



**CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY**

# Behaviour & Discipline Policy



**September 2022**

*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, 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 behaviour 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**

<b>Routine</b>	<b>What It Looks Like</b>
At the Start of the Day	<ul style="list-style-type: none"><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><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 break, a whistle is blown.</li><li>• On hearing the whistle, children are to say “Peace Be With You” or to give a positive comment to other children and they are to walk back into the building.</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, a whistle is blown.</li><li>• Pupil leaders will support LSAs in ensuring equipment is tidied away.</li><li>• All other children will walk 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>
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 is 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.

### 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 “My classroom, my rules”
- 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 Safeguard (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 or, if necessary, the behaviour lead/senior leadership team

#### **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 or, if necessary, the behaviour lead/senior leadership team

#### **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 or if necessary the behaviour lead/senior leadership team

### **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.

### **Attitude to Learning**

An 'Attitude to Learning Matrix' is used to judge behaviour of the children in our school. The matrix is separated into 3 sections: 'Contributions to Wider School Life', 'Approach to Learning' and 'Attitude to Homework'. Each section has four columns: 'outstanding', 'good', 'requires improvement' and 'unacceptable'.

Each of these is explained in detail on the matrix. Parents receive this annually with their Handbook.





## APPROACH AND CONTRIBUTION TO LEARNING AND LIFE



### AT ST JAMES' – A SIMPLE MATRIX

*The core of our vision and values in action.*



Reward Systems ←

→ Warning & Consequence System

**Outstanding**

**Motivated**

**Requires Improvement**

**Unacceptable**

#### Contribution to Wider School Life

- \* Actively takes on leadership roles within school and positively influences children across school.
- \* A role model in terms of manners, movement around school and respect for friends and peers.
- \* Do not require adult reminders or presence to display expected behaviours.

- \* Take on leadership roles when asked and deliver them effectively.
- \* Manners, movement around school and respect for others do not require reminders – except in rare circumstances.
- \* Adult reminders or presence to display expected behaviours is rarely needed.

- \* Reluctant to take on leadership roles.
- \* Manners, movement around school and respect for others often require reminders.
- \* Behaviour is often different when adults, and/or senior teachers, are not present.

- \* Avoids taking on leadership roles and rarely completes tasks given.
- \* Manners, movement around school and respect for others require reminders daily.
- \* Behaviour is consistently poor outside of class and regular reminders are required.
- \* Physically hurting anyone with intent

#### Approach to Learning

- \* Dedication and enthusiasm.
- \* Seeks 'next steps' for learning.
- \* Takes a major part in lessons.
- \* Outstanding role model.
- \* Produces work which is of a consistently high standard and/or over and above individual expectations.
- \* Can lead their own learning.
- \* Will give support to others.
- \* Outstanding presentation at all times.
- \* Never off task.
- \* Never needs to be reminded about behaviour expectations.

- \* Positive attitude towards their own learning.
- \* Has an active role in all activities.
- \* Works hard to produce work to at least their expected level.
- \* Asks relevant questions and volunteers answers.
- \* Good standard of presentation.
- \* Rarely off task.
- \* Rarely needs to be reminded about behaviour expectations.

- \* Occasionally asks questions or offers answers.
- \* Often passive in group activities and in learning overall.
- \* Completes most work set but usually minimum amounts.
- \* Presentation is inconsistent and can be poor, often reminders are needed.
- \* Needs reminding of behaviour expectations.
- \* Sometimes off task and, as a result, not fully prepared for learning.

- \* Poor attitude to learning.
- \* Creates a negative effect on the learning environment for others.
- \* Consistently fails to produce work to their expected level and as a result consistently fails to meet success criteria.
- \* Presentation is poor and reminders have to be given regularly about expectations.
- \* Consistently needs reminding of behaviour expectations.
- \* Often off task and, as a result, is not prepared to learn effectively.

#### Attitude to Homework

- \* Consistently produces homework of a high standard or above what is expected of them.
- \* May gain further knowledge by completing extra research/activities.

- \* Meets homework deadlines.
- \* Consistently produces work to their level.

- \* Meets homework deadlines but due to a lack of effort occasionally does not produce homework to their expected level.

- \* Misses homework deadlines.
- \* Consistently produces homework below their expected level.

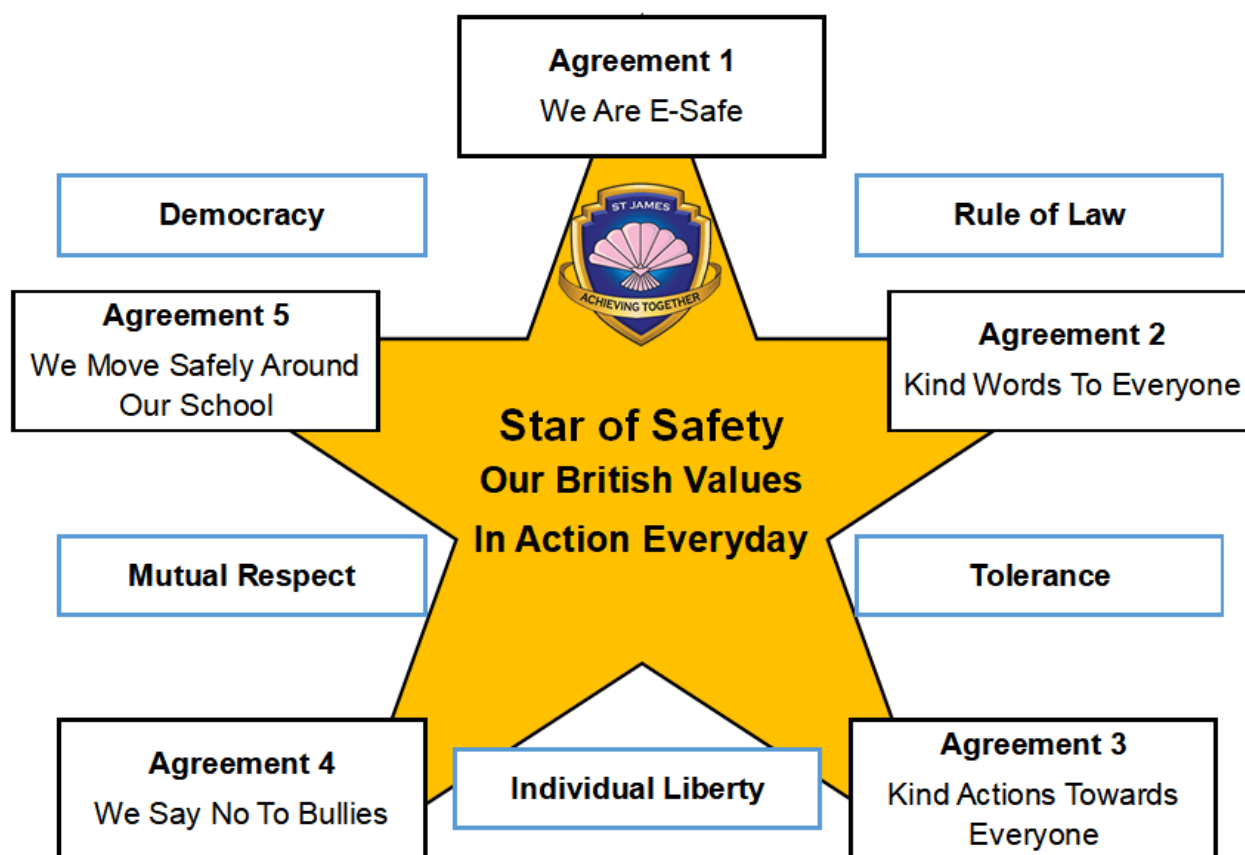




## St James Consistencies

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. **Care for our school environment:** If we notice something isn't how it should be, we make it right instead of walking straight past it e.g. litter on the floor, coats not on pegs, damaged displays, shared areas which aren't tidy.
2. **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. We also expect children and staff to greet each other when passing in corridors.
3. **Following our Star of Safety:** All staff and children are expected to follow the Star of Safety each and every day at St James. Children are rewarded each week when they follow the Star of Safety, which leads to a whole school reward.



## Behaviour System

All children follow an agreed school system for both rewards and consequences. Reception and Key Stage One take a 'Weather Behaviour' approach, which matches the school's system. Children can move up and down the 'weathers' throughout the day but always return to 'clear skies' at the start of every day. When they reach 'Pot of Gold', they are rewarded with a certificate. If they are on 'cloudy', they are given a written warning and, if they are on 'stormy', they receive a behaviour ticket. Although these still stand, children can still be rewarded for changing their behaviours and making the right choices. They can move back up the behaviour chart and end the day on a positive note.

Key Stage Two have a similar approach with a behaviour chart. The colours match the same 'weathers' but the language used is more age appropriate. The rewards and consequences remain the same. The children start on 'ready to learn' everyday (green) and can move up the ladder to 'Outstanding' (gold). If they are on 'stop and think' (orange), they receive a written warning and if they are on 'ticket' (red), they receive a ticket and are sent to the behaviour lead in the first instance or another member of SLT.



At lunchtime, the playground is separated into different provision zones. Our behaviour policy continues outside. Children are rewarded for showing excellent behaviour with vision awards, house points and their peg moving up. This is communicated with class teachers and shared in the weekly vision workshops. This positive attitude and behaviour also links to our Star of Safety reward.

If children are making the wrong choice in provision zones, they will be spoken to by a member of staff to remind them of their behaviour and conduct (verbal warning). If a child is spoken to again about their behaviour, they won't be able to use that zone for the remainder of that lunchtime (but they can return to it the next day) (written warning). If their behaviour in a zone continues to be below the expected standard, then the child will be told that they cannot be in that zone for the rest of the lunchtime and the following day (ticket). This will be reviewed on a case by case basis. Class teachers will be informed and parents where necessary.

## **Rewards**

<b>Type of Reward</b>	<b>Reason</b>	<b>Given By</b>
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 reward e.g. non-uniform day</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 weather chart/ladder on that day</li> <li>- This is for excellent behaviour, readiness to learn, following school routines and conduct around school</li> <li>- Names of children who have achieved the Pot of Gold/Outstanding have their name put into a box for a "draw" to win a book of their choice.</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 their behaviour and work over a sustained period of time</li> <li>- They have the opportunity throughout the year to achieve a bronze, silver, gold and platinum badge</li> <li>- Children will receive the badges at different points throughout the year</li> </ul>	Class Teachers
Roll of Honour	<ul style="list-style-type: none"> <li>- Given to children who during a half term have made individual progress, living our school vision and showing pride in what they do</li> </ul>	Class Teachers



	<ul style="list-style-type: none"> <li>- It is given to children who are role models for the school with their attitude to learning and school life</li> <li>- Individual progress can be socially, academically and physically.</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
Star of Safety	<ul style="list-style-type: none"> <li>- Each Friday Ambassadors announce how many stars are to be awarded for the children meeting the agreements on the Star of Safety</li> <li>- At the end of each term the number of stars earned is converted into minutes and this results in that many minutes as a reward afternoon e.g. playing games, films, crafts</li> </ul>	Ambassadors, Behaviour Lead & SLT

### **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.

<b>Consequence System</b>	<b>Description</b>
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> <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, they will miss their play time or lunch time (parents will be contacted)</li><li>- If children persistently receive written warnings, parents will be contacted.</li></ul>
Step 4: Behaviour Ticket	<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 play time/lunch time to complete this</li><li>- If it is behaviour, then the child will miss their play time/ 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 their play or lunch time</li></ul>
Step 5: Behaviour Letter & Subsequent Meetings	<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>- <b>The First Letter</b></li><li>- Includes a meeting with parents/carers, class teacher and behaviour lead</li><li>- <b>The Second Letter</b></li><li>- Includes a meeting with parents/carers, class teacher, behaviour lead and a member of SLT</li><li>- <b>The Third Letter</b></li><li>- This will initiate an individual behaviour record.</li><li>- This could be introduced earlier if deemed necessary by the class teacher, behaviour lead, SLT and parents/carers.</li></ul>
Violence Letters & Meetings	<ul style="list-style-type: none"><li>- If a deliberate act of violence occurs, a violence letter will be issued immediately.</li><li>- A phone call will be made to the child's parent/carer to explain why this has been issued by the behaviour lead/SLT.</li><li>- A meeting can be arranged with parent/carer and the behaviour lead/SLT</li><li>- The child will write a letter/draw a picture of apology and there will be a time to reflect with the child in the next lunchtime.</li><li>- Further consequences are available to behaviour lead/SLT if the event is deemed serious enough. This includes fixed term suspensions and internal suspensions.</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></ul>



	<ul style="list-style-type: none"> <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, Learning Mentor and external agencies may be required.</li> </ul>
<p><b><u>Failure to Respond to Procedures</u></b></p> <p>The headteacher has the responsibility for giving *suspensions (an exclusion for a fixed period) 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>(* <a href="https://www.gov.uk/government/publications/school-exclusion">https://www.gov.uk/government/publications/school-exclusion</a>)</p> <p><b><u>Physical Intervention / Positive handling</u></b></p> <p>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 risks, e.g. removing other pupils/furniture and seek help. <b>(For further guidance please refer to the Physical Interventions Policy.)</b></p> <p><b><u>Contacting school</u></b></p> <ul style="list-style-type: none"> <li>• The first contact should always be the class teacher following the school policy.</li> <li>• If you are not happy with their responses, please contact <b>Mr Wildey (Behaviour Leader)</b> by emailing: <a href="mailto:assistanthead@stjamesacademy.co.uk">assistanthead@stjamesacademy.co.uk</a></li> </ul> <p><i>* 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.</i></p>	

## 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:** 30.11.22

**Review date:** November 2023