

St James' C.E. Primary School

Part of the Diocese of Chelmsford Vine Schools Trust



OPENING DOORS TO OUR FUTURE

Behaviour Policy

	Date	Review frequency/comments
This issue	March 2021	
Approved by	Governing Body	
Ratified by Governing Body		
Author	Mrs Gina Bailey	
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Our Core Christian Values: Respect, Responsibility, Community, Friendship, Forgiveness, Courage.

Vision Statement

St James' CofE Primary School is a positive, secure, enjoyable and challenging learning environment, based on our core Christian values: Respect, Responsibility, Community, Friendship, Forgiveness and Courage. High standards of teaching and learning ensure that every individual feels respected and valued as a unique creation of God, and strives to reach their full potential. Our nurturing approach will enable all pupils to grow into well-rounded, aspirational individual will healthy attitudes towards mental health and well-being. Our children will leave our school as respectful members of our local and global communities; inspired to learn and motivated to achieve. This Behaviour Policy works alongside other school policies in addressing matters including the St James' CofE Primary School [Peer on Peer Abuse Policy](#).

Our School Rules

Be Individual, Be Respectful, Be Safe, Be Kind

These three core rules run through every aspect of our school. The rules mean different things in different contexts such as the school hall, the playground, the classroom. Children spend time at the beginning of each term talking about what they mean in the different contexts. The School Rules are presented clearly and, in a child friendly way in every classroom as well as public areas around the school. They are shared with the wider school community and on the school website.

Our Rights

- **A safety right**
The right to be and to feel safe in the classroom and in the playground.
- **A learning right**
The right to learn in a reasonable learning environment without interference
- **A treatment right**
The right to be treated with dignity, to be treated fairly and as a social equal by other children and adults regardless of religious, cultural, racial or sexual differences.
- **A movement right**
The right to move about in school at certain times and in a certain manner.
- **A communication right**
The right to express themselves to share ideas and opinions and to ask questions.
- **A problem solving right**
The right to expect a settlement of problems and to be able to tell their side of the story in a dispute.

The school does not tolerate:

- Physical and verbal aggression of any kind towards any member of our school community
- Racism, prejudice, or discriminatory language
- Shouting at children or each other



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- Persistent and deliberate disruption to others' learning.
- Bullying of any kind
(See Anti-Bullying Appendix 2)

How we manage behaviour

- Adults have positive relationships with each other and with children
- We give our first attention to the best behaviour
- We are relentless in following routines
- We follow an agreed script for difficult conversations
- We believe in restorative follow up to poor behaviour

All staff, every day...

- Meet and greet each child at the beginning of the day with a smile
- Recognise good behaviour and effort every day using the recognition board in our classrooms
- Recognise behaviours which are 'over and above' using Positive postcards
- Recognise the children who consistently make the right choices with positive notes
- Always deal with poor behaviour *privately, calmly and immediately*

How we celebrate good behaviour

In our school we try to teach children how to behave appropriately to different situations, to increase self-confidence and self-esteem and to have high aspirations for excellent behaviour. In some cases, we work closely with children and parents to support and ultimately change their behaviour patterns by using positive role models, with a consistent and positive approach. We use a wide range of reward techniques.

Individual:

- ❖ Praise Notes home
- ❖ House Points
- ❖ Golden Time
- ❖ Praise Postcards sent home by HoS
- ❖ Stickers
- ❖ Certificates of praise for behaviour and effort
- ❖ Certificates of praise for displaying our Christian Values
- ❖ Continual praise for good work in line with our Marking Policy
- ❖ Praise in front of the class
- ❖ Golden cushion/stool
- ❖ Celebratory Collective Worship
- ❖ Celebratory Class assemblies to parents.
- ❖ Children are sent to the Headteacher or Senior Leader with good work for a reward sticker.
- ❖ Hot chocolate Fridays with Executive Headteacher or Head of School for exemplary behaviour.

Group:

Children will also earn table points for their table, to win prizes or golden time at the end of the week.

Whole class:



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Children will have the chance to earn whole class rewards such as extra playtimes. These will be earned over time using strategies such as marbles in a jar, paper chains and so on.

How we deal with poor behaviour choices

Children should realise that misbehaviour will be dealt with and that their undesirable actions will have consequences, which they must accept. Pupils should expect fair and consistently applied sanctions for unacceptable behaviour.

30 Second Interventions

The 30 second intervention is designed to be a planned and predictable and safe way to send a clear message to the child. It is used by all members of staff to ensure a consistent approach to these conversations.

(See Appendix 4 for further details).

Script:

1. I noticed you are ... (having trouble getting started / struggling to get going / wandering around the classroom dabbing).
2. It was the rule about ... (lining up / staying on task / bringing military hardware into school that you broke.
3. Do you remember last week when you ... (arrived on time every day / got that positive note / received the Nobel Prize)?
4. **That** is who I need to see today
5. You have now chosen to ... (move to the back / speak to the man from Scotland Yard).
6. Thank you for listening. (Then give the child some 'take up' time.)

Playtimes/Lunchtimes

If children have received warnings during class teaching, it is the responsibility of the teacher to pass this information on to the Midday Supervisors, to ensure children continue to be supported on the playground. If a child breaks a rule at playtime/lunchtime the 30 second intervention is used immediately. If they then receive a sanction this will be recorded on a white slip and handed back to the class teacher so that they can take the appropriate action. In the case of a serious incident, this may need to go straight to the Phase Leader.

Restorative Conversations

All warnings and/or Detention Slips will be followed up by an adult asking Restorative Questions to help children learn about the consequence of their actions and the impact on others, these are as follows:

I gave you a stop & think/ thinking time/ time out because

1. What happened?
2. What were you feeling?
3. How has this affected others?
4. What do you need to do now?
5. Do you need any help with that?
6. What school value could you use next time?



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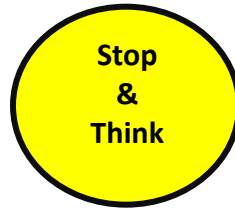
(See Appendix 5 for further details)

Warnings Escalation Flow Chart

Disruptive Behaviour
↓
Child is asked to correct behaviour and positive behaviour strategies are used by the adult

Disruptive behaviour continues
↓

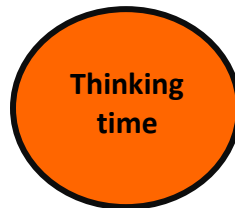
1st Warning
Stop and Think



Child is asked to “**stop and think**” and 30 second intervention is used
↓

Disruptive behaviour continues
↓

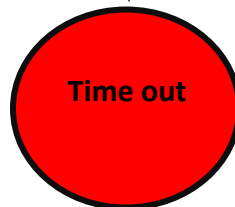
2nd Warning
Thinking Time



Child is given **thinking time** in class but away from peers (5 mins KS1 / 10mins KS2).
After this the adult will speak to the child about the behaviour and why they have received thinking time as part of a restorative conversation.
↓

Disruptive behaviour continues
↓

3rd Warning
Time out in another class



Child is taken to another class away from their peers – with work (10mins KS1/ 20mins KS2)
After this the adult will speak to the child about the behaviour and why they have received time out in another class as part of a restorative conversation.
↓

Disruptive behaviour continues
↓

You have had 3 warnings and are continuing to make the wrong choices; I am now going to send you to the Phase Leader



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Warning Timescales

The timescale for warnings to remain live are:

YR: 1 day
Y1/2: 2 days

Y3: 3 days
Y4/5/6: 1 week

Detention Slip

If the inappropriate behaviour continues, up to a total of 3 warnings will be given, if behaviour continues following on from 3 warnings, a Detention slip will be issued and the incident logged by a Phase Leader. More serious behaviour can result in an immediate issuing of a Detention slip without any warnings. The decision for issuing a Detention slip will always be the decision of a Phase Leader following an investigation of the incident.

**Reasonable adjustments may be made to timescales/incremental system depending on the individual child's needs.*

The incremental system is as follows:

No of Slips	Consequence	Parental Involvement
1	Child will meet with Phase Leader to discuss cause of slip and is given consequence	Phone call to parents
2	Eg. Lost playtime.	Parents meet with Class teacher and Phase Leader. Child goes on green report for 2 weeks. If behaviour improves child comes off report and receives an improved behaviour certificate
3	The consequence will increase in duration as the number of slips increases.	Letter sent home inviting Parents to a Formal Behaviour Meeting Parents meet with Class teacher and HOS. Child goes on blue report for 2 weeks, then upon improvement green report for 2 weeks and receives an improved behaviour certificate upon improved behaviour.
4	Throughout this process children will continue to be encouraged to reflect on their behaviour, using our Christian Values, and seek alternative choices to prevent reoccurrence.	Behaviour Improvement Plan initiated HOS and Class teacher meet with parent in school to discuss 4 slips has been reached. Child goes on blue report for 4 weeks, then upon improvement green report for 2 weeks and receives an improved behaviour certificate upon improved behaviour.
5	All slips, consequences and outcomes are logged centrally in the Head Of School's office.	EHT and HOS will meet with parents and inform them in writing that their child is at risk of exclusion. Child goes on blue report for 8 weeks, then upon improvement green report for 2 weeks and receives an improved behaviour certificate upon improved behaviour
6		Beginning of Exclusion Procedure (see Appendix 1). Parents will be informed in writing.



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Detention slips increment continually throughout the school year, and return to zero at the beginning of the new academic year.

Working with Parents

When a child demonstrates persistent and ongoing problems we will involve the parents at the earliest possible time, aiming to work closely together for consistent boundaries and behaviour management of the child.

Daily home/school diaries may be used for two way, honest and open communication between home and school.

It is vital that the child perceives that the parents and school are working together and that the parents are backing the school.

Frankness and honesty between parents and school are vital for helping the child. Parents must respect the school for their experience, knowledge and professionalism, the school must respect the parents for their knowledge of the child.

More Formal Systems-Referrals to other agencies-e.g. Child and Family Consultation Service, Common Assessment Framework, Social Services, Educational Welfare Officer

Consequences issued to children will not be discussed with other parents. Parents should trust and respect a teacher's professional judgement.

Raising Concerns with the School

If parents wish to raise a concern with the school, it is expected that they will be raised with the class teacher in the first instance. The line manager may become involved at a later stage.

Please raise concerns by letter with the class teacher, or via the school office who will take details and ask the class teacher to make contact.

Essex Approach

The Essex Approach document will be used for behaviour analysis and for strategies for dealing with challenging behaviour.

Sources of information

"You know the Fair rule" - Bill Rogers

Primary Life Black well

A Positive approach to bullying - West Essex Special Educational Needs Support Service

Christian Values Education

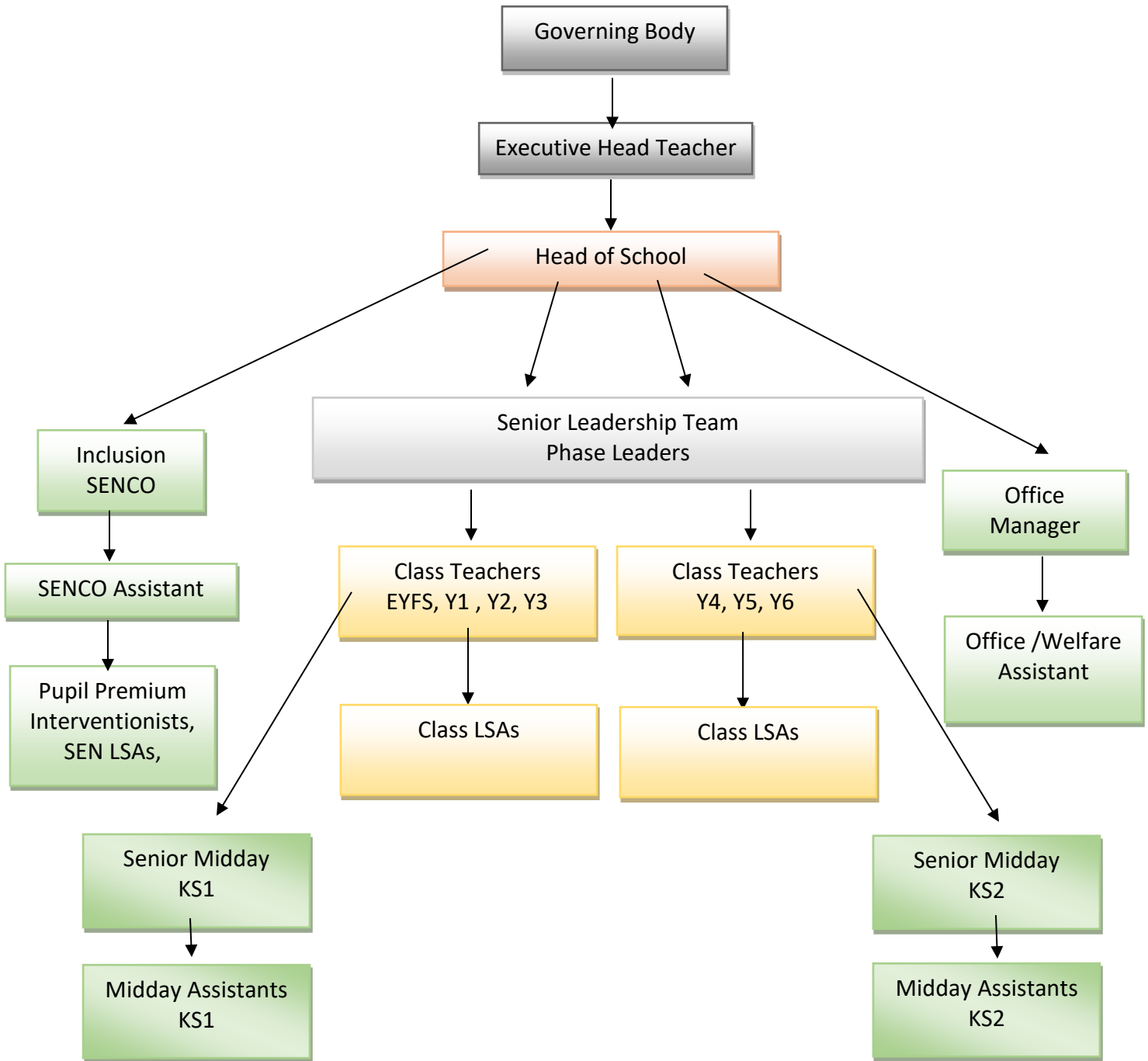
The Staff at St James Church Of England Primary School

Anti-Bullying alliance



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Staffing Structure



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Appendix 1: Exclusion Cycle

It is with regret that ongoing and sometimes one off seriously bad behaviour will sometimes be met with temporary/permanent exclusion in line with Local Authority/DFE procedures. For ongoing/unimproved bad/disruptive behaviour there is an incremental system of exclusions linked to the receipt of 6 slips which can possibly lead to permanent exclusion. This is as follows:

Slip Number	Number of days Exclusion	Parental Involvement
6	½ day exclusion	Informed by letter, return to school meeting.
7	½ day exclusion	Informed by letter, return to school meeting.
8	1 day exclusion	Informed by letter, return to school meeting. Half termly meetings with HOS and Exec Head
9	1 day exclusion	Informed by letter, return to school meeting. Half termly meetings with HOS and Exec Head.
10	3 days exclusion	Informed by letter, return to school meeting. Fortnightly meetings with HOS and Exec Head .
11	3 days exclusion	Informed by letter, return to school meeting. Fortnightly meetings with HOS and Exec Head.
12	5 days exclusion	Informed by letter, return to school meeting. Fortnightly meetings with HOS and Exec Head.
13	10 days exclusion	Informed by letter, return to school meeting. Weekly meetings with HOS and Exec Head.
14	15 days exclusion	Informed by letter, return to school meeting. Weekly meetings with HOS and Exec Head.
15	Permanent Exclusion	Informed by letter. Meetings with HOS and Exec Head and members of the Governing Body

Once a child enters the exclusion cycle, exclusions remain live for 12 months from the first day of the latest exclusion.

We will always try to inform parents by letter that their child is 'at risk' of exclusion in advance of the exclusion, however, this may not always be possible. Parents will always receive a phone call from either the HOS or Exec Head teacher to inform them of this.

Unacceptable behaviours that might lead to an exclusion include:

(Taken from DFE lists)

- Persistent disruption to learning
- Physical Violence
- Threats of violence
- Serious lack of respect for others or property
- Racial or sexual harassment
- Persistent bullying of any kind

In the event of a very serious incident of unacceptable behaviour, the school may make the decision to implement the Exclusion Cycle without issuing detention slips.



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Appendix 2: Anti – Bullying

The Equality Act (2010) states that some groups are more likely to experience bullying than others. The Equality Act includes some vulnerable groups: disabled children, those who are or are perceived to be LGBT, race and faith minority groups and those who experience sexist/sexual bullying. St James' is committed to preventing and responding effectively to the bullying of protected and vulnerable groups.

Bullying is:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online".

(Anti-Bullying Alliance)

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

What do the teachers and children do to stop bullying?

- ❖ We have an anti-bullying day every year in school
- ❖ We learn about what bullying is and what we should do if it happens to us
- ❖ We have the St James' Golden Rules
- ❖ We write class rules and agree to stick to them
- ❖ We watch plays and take part in workshops teaching us about bullying
- ❖ All adults in the school look out for bullying and listen to anyone who is being bullied
- ❖ We tell a trusted adult that we are being bullied or we report it using class worry boxes
- ❖ We tell a trusted adult if we know someone else is being bullied or we report it using worry boxes
- ❖ We have play leaders on the playground who are friendly people to turn to

Bullying as a group behaviour

Bullying is a group behaviour with identified roles, these are:

- **Ringleader:** main leader
- **Assistant:** main supporter/s of ringleader
- **Reinforcer:** lesser supporters of ringleader; they may not necessarily be actively involved but they are aware of what is going on but don't try to prevent it
- **Target:** young person/s being harmed
- **Defender:** young person/s who do not support the bullying behaviour
- **Outsider:** other members of the community who are not aware of the bullying behaviour



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Every incident of bullying will be followed up in our school so that the target will feel supported. In this way hopefully the likelihood of a recurrence is reduced.

We will inform all the parents of children actively involved in the group behaviour; we will inform them of the actions we are taking and the reasons for this, the outcome of our investigation and explore the underlying the triggers that may have caused the group behaviour and ways in which they can support and reinforce our actions at school.

All members of staff will be aware of our behaviour policy and anti-bullying policy and will follow the school procedure.

- We will always listen to and follow up any complaint by a child.
- We will always give all children involved in the group behaviour the opportunity to be listened to.
- Consequences will be followed through in accordance with the behaviour policy.
- All bullying incidents will be recorded with the LA, and a record will be kept on file.
- If bullying persists after adult intervention, parents will be contacted, a behaviour programme with clear expectations will be actioned in order to support children in break the habit of unwanted behaviour.
- We will encourage defenders through peer disapproval

For the target

- 1) We will encourage the target to walk away from the situation and to report it to an adult.
- 2) We will encourage the target to stay calm and not to lose their temper. (Crying, yelling and running away can encourage bullying group behaviour)
- 3) We encourage the children to shrug off or ignore casual taunts and walk away.
- 4) We will always reassure and comfort the victim.

After care

After the incident we will ensure:

- That all pupils involved will continue to feel supported and receive help even if they have stated that they are managing the incident.
- If they may experience feelings of remorse, regret or unhappiness which may occur at a much later stage than the incident, that they will have a trusted adult to support them with this.
- That the children involved do not engage in any further harmful behaviour towards someone else or to themselves as a way of coping.

Behaviour reviews are included in Wednesday morning's SLT weekly safeguarding meeting, where school incidents are monitored and reviewed with the Head teacher.

For full details refer to **St James' Anti – Bullying Policy** and **St James' Peer on Peer Abuse Policy and Procedure**.



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Appendix 3: Physical Contact and Reasonable Force

Physical contact

At St James', we promote positive and appropriate physical contact, to enable our staff to deliver a nurturing environment, to ensure that the pupils thrive.

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- to comfort a child or young person in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
 - to direct a child or young person;
 - for curricular reasons (*for example in PE, Music, Drama etc*);
 - in an emergency, to avert danger to the child or young person or others;
- (see *Understanding and Supporting behaviour – Safe Practice in schools; Autumn 2021*)

Use of Reasonable Force

As an education provision we have, under the DfE guidance, the statutory power to use reasonable force.

The term “reasonable force” covers the broad range of actions used by most teachers that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the upper arm/physical prompts, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

Under some circumstances, and as a last resort a pupil maybe restrained to prevent them committing any offence, injuring themselves or others, damaging property or to maintain the good order and discipline in the classroom (DfE guidance). The Head Teacher will be informed immediately, or in their absence a member of the senior management team. A report of the incident will be recorded. A physical restraint form will be completed.

Reasonable force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for children with SEND and vulnerabilities.

Key staff will be trained in the safe use of reasonable force to ensure that in the very rare event that we may need to use it is completed safely.

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law, that is, they have used reasonable force in order to prevent an injury, damage to property or disorder and was a last resort. This will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true- it is not for the member of staff to show he/she acted reasonably.



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Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff “guidance where an allegation of using excessive force is made against a teacher. This guidance makes it clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools, local authorities and academy trusts have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.



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Appendix 4:

30 Second Script

FOR EVERYBODY TO USE WHEN CHILDREN ARE BREAKING THE RULES

I noticed you are ...

It was the rule about ... that you broke.

Do you remember last week when you...

that is who I need to see today.

You have now chosen to ...

Thank you for listening.

(Then walk away!!!)

1. I noticed you are ... (having trouble getting started / struggling to get going / wandering around the classroom dabbing).
2. It was the rule about ... (lining up / staying on task / bringing military hardware into school that you broke).
3. Do you remember last week when you ... (arrived on time every day / got that positive note / received the Nobel Prize)?
4. **That** is who I need to see today
5. .You have now chosen to ... (move to the back / speak to the man from Scotland Yard).
6. Thank you for listening. (Then give the child some 'take up' time.)



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The 30 second intervention

The 30 second intervention is designed to be a planned and predictable and safe way to send a clear message to the child:

“You own your behaviour. Your poor behaviour does not deserve my time.
You are better than the behaviour you are showing today (and I can prove it!)”

Immediately reminding the child of a previous example of their personal discipline / good behaviour / achievement is the key to the scripted response.

Following this, thank the child for listening and move away, leaving the child to their choice. Don't be tempted to loom over them while they decide what to do ... walk away and don't turn back.

If the child responds with an insult / disrespectful mutter, don't be tempted to take the bait. The rest of the class will realise soon enough that you didn't let it go. If you rush back to confront secondary behaviours you pass control over to the child, and you have then lost.

When you walk away write it down, discretely, what happened so that you can speak to the child when everyone is calm.

When delivering a script everything about your physical and tonal approach must scream, “I haven't come here for an argument!” Hide all of your irritation and anger - some children crave this. Leave the child feeling that they can take control of their behaviour themselves, thinking about their actions and knowing that someone important and believes that they are better. Delivering the script takes a great deal of self-control to stop your emotion creeping out. **We will make mistakes!** Yet, when everyone sees that poor behaviour is no longer rewarded, that interventions are quick, efficient and predictable, the classroom becomes a safer and less explosive place to learn.

If children turn away from you when you are delivering the script, mimic you, say it with you or deliberately refuse to listen, continue delivering the script.

If a child cries when you deliver the script, say, “I will come back to you when you have stopped crying.” Then you will have to skilfully find your moment to return, often in a breath between howls

Teach the children the script - it shouldn't be a secret. If other children hear you using the script it is a good thing. It shows them you are consistent and fair and it demonstrates what they might expect if they cross the boundary



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Appendix 5
Restorative approach
The restorative conversation p126—Paul Dix

