



St James CE Primary School

The Causeway, East Hanney, Wantage, Oxon, OX12 0JN



St. James' Positive Approach to Behaviour

'For the good of all' 1 Corinthians 12

Learning together with courage and Kindness

Vision: A safe inclusive environment where all children thrive.

Aims:

- A well communicated clear approach, for children, staff and parents/carers
- A consistent approach across the whole school
- A positive approach that provides a calm controlled environment for all children to learn in
- An approach that supports the development of emotional intelligence: self-awareness, management of feelings, motivation, empathy and social skills

Values:

- **COMMUNITY** - 'one body, even though it is made up of different parts' 1 Corinthians 12:12
- **COURAGE** - 'love never gives up; and its faith, hope, and patience never fail' 1 Corinthians 13:7
- **KINDNESS** - 'and those parts that we think aren't worth very much are the ones we must treat with the greatest care' 1 Corinthians 12:23

Developing positive relationships within St James' community is at the core of all that we do and we approach behaviour from this viewpoint. This enables children to develop their emotional literacy so that they can learn effectively and, in turn, become happy and responsible young citizens, who are able to contribute positively to their local community and beyond for the good of all.

We expect all adults to recognise that children's behaviour is a form of communication: through behaviour, children (and adults), let others know their feelings and perhaps their underlying needs. Adults in school are trained to recognise these needs and feelings and to use Zones of Regulation to help children to understand and manage their own behaviour.

Recognition and Celebration:

The emphasis at all times is on a positive behaviour management approach. Children are motivated by the positive and specific attention paid to their efforts and achievements, which should be noticed whenever possible for both learning and behaviour. Teachers will make sure that work set for children is at the right level of challenge to achieve success, and that children are encouraged to persevere through difficulties. At St James we recognise that progress may look different for different children. Achievements are recognised through:

- ★ Regular verbal feedback from adults in class and around school
- ★ Dojos given to individuals for great work;
- ★ Class dojos given to everyone in class for working well as a whole class – class rewards are given for every 250 total;
- ★ Headteacher awards;
- ★ House points for showing the school values – termly focus on each value;
- ★ Phone calls and postcards home from class teachers and members of SLT;
- ★ VAT Character and Citizenship Awards, which are used to recognise non-academic achievements;
- ★ Celebration collective worship.

Right and Responsibilities:

Everyone in our school has the right to:

- Teach and learn;
- Be treated with kindness and dignity;
- Feel safe.

Everyone has the right to be treated respectfully: children and adults will speak to each other with kindness and respect. We will keep ourselves and others safe and we will take care of our environment to make learning possible.

Children's Responsibilities:

To make our school a happy and safe place to learn, pupils will:

- Be kind
- Be safe

To make this happen across the school, at the start of each year, classes will discuss what this looks like to promote a positive and safe learning environment in which everyone can learn. School rules will be displayed clearly in the classroom.

Pupil Passports

Some children with special or additional needs have individual passports outlining any reasonable adjustments which need to be made to support them to understand their responsibilities in school.

Staff Responsibilities:

All staff are responsible for modelling good behaviour and positive relationships. They use the Zones of Regulation to support children to develop these skills. All staff are responsible for dealing with incidents around school in a way that is fair to all children regardless of age, ability, gender, race or faith. Our Equality Policy is clear about our stand against racist, sexist and homophobic language and language which stigmatizes those with a disability. All incidents will be recorded on CPOMs and staff have a responsibility to report behaviour incidents so that they can be effectively managed.

All staff are responsible for reading, understanding and implementing guidance outlined in individual pupil passports.

The senior leadership team are responsible for the overall effective management of behaviour, the monitoring of this policy and guidance, for the consistent application of procedures, ensuring staff understand and carry out their responsibilities and for providing the appropriate training.

Parents/carers Responsibilities:

Parents and carers have a crucial role. They need to:

- Understand the policy;
- Reinforce the policy with their children;
- Raise any concerns with their child's class teacher in the first instance;
- Positively support any actions that might be needed;
- Attend meetings as appropriate.

All parents/carers will be informed of updates to the policy.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and expect issues to be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/carers of children in school will be reported immediately to the Headteacher or Deputy Headteacher and governors, who will take appropriate action in line with Academy policy.

Restorative Practice

Following an incident of unacceptable behaviour, the adult most directly involved will have a restorative conversation with the child when they are calm, focusing on 'repair' and 'putting right'. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as:

- What happened?
- How were you feeling at the time?
- What were you needing?
- Who else has been affected?
- How have they been affected?
- How did this make them feel?
- What would you do differently next time?
- What should we do to put things right?
- Who might be able to help us to do that?

Consequences:

Consequences are not in general to be seen as punishments. Children, as well as adults in school, understand that the consequence imposed for inappropriate behaviour needs to:

- Keep others safe and allow them to continue learning;
- Allow the child to put right their choice;
- Allow the child to make reparation to the teacher or another child if necessary;
- Help the child to understand why the consequence is in place;
- Help them to acknowledge that mistakes are part of life and we learn from them.

Consequences should always be proportionate and timely and might include:

- Tidying up with the child;
- Apologising;
- Writing a note;
- Drawing a picture;
- Loss of social time;
- Time out of their classroom.

Unsafe behaviour:

Behaviour that is unsafe will be reported to a member of the SLT. Contact will be made with parents as soon as possible. Unsafe behaviour could be leaving the supervision of adults without permission, for example the classroom, verbal aggression including racist, sexist, homophobic language or language which stigmatizes disability or physical aggression. The child may be removed from their class for their safety and/or the safety of others. This may also lead to a Fixed Term Suspension, and on very rare occasions, may lead to a permanent exclusion. The decision to suspend or exclude will be made in accordance with LA guidelines and only by the Headteacher or the member of SLT deputising for them. If a child is suspended the parents will be contacted immediately and a letter giving the reasons for the suspension with further information for parents will be given. All suspensions and exclusions are notified to the VAT. Incidents of unsafe behaviour will be recorded on CPOMS.

Physical Intervention

Physical intervention by a member of staff should only be used when de-escalation strategies have failed and children are unsafe. Staff follow up-to-date guidance on the use of reasonable force. Please refer to the DfE ['Use of Reasonable Force'](#) document. Parents will always be informed of any incidents of physical intervention and these will be recorded on CPOMS.

*This policy has been put together with a lot of time and thought and based on a range of research including, the [Restorative Justice Council](#), the Pivotal education approach as used by [Paul Dix](#), and the book *Curious Not Furious: Empowering children to take charge of their brains and behaviour - a practical toolkit* by [Alison Rendle](#) & [Kit Messenger](#)*



St. James' positive approach to behaviour



'For the good of all' 1 Corinthians 12

Learning together with courage and kindness

Our restorative approaches involve caring, respectful relationships that are at the core of our behavior culture. We aim to support pupils to learn to behave appropriately and know how to repair relationships. This involves both celebration of things pupils do well and conversations around unexpected behavior.

Adult Consistencies

Visible Adult Behaviours

- Be calm, patient & kind (Curious not furious!)
- Be a positive role model
- Be consistent
- Use clear language
- See and act

Adult non-negotiables

- Meet and Greet using zones of regulation - check ins (am on entry to class, pm on entry to class following lunch)
- Build Positive Relationships
- Use relentless routines
- Match provision to need
- Have restorative conversations
- Recognise and praise expected behaviours with explanation

Child Non-negotiables

- Disrespect of the school environment (purposeful damage)
- Aggressive physical behaviour
- Inappropriate language (swearing, homophobic, racial or sexualised language)
- Leaving the classroom without permission
- Being inside during break time

High Expectations

Be Kind, Be Safe

- Kind words, hands and feet
- Be polite
- Friendly voice, firm voice, ask an adult for help
- First time, every time
- Stop, Opt, Go (Zones)
- Learn from your mistakes
- Try your best
- Allow others to work
- Stay outside at lunchtimes unless it is wet play or unless you have adult permission to be inside

Stepped Procedures

Step 1 – **Reminder** (quickly & quietly) – early intervention to explain to the child why their behaviour choices are unexpected try to understand what the child is trying to communicate

Step 2 – **Warning** – explaining to the child there will need to be a positive intervention if their unexpected behaviours continue

Step 3 – **Intervention** (positive with class adult) – move places in class, time in a quiet space in the classroom for reflection, restorative conversation to support

Step 4 – **Reflection & Reset** – Class adult to have a restorative conversation with the pupil about their behaviour, how they are feeling, how others are feeling and what could happen differently

Step 5 – **SLT positive intervention** – restorative conversation and reminders of expectations

Step 6 – Possible Internal suspension (agreed by Headteacher)

Step 7 – Possible Fixed term suspension (decided by Headteacher)

30 Second Script

- I can see you are feeling ... Would you like to talk about this?
- Now is the time to Later we will talk about/.....
- This is just a pause...
- We have agreed that we will be.../... is one of our rules in school...
- How can I help now?
- When you go back I need you to...

Restorative Enquiry

- What happened?
- What were you feeling/thinking when it happened?
- What Zone are you in? How are you feeling now?
- How are other people feeling because of what happened? Were your behaviours unexpected?
- What has been the hardest thing for you?
- What do you need to feel better?
- What needs to happen to put things right?

Recognition

- Verbal praise recognition with explanation
- Dojos
- Stickers
- Whole class rewards
- Talk to parents
- Message parents on class dojo
- Phone calls home
- Handwritten postcard sent home.
- Recognition in special assembly – Headteacher awards
- VAT character & citizenship awards