



**CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY**

# Behaviour & Discipline Policy



**September 2024**

*Ready For The Future*



# BEHAVIOUR AND DISCIPLINE POLICY

## Our vision:

### 'Ready for the Future'

We provide a **happy and safe** environment for everyone, opportunities to **take responsibility and lead**, promote **curiosity and engagement with the world** around us and to be **kind and respectful to all**. We are **resilient** and **not afraid** to make mistakes. We are ready for the future.

Our key Christian values that arise from our vision are:

- Trust
- Hope
- Peace
- Forgiveness
- Koinonia
- Thankfulness

Our vision is rooted in the parable of the 'The Good Samaritan' which helps us to understand that help may come from those we least expect. It teaches us to have hope, have trust in others and to be kind to all. It demonstrates how we can use our skills and knowledge to serve others and shows our collective readiness for the future. This is what you will find across our academy.

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## INTRODUCTION

St James Primary Academy is committed to valuing diversity and equality of opportunity. We aim to create and promote a calm and safe environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding, or an underlying reason i.e. abuse, neglect. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this. A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort. The physical and emotional health of our children and staff is our primary concern, and we therefore accept that in some rare situations, exclusion may be necessary, if all other strategies have been exhausted.

### Aims and Objectives

- To promote a positive ethos in the school (be ready to learn, be respectful, be responsible), which reflects our Christian character and values.
- To ensure our children understand the school vision and how this relates to their attitude and behaviour in and outside of school.
- To create an atmosphere of trust and respect where each child is able to fulfil his/her potential and become confident, responsible and increasingly independent members of the school community.
- To provide a safe, calm, supportive and pleasant environment both for children and adults, where all members of the school community are valued and where offline and online bullying is always unacceptable.
- To help children develop self-awareness and understand and manage their own feelings and behaviour.
- To help children develop and maintain positive relationships with others.
- To achieve the highest possible standards in all areas.
- To ensure that children feel important and that they know that they belong.



- Children are positively noticed in school and that they have a right to this.
- Deliberate botheredness is a daily act – authentic care which is real and deliberate which supports young people to be on board with learning. Adults relationship building with children is done slowly.

### **Being Genuine**

- It is the job of adults to get to know the children who are in their care.
- Children need to feel valued in school.
- Adults need to mean the praise that they give to the children; praise given should be genuine
- Adults should talk to each other about children behaving well. This allows other adults to seek out these children and also praise them.

This policy has strong links with other policies and should be read in conjunction with the Anti-Bullying Policy.

### **Communicating Values**

In order to communicate our school's values all adults should:

- Have a shared responsibility for behaviour and for developing and supporting a whole school approach;
- Develop and foster good relationships between all members of the school;
- Model respectful behaviour within the school community;
- Use positive language to emphasise and praise desired behaviour, rather than focus on negative behaviour;
- Ensure language always refers to a pupil's behaviour and not at the pupil;
- Teach and model an emotional vocabulary so that children develop the language skills to help them recognise, understand and manage their own and others' feelings;
- Teach social skills of sharing, turn-taking, listening, giving and receiving compliments, giving and receiving constructive criticism;
- Ensure children use break and lunch times as opportunities to extend social skills and develop independence and responsibility;
- Foster positive attitudes toward the environment both inside and outside;
- Use positive behaviour strategies, applied consistently and effectively on a day to day basis;
- Ensure routines, which directly affect behaviour and social interaction are maintained.

### **The Role of Parents/Carers**

The role of parents/carers is crucial in supporting St James develop and maintain good behaviour. We encourage parents/carers to read the school behaviour policy and to take part in the life and culture of the school.

Parents/carers have an important role in supporting the school's behaviour policy and it is encouraged that that the policy is reinforced at home.

We will reinforce the school's behaviour system by building and maintaining positive relationships with parents/carers, keeping them updated with their child's behaviour, encouraging them to celebrate successes and keeping them up to date with the school's behaviour policy.

### **Classroom Environment**

A positive and purposeful classroom environment is fundamental to the promotion of good behaviour. When children are engaged and working at the appropriate level, it reduces the incidence of disruptive behaviour. All staff are role models for positive behaviour and this underpins the school ethos. Positive behaviour choices are praised often, both verbally and formally, as demonstrating the right choice. This encourages a positive, safe, enjoyable learning environment.

### **Equal Opportunities**

All children, whatever their disability or learning need, have opportunities to achieve rewards through scaffolded learning, amended outcomes or through carefully managed alternative activities and responsibilities. These rewards are a principal driving force in creating a positive and effective learning environment for all pupils. The school reward



system is fully accessible for all children and Individual Records (IRs) are used, where necessary, to aid understanding of rewards and consequences for a small minority.

**Monitoring/Review/Responsibility**

The staff will implement the school behaviour policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy. Leadership for ‘Personal Development, Behaviour & Welfare’ is retained within the Senior Leadership Team (SLT).

The Behaviour Leader (Mr Wildey) along with the SLT will keep records of all written warnings, tickets and letters given to the children and track any trends. They will also keep records relating to racial or homophobic behaviour or any kind of discrimination, which will be logged on the school’s Safeguard system. They will retain records for behaviour relating to ‘radicalisation’ and ‘bullying’. Records will be monitored by the Behaviour Lead and support can be given to children as required.

The policy will be reviewed and updated annually, or more frequently, should there be good reason. The Standards Committee take responsibility for ensuring the policy is implemented correctly and hold senior leaders to account with regards to standards of behaviour and discipline within school.

**Child on Child Sexualised Behaviours/Accusations of Sexualised Behaviour**

The school works to create a climate where children should not be afraid to report or discuss such occurrences. Such concerns will be treated with the utmost respect, taken seriously and addressed rapidly. The feelings of the child/ren concerned will be central to the strategies deployed. These strategies will be personalised to each context but the aim is to provide a lasting and prompt resolution.

All staff who are working with children in school maintain the attitude of “it could happen here” and this is important when we consider child on child abuse. We have a zero-tolerance approach to sexual violence and sexual harassment. These acts are unacceptable and they won’t be tolerated.

Accusations of sexual harassment or sexual violence will not be passed off as “banter”, “just having fun”, “a part of growing up” or “boys being boys”.

We challenge behaviours such as: grabbing bottoms, breasts/genitalia, pulling down trousers, lifting up skirts, flicking bras, upskirting and ensure these are reported, logged and acted upon rapidly.

Information regarding other aspects of safeguarding can be found in the school’s Child Protection Policy.

**School Routines**

Routine	What It Looks Like
At the Start of the Day	<ul style="list-style-type: none"> <li>• Children enter the school grounds ready to follow the School’s Golden Rules (To be ready to learn, to be responsible, to be respectful and to be kind).</li> <li>• Children walk sensibly and calmly into the building.</li> <li>• Children have their shirts tucked in and will be dressed smartly before they enter the building.</li> <li>• Children hang their coats and other belongings on their pegs and go to their class in an orderly way.</li> <li>• Children complete their morning tasks in an expected manner.</li> <li>• Adjustments are made for children who need additional support to settle into the start of the day e.g. entering through a different door, support from Well Being Champions</li> </ul>
Registration	<ul style="list-style-type: none"> <li>• Children are quiet during registration.</li> </ul>



	<ul style="list-style-type: none"><li>• Adjustments will be made for children who have SEND so that they settle into their morning routine.</li></ul>
In the Classroom	<ul style="list-style-type: none"><li>• Children should be silent and attentive an adult is speaking to them.</li><li>• Children with SEND, upset, dysregulated are supported in the class</li><li>• When sitting on a chair, children should be sat safely: have their bottom on the chair and all 4 chair legs are on the floor.</li><li>• When sitting on the carpet/floor, children have their bottoms on the floor with their legs crossed (unless otherwise directed)</li></ul>
Entering and Leaving Collective Worship	<ul style="list-style-type: none"><li>• Children line up quietly and in an orderly line.</li><li>• Children are to walk to Collective Worship in silence, showing respect for Collective Worship. The line is led by a member of staff.</li><li>• When entering the hall, children are to sit down in their lines and remain silent, listening to the music/thinking/reflecting on the image on display</li><li>• Adults will use signals to children to communicate with them or, if necessary, whisper quietly to an individual child.</li><li>• A speaking voice should not be used by adults as this affects the calmness and stillness of the worship.</li></ul>
After Break	<ul style="list-style-type: none"><li>• At the end of play, adults initiate “Peace Be With You”, a handshake or give a positive comment to the children. This is then passed around the playground by other adults and children.</li><li>• All children will walk calmly and sensibly back into school.</li><li>• When entering the building they are to be quiet and calm, ensuring they are dressed smartly with shirts tucked in, showing their readiness to resume learning.</li></ul>
After Lunch	<ul style="list-style-type: none"><li>• At the end of lunch, adults initiate “Peace Be With You”, a handshake or give a positive comment to the children. This is then passed around the playground by the other adults and children.</li><li>• All children will walk calmly and sensibly back into school.</li><li>• Pupil leaders will support LSAs in ensuring equipment is tidied away.</li><li>• When entering the building they are to be quiet and calm, ensuring they are dressed smartly with shirts tucked in, showing their readiness to resume learning.</li></ul>
Movement Through School	<ul style="list-style-type: none"><li>• Children are to walk sensibly through school. Children should not run.</li><li>• Adults are to praise children who are making the right choices with their movement and pick up on children who are not.</li></ul>

## POLICY IN ACTION

### Overview

The school’s reward and consequence system are based around the behaviour choices which children make, putting the emphasis firmly on each child’s responsibility for their own actions. Children clearly understand the school expectations and positive behaviour choices are praised often, both verbally and formally, as demonstrating the right choice. This encourages a positive, safe and enjoyable learning environment.

We understand that some children with SEND may need some provision in school adapting for their needs e.g. some children might need a fidget in class, some may find sitting still in their chair difficult, so may require movement breaks.



Adults in school have had emotion coaching training and use emotion coaching strategies with children to support them to validate and understand their emotions, where appropriate.

## **The Role of Staff**

### **Behaviour Roles and Responsibilities**

All staff at St James follow the school code of conduct and behaviour policy. Our school vision underpins everything we do at school. To achieve this vision, staff will:

- All staff at St James are expected to act as role models and maintain the highest professional standards of behaviour in their words and actions.
- Adults are positive and professional, showing respect to each other, as well as the children, parents and all other stakeholders.
- Adults promote good behaviour in and outside of school.
- Adults support each other in a respectful and professional manner.
- Adults are understanding towards the needs and circumstances of others.
- Adults are caring and helpful.
- Adults are friendly, kind and welcoming.
- Adults follow the School's Golden Rules.

### **Governors**

- To ensure that the Behaviour Policy meets an expected standard for the academy
- To provide challenge and questions to the Behaviour Lead/Senior Leadership Team on the Behaviour Policy
- To be present in Governor Meetings to review updated policies

### **Senior Leadership Team**

- Ensure that a school culture is reinforced
- Support all staff with implementing the Behaviour Policy (training and advice)
- Monitor the implementation of the Behaviour Policy
- Support all staff with the delivery of the policy
- Being directly involved in responding to any reported incidents of bullying, discrimination, aggression and/or derogatory language.

### **SENDCo**

- Ensure that a school culture is reinforced
- To communicate and offer support to all staff who need it.
- To support the Behaviour Lead and class teachers to write positive handling plans, SMTLPs, Learner Profiles, risk assessments, developing individual reward systems for children with SEND

### **Class Teachers (If HLTAs are in charge, this refers to them)**

- Ensure that they have clear authority in the room.
- Take responsibility for the behaviour of children at all times, using the school's behaviour policy.
- Ensure that all pupils can access lessons through the consistent use of the behaviour policy and individualised plans
- Set clear routines and regularly remind children of these
- Set a high expectation of behaviour within class and around school
- Ask for help if needed
- Ensure that children understand the rewards and consequences systems in class and school
- Ensure that any low level behaviours are picked up on
- Always follow up on incidents, speak to the behaviour lead/senior leadership team, log incidents on CPOMs (when necessary) and communicate with parents/carers (when necessary)

### **Educational Support Assistants (ESAs)**

- Support the class teacher and their authority in the classroom
- Develop a working relationship with the class teacher to benefit the children in class
- Support the teacher in ensuring that all children can access lessons



- Provide feedback to the teacher on how well children accessed lessons and behaviour
- Support the routines which are in the classroom
- Set high expectations of behaviour within class and around school
- Always follow the school behaviour policy. Ask for help if needed
- Ensure that children understand the rewards and consequences systems in class and school
- Ensure that any low level behaviours are picked up on
- Always follow up on incidents. Speak to the class teacher in the first instance. Then when necessary: speak to the behaviour lead/senior leadership team, log incidents on CPOMs.

### **Lunchtime Supervisor Assistants (LSAs)**

- Set high expectations of children in the hall, moving around school and on the playground
- Ensure that you know and understand the school's behaviour policy and use this consistently. Ask for help if needed
- Ensure that children understand the rewards and consequences systems in school
- Ensure that any low level behaviours are picked up on
- Always follow up on incidents. Speak to the class teacher in the first instance. Speak to the class teacher in the first instance. Then when necessary: speak to the behaviour lead/senior leadership team, log incidents on CPOMs.

### **Administration and Premises Staff**

- Set high expectations of children in the hall, moving around school and on the playground
- Always follow the school behaviour policy. Ask for help if you need to
- Ensure that children understand the rewards and consequences systems in school
- Ensure that any small issues are picked up on
- Always follow up on incidents. Speak to the class teacher in the first instance. Then when necessary: speak to the behaviour lead/senior leadership team, log incidents on CPOMs.

### **Certainty in Adult Behaviour**

- NEVER use collective punishments e.g. whole class staying in at break/lunch, only those who have made the wrong choice are sanctioned.
- Adults NEVER speak to another adult about a child's behaviour with the child present. The adult is either taken to one side, the child is asked to wait at a distance out of earshot or speak to the adult later.
- Adults should never expect eye contact from a child. You may ask a child to confirm that they have listened and understood with a nod of the head or a yes.
- Adults must respond to behaviour with deliberate calm. This may mean that adults need to compose themselves before dealing with something. There is a difference between raising your voice and shouting. Shouting at a child is unacceptable, not helpful and can escalate situations.

### **St James Consistencies**

As well as the behaviour system which we have in place, we pride ourselves with consistencies which we expect every child and adult to follow. These are:

1. **Meet & Greet:** Children are greeted into school by members of the Senior Leadership Team and our Wellbeing Champions to ensure a smooth and calm transition to start the day. Children will then be greeted by an adult at their classroom door at the start of the day, after play and after lunch. We also expect children and staff to greet each other when passing in corridors.
2. **Following the St James Golden Rules:** All staff and children are expected to follow the Golden Rules every day at St James. Children are rewarded each week when they follow the Golden Rules, which leads to a whole school reward.



## **St James Golden Rules:**

We have 4 clear Golden Rules which we expect children to follow at St James.

- Rule 1: Be Ready to Learn
- Rule 2: Be Respectful
- Rule 3: Be Responsible
- Rule 4: Be Kind

Children will be rewarded when they follow these Golden Rules and will receive consequences if they do not follow these.

## **What is Expected within the Golden Rules:**

The St James Golden Rules underpin what we expect children at St James to follow so that they can succeed in school. Children will be rewarded for following the Golden Rules and these will create a calm, happy and safe culture for all children to learn and play in.

### **1. Be Ready to Learn**

- Be organised
- Be engaged
- Contribute
- Listen
- Concentrate

### **2. Be Respectful**

- Help each other
- Use manners
- Listen to the speaker (adult or child)
- Smile at others
- Look after the classroom and school environment (corridors, playground, hall)
- Movement throughout school is of an expected standard (including noise levels)
- Look after equipment
- Tone of voice used
- Not answering back

### **3. Be Responsible**

- For our actions
- For our words
- With our items
- Following rules
- Staying safe (online and offline)
- Apologising
- Forgiving

### **4. Be Kind**

- Share a smile
- Listen to others
- Help others
- Use kind words
- Use kind actions

## **Behaviour System**

### **Rewards**

All children follow an agreed school system for rewards.

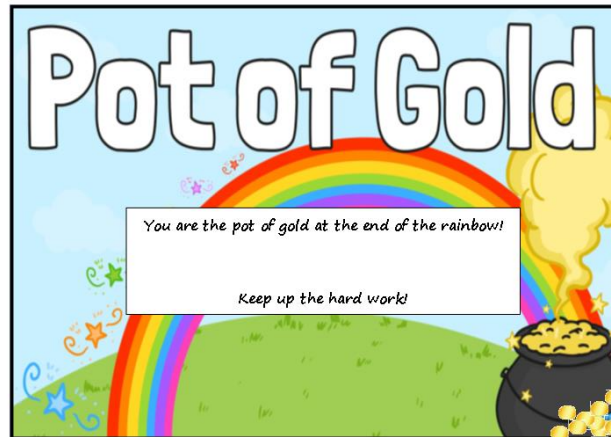
For positive behaviours, the children follow a peg system. Children move up the peg system throughout the day for expected behaviours which match that of the Golden Rules.





## Reception and Key Stage 1

All children will start the day on “Clear Skies”. With positive behaviour they will then progress through the system. Bright and Sunny > Over the Rainbow > Pot of Gold. Once the children reach Pot of Gold they will be awarded with a certificate. At the end of each day, children’s pegs go back to Bright and Sunny as each day is a new day. Children’s pegs can be moved up by members of staff for their behaviour in the classroom, around school and also during playtime and lunchtime.



## Lower Key Stage 2 and Upper Key Stage 2

All children will start the day on “Ready to Learn”. With positive behaviour they will then progress through the system. Good Choices > Great Job > Outstanding. Once the children reach Outstanding they will be awarded with a certificate. At the end of each day, children’s pegs go back to Ready to Learn as each day is a new day. Children’s pegs can be moved up by members of staff for their behaviour in the classroom, around school and also during playtime and lunchtime.



## Consequences

All children follow an agreed school system for consequences.

If children aren’t following the Golden Rules in class, then the adult who is teaching will use the language of Reminder > Verbal Warning > Written Warning > Ticket.

This information is not on display, but kept on the teacher’s desk.

As with rewards, children can receive consequences for their behaviour around school, during playtime and lunchtime. If children’s behaviour isn’t at an expected standard at lunchtime in the provision areas, children will be removed from the zone for the remainder of lunch.

Written warnings are recorded and monitored by the behaviour lead. If children are receiving numerous written warnings in a short period of time, parents/carers will be contacted.

If a child receives a ticket, they will be sent to a member of the Senior Leadership Team to discuss their behaviour.

If a ticket is given for persistent disruption in the classroom, the child will complete their learning with a member of the Senior Leadership Team.



When a child receives a ticket, parents will be contacted and the child will miss their next lunchtime where restorative justice will take place.

## Rewards

Type of Reward	Reason	Given By
Verbal	<ul style="list-style-type: none"> <li>- Adults give out lots of verbal praise for lots of different reasons.</li> <li>- Never underestimate the impact of verbal praise.</li> </ul>	All adults
Stickers	<ul style="list-style-type: none"> <li>- Given to children in EYFS and KSI who have completed work/answered questions/followed instructions/made the right choices</li> </ul>	All adults
House Points	<ul style="list-style-type: none"> <li>- Given to all children who have contributed in lessons, completing work to an expected standard</li> <li>- The house which has received the most house points at the end of the term will receive an additional 10 minutes to a play time.</li> </ul>	All adults
Pot of Gold/Outstanding Certificates	<ul style="list-style-type: none"> <li>- Given to children who have reached the top of the ladder on that day</li> <li>- This is for following the school's Golden Rules</li> </ul>	All adults
Vision Certificates	<ul style="list-style-type: none"> <li>- Vision certificates are given out on a Friday</li> <li>- These are for children who have lived the school vision throughout the week</li> </ul>	All adults
Badges	<ul style="list-style-type: none"> <li>- For children who show consistency with:               <ul style="list-style-type: none"> <li>o Their approach to the School Values and School Vision</li> <li>o Contribution to Wider School</li> <li>o Approach to Learning</li> <li>o Attitude to Homework</li> </ul> </li> <li>- Children have the opportunity throughout the year to achieve their Bronze, Silver, Gold and Platinum Badges.</li> <li>- At the start of each academic year, children will start again at Bronze.</li> </ul>	Class Teachers

<b>Badge System</b>	
<p>In school we have 4 badges which children can earn throughout the year. These are: Bronze, Silver, Gold and Platinum. From Autumn 2 half term, children will begin to be awarded with their <b>Bronze</b> badges. Children will then have the opportunity to earn Silver from the middle of Spring 1, Gold during Summer 1 and Platinum will then be awarded at the end of the academic year. Below are the expectations for children to achieve the badge accolades throughout the year.</p>	
<b>Approach to the School Vision, Values and Rules</b>	<ul style="list-style-type: none"> <li>- Children embrace the school vision of being Ready for the Future</li> <li>- Children follow our school values (thankfulness, koinonia, hope, forgiveness, peace, trust)</li> <li>- Children follow the school rules in the classroom and around school               <ul style="list-style-type: none"> <li>o Be ready to learn</li> <li>o Be respectful</li> <li>o Be responsible</li> <li>o Be kind</li> </ul> </li> </ul>
<b>Contribution to Wider School</b>	<ul style="list-style-type: none"> <li>- Children have good manners, movement and respect around school (to children and adults)</li> <li>- Children are a role model for others to follow and a positive influence around school</li> <li>- Children will be a "Good Samaritan" when needed, without being asked</li> <li>- Children will look after the school environment (in the classroom, corridors, hall, playground, field)</li> <li>- Children will engage in leadership opportunities (where applicable) and do these to a high standard</li> <li>- Children represent school (where applicable) and do these to a high standard</li> </ul>
<b>Approach to Learning</b>	<ul style="list-style-type: none"> <li>- Children's work is produced at an expected standard which the child is capable of</li> <li>- Children have an enthusiasm and activeness during lessons</li> <li>- Children have a positive attitude towards learning</li> <li>- Children ask relevant questions and volunteers answers</li> <li>- Children understand behaviour expectations</li> <li>- Good standard of presentation</li> </ul>
<b>Attitude to Homework</b>	<ul style="list-style-type: none"> <li>- Children consistently produces homework which is of an expected standard which they are capable of</li> <li>- Children meet homework deadlines for: MyMaths, TT Rockstars, Spellings, Reading Logs</li> </ul>

Roll of Honour	<ul style="list-style-type: none"> <li>- One child per class will have the opportunity to achieve the Roll of Honour each half term</li> <li>- There is a specific value each half term</li> </ul>	Class Teachers
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	<ul style="list-style-type: none"> <li>○ Autumn 1: Responsibility (links with our value of Trust)</li> <li>○ Autumn 2: Perseverance (links with our value of Hope)</li> <li>○ Spring 1: Kindness (links with our value of Peace)</li> <li>○ Spring 2: Resilience (links with our value of Forgiveness)</li> <li>○ Summer 1: Team work (links with our value of Koinonia)</li> <li>○ Summer 2: Dedication (links with our value of Thankfulness)</li> </ul> <ul style="list-style-type: none"> <li>- Class teachers will identify a child who they believe has met this value during that half term</li> <li>- Class teachers will also use their knowledge of the child and how well they meet the St James Consistencies.</li> </ul>	
Headteacher Award	<ul style="list-style-type: none"> <li>- Awarded to children who have gone above and beyond during a week and have been recognised by the Headteacher</li> </ul>	Headteacher
Golden Rules Reward	<ul style="list-style-type: none"> <li>- Throughout the week, teachers will write down how well the children in class have met the Golden Rules.</li> <li>- Children will receive reward minutes based on their behaviour towards the Golden Rules.</li> <li>- Each week the children will build up points which will then relate to a number of minutes for a reward e.g. film, crafts, playing games at the end of each half term</li> </ul>	All staff

### Consequences

Our children are aware of the boundaries and consequences placed on negative behaviour. They understand that on displaying inappropriate behaviour, they will receive a consequence that is in line with their behaviour. We believe that consequences must be fair and appropriate, taking into account individual needs and always administered in a calm, professional manner.

All staff are responsible for encouraging children to behave well. As well as enforcing the consequence system, staff are to be curious as to why a child is behaving in a situation and whether changes are needed. We take special considerations into account when we are dealing with consequences. The contribution of a child's SEND which has led to a change in behaviour should be considered. If a child does not immediately modify their behaviour after issuing a consequence, then support should be gained from the behaviour lead/senior leadership team.

All staff are responsible for focusing on the primary behaviour which has led to a consequence and not using any secondary behaviour as part of the initial consequence. Any secondary behaviour is discussed with the child at a suitable time.

Consequence System	Description
Step 1: Reminder	<ul style="list-style-type: none"> <li>- Quiet and private</li> <li>- Reminders of the classroom/school rules</li> <li>- Give the children a reminder of expectations and walk away</li> <li>- Do not engage in more discussions</li> <li>- Allow 2 minutes for the children to modify their behaviour</li> </ul>
Step 2: Verbal Warning	<ul style="list-style-type: none"> <li>- If the child hasn't modified their behaviour, they then receive a verbal warning.</li> <li>- This should last a maximum of 30 seconds</li> <li>- This will be a last chance reminder to modify behaviour</li> <li>- Adult to get down to the child's level</li> <li>- Allow 2 minutes for the child to modify their behaviour</li> </ul>
Step 3: Written Warning	<ul style="list-style-type: none"> <li>- If behaviour continues to not be modified, they receive a written warning</li> </ul>



	<ul style="list-style-type: none"> <li>- Explain to the child that the behaviours are now written on the sheet and the next stage is a ticket</li> <li>- Written warnings are recorded weekly for behaviour lead to monitor</li> </ul> <p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>- Behaviour lead will speak to children who have received a written warning about their behaviour.</li> <li>- Behaviour lead monitors written warnings. If children receive 3 in a short period of time, parents will be contacted by their class teacher</li> <li>- If children persistently receive written warnings, parents will be contacted and a meeting will be arranged to discuss further steps (with the class teacher and behaviour lead)</li> </ul>
<p>Step 4: Behaviour Ticket</p>	<ul style="list-style-type: none"> <li>- If behaviour continues to be disruptive, the child receives a behaviour ticket and is sent to behaviour lead/member of the SLT.</li> <li>- Parents will be contacted that their child has received a ticket with the reason why a ticket has been issued and the consequence the child has received.</li> </ul> <p><b>Consequence</b></p> <ul style="list-style-type: none"> <li>- If the child hasn't completed their work, they miss part of their lunch time to complete this</li> <li>- If it is behaviour, then the child will miss part of their lunch time</li> <li>- The child will write/draw an apology to the adult/child involved</li> <li>- Children will be given time to reflect on their behaviour during lunch time (restorative justice will be used)</li> </ul>
<p>Step 5: Behaviour Communications &amp; Subsequent Meetings</p>	<ul style="list-style-type: none"> <li>- The decision to escalate to Step 5 will be determined by behaviour lead/SLT when considering evidence around each situation</li> <li>- The decision will also be made when children are persistently receiving written warnings/tickets</li> <li>- A member of school staff will also speak with the child about the choices in behaviour.</li> <li>- <b>The First Communication</b> <ul style="list-style-type: none"> <li>o Includes a meeting with parents/carers, class teacher and behaviour lead</li> <li>o Children's voice will also be shared</li> </ul> </li> <li>- <b>The Second Communication</b> <ul style="list-style-type: none"> <li>o Includes a meeting with parents/carers, class teacher, behaviour lead and a member of SLT</li> <li>o Children's voice will also be shared</li> </ul> </li> <li>- <b>The Third Communication</b> <ul style="list-style-type: none"> <li>o This will initiate an individual behaviour record.</li> <li>o This could be introduced earlier if deemed necessary by the class teacher, behaviour lead, SLT and parents/carers.</li> <li>o Children's voice will also be shared</li> </ul> </li> </ul>
<p>Communication with regards to Violence</p>	<ul style="list-style-type: none"> <li>- If a deliberate act of violence occurs, a phone call will be made to discuss the incident with the child's parent/carer.</li> </ul>



	<ul style="list-style-type: none"><li>- This will then be followed up with a meeting with parent/carer and the behaviour lead/member of SLT to discuss the incident and next steps</li><li>- If parents don't engage/unable to meet then a violence letter will be issued and sent home to parents so that they are aware of the incident which has occurred.</li><li>- The child will write a letter/draw a picture of apology and there will also be time spent with a member of SLT on the following day.</li><li>- Further consequences are available to behaviour lead/SLT if the event is deemed serious enough. This includes fixed term exclusions and internal exclusions.</li></ul>
Individual Behaviour Records (IBR)	<ul style="list-style-type: none"><li>- These replace the consequence system for a small number of children who require reward, consequences and chains of communication with parents/carers to be more personalised.</li><li>- The leadership team, class teacher and possible input from the SENDCO and external agencies will determine when the IBR is correct.</li><li>- Parents/carers will be invited to a meeting to discuss the IBR</li><li>- Children can be taken off IBRs at the discretion of school leaders and through discussions with parents.</li><li>- <b>IBR Expectations</b></li><li>- Separate reward and consequences with differing thresholds – as required;</li><li>- Warning and ticket system would not be used;</li><li>- Weekly Individual Record sheets must be completed and passed to the Behaviour Leader at the end of every week;</li><li>- Clear, regular communication with parents/carers must be established and maintained. This may involve: daily 'home communication books'; weekly 'phone calls/meetings'; contact when an Individual Behaviour Record event of note occurs.</li><li>- Risk Assessments may be required - as may a detailed Individual Behaviour Plan.</li><li>- Engagement with the SENDCo and external agencies may be required.</li></ul>
<p><b>Failure to Respond to Procedures</b> The headteacher, in conjunction with the Governors, has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or extreme acts of anti-social and or/ harmful behaviour, then a child may be permanently excluded. (See the school's Exclusion Policy for further details).</p> <p><b>Physical Intervention / Positive handling</b> When a child's behaviour presents a serious danger of causing significant harm to themselves, to others or property, staff may need to use positive handling strategies to support the child until such time as the child is able to regulate their own behaviours and take control for themselves. The use of positive handling techniques will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate, and <b>it is in the best interest of the child and their safety</b>.</p> <p>Key staff are, by the very nature of their roles, authorised and trained to use positive handling as appropriate but staff are not expected to intervene physically against their better judgment nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise</p>	



risks, e.g. removing other pupils/furniture and seek help. **(For further guidance please refer to the Physical Interventions Policy.)**

#### **Contacting school**

- The first contact should always be the class teacher following the school policy.
- If you are not happy with their responses, please contact **Mr Wildey (Behaviour Lead)** by emailing: [assistanthead@stjamesacademy.co.uk](mailto:assistanthead@stjamesacademy.co.uk)

*\* If work is incomplete as a result of poor attitude to learning/behaviour then the child/ren concerned will be required to complete this to a satisfactory level during break or lunchtime on that, or the following, day.*

### **Restorative Justice (Paul Dix)**

A restorative approach supports children developing the necessary skills to self-regulate their own behaviour. It allows all those involved to have their say and decide how to make the situation better. One should seek to avoid language that assumes knowledge, attributes blame or leads to confrontation.

The following questions may be used:

- What happened?
- Which part were you responsible for?
- What choice did you make?
- What choice could you have made?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by this and in what way?
- What do you think could make it right?
- What could have been done differently?
- Was it the right or wrong thing to do?
- Was it fair or unfair?
- What are you sorry for exactly?
- What could you do to avoid this again?

### **Restorative Questions**

When talking to children, the emphasis is to make sure the child can see how the impact of their behaviour is not restricted to them alone.

1. OK, imagine if there was ... (people affected/a way of putting it right/things you could do differently). What would they be?
2. 1-10 scales: "On a scale of 1 to 10 how angry were you?"
3. Offer a postponement and some support if the child is not ready to speak. "I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have a familiar adult sit with you to help with the answers?"

### **Adverse Childhood Experiences (ACEs)**

We understand that children might have had ACEs in their life (ACEs are serious childhood traumas that can result in toxic stress). This toxic stress can prevent a child from learning or playing in a healthy way with other children.

We ensure that any ACEs and external factors are shared promptly with relevant staff to support that child through the day, or prolonged period of time which they need support. Our staff are aware that some presented behaviour are often a response or an outcome to ACEs and they will adopt appropriate strategies that pre-empt unacceptable behaviour.



Such strategies are:


- Movement breaks with a familiar adult
- Time alone in a separate part of the classroom
- Time out of class with a familiar adult
- Time with Learning Mentor/Behaviour Lead
- Use calming strategies which are available in class and in the Rainbow Zone at play/lunchtime
- Being part of wellbeing groups
- Create positive and trusting relationships with children
- Providing respect and transparency with decisions which have been made
- Non-verbal direction to a child to avoid “fight, flight or freeze”
- Extended time to comply to directions which are provided
- Provide predictability to a school day and preview any changes to a normal routine
- Providing cognitive distractions for children between activities/lessons
- Giving supportive feedback to reduce negative thinking
- Being empathetic if children are in a fight, flight or freeze state
- Fostering a feeling of safety, creating a sensitive and supportive environment

Staff will use their professional judgement and be empathetic with children who have had ACEs in their life and work with the senior leaders and behaviour lead to create a reward and consequence system which is suitable for that child on a case by case basis.

**Reviewed by:** Governors and SLT

**Reviewed:** October 2024

**Review date:** October 2025

Signature of Headteacher: 

Signature of Chair of Governors: 