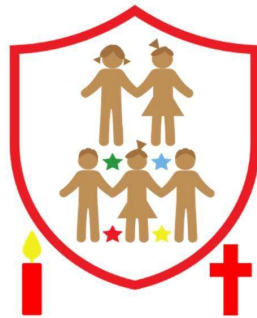


# St James' Church of England Junior School

Developing love of life and learning in a  
caring Christian Community



## POSITIVE BEHAVIOUR POLICY

**Reviewed by:** Simon Millington  
**Agreed by FGB:** 18<sup>th</sup> July 2023  
**Review Cycle:** Every 2 years  
**Next Review Due:** July 2025

## Vision Statement.

# Developing the love of life and learning in a caring Christian community.

As our children say...

**Together we are a family, learning to love and loving to learn.**

- St James' Church of England Junior School is a community school committed to addressing the educational needs of all local people.
- Informed by our Christian values, the school is committed to providing a safe, stimulating environment where everyone is valued equally and encouraged to develop to their full potential.
- We place high value on working in partnership with all stakeholders and aim to encourage active participation in the life of the school.
- Our vision and values are rooted in the Bible teachings:

*'Do unto others as you would have them do to you' (Luke 6:13)*

*'I have come that they may have life, and have it to the full' (John 10:10)*

## Introduction

The aim of this policy is to communicate strategies and processes which support staff, pupil and parents' approach to maintaining a high standard of behaviour in school. Whenever we are in school or it's surrounds, in which ever activity, we expect the highest standards of behaviour, courtesy and consideration to others. This applies to all members of our community. We expect everybody in our school to show respect and consideration for one another. They should also respect other people's property and the school buildings and grounds.

## Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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 to 94 of the [Education and Inspections Act 2006](#), which requires 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](#)

At St James' we believe the best way to teach and encourage Good behaviour is through Upholding the school values by demonstrating

### **Be Kind, Be safe, Try Hard**

Modelling and teaching of Positive behaviour as part of a whole school approach

- A strong school ethos, underpinned by our Christian vision and values.
- Clear expectations- shared visually and through dialogue.
- Excellent communication,
- Encouragement praise and reward.
- Positive ways of helping pupils overcome any difficulties with behaviour.

### **Aims**

- To create a culture of exceptionally positive behaviour for learning, for the school community and for life.
- To ensure that all learners are treated fairly, shown respect and develop positive relationships,
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To build a school community which values kindness, diversity, compassion and empathy for others which filters into the wider community.
- To provide a calm approach to the management of behaviour ensuring a consistent and composed language is used.
- Clear and consistent expectations of exceptionally positive behaviour to everyone in our school community.

Positive behaviour for learning and living is shown through our 3 principles.

### **Be Kind, Be safe, Try Hard**

#### **Be kind**

- I will be kind always, I will be polite and courteous towards others. I will display the values of respect, Joy, Kindness, love towards others.

## **Be Safe**

- I will be safe when I am in school I will show that I can be safe when I am outside of the school including knowing how to stay safe online. I will move around the school building safely and calmly keeping myself safe and displaying the values of integrity and forgiveness.

## **Try Hard**

- I will help myself and other learn by being ready to listen. I will do my best when completing my learning. I will display the value of perseverance.

At St James' we understand that some children exhibit particular behaviours based on adverse childhood experiences. (ACES's), a Special Educational Need and or Disability (SEND) or another Social emotional or mental Health needs (SEMH). As a school we recognise their behaviour is their way of communicating their emotions and subsequently may require bespoke behavioural support plans to accommodate their additional behaviour needs. Some children may require in and out of class support during break and lunchtimes in order for individuals to meet the school behaviour expectations. These will be achieved through structured support and behaviour support plans which will be shared with all staff and parents.

## **Creating Positive Behaviour:**

### **Ready to learn:**

In order to do our best, we need to show positive learning behaviours. In order for our pupils to do this:

- Children will enter the school/classroom calmly and respond to the adult.
- Children will listen carefully to the adults in the classroom and follow the class routine.
- Children will understand and respond to adult expectations for each session.
- Children will value learning and behave in a way that enables everyone to be successful.

### **How school will support this:**

- Adults will clearly set expectations at the start of each session.
- Adults will be consistent in the language they use when setting the expectations at the start of each session.
- All adults will be available to offer early support when required.
- Adults will use positive recognition to embed the behaviour expectation and ensure all children are successful.

- Adults will greet children by name at the classroom signalling the formal start to the school day. Members of SLT will meet and greet children and parents at the gates.
- Staff will model our values (See Appendix 1) at all times.  
Staff will be calm, consistent and fair in their treatment of children, parents and colleagues.
- Staff will pay attention to the best conduct and endeavour to catch children doing the right thing in order to praise and recognise good behaviour for all to hear and celebrate.

At St James', we ensure that consistent language is used to manage behaviour creating clear boundaries for learning how to behave. Conversations should be discussed as the behaviours they are and not be personal to the child.

#### Positive behaviour strategies

- Use of language including our values.
- Living our Christian values.
- House Points
- Golden Tickets rewarded for exceptionally positive behaviour or work and demonstrating the school values. All Golden Tickets will be entered into a weekly prize draw.
- Celebration assembly recognising and celebrating the house points achieved and excellent demonstration of school values.

The expectations outlined within this Positive behaviour policy apply at all times from entry into school at the start of the day, break, lunchtimes and on leaving the premises at the end of the day. Positive and negative behaviours will be addressed during this time. Positive behaviours/attitudes to learning will be rewarded with and in exceptional circumstances Golden Tickets.. All staff work hard to ensure that the expectations placed upon them in the classroom apply to when they are outside of lesson time. During any occurrence of negative behaviours all staff are encouraged to make use of informal steps (outlined later). When more informal steps are not successful staff should seek the involvement of a member of the SLT and or SENDCO.

#### **Sanctions**

At St James' we make it clear that behaviour falling below our expectations or challenging behaviour is not acceptable. All consequences should relate to the behaviour and not be made personal to the child. All members of the community should be encouraged to foster the belief that there are no bad pupils just bad choices. It is important that sanctions are proportionate and that children are reprimanded in private. In living our Christian values where possible all consequences should be delivered on the same day and everyday started afresh. (this doesn't apply to sanctions given in the afternoon which would have to be delivered the next day)

Examples of consequences might include, but are not limited to, time out in another classroom to reflect on behaviour, an alternative space to complete learning, an alternative space for break or lunchtime.

Informal approach	Language	Actions	Example behaviours
	<p>Reminder</p> <p>This is a reminder that we need to be – (select one): Kind, Safe, Try hard</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening.</p>	<p>Use child’s name</p> <p>Come down to child’s level</p> <p>Make eye contact</p>	<ul style="list-style-type: none"> <li>-Running inside the school building</li> <li>- Speaking unkindly to others</li> <li>- Not showing respect to the person talking to you</li> <li>-Not being completely honest</li> <li>-Not listening to what others say</li> <li>- Not following instructions</li> <li>- Not looking after school equipment</li> <li>- Being unkind to others</li> <li>- Not putting effort into your learning</li> <li>- Distracting yourself and others from learning</li> </ul>
	<p>Warning</p> <p>This is the second time I have spoken to you. You may need to speak to me for two minutes after the lesson. If you choose to not follow our values again, then I will ask you to leave the room and go to another class. Thank you for listening. It is important that we had this conversation</p>	<p>Use child’s name</p> <p>Come down to child’s level</p> <p>Make eye contact</p>	<p>Continuation with any of the above</p>
	<p>Reflection</p> <p>You need to wait- - In the reflection area (during learning time) -</p>	<p>Do not speak about the child’s behaviour to another adult in</p>	<p>As above</p>

		On the bench (during break/ lunch time) I will come and speak to you in two minutes/ five minutes.	front of the child. Behaviour logged on CPOMs from this point onwards	
Steps – Formal: After repeated reflection time				
1.	Reflect, Repair & restore	What happened? What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?	One to one. Make eye contact with the child. Use child's name. Come down to child's level. Behaviour logged on CPOMs	As above
2.	Phone call to parent by class teacher	I will need to share this with your parent/carer	Behaviour logged on CPOMs	-Refusal to follow instructions - Swearing - Physical harm -Not keeping hands and feet to yourself. - Deliberate damage to school property - Disrespect during worship activities - Discriminatory behaviour/derogatory language
3.	Class Teacher/SENDCO Meeting with parents in school	* Behaviour Plan drawn up in collaboration with the child and parent/carer	Behaviour logged on CPOMs	As above -Being in possession of a vape or other prohibited item (as detailed in <a href="#">Searching, screening and confiscation: advice for schools 2022</a> ) First instance

4.	Formal meeting	If the child's behaviour continues to escalate, SLT will become involved with supporting the parents/ teacher and child.	Behaviour logged on CPOMs Suspension proportionate to behaviour and in consideration of previous consequences given.	-Extensive and intentional physical harm to a member of the school community -Extensive intentional damage to school property -Being in possession of a vape or other prohibited item (as detailed in <a href="#">Searching, screening and confiscation: advice for schools 2022</a> ) 2 <sup>nd</sup> instance -Vaping on school premises.
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### Emotion Coaching

Using the principles from Emotion Coaching training, staff are able to sensitively support pupils to reflect on any behaviour that is not- Kind, Safe or Doing your best.

The five essential steps of Emotion Coaching:

- Be aware of the child's emotion
- Recognize the child's expression of emotion as a perfect moment for intimacy and teaching
- Listen with empathy and validate the child's feelings
- Help the child learn to label their emotions with words
- Set limits when you are helping the child to solve problems or deal with upsetting situations appropriate people and services.

### Positive Handling (Team Teach)

The team teach approach enables staff at St James to comply with legal responsibilities to safeguard people and services. It develops and supports a positive behaviour management with transformative training to promote a balanced approach towards reducing risk, restraint and restriction.

In extremely rare individual cases the use of physical intervention may also be needed. Trained staff should only use physical intervention as the very last resort when a child's or adults' safety is threatened or the child in question is likely to cause significant damage to school property. Staff using physical interventions will have received appropriate training and an individual risk assessment been made. It should never be used punitively.

### Prevention of all forms of bullying (including cyberbully, prejudice based bullying and discriminatory bullying)



St James' is an inclusive school which follows the principles of the equalities act 2010, we therefore do not tolerate any form of bullying and will challenge all types of discriminatory behaviour, e.g. unwanted attentions verbal or physical, unwelcome or offensive remarks or suggestions that another person's appearance, character race or religion, ability or disability, sexuality, gender.

Along with our school anti bullying policy our school's positive behaviour policy aims to assist creating an ethos in which attending at St James' is a positive experience for all members of the school community and to make it clear that all forms of bullying are unacceptable.

All members of the school community are responsible for helping to reduce bullying incidents. School staff will be alert to the signs of bullying and act promptly and firmly against any bullying behaviours. All pupils are encouraged to report incidents of bullying and, in turn, to ensure that incidents of bullying are dealt with effectively. All victims who report bullying will always be listened too and supported. Pupils displaying bullying behaviours will be encouraged to change their attitudes and understand the implications of their actions. The school will equip staff with the necessary skills and information to deal with incidents of bullying and to ensure that all incidents of bullying are recorded on CPoms and where appropriate shared with relevant organisations.

### **Suspensions**

Suspensions at St. James' will ONLY be used as a last resort and the headteacher is confident that the decision to Suspend is lawful, rational, reasonable, fair and proportionate. We should only make the decision to Permanently Exclude if a pupil has committed a serious breach, or persistent breach of the school's positive behaviour policy., and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. If it is considered appropriate to suspend a child for any length of time from school, procedures followed will be those outlined in the county Council Policy (can be shared on request)

### **Suspensions/Exclusion may include.**

- Internal suspension from the class for a fixed period of time with in school.
- Lunchtime exclusion where the pupil has to be taken off the premises during the lunch time by his/her parents/guardian. (For a fixed period of time and to be reviewed regularly/
- Fixed term suspension- the Head Teacher will suspend a pupil for a fixed period of days, which is entered on the child's record and reported to the LA.
- Permanently Exclude- following LA procedures and exploration of all other avenues.

## **Recording, Reporting and monitoring.**

All behavioural concerns and or incidents should be recorded on CPoms. All staff are expected to provide reports which are based upon fact following a detailed gathering of evidence and are expected to consider and follow GDPR guidelines when recording concerns or incidents. Patterns of behaviour, possible causes and the impact of strategies used to transform behaviour will be regularly reviewed By the Inclusion Lead and SLT. Patterns of behaviour will be shared with the Governing body.

### **Misconduct outside of school**

The school may act against any child who is reported for challenging behaviour or bullying off the school premises, if the child is; a) Participating in a school-related activity b) Travelling to or from school c) Wearing school uniform d) The misbehaviour could pose a threat to another pupil or adversely affect the school's reputation. This may also include the inappropriate use of social media sites. Any action taken will be proportionate to the behaviour and could include discussion with parents, school sanctions and possible exclusion. Children whose behaviour within school is such that it could pose a risk to themselves and or others when on a school visit will be subject to an individual risk assessment. If the school judges that the child's safety and or that of others cannot be guaranteed as a result of their behaviour, the school reserves the right to withdraw that child from going on the visit.

### **Role of Parents**

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of choosing not to follow them
  - Inform the class teacher, pastoral lead or SENDCO of any changes in circumstances which may affect their child's behaviour
  - Discuss any concerns with the class teacher, pastoral lead or SENDCO promptly
- Engage with school by attending meetings as requested
- Be a good role model when in school (see Adult Conduct Policy)

### **Role of School Leaders and Governors**

The School Leaders and Governors of the school support the community by:

- Promoting the Christian ethos of St. James' as a Church of England school where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents, staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

**Monitoring the policy**

The Executive headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.