



ST. JAMES CHURCH OF ENGLAND PRIMARY SCHOOL,

Positive Behaviour Policy

January 2024

Our focus is to support children through the challenges they face with a firm, guiding approach. Our pastoral staff adapt to individual needs and children are highly valued.

St James Church of England Primary School is a place where the school community is encouraged to grow together through our core school value of Love and this is at the heart of everything we do.

Let Your Light Shine - Our children feel safe and happy to let their own light shine.

Opportunities for all - and build aspirations for a bright future.

Value one another - That all differences and similarities are respected.

Enriching Education - Our staff strive to provide an education that inspires and enriches the lives of our children.

The aims of the policy are to:

- Provide a consistent approach to promoting good behaviour, self-discipline and respect;
- Ensure the happiness, safety and well-being of all members of the school community;
- Prevent bullying;
- Secure the commitment of every child to the success of their own learning;
- Secure a high quality teaching and learning environment;
- Ensure that pupils complete assigned work;
- Regulate the conduct of pupils.

The policy is based on the following principles: -

- The most effective way to achieve positive behaviour is to adopt a positive approach.
- Good relationships are essential to good behaviour & successful learning.
- The majority of pupils behave well because they are motivated to do so.
- A whole school approach is essential.
- All staff have a duty of pastoral care within their 'in loco parentis' role.
- Staff have a collective responsibility for school behaviour focus.
- Parents are partners in their children's education and behaviour.
- Very often poor behaviour has logical causes that are not in the child's control
- Early intervention can prevent escalating patterns of misconduct.
- Agreed strategies and consequences must be applied consistently
- Consequences must be known, understood and seen to be appropriate.
- Fairness is crucial.
- Solutions will often be individually tailored taking account of a child's barriers.

1. A consistent approach to behaviour management

At St James, we have a shared culture for positive behaviour. The culture at St James is that children and adults are:

- **Ready**
- **Respectful**
- **Safe**

We believe that children and adults will flourish when they are **Ready, Respectful** and **Safe**.

Routines

At St James, routines are aspirational, embody our values, create a sense of mutual respect, and apply to all children. Through the consistent, calm behaviour expectations, children will be taught the importance of mastering the St James routines:

- Legendary Lines
- Wonderful Walking
- Marvellous Manners

Ready	Respectful	Safe
<ul style="list-style-type: none">• We are ready to start lessons on time• We are prepared and ready to learn• We fully part take in lessons and show a 'Growth Mind-set'	<ul style="list-style-type: none">• We are kind and listen when someone is talking.• We are polite and show good manners to everyone.• We look after our environment and equipment.	<ul style="list-style-type: none">• We follow instructions• We walk sensibly and quietly around our school• We know who to go to for help and support.

Classroom and School Management

Traffic light System –

Star – Children who are excelling at controlling their learning and playground behaviour.

Green – Children who are ready, respectful and safe.

Amber – Children who may have become distracted and an area of ready, respectful and safe has been neglected.

Red – Children who have an area they need to correct from ready, respectful and safe.

Children on Green and Amber will go straight to play whilst children who need support to work on an area will be spoken to and asked to improve in the next session.

With younger children – stickers and positive notes are used when in the Green. With the older children they can convert their colour to house points each day.

Star – 10 house points Green – 5 house points Amber – 2 house points Red – none

***Children persistently in the red - to have time out and given the chance to correct behaviours with class teacher, Teaching Assistant, year group partner, middle leader. SLT are available to support children to think through how to improve and get into the amber or green sections in the next session. Children in and out of the red zone during the week will then miss out on some of their reward time.*

*** Children with more complex needs to be discussed with SLT, parents and individual strategies to be tried e.g. behaviour charts, learning mentor time allocated, parent support and daily updates*

Whole school praise and rewards summary

Children who are ready, respectful and safe will have the opportunity to gain house points, stickers, praise, golden time, class point rewards, certificates and termly rewards.

Expectations	Visible Consistencies	Recognition
Be Ready	Daily Meet and Greet – school and class	Recognition boards
Be Respectful	Praise in class and in the corridors	Traffic light system
Be Safe	Praise in Public	Stickers
Relentless Routines	Reprimand in Private	Star of the Week
Wonderful Walking	Consistent Language	Termly awards
Legendary Lines	Learning time focus	Stickers from SLT
Marvellous Manners	Calm, kind adults	House points
	Amygdala Control & Happy Breathing	Golden Time (for children in green, amber 5 minute reduction and red 10 minute reduction)
		Class points and rewards

Recognition Board

See the work of Paul Dix - For class points we have a whole school weekly focus so that all staff can praise and reward the children and the class can work together for a bigger reward. For a larger award classes should be working to 50 points. ** In some cases SLT and the teacher may decide this needs to be a different amount to improve class motivation. All children on the recognition board get to choose reward time – earn house points and praise – when the whole class gets on the board they earn class points.*

This allows all staff to stay focused on a whole school theme and praise across school can come from all adults – it reminds children of behaviour rules and school values.

2. Behaviour strategies and teaching of good behaviour

Communicating and reinforcing our Positive Behaviour Messages

All adults in school must act and be seen as a positive example of how to behave, how to do our best and how to treat others properly.

Each new term starts with us using collective worship and lessons to revisit:

- Ready, Safe and Respectful (school behaviour rules)
- School values around 'LOVE'
- Expectations
- Our rewards systems

We encourage good behaviour through:

- Positive Behaviour Points
- House points
- Class Points
- The choosing of a Star of the Week
- Receiving of certificates, badges and prizes – weekly and termly
- Earning REWARD time

House System

At St James C of E Primary School, we operate a House System, to further develop the promotion of positive behaviour within the school. Houses are an essential part of the school raising awareness of and building skills that support British values. They create community spirit and give the children an opportunity to contribute to something bigger. The system encourages pupils to become responsible citizens, successful learners, effective contributors to society and confident individuals. It also enhances their development of respect for each other and for their community.

All of the children and staff in Key Stage 2 are allocated a house which they will be in during their time at St James. Each house is named after a colour and has a positive value assigned to it.

Red – Hope, Blue – Harmony, Yellow – Wisdom, Orange – Dignity, Purple - Community and Green – Kindness

The children will have the chance to meet as a house in a house assembly which are planned throughout the year. Every year, each house also has the opportunity to learn about the life and work of inspirational people, focusing particularly on their qualities and the impact that they have had on the lives of others.

Year Sixes will be given the opportunity to nominate themselves as Captains or Vice-captains. Children who have nominated themselves will have to put themselves forward at a house assembly and a vote will be carried out to elect a Captain and Vice-captain. The Captains and Vice-captains will wear a badge to show their position in the school.

Pupils will work towards gaining house points each week through, demonstrating one of the house values, applying a growth mind set to their learning, good behaviour and attendance. The houses will also compete for points in a variety of inter-house competitions including singing competitions, quizzes, and sports events. House points will be collected with the winning house being announced in assembly each week.

Each week the houses are competing to become house champions, by obtaining the most house points they can.

Response to inappropriate / poor behaviour

- Moving down the Behaviour traffic lights
- Recording of concern behaviours on Behaviour Logs.
- Time out of the lesson in which negative behaviour is being shown, through placement in a partner class
- A concern phone call home
- A parent meeting is arranged
- Sent to a member of the senior leadership team for high level misbehaviour
- Time in “Think Tank” which is a time out / missing of free time run by senior leaders at lunchtimes. Children are spoken to and given the opportunity to improve.

Use of Suspension as a Strategy

At St. James a fixed term suspension will apply if there is:

- Repeated lack of positive modification of behaviour.
- High level of aggression/violence.
- Repeated high level of disrespect / defiance towards adults
- Individual incident of an extreme level of disrespect / defiance towards adults
- Verbal abuse of or hitting a member of staff.
- Repeated refusal to accept authority of the school to manage behaviour.
- Unmodified bullying.
- Other actions deemed inappropriate by the Head teacher / Governing Body.

If behaviour over time is indicating that Permanent Exclusion is becoming a possibility, the senior leadership of the school will initiate a Pastoral Support Plan which gathers together the family and appropriate agencies to channel support to the child and the family in order to improve behaviour.

We comply with Birmingham Local Authority's Exclusions Guidelines.

3. Staff development and support

Tips for adults working with children at St. James.

At St. James we recognise that creating the best possible learning environment and delivering a well-balanced and effectively differentiated curriculum can contribute significantly to encouraging positive behaviour.

1. Approach behaviour management from a position of clarity and in a firm, friendly and fair manner.
2. Remember that success and solutions depend to a great extent on the success of the relationships that you are able to form with the class and with specific individuals in the class.
3. Show the children that you care
 - a. Demonstrate that you are listening to them
 - b. Show them that you will try to help them to solve their problems
4. Be very clear and consistent about your expectations with the children with whom you are working.
5. Take time to regularly revisit your expectations to ensure that children understand them and so that they become shared expectations.
6. Habitually and systematically recognise and value positive behaviours.
7. Endeavour to comment on the positives before focusing on negatives.
8. Where a child's behaviour becomes a persistent concern:
 - a. Share your concerns with the child's parent / carer *promptly*
 - b. Express concern regarding behaviour (low level disruption) with the head teacher and audit the learning environment, seeking areas for improvement

and adopting a plan of action.

4. Liaison with parents and other agencies

Partnership with Parents: sharing positive messages

At St. James we strive to build a secure relationship with parents regarding the monitoring of their children's behaviours through:

- Parents Evening Meetings
- Phone calls home
- Certificates going home
- Talking to parents at the end of the school day.
- "Positive Behaviour" badges awarded to children demonstrating exemplary behaviour in class and around school.

Partnership with Parents in response to negative behaviour

Where negative behaviour is not modifying in response to class based communication with parents, a senior leader (deputy or head teacher) will arrange to meet with parents / carers:

- Sharing of concerns emerging from the negative behaviour logs
- Communication of negative behaviour – the school and family work together to support the child. Conversations are open and we devise plans together.

The importance of parental support

Partnerships with parents are crucial within this process of improving and supporting the child on the path back to learning without behaviour incidents.

It is vital that we share the common goal of 'striving to do the best for the pupil' and that all involved participate fully in this process.

It is also important to balance this with the needs of the class and to reduce disruption to class learning time as quickly as possible.

Failure to work in partnership with the school will limit the possibility of successfully meeting the needs of an individual child and may have a knock on negative impact on the learning experience of other children in the class / school.

We, therefore, seek the highest level of commitment from our parents.

Providing support in response to repeated or embedded negative behaviour.

Where routine behaviour management & rewards and sanctions do not modify behaviour and where a higher level of need is identified a senior leader together with the school's SENCo will explore the suitability of:

- Development of home-school reward / consequence system
- Setting up a Behaviour Report (ABC logs)
- Consideration of the benefits of mentoring support through the school's Inclusion Team or external mentoring through Bouncing Statistics
- Involvement of specialist services
 - Behaviour Support Service
 - Educational Psychology Service
 - Communication & Autism Team
 - The family's doctor (through the parent / carer)
- Assessment towards the possibility of an EHCP (Education Health Care Plan)

- A Pastoral Support Plan
- Part time schooling
- A managed move to another school

5. Legal Duties

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Reviewed and updated by S Smith (January 2024)

