all pupils involved will be informed and together, we will consider an appropriate and proportionate response. Appropriate support will be provided for both the victim/s and perpetrator/s of the abuse, either through services available within school, such as Play Therapy, or those outside of school which are able to provide more specialist support. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help, the Behaviour Support Service or children's social care, if a child is felt to be at risk of significant harm. Sanctions will be implemented in consultation with all parties concerned, and we will always consider the implications for teaching, both for the pupils involved, and for the wider whole-school curriculum.

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A clear and precise account of child on child abuse will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. Pupils involved in any incident relating to child on child abuse will also be monitored by staff, and other members of the Safeguarding Team, to ensure their safety and wellbeing in the longer-term. This will also enable us to review the strategies that have been implemented, adapt if required, and monitor their effectiveness to ensure that no further incidents arise.

## **6. Roles and responsibilities**

### **6.1 The governing board**

A member of our governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

They will also review this behaviour policy in conjunction with the head of school and the executive head and monitor the policy's effectiveness, holding the head of school and executive head to account for its implementation.

### **6.2 The Head of School / Executive Headteacher**

The head of school / executive headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The head of school / executive headteacher will also approve this policy.

The head of school / executive headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **6.3 Staff**

Across the school, all staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and the school's vision and values
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- A copy of this policy will be on the website and shared with parents so they are aware of the processes that the whole school staff use.

The senior leadership team will support staff in responding to behaviour incidents.

### **6.4 Parents**

Parents are expected to:



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- Support their child in adhering to the pupil code of conduct and home school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **7.0 Behaviour in the Curriculum**

### **7.1 Teaching About Positive Behaviour**

As well as behaviour strategies being modelled by our staff, we promote positive behaviour throughout the course of the day, as well as specifically during collective worship and in subjects such as RE, PSHE and Computing (in relation to online conduct and safety).

### **7.2 Interventions to Support positive Behaviour**

A range of interventions may be used to support individuals and groups of pupils in regulating their emotions, developing their social skills and managing their behaviour. These include:

- Play Therapy
- Lunchtime Club
- Social Skills group

## **8. Rewards and Consequences**

### **8.1**

As a school, we always aim to encourage positive behaviour through the use of non-verbal and verbal reminders. When discussing children's behaviour choices, we aim always to refer to our school vision and values, and encourage children through a positive approach, to decide for themselves to change their behaviour before it escalates.

We recognise that all behaviour is linked to children's emotional state and ability to regulate this. Throughout the school, adults and children use the Zones of Regulation tool as an integral part of their daily practice to help them reflect on how they are feeling and how this may impact on their behaviour. For individuals, staff always seek to understand particular issues which may trigger dysregulated behaviour, and implement strategies to ensure that pupils are supported in displaying positive behaviour choices throughout their school day.

When adults are dealing with issues or difficulties that a child has had, they will endeavour to use the emotion coaching approach, whereby they will try to help children understand the emotions they are experiencing, why they occur and how to handle them. There are 3 steps to this approach:

Step 1: The adult recognises, empathises with and validates what the child is feeling.

Step 2: The adult empathetically sets limits on the behaviour of the child.

Step 3: The adult problem-solves with the child.

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### Zones of Regulation.

(See appendix 2 for more detail)

Through the use of this approach, we aim to teach children how to understand their emotions and ultimately, be able to self-regulate.

Positive behaviour will be rewarded with:

- Praise
- In-class reward systems, such as table points, house points, marbles in the jar etc. based on the needs of the individuals and the class as a whole
- Stickers
- Whole school house points and house point badges/house trophy
- Certificates presented weekly in collective worship
- Texts or phone calls home to parents
- Special responsibilities/privileges eg school monitors, lunchtime helpers, house captains, sports captains, school leadership team (school council) , Seating in hall during worship.

If however, the strategies used to promote positive behaviour are unsuccessful, and behaviour continues to escalate, consequences of this behaviour can include:

### **Stage 1** (low-level disruptive behaviour, initial instances of unkindness/physical aggression towards others, initial instances of not demonstrating our school values)

- Time in the Reflection Zone within the classroom (2 minutes for Reception and KS1 and 5 minutes for KS2) to reflect on their choices and think about how to regulate themselves (with support from an adult where needed)
- Working with parents/carers to ensure that unfinished work is completed, using a strategy that works best for the child
- Lunchtime Reflection – time with a Senior / Reflection Lead to reflect on behaviour choices when behaviour escalates or for more serious incidents, such as physical violence. Parents/carers will always receive a text or phone call when their child has attended lunchtime reflection. This is also logged in order that Senior Leaders can check for persistent attendance at Reflection and address this as necessary

### **Stage 2** (persistent low-level disruptive behaviour, continued instances of unkindness/physical aggression towards others, continued instances of not demonstrating our school values, continued need to spend time in Lunchtime Reflection)

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- Meeting with parents/carers and the Class Teacher and/or head of school/ executive Head of School/ Executive Headteacher
- Agreeing a plan for improved behaviour (Behaviour Support Plan), which could include a behaviour contract/home-school behaviour log to ensure communication and consistency between home school, rewards charts or choosing time for individuals, intervention/provision to support self-regulation eg Play Therapy and social skills sessions individually or in groups led by our play therapist.

**Stage 3** (no improvement in behaviour despite implementation of Behaviour Support Plan and/or a serious incident, including, but not limited to, extreme physical aggression towards another child or member of staff, bullying, racist, sexist or homophobic comments or behaviour)

- Meeting with parents/carers and the head of school/ executive headteacher /Senco (as appropriate)
- Internal exclusion (1 or 2 days as appropriate – please see Exclusion Policy for further information)

**Stage 4** (no improvement in behaviour despite internal exclusion and/or a very serious incident, including, but not limited to, repeated extreme physical aggression towards another child or member of staff, ongoing bullying, repeated racist, sexist or homophobic comments or behaviour)

- Meeting with parents/carers and the head of school/ executive headteacher /Senco (as appropriate)
- Fixed-term exclusion
- Referral to the Behaviour Support Service where appropriate and/or another external agency to seek support with area of need/difficulty

**Stage 5** (no improvement in behaviour despite fixed-term exclusions and intervention and support from external agency and a series of continuous serious incidents, including, but not limited to, repeated extreme physical aggression towards another child or member of staff, ongoing bullying, repeated racist, sexist or homophobic comments or behaviour)

- Permanent exclusion (please see Exclusions Policy for further information)

With this in mind, exceptions are made with all policies, based on the needs of the children within the school, particularly those pupils who have Special Education Needs relating to Social, Emotional and Mental Health (SEMH). We adapt our behaviour policy to take into account the individual need and always aim to be proactive, in order to support pupils in managing their behaviour.

Where pupils display continuous disruptive behaviour, advice will be sought from other professionals, such as the Education Psychologist, School Therapist or the Enfield Behaviour Support Service and an individual behaviour support plan may be put in place.

For pupils with an EHCP for whom SEMH is the main identified area of need, a curriculum and learning plan will be put in place, which will outline the outcomes the pupil is working

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towards, and the provision being put in place to address their needs. This plan will be reviewed termly with relevant staff and parents/carers.

## **8.2 Off-site behaviour**

Consequences will also apply where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **8.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head of school/ executive headteacher will take action in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The head of School/ executive headteacher will also consider the mental health needs of staff accused of misconduct and seek/provide appropriate support. This is in addition to support for the individual pupil who has made the allegation.

# **9.0 Behaviour Management**

## **9.1 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:


- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Always, wherever possible, be carried out by a member of staff who has been specifically Cosie trained

## **9.3 Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.**

These items will not be returned to pupils.

Prohibited items, according to the DfE Screening Searching Confiscation Advice are identified as:

 knives or weapons

 alcohol

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🚫 illegal drugs

🚫 stolen items

🚫 tobacco and cigarette papers

🚫 fireworks

🚫 pornographic images

🚫 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 the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **10. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

In addition, support is provided for pupils with specific needs during transition periods and strategies such as social stories are used. This is organised in conjunction with a pupil's one to one, class teacher and the school SENCo.

### **11. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Several identified staff members attend full Cosie Training.

We are also an attachment aware school, which means that all staff have received specific training around attachment and trauma, the impact that this can have on children's behaviour and learning, and how to support pupils with attachment difficulties.

Behaviour management and the links between behaviour, mental health and child protection, form part of continued professional development.

We also signpost individual members of staff, such as ECTs, to opportunities to develop their practice around behaviour management.

### **12. Monitoring arrangements**

This behaviour policy will be reviewed by the head of school/ executive headteacher and governors yearly, or whenever there is a change in school policy. At each review, the policy will be approved by the head of school/ executive headteacher .

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### **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Mental Health and Wellbeing Policy
- Online Safety Policy
- Anti-Bullying Policy
- Home-School Agreement

**Date of approval: January 2024**

**Review Date: January 2025**

## **Appendix 1**

### **Written statement of behaviour principles**

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times, living out the vision and values of the school.

Rewards and sanctions are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff, as well as expectations being clearly communicated to families .

The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions, as well as the strategies used to support in preventing exclusion.


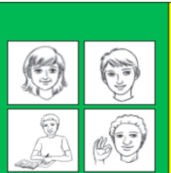
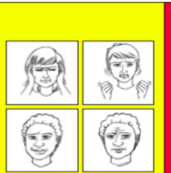
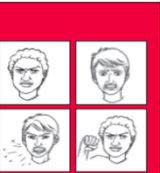
Pupils are helped to take responsibility for their actions in line with our school values.

We work together with families to support positive behaviour choices.

This written statement of behaviour principles and Behaviour Policy is reviewed and approved by the Governing Body every two years.

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## **Appendix 2 : Zones of Regulation**

The <b>ZONES</b> of Regulation®			
			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

The Zones of Regulation is an internationally-renowned intervention which helps children to manage difficult emotions, known as ‘self-regulation’.

Self-regulation can go by many names such as ‘self-control’, ‘impulse management’ and ‘self-management’. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called ‘self-regulation’

At St James CE Primary School, we are using the Zones of Regulation throughout the whole school. We want to teach **all** of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings, we might make them better at tackling learning challenges and build better resilience so they don’t give up so easily when faced with difficulty.

We want children at St James’ to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don’t turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.

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- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

**This is displayed in each classroom and discussed with the children to help them regulate their choices and actions and help them make the correct decision when their own behaviour has caused them challenges. This will also be used by staff who are running the reflection area during the school day and used during break and lunchtimes.**

## How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help