



St James Primary School

Behaviour Procedures

Our Vision

We believe that mutual respect, self-discipline and social responsibility, all underlie good behaviour. At St James CE Primary we teach these through our core rules of '**Ready, Respectful, and Safe**'. Our Behaviour Procedures have also been written to reflect core Christian values of: Respect, Trust and Perseverance.

Our Aims

The development of mutual respect of each other within the school community will support our children's understanding of **respect** in the wider world and their social responsibility as young adults. We believe that self-discipline is a core skill which is essential to children being able to understand and deal with the challenges of life and having clear boundaries and rules within school is essential in supporting children to regulate their own behaviour.

We think it is imperative that we have a behaviour policy which clearly outlines our very high expectations of the children in our care, and our members of staff. This supports children in understanding not only what unacceptable behaviours are, but also the impact of these on others.

How Our Behaviour Procedure Works

All staff must follow the same rules for each child (unless a child has a specific individual behaviour plan). Deviation from this will lead to miscommunication and a lack of effectiveness for all parties involved.

Our procedure clearly outlines what to do in each category. These steps must be followed at all times. School rules must be followed at all times.

Good behaviour should always be recognised first and foremost. Each Classroom will have a Recognition Board for either the day or an individual lessons, with a clear target that all children understand. Positive behaviour will be recognised using this, praising children exhibiting the expected behaviour and ensuring your expectations are clearly communicated and displayed in the classroom.

Incidents of poor behaviour will be dealt with in a calm and quiet manner.

1. Warning related to the school rules '....I can see that you are not ready to learn, next time I come to you, you need to be.....'
2. A child who still has not modified their behaviour will be asked to give the teacher 3/5 minutes. This could be at break time or lunchtime, or just away from the situation, but the CHILD MUST STAY IN THE CLASSROOM
3. A restorative conversation will always happen after each incident.
4. If a child is still not modifying their behaviour in the appropriate way, teachers will have a conversation with parents or carers.
EYFS have an incident book that is completed with each incident and then reported to parents as appropriate.
5. If the poor behaviour continues an appointment will be set up with the parents, class teacher and headteacher.

In cases of **extreme** behaviour and where another adult is required to support staff a red shell will be sent to the school office.

Reflection and Repair

In cases when a child has received a red card, it is vitally important that they have time to calm down and reflect on what has happened. During this time, they must sit with an appropriate adult and think about which rules they have broken, why and how to best make sure they will try their very best to follow the school rules going forward.

During these discussions, the Reflection & Repair form must be completed by the child and filed for future reference. These must not be sent home, however, it is imperative that the parents are informed at the end of the day. If a parents does not pick up a phone call home must be made.

Our Playground Behaviour Policy

<p style="text-align: center;"><u>Behaviour</u></p> <ul style="list-style-type: none">• Deliberate unsafe use of playground equipment• Repeated and deliberate ignoring of school rules• Damaging the environment• Ignoring instructions by an adult	<p style="text-align: center;"><u>Consequence</u></p> <ul style="list-style-type: none">• Miss the rest of that break time by sitting on the bench outside.• Restorative conversation with adult who dealt with incident at the end of break.• Yellow card given to Mrs Peacock
<p style="text-align: center;"><u>Behaviour</u></p> <ul style="list-style-type: none">• Deliberate hitting, kicking, punching or slapping• Spitting• Repeated refusal to comply with direct adult instructions• Using offensive language	<p style="text-align: center;"><u>Consequence</u></p> <ul style="list-style-type: none">• Immediately sent indoors to sit in the corridor outside staff room.• Class teacher or member of SLT informed• 1 days of community work around school• Parents informed• Restorative conversation• Red card to class teacher and Mrs Peacock

Reflection & Repair Sheet

Name:

Date:

What happened?	How did my behaviour affect other people?	
What could I have done differently?	Teacher Comments/Additional Notes:	
Pupil signature	Teacher Signature	Parent Signature*