



St James' CE Primary School

Behaviour for learning Policy

".....You've got to help me. You've got to hold out your hand - even when that's the last thing I seem to want and need. Each time you are kind and gentle and caring, each time you try to understand, because you really care, my heart begins to grow wings, very small wings, very feeble wings - but wings" Eikins 1976



A rainbow will always appear in the clouds

Taken from Genesis 9

The Rainbow is a powerful symbol which represents our core values and beliefs. The Rainbow was sent to Noah as a sign of God's promise to His people. For us, the Rainbow symbolises our promise to love all of our children, as they grow and develop in a nurturing, caring and safe environment, secure in the knowledge that they are cherished as a gift from God.

Rooted in Christian principles, we are a family who work

together to:

Build an inclusive, loving and nurturing school, which welcomes and values all

Enjoy caring and authentic relationships, and live well together

Grow in wisdom through a broad, innovative and interesting curriculum, which develops a love of learning

Aspire to be the best we can be in all that we do

'It takes a village to raise a child'

Love hope peace joy forgiveness
compassion honesty patience
perseverance koinonia

St James' CE Primary School is a Church of England School, and therefore our ethos and values are underpinned by Christianity. This is based on Christian teachings and the concept of forgiveness and a fresh start. The Christian Values the school holds strongly reinforce this. We believe that in a caring school, respect for individuals and good relationships between all members of the school community is central to well-being.

Aims

At St James' CE Primary School we aim to provide a safe, happy environment in which all members of the community adopt a positive, caring attitude towards others and towards the environment. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing behaviour and dynamic interventions that support staff and learners. Every individual is valued and achievements, whether they are personal, social or academic, are celebrated. We encourage responsibility in terms of punctuality, care of themselves, of others, and their surroundings and in terms of their attitude towards a positive work ethos.

Our aims are:

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To value and appreciate each individual and acknowledge that everyone has a role to play within our school community
- To ensure that all learners are treated fairly and are shown respect
- To listen, with respect, to one another
- To help learners take control over their behaviour and be responsible for the consequences of it
- To promote an environment which values kindness, care, good humour, tolerance and empathy for others ensuring that everyone feels happy, safe and secure
- To develop self-discipline and the ability to learn and work both independently and cooperatively
- To learn to accept responsibility for our behaviour and choices
- To ensure that excellent behaviour is a minimum expectation for all

Promotion of Self Esteem

The school's values, well-being and PSHE have a high profile within the school, where varied strategies are employed to develop social skills, build team spirit, promote moral values and raise self-worth. Independence and responsibility are highly valued, for example, collective worship leaders, Pupil Governors and Agents for Change.

Expectations

We all have a responsibility for behaviour, values and ethos.

Everyone who works, learns or visits the school is expected to treat each other in a polite and well-mannered way.

These include:

- Pupils to pupils
- Adults to pupils
- Adults to adults
- Pupils to any adult member of staff, helper or visitor

- Visitors or parents to staff and pupils.

Responsibilities

Pupil Responsibilities

At the primary age range, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise.

- All children are responsible for their own behaviour and the choices they make
- Children are expected to join staff in maintaining a '**Ready, Respect, Safe**' ethos in our school - "Aiming High!"
- Children should know and understand our school rules, what it means to be a part of the St James' community (our ethos and values)
- Children are responsible for reporting any unacceptable behaviour to a member of staff.
- Every child should understand the rewards and consequences for the choices they make.

Teacher/Staff Responsibilities

Adults in our school have an important responsibility to model high standards of behaviours and build relationships.

- To ensure all children in their care fully understand our school values and the school rules. Refer to '**Ready, Respectful, Safe**'
- To always maintain a **positive approach** to behaviour management
- To provide a **personal NOT public** follow up to behaviour
- To apply our behaviour policy **consistently** and fairly
- To maintain **high expectations** for pupil behaviour anywhere in the school, and to frequently share these with all pupils
- **Plan and/or deliver** lessons that engage, challenge and meet the needs of all learners.
- Use **verbal recognition** throughout every lesson.
- Be **calm** and clearly communicate expectations in order to pre-empt any possible undesirable behaviour.
- **Follow up** every time, retain ownership and engage in **reflective dialogue** with learners.
- To maintain the class behaviour log
- To **liaise closely with parents** informing them of good choices as well as concerns they may have regarding a pupil.
- Provide a **personalised approach** to the specific behavioural needs of particular pupils, liaising with the Special Educational Needs Coordinator and outside agencies as appropriate.

Leadership Responsibilities

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Leaders in the school have a responsibility to support the staff and children in the implementation of this policy.
- To ensure that the school policy is understood and fairly implemented by all staff.
- To support and train staff in appropriate behaviour management.
- To follow up on any incident referred to them by liaising promptly with the pupil(s) involved, class teacher/staff member, parents/carers, head teacher (if necessary).
- To ensure all referred incidents and follow up actions are logged on the behaviour log.

- Half termly audit of the behaviour log data, to monitor repeat incidents and refer to additional agencies.

St James' School Rules

The school's ethos underpins the Respect Ready Safe (R R S) approach.

- Ready
- Respect
- Safe

We want our learners to be **ready** to learn, to **respect** each other and to feel **safe**.
"Ready, Respect & Safe"

We have discussed with our children what these words mean, how they can use these words to help them in school and what their behaviour may look like when they are **ready, respectful and safe**.

This is what they think:

- We are **READY** to learn – we arrive at school on time, we have our equipment ready and we show that we are listening
- We **RESPECT** – we listen when others speak and we respect the property of our friends and the school.
- We are **SAFE** – we move around school in a safe manner, we follow instructions to keep ourselves safe on school trips, we use equipment safely and we stay safe online.

R R S is reinforced through Collective Worship, PSHE and in class or with individuals as necessary.
R R S is used for **playtime, class time and lunchtime.**

Behaviour Ladder

To have clear consistent expectations of behaviour across the school each classroom will display a behaviour ladder appropriate to each year group. This is used as a reminder of what behaviours we would like to see and the possible consequences. **The ladder will never be used as a way of publicly 'naming and shaming' an individual. Children will always be praised loudly and reprimanded quietly. When children are below the expected 'Ready to Learn' zone they will be informed privately – children's name must never be displayed on the learning ladder.**

Children start the beginning of every lesson demonstrating the **'Ready to Learn'** behaviours. Depending on the choices made throughout the lesson, the children modelling the **'Aiming High'** or **'Rainbow standard'** behaviours could be nominated for celebration assembly or the Rainbow moment. If children are not showing the ready to learn behaviours, the adult will quietly remind the child of the expectations or move a child to a different seat to **'Reflect and Think'**. If the children continue to display the **'Reflect and Think'** behaviours a consequence will be given which is shown in the yellow or red section of the ladder depending on the severity of it.

Behaviour	Procedure	Outcome
<p>Rainbow Standard</p> <ul style="list-style-type: none"> Consistently Aiming High! 	<ul style="list-style-type: none"> Show work to HT or senior leader. Name written in Rainbow Book Communication home to parents Verbal praise 	<ul style="list-style-type: none"> Nomination for Rainbow moment Sharing successes with other staff members, including the Head Teacher A postcard home
<p>Aiming High!</p> <ul style="list-style-type: none"> Perseverance and effort when faced with a challenge. Having pride in schoolwork and presentation Demonstrating our school values everywhere in school and outside Consistently following our school rules (Ready, Respect, Safe) 	<ul style="list-style-type: none"> Verbal Praise Show work to another CT 	<ul style="list-style-type: none"> Nomination for celebration assembly Communication with parents. Sharing successes with other staff members, including the Head Teacher Special responsibility jobs
<p>Ready to Learn</p> <ul style="list-style-type: none"> Doing as asked the first time Speaking with care Listening respectfully to others Keeping hands, feet and other objects to myself Walk around school safely and sensibly. Completing tasks within the given time Respect other people's feelings and their property 	<p>This is our expected behaviour. All children start the day on the 'Ready to Learn' Zone. Children can expect frequent verbal praise for this.</p>	<ul style="list-style-type: none"> An approving look or gesture – smiles! Verbal comments of specific praise are given regularly by all staff. We aim for them to be clear and sincere. Displaying children's work
<p>Reflect and think!</p> <ul style="list-style-type: none"> Not following the school rules as shown in 'Ready to Learn' section <p>Examples include: Disrupting others learning, calling out, pushing in the line, running in the corridor, refusal to follow instructions, being unkind to others, not playing safely, choosing not to complete work.</p>	<ul style="list-style-type: none"> Verbal reminder of correct behaviour expectation Praise and encouragement should be used to motivate the child to make better choices. Change seats or task temporarily Remind children to complete work during lesson times 	<ul style="list-style-type: none"> Return to 'Ready to Learn' Zone once behaviour has improved. Time spent on 'Reflect' is at the teacher's discretion.

<p>Consequence</p> <ul style="list-style-type: none"> Repeating the above including unkind words, walking around class and preventing others from learning, not showing respect to adults, being disrespectful and disruptive. 	<ul style="list-style-type: none"> A private verbal explanation of why and how behaviour is causing a problem. Name and incident recorded on the Behaviour log. Child goes to partner teacher for 5 – 10 minutes time away to turn things around, then returns to class. Praise and encouragement should be used to motivate the child to make better choices. <p>Personal Behaviour Plan If a child reaches this stage more than 5 times in a 6 week period. Through discussion with the class teacher, senior leadership team and parents, personal behaviour targets will be put place.</p>	<p>Possible Sanctions</p> <ul style="list-style-type: none"> Child is reintegrated into class and is given the opportunity to turn things and move back to the 'Ready to Learn' Zone once behaviour has improved. Class Teacher to inform parent and parent to discuss school behaviour expectations at home. <p>Personal Behaviour Plan will be a positive behaviour plan to encourage all to achieve the personal targets set. The PBP will be reviewed after a 2 week period.</p>
<p>Intervention Needed Repeating the above and including</p> <ul style="list-style-type: none"> Wilfully damaging school and other people's property Unsafe behaviour, defiance and persistent refusal Threatening, aggressive behaviour (slamming doors, shouting, negative body language, inappropriate sexual words, gestures) Absconding Walking out of class or away from an adult Violence towards children, staff or self (hitting, kicking, slapping, pushing, using an object to cause harm, fighting, throwing objects inside and outdoors, spitting, biting, defecating) Bringing harmful objects/ weapons into school Inappropriate harmful language or behaviour (Racism, sexism, homophobia, sexual) Stealing Bullying and cyber-bullying 	<ul style="list-style-type: none"> Incident to be investigated by a member of the Senior Leadership Team and recorded on Behaviour log Parent's notified either; phone call home, face to face meeting with a member of Senior Leadership Team Safeguarding, outside agency referral, or police where appropriate <p>Team Teach Team Teach is the effective use of verbal de-escalation strategies. As a last resort, safe, physical intervention may be needed where a pupil or other person is at significant risk. However, this intervention will only be implemented by staff trained in Team Teach.</p>	<p>Possible Sanctions</p> <ul style="list-style-type: none"> Child removed from class, time of which at the discretion of the Head Teacher or Senior Leader dependent on the severity of behaviour. Loss of play time and alternative provision provided Internal exclusion, formalised and organised by Senior teacher or Head Teacher External suspension (fixed term) 1, 3 or 5 days dependent on the behaviour Alternative arrangements for child to have lunchtime at home (fixed term suspension) Permanent exclusion Behaviour Chart Personalised risk assessment <p>Support</p> <ul style="list-style-type: none"> Team Teach Support of external agencies Resolving conflict session Pastoral session School and Parent liaison Return to school meeting

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated. We limit the use of extrinsic rewards, such as stickers, because we aim to

encourage the intrinsic benefits of positive behaviour – we want children to behave well because they understand and appreciate the values behind positive behaviour, rather than for the extrinsic reward they may gain.

Rewards may involve:

- An approving look or gesture – smiles!
- Verbal comments of specific praise are given regularly by all staff. We aim for them to be clear and sincere.
- Verbal praise to parents about their children
- Sharing successes with other staff members, including the Head Teacher
- A personal message home to parents via DOJO
- Displaying children's work
- Special responsibility jobs
- Celebrated in celebration assembly
- Positive phone call home– At least once every term, teachers are encouraged to make a phone call home to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.

Playtimes and Dinnertime routines

Adults on duty and lunchtime supervisors must use the same rules and systems for implementation as are used in the classroom.

The consequences of choosing not to obey the rules on the playground are:

1. A friendly but assertive verbal warning
2. Staying with the supervising adult for five minutes
3. Being taken to another Supervisor to support in de-escalating the incident
4. Being taken to the member of senior leadership team
5. Any consequence should be reported briefly and sensitively to the class teacher but avoid embarrassing or upsetting the child further.

Investigating an incident

When staff have to investigate any incident that occurs, they will ask the children a set of questions. These questions are designed to not only gain information about the incident but also to encourage the child/ren involved to reflect on their behaviour.

Restorative practices in schools have several proven benefits.

Children show:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right

Restorative Questions include:

1. Describe what happened?
2. Explain what were you thinking at the time?
3. How do you think it made others feel?
4. Who else might have been affected?
5. What should we do to put things right?

6. What help and support might you need to do that?
7. How can we do things differently in the future?

Physical Intervention

The majority of St James' staff have been trained in Team Teach. This is a programme designed to help staff to calm children and diffuse difficult situations. It also trains staff to hold children safely if it becomes necessary. Our Positive Handling Policy contains further details of our approach to physical intervention.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The schools' special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, Behaviour Support Team, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. A pupil's special need does not mean that they cannot comply with the schools' behaviour for learning policy and the rewards and sanctions will mostly be the same as for all other pupils. However, specific behaviour plans may be put in place to meet the needs of some SEND pupils.

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the schools Child Protection and Safeguarding Policy

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. Disciplinary sanctions 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.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Suspension and exclusion

As part of its disciplinary sanctions the School may occasionally employ either fixed term suspension or permanent exclusion. Suspension and exclusion can be for a variety of breaches of the School's Behaviour for Learning Policy. Whilst the school is focused on positive behaviour strategies, Suspensions & Exclusions may be used for pupils who have been involved in a major incident of poor behaviour, who consistently disrupts the learning or who have not modified their behaviour for learning following internal isolation and alternative provision, in order to ensure their safety and that of our wider community. Please see the schools **Suspension and Exclusion Policy**

Monitoring and Review

This policy will be reviewed every **2 years** by the headteacher in conjunction with the local governing board. The next scheduled review date for this policy is **February 2026**

All members of staff will be required to familiarise themselves with this policy as part of their induction programme.