

St James CE Primary School



Positive Relationships and Behaviour Policy

1. Vision

As a Church of England school, our strong Christian ethos nurtures children's spirituality, character and personality. We expect children to demonstrate our Christian Values in all they do.

Through following this policy we enable our children to "Learn, Laugh and Live with the love of God."

2. Aim of the Policy

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To use our Christian Values to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

3. Purpose of the Policy

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focussed approach to behaviour management. This will allow the pupils at St James to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Our Positive Relationships and Behaviour policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins this.

4. Consistency of Approach

In implementing this Positive Relationships and Behaviour policy St James acknowledges the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring “certainty” at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions, seeking support only where needed.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating.
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **expectations** referencing promoting appropriate behaviour.
- Consistent **respect from the adults**: even in the face of disrespectful learners.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently reinforced **rituals and routines for behaviour**: in classrooms, and at the school reception.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.” Paul Dix

Regularly, staff will remind children of the school rules

- **Be ready**
- **Be respectful**
- **Be responsible**



In doing this, staff will encourage pupils to reflect on how we as a school community ‘live well together.’

All staff will:

1. Meet and greet children at key transition points.
2. Refer to Ready, Respectful, Responsible- the behaviours they expect to see and link to Christian Values.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a standard acknowledgement system throughout every lesson to acknowledge positive learning behaviours (STAR). This will be refreshed each morning with the focus behaviour introduced to the children.
6. Use Class Dojos to recognise pupils who are adhering to the school rules of ready, respectful and responsible in 'little ways.'
7. Be calm and "give take up time" when going through the steps to success.
8. Follow up every time, retain ownership and engage in reflective dialogue with learners.
9. Never ignore or walk past learners who are not adhering to school rules.
10. Develop positive relationships with parents, involving them in their child's positive and negative choices.

Senior Leaders will:

1. Meet and greet learners at the beginning of the day
2. Be a visible presence across the school and especially at transition times
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support staff in managing learners with more complex or entrenched negative behaviours
6. Monitor school wide behaviour policy and teacher practice
7. Regularly review provision for learners who may need additional support.

Pupils will:

1. Be ready
2. Be respectful
3. Be responsible

Parents / Carers will:

1. Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education
2. Foster good relationships with the school and support the school in the implementation of this policy
3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

5. Getting the Basics Right

Visible Consistency makes everyone feel safe. These simple consistencies are key to the success of the policy and need to be adhered to by all staff. With this in mind, our 'St James Way Curriculum' allows us to make expectations explicit to all and enables us to progressively remind children across the academic year. Please refer to the 'St Jams Way Curriculum Document.'

6. Recognition and Rewards for Effort

We recognise and reward learners who consistently meet our standards.

However, there will be children who regularly exceed this and go 'above and beyond.' We wish to give recognition to pupils who go 'Over & Above' too.

'Over and above' behaviours include consistently exhibiting our school values, impacting the wider school community and living out our Journey Promises.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.' Paul Dix

Classroom Level:

1. Praise for choices
2. Class Dojo Reward for adherence to school rules and 'doing the little things well.'
3. Use of class recognition boards for Learning Behaviours.

For pupils who go "over and above" in one of the 3 ways stated (consistently exhibiting our school values, impacting the wider school community and living out our Journey promises) additional rewards are in place such as:

1. Phone calls home to parents.
2. Praise Card from Class Teachers or Senior Leaders.

School Level:

1. HT Awards with Journey Promise link each week.
2. Each half term, a 'Living Values' award will be awarded to one child in each class who has lived out our Christian Values this term. This will be selected by the pupils themselves. These children will be invited for a Hot Chocolate with the Headteacher.
3. Our Annual Awards Evening will reward pupils who have consistently gone 'over and above' in relation to our Journey Promises. These will mean that 7 children per class will be recognised each year.

7. Managing Daily Behaviour in the Classroom

a.) Positive Strategies

Positive Recognition Boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does." Paul Dix

Each class will have a Recognition board, with an appropriate number of squares, based on the STAR approach.



When pupils are noticed for exhibiting the star behaviours, they will achieve a number on the recognition board. The class will also agree a short reward activity should the target number be achieved. There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song etc.

Class Dojos

Class Dojos are used to reward adherence to the school rules through the 'little things.' We encourage pupils to understand the importance of 'doing the little things well.' Dojos are used simply with positive points being awarded to pupils. There is no material prize for having the most points, instead teacher will issue a certificate at the end of the week to those deserving.



'Over and Above' Phone Call Home

Teacher or SLT phone parents to share child's success.

'Over and Above' Positive Praise Cards


The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.' Paul Dix

b.) Practical Steps in Managing and Modifying Negative Behaviour

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson **be praising the behaviour they want to see**. All learners must be given "take up time" in between steps – allowing pupils the time and space to reset their behaviour. *It is not possible to leap or accelerate steps for repeated low-level disruption*. Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Steps to Success



Step 1	Redirection	Gentle encouragement/guidance based on your relationship with that child.
Step 2	Reminder	A reminder of the rules, delivered privately wherever possible (use 30 second script to help). <i>This does not mean taking the child out of the room.</i>
Step 3	Last Chance	Verbal caution delivered privately (use 30 second script to help), if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
Step 4	Time Owed	If the pupil still does not engage, use the 30-second script. Attach, 'You now owe me two minutes during breaktime/lunchtime.' to this step. This two minutes cannot be removed or reduced. If this happens in the afternoon, this two minutes is paid back after the last class member leaves the room.
Step 5	Internal Referral	Work completed in an alternative location supported by the inclusion team. Parents will be informed by the class teacher if this occurs.
Step 6	Formal Meeting	Formal meeting with the Headteacher.

A Restorative Conversation should take place with all children who reach Step 4 or above. This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. (See restorative questions on appendix)

Steps to Success

Step 1- Redirection

Gentle encouragement, a "nudge" in the right direction based on your relationship with the child.

Step 2-Reminder

A reminder of the expectations. Ready, Respectful, Responsible - delivered privately wherever possible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing.

Give take up time, repeating reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Step 3- Last Chance

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged (see appendix)

Step 4- Time Owed

- The learner is asked to speak to the teacher away from other members of the class.
- The learner is informed that they owe the teacher time (2 minutes).
- Boundaries are reset
- Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning
- Learner is given final opportunity to engage with the learning/follow instructions

Step 5- Internal Referral

If the step above is unsuccessful, then a learner will be asked to leave the room and go to their predetermined partner class. If necessary, the learner may need to work outside a teaching area with a member of the Leadership Team. If a child has been out of class/not completed learning based on your shared minimum expectations, they are expected to complete their work during part of play/lunchtime with their class teacher. Whenever an internal referral has been made, the class teacher needs to record this on CPOMs (under Behaviour – Internal Referral) and the child's parent must be informed.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Step 6- Formal meeting

If behaviour is consistently poor as shown by internal referrals and several reparation meetings or becomes a cause for concern, there will be a formal meeting with the Headteacher. There will then be agreed targets that will be monitored over the course of two weeks. Parents will be informed at this stage. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners. A **serious breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion where appropriate, will be sought. For example, it may be more appropriate to have an internal exclusion.

c.) Communication with Parents

Informing a parent when concerned about a child's behaviour or emotional wellbeing is essential but the way in which it is done, often influences the way in which it is received.

Mentioning to a parent at the end of the day in the playground is the first step. This should be an objective and brief comment of what was occurring to disrupt learning. This then needs to be followed up with positive feedback when the behaviour has improved.

Be mindful that some parents feel embarrassed to have a conversation about their child's behaviour in front of other parents.

The next step is to organise a meeting with the family. The meeting should take place in school. A phase leader should accompany the teacher in the meeting. There should be a record of the meeting on CPOMS, including notes of the discussion and actions. A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress.

It is at that point that the SENCO/Inclusion Leader be involved in relation to adding the meeting notes to the child's SEN+D record on CPOMS, referrals to outside agencies or with a view to devising an Individual Behaviour Plan if necessary.

The Headteacher will contact parents in relation to all serious incidents.

d.) Persistent Challenging Behaviour

Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom which has led to a loss of learning or the playground which may have been unsafe. This may require teaching and/or support staff to consider additional, alternative or specialised approaches. Teachers are encouraged to approach more experienced senior members of staff, Phase Leaders or SLT, for help to manage behaviour challenges.

e.) Pupils with SEMH concerns/behavioural difficulties

For some pupils, the above 'Steps to Success' may not be fully appropriate. In fact, for some pupils, this strategy further upset and cause emotional harm.

In this case (SLT will make you aware of such pupils), and these cases a trauma-informed approach will be used.

Regulate (Brainstem)	Relate (Feeling Brain)	Reason (Thinking Brain)
Co-regulator gives time, space & safety Repetitive & rhythmic activity (rocking, throwing & catching, drumming, dancing, reading, swinging) Use large muscles (wall push ups, plank, walking, hockey & puck, obstacle course yoga ball) Environmental support –what does the space offer the child?	Repair& restore connection (I'm here, I care, it's ok to be mad, when you're ready) US vs Problem (we will get through this) Do together Solve problem, not punish	Reflect and learn Remember and articulate Rehearse for next time Solve a problem Learn a new skill –teach explicitly Rehearse

8. Responding to Inappropriate Behaviour:

a.) Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences.

St James CE Primary School has a Management of Bullying, Harassment and Hate policy in place to deal with potential bullying as soon as it is detected. Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others.

If bullying is suspected, we use CPOMS to develop chronologies of events to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided.

b.) Child on Child Abuse

St James CE Primary School recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as “banter” or “part of growing up”. Please refer to the school’s Safeguarding/Child protection policy for further details.

c.) Interventions

If one or more children is struggling with inappropriate behaviour our Health and Wellbeing Champion will work to support the struggling child in developing personal awareness, social and self-management skills.

This support will be monitored over a set period of time.

d.) Exclusion

The Headteacher has the responsibility for giving fixed term exclusions for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. The Headteacher will be guided by DFE and LA advice on exclusions. The Chair of Governors will be informed if either of these sanctions are used.

e.) Restraining Pupils

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DFE circular “Use of Reasonable Force-Advice for Headteacher, Staff and Governing Bodies.” Teachers at St James CE never use force as a punishment for bad behaviour. They may however, *intervene physically* to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that

we take under these circumstances are in line with government guidelines on the restraint of children. All staff members are trained in Team Teach approaches which focuses on de-escalation strategies and restoration.

f.) Pupils with Special Educational Needs

Where pupils have special educational needs, there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENCO, Headteacher and class teacher. The SENCO may need to liaise with external agencies as necessary.

This policy will be reviewed every 3 years. It should be read in conjunction with the following policies and with "Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, bi-phobic and transphobic bullying".

- St James Spirit Policy
- Management of Bullying, Harassment and Hate policy
- RHSE policy
- SEN policy
- Equal Opportunities policy
- Teaching and Learning policy

Appendix

Appendix 1 - Examples of 30 second scripts

Privately where possible, this should be a calm approach using the child's name, taking place at the child's level giving eye contact and delivering a clear message before moving away to give take up time.

1. Reminder:

I noticed you chose to.... (noticed behaviour)
This is a REMINDER that we need to be (Ready, Respectful, Responsible)
You now have the chance to make a better choice
Thank you for listening

2. Last Chance

I noticed you chose to..... (noticed behaviour)
This is the ____time I have spoken to you.
Think carefully about your next step.
I know that you can make good choices.
Thank you for listening/I'm glad we had this conversation

3. Time Owed

I noticed you chose to (noticed behaviour).
You had at least 4 opportunities to make better choices.
You now owe me 2 minutes at (Break/Lunch/End of Day)

4. Internal referral

I noticed you chose to..... (noticed behaviour)
You need to 1. go to Year/2. HT's office
Playground You need to 1. Stand by other staff member 2. Stand on railings
3. Go to HT's office.
I will come and speak to you in three minutes.

Appendix 2 - Discipline in Schools- Teachers' Powers Key Points:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school (Section 89 of the Education and Inspections Act, 2006).
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property.

St James Church of England Primary School

Behaviour and Positive Relationship Policy.



Be Ready.



Be Respectful.



Be Responsible.



Our Approach

1. Nurture relationships.
2. Model our values.
3. Listen.
4. Praise positive choices.
5. Provide a safe environment.



Learning Behaviours

Sit up
Tune in
Ask and answer questions
Respect everyone and everything



“Over and Above”

Consistently exhibiting our school values.
Impacting the wider school community.
Living out our Rainbow Promises.



Christian Values

Generosity	Forgiveness	Thankfulness	Justice
Compassion	Friendship	Trust	Service
Courage	Respect	Perseverance	Truthfulness



Steps to Success

- Step 1: Redirection
- Step 2: Reminder
- Step 3: Last Chance
- Step 4: Time Owed
- Step 5: Internal Referral
- Step 6: Formal Meeting



30 Second Script

‘I’ve noticed you are...’
‘You are not showing that you are...’
‘Therefore you need to...’



Restorative Q’s

1. What happened?
2. What were you feeling / thinking at the time?
3. How did this make other people feel?
4. What should we do to put things right?
5. How could you do things differently?

Governors written statement of behaviour principles

This is a statutory requirement and is on the school website.

At St James CE Primary School, we respect and value all pupils and are committed to providing a caring, friendly and safe environment for all pupils so that can learn in a safe and happy environment. This is the responsibility of every adult employed by, or invited to deliver services, at St James CE Primary School. We recognise our responsibility to safeguard all who access school and we promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying

Under the Education and Inspection Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

This statement and the behaviour policy will be reviewed on a two-yearly basis, unless changes at a national level necessitate an exceptional review.

We, the Governing body of St James CE Primary School, believe that all members of our school community should be able to learn and achieve success in a safe, secure and orderly environment. We value the strong relationships that exist in the school which lead to mutual respect and good behaviour whilst also promoting our Christian Values.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in and respect for the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying. The policy will be applied with consistency and fairness with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on the core purpose of the school ie: learning; and praise and rewards. It is recognised however, that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (eg. appropriate contact, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school and when engaged in extra-curricular activities and residential trips.