

CAMBRIAN

Nurturing Growth - Inspiring Minds



St James's Positive Approach to Behaviour



'For the good of all' 1 Corinthians 12
Learning together with courage and kindness

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1. Aims

Vision: A safe inclusive environment where all children thrive

- 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

2. School values

‘For the good of all’ 1 Corinthians 12

Learning together with courage and kindness

- Community - A sense of belonging & collaboration. 'one body, even though it is made up of different parts' 1 Corinthians 12:12
- Courage - High expectations and aspirations to achieve our goals. Resilience to learn from our mistakes. 'love never gives up; and its faith, hope, and patience never fail' 1 Corinthians 13:7
- Kindness - Supporting each other and showing all empathy. '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.

3. Recognition & 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
- Headteacher awards
- House points for showing the school values
- Phone calls and postcards home from class teachers and members of SLT
- Character and Citizenship Awards, which are used to recognise non-academic achievements
- Celebration collective worship.

4. Rights & 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.

Individual Support Plans (ISPs)

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. 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 Support Plans.

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 & approaches
- Reinforce policies & approaches 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 & approaches

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 Trust policy.

5. Relational Practice

Relational Practice is the ethos behind our approach to supporting children to have successful relationships with others and develop their skills in managing conflict. Once children are able to, adults will support them to have restorative conversations so that they can process what has happened and repair and put things right. It focuses on the child taking responsibility for their own actions and may involve the use of prompt questions, such as:

- What happened?
- Thoughts & feelings? (Before, during & after)
- Impact (who has been affected?)
- Needs (what might you & other need?)
- Moving forwards (how can things be better?)

6. Repairing or Putting Right

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

- Keep others safe and allow them to continue learning
- Allow the child to put right their choice
- Allow the child to repair relationship with 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

7. 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 trust. 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](#)

Appendix A – Summary poster

St. James' Positive Approach to Behaviour

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



Adult Consistencies

Visible Adult Behaviours

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

Adult non-negotiables

- Meet and Greet
- Build Positive Relationships
- Use relentless routines
- Match provision to need
- Have restorative conversations
- Recognise and praise expected behaviours

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
- Learn from your mistakes
- Allow others to work
- Be outside for break times unless given adult permission.

Recognition

- House point 'competition'
- Dojo
- Stickers
- Whole class rewards
- See parents/message parents on Dojo
- Phone calls home
- Handwritten postcard sent home.
- Recognition in Celebration Collective Worship

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 in an unsupervised area in or outside during break times

Stepped Procedures

- Step 1 – Reminder** – early intervention to explain to the child why their behaviour choices are not ok. Take up time. Try to understand what the child is trying to communicate
- Step 2 – Second Reminder** – explaining to the child clearly what needs to happen and what will happen if they continue
- Step 3 – Positive adult intervention** - move places in class, time in a quiet space in the classroom for reflection, supportive conversation to support
- Step 4 – Reflection /Restorative conversation**
- Step 5 – Reset**
- Step 6 – SLT positive intervention** – restorative conversation and reminders of expectations
- Step 7 – Internal suspension**

Restorative Enquiry

1. What happened?
2. Thoughts & feelings (before, during, after)
3. Impact?
4. Needs?
5. Moving forwards?