



St James' First School

Positive Behaviour Policy

Rationale

At St James' First School, Governors, staff, parents and children work together to create a happy, caring, learning environment. This is expressed in our school ethos and values:

We nurture every child and family in our school community and encourage our children to develop Christian values of love, hope and truth. We inspire their curiosity and support their learning to prepare them for their future.

- Providing a safe environment, where every individual is valued and empowered and where achievement is celebrated.
- Fostering in staff and pupils a caring and responsible attitude and a respect for others and the world in which we live.

The School expects every member of the school community to take responsibility for their actions, to show care and concern for people, the School and its contents, as well as to promote good behaviour in school, and create a culture of respect. There will always be a considered and sensitive approach to support all pupils. We intend that this policy is clearly understood and shared by all, children, staff, parents and governors.

The Role of the Governors

The Governing Board supports the Headteacher in all attempts to promote good behaviour in school. The Governing Board values good behaviour and the effective working of the school it facilitates.

The Governors:

- Recognise that it is the Headteacher and staff's statutory authority to discipline pupils for misbehaviour which occurs in school and, in some cases, outside of school.
- Require the establishment of a strong behaviour policy to support staff in managing the behaviour, including the use of school responsibilities (rules), rewards and sanctions.
- Expect the provision of a range of effective strategies to respond to different behavioural issues and which are proportionate to the level of misbehaviour that occurs.
- Expect the provision of an effective Anti-Bullying policy giving specific guidance and support to prevent and deal with cases of bullying
- Expect the provision of a clear Home School Agreement setting out the expectations for all members of the school community.
- Require the Headteacher and staff to monitor and track key behavioural issues and maintain a continuous review of behaviour management procedures.

- Expect the provision of appropriate behaviour management arrangements with regard to safeguarding and the promotion of the welfare of children and to its general duty to eliminate discrimination under Section 149 of the Equality Act 2010.
- Require staff to follow the latest guidance concerning 'Use of Reasonable Force', teachers' powers to screen and search pupils and the power to discipline beyond the school gate.
- Require the Headteacher to draw on advice set out in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when dealing with an investigation into staff misconduct.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with behaviour.

The Headteacher:

- Reports to the Governing Board about the effectiveness of the behaviour policy on request.
- Ensures that all children know that we have high expectations of behaviour in this school.
- Ensures that all staff receive sufficient training to be equipped to deal with behaviour.
- Sets the school climate of mutual support and praise for success, so making good behaviour more likely. When children feel they are important and belong to a friendly and welcoming school, they usually respond with appropriate positive behaviour.

The Role of the Teacher and Teaching Assistant

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, they aim to promote good behaviour.

The Role of the Teachers and Teaching Assistants at Playtime and Lunchtime

All staff uphold the expectations of the school visions and values, take responsibility for modelling and monitoring it around the School. It is recognised that lunchtimes and play times can offer particular challenges when trying to promote positive behaviour in children and specific policy decisions have been made to address these concerns:

- Specific support from Teachers and senior leadership at these times.
- Clarification of expectation with all staff to ensure appropriate levels of expectation, support and consistency are in place.
- Provision of a variety of play activities, including a games area, play apparatus and a calmer, quieter space for reading, drawing and sensory play in 'The Peace Garden'. Staff are asked to initiate and participate in activities helping to structure positive play opportunities for the children.

- Children experiencing behavioural difficulties are given proactive 'coping' strategies.
- The school supports a good level of playground supervision where staff are monitoring key areas and intervening where possible to prevent an incident occurring. Staff are informed about current concerns/problems so particular children can be more closely supervised.
- Older children are encouraged to take on the responsibility of monitors to help playtimes run smoothly and to involve them in the management of their own playtimes.
- Children are noticed and affirmed verbally when they have been seen behaving appropriately.
- At times the School Council may be involved in developing an aspect of school behaviour management.

The Role of the Parent

Parents have a responsibility to support the School's behaviour policy and to actively encourage their child to be a positive member of the School. The influence of parents, siblings and home environments on children's behaviour cannot be overestimated. Parents are contacted regarding their own child's behaviour, encouraged to bring concerns to the School and asked for their direct support when dealing with serious behaviour issues. The School encourages a partnership approach, whereby parents and school are 'expected' to work together on behaviour management issues. They are required to sign a Home-School Agreement when their child is admitted to our School, which makes clear the responsibility by each group in school – staff, parent and child.

The Role of the Child

The school vision and values are used by each class to define a set of class rules, or a class charter. The children take ownership of how they will demonstrate the three components of:

- Showing respect for all people and all things.
- Valuing learning both their own and that of others and so supporting an atmosphere that facilitates this; and
- Striving for their best in all they do.

Promoting Good Behaviour and Dealing with Unacceptable Behaviour

We recognise that effective behaviour management is best brought about by a calm and supportive environment, clear instructions, fairness and consistency, positive reinforcement and effective use of rewards and sanctions. The following list of actions available to staff depending on the perceived seriousness of the situation is not exhaustive and staff will develop and refine strategies dependent on the child and the situation. The emphasis is always on expecting and modelling high expectations of behaviour:

- We encourage social skills, self-discipline, the development of a sense of fairness and responsibility and an understanding of what is right and wrong.
- We encourage children to name and recognise and describe feelings in themselves and others with increasing sensitivity.

- When a behavioural problem appears to be developing, staff are expected to always employ de-escalation techniques as their first resource. Such techniques may include the use of distraction, offering choices, giving positive verbal prompts, verbally guiding away from a difficulty. (See Appendix 1).

Rewards

- Specific praise and acknowledgment, individually and at class level and weekly in celebration assemblies.
- Awards and stickers are used in a variety of ways by each class teacher for promoting specific behaviour goals in the class and for individuals.
- Short times of 'choosing' or 'reward privilege' may be given for the whole class when a specific target is achieved.
- Positive attitudes and achievements over time are reported to parents verbally and also the Headteacher.

Consequences

- Consequences will be applied if children have made poor behaviour choices. It is important the child understands why he/she is being reprimanded and that any 'innocent' parties involved also recognise that the matter has been dealt with.
- A range of consequences can be used to good effect and the member of staff involved uses their judgment to ensure that the most appropriate is used. Often the most powerful consequence is the disapproval of those whose views the wrongdoer respects. Our school promotes the concept of forgiveness and a fresh start, in line with Biblical teaching, once the problem behaviour has been addressed and there is evidence of change.
- For low-level disruptive behaviour children usually receive a verbal or non-verbal warning that their behaviour is not acceptable.
- To enable the children to recognise a hierarchy of behaviour in themselves and others the teaching staff have developed an image of colour-coding for behaviour.
 - Green behaviours are positive and praised (e.g. following instructions, looking at the person talking).
 - Amber behaviours (e.g. being distracted and distracting others, talking when others are talking) are pointed out to the child.
 - Red behaviours (e.g. being physically or verbally aggressive) are logged on Arbor and reported to the Headteacher who will inform the parents.

This does not contradict the ideal that teachers and parents manage behaviour in partnership and teachers may well inform parents of poor behaviour choices. Logging of 'red' incidents constitute a significant misdemeanour. (See Appendix 2).

- Bullying incidents are always investigated and reference should be made to the anti-bullying policy.
- Separate records are kept of assaults on staff and racial abuse incidents.

If a child's behaviour causes particular concern one or more of the following actions are taken:

- Observations of behaviour are carried out if necessary.
- Behaviour is logged by class teacher/SENDCo or Headteacher and parents are notified.
- Children with significant behavioural difficulties and/or SEN will be placed on an Individual Behaviour Management Plan which is monitored by the SENDCo/class teacher and agreed with the parents. It sets out concerns, strategies and support and ensures that the situation is closely monitored and reviewed. It must be shared with all staff involved with that child to ensure fairness and consistency.
- The School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the school will follow the safeguarding policy.
- The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the School will consider a multi-agency assessment or referral to the locality team for support.
- If the Headteacher feels that a child's behaviour warrants it, parents may take the child home during the lunch hour (this requires the agreement of the parents).
- In serious cases, it may be necessary to exclude a child. The authority to exclude is vested in the Headteacher, and will be carried out when necessary in accordance with the LA and national policies and guidelines. The exclusion will either be for a set period, or permanently, with parents' right of appeal to the Governing Board (see guidance on exclusions available in the school office).

See advice about exclusion from school >> <https://www.dorsetforyou.com/article/329997/Advice-about-exclusion-from-school>

Our Restorative Approach

We have high expectations and encourage all children to give their best understanding that it is the responsibility of the whole school community to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this approach we are giving our children the skills to independently make better and more informed choices in the future

Restorative approaches encourage children to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

Restorative Language

When our children find themselves in conflict or upset we will ask them:

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

What should we do to put things right?

How could we do things differently in the future?

With younger children we may simplify our questions to;

What happened?

Why did you feel it was ok to do that?

How did this make people feel?

What should we do to put things right?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to help them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Monitoring and Review

Our School will track the outcomes of this behaviour strategy. Our School will monitor the progress we are making with respect to the behaviour of our children. We recognise that success will be associated with satisfaction shown by children, staff and parents and Governors.

Policy Review Date: September 2025

Cross Reference:

Anti-Bullying policy

Single Equality Policy

Safeguarding Policy

Child Protection Policy and Procedures

Internet Safety

Acceptable Use Policy

Home-School Agreement

Appendix 1: De-Escalating Behaviour Strategies

Tactical Ignoring

This is the least intrusive strategy and refers to the conscious ignoring of a low level behaviour. For example, ignoring low level attention seeking behaviour such as crawling around at the back of the carpet whilst you are telling a story. The idea is that it avoids giving the child the attention they are looking for in carrying out this behaviour. It also tells the other children that you are not impressed with this behaviour and you are not going to react to it.

Non-Verbal Cueing

The use of a non-verbal gesture to remind a child what they should be doing, without having to draw attention to them by using your voice. This method is also very good for children who's understanding of spoken language is limited (for example, place a finger to your lips for quiet voices) and to use them with the children on a regular basis, rather than always having to use your voice.

Take-Up Time

This refers to the adult first giving a direction or reminder to a child and then moving away to give them time and space to do it. For example, 'I'd like you to give the ball back to Jack and I'll come back in a minute to see how you're getting on with the game'. It allows the child to save some face in potentially confrontational situations. It also gives the child the message that you trust they will respond appropriately without you forcing them to. It is important to go back to the child after a few minutes to check they have responded to your request and to praise them if they have.

Giving Choices

This is a really effective way of making a request to a child whilst avoiding conflict with them. By giving a child a choice as to what they do, you are helping them feel that they can stay in control of what they are doing, and they are not being backed into a corner, so they are less likely to defy you. For example, 'Would you like me to help you tidy away the train set or would you like to do it yourself?'

Positive Direction

This is when the adult gives the child a direct instruction about their behaviour. For example, 'Lucy, keep your hands to yourself, thank you'. The key is to;

- focus on the expected behaviour, use positive language ('Thank you for walking' rather than 'No running')
- keep the instruction brief and finish with a firm 'thank you' or 'now' rather than 'please' as 'please' suggests they have an option

Rule Reminder

This is when the adult briefly reminds the child what the rule is. For example, 'Remember our rule for using the paints'. The adult does not need to spell out the rule each time, but may also give out the reminder in a question form. For example, 'What is our rule for using the paints?'

Distraction/Diversion

Distracting children from their behaviour can be an effective way of preventing a situation escalating by focusing on the positive rather than the negative. For example, if you see a child snatching a piece of equipment away from another child you could say 'Thomas instead of taking Jake's hoop why don't you play with this one with me? Can you remember the game you learnt with the hoops? Can you show me? Well done!'

Conditional Direction ('when' and 'then')

A choice is given by the adult within the already known rules. For example, 'Yes you can go outside, when you have tidied away the cars' or 'When you have said sorry to Harry, then you can come back and join the group'

Choices and Consequences

This strategy would come after the adult has already tried a 'rule reminder' and a 'conditional direction' for the unacceptable behaviour. If the child does not respond appropriately to either of these or any other less intrusive strategies then the adult makes the consequence of continued unwanted behaviour clear within a choice. For example, 'If you choose to keep the sand in the tray then you can stay here, but if you continue throwing the sand I will ask you to play somewhere else.'

Command

This should be used only when it is necessary to immediately stop the unwanted behaviour.

Appendix 2: Categorising Behaviours

Green Behaviours:

Looking at the person who is talking

Listening to what others say

Following instructions at the first time of asking

Sharing and being polite to others

Concentrating on learning

Sharing ideas, asking and answering questions

Looking after school equipment

Keeping the classroom tidy

Using good manners

Amber Behaviours:

Being distracted and distracting others

Talking when other people are talking

Not following instructions

Saying unkind things

Being rude and answering back

Not looking after school equipment

Red Behaviours:

Being physically aggressive

Being verbally aggressive

Deliberately damaging school property