



Behaviour and Attitudes Policy March 2025

“Together we are learning to follow Jesus.”

Intent

At St. James' we aim to create a positive and calm atmosphere built on secure, trusting relationships where all members of the school community can feel valued and respected.

We believe that adults in school have an important responsibility to model high standards of behaviour through example, honesty and courtesy. We have high expectations for all and encourage relationships based on kindness, respect and understanding.

As a staff team, we understand that if we pay more attention to positive behaviour, we are more likely to see it. As a result, we model expectations, publicly praise and privately remind.

Children are taught early on in EYFS what good behaviour and high standards look like. These standards continue throughout school with consistent approaches and expectations. The golden rules are shared with children, and children are taught that there are consequences if they make the wrong choice. We encourage reflection and restoration.

St. James' Behaviour Management Aims:

- To ensure that children are **ready** to learn, are **respectful** of themselves and others and are **safe**
- To enable children to learn without disruption
- To enable children to play a role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured and bullying, harassment and violence are never tolerated
- To create a loving and caring environment in which children feel secure
- To involve all staff in the management of behaviour

A positive approach

“Every child deserves a champion-an adult who will never give up on them. Who understands the power of connection and insists that they become the best that they can possibly be.” Rita Pierson

We aim to encourage the behaviours that we want to see and support children to develop self-discipline and a positive self-image. By reinforcing good behaviour we provide role models, emphasise our high expectations and encourage achievement.

Successful relationships between staff and children are paramount. We believe positive relationships with consistent routines and boundaries lead to positive behaviour.

Golden Rules

We follow our golden rules of being:

Be Ready	Be Respectful	Be Safe
We are ready to learn and to allow everyone else to learn	We are respectful of ourselves, each other, learning and individual differences	We are safe in our environment and with property.

To achieve these golden rules, we are:

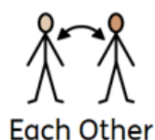
- Helpful, kind and honest.
- We work hard and try our best.
- We listen to each other and learn that not everyone will have the same opinion and that is ok.
- We are all different, but we are all part of St. James' team.

EYFS Golden Rules

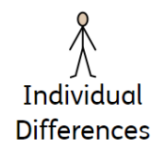
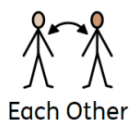
Kind words	Kind hands and feet	Be polite
Do listen	Sit properly	Try your best

In all classrooms, visual prompts are provided to encourage children to be ready, respectful and safe. These are adapted in EYFS to focus on three clear areas instead of five.

EYFS, to respect:



KS1 and 2, to respect:



St. James' Rewards include:

1.Targeted and specific verbal praise	2. Dojo points/House points with badges	3. Text messages home	4. Class certificates awarded in assembly
5. PE/Swimming certificates	6. Head Boy/Head Girl certificates	7. Individual reward charts	8. Special recognition gold awards





Class Dojos

Gaining 1 Class Dojo, also awards 1 House Point to a child. House Points are collected each week and during our Community Assembly, the winning house is announced. At the end of the term, the children in the house with the most points win a special prize. Dojos will never be deducted from a child for poor behaviour.

+ 1 point	+ 2 points	+ 3 points
Being Ready Being Respectful Being Safe	Helping Others Being Kind Teamwork Resilience Working Hard	Outstanding Work Full Marks on a test/significant improvement in results Representing the School Well

Routines

Routines help us to feel safe and provide the predictability we need to feel secure and organise our behaviour. Through having clear routines and structures in our day, we can learn expectations and practise these consistently. We model and maintain key routines at transition times and throughout the school day.

<p>Morning Routines</p> 	<p>Walk down the corridor, on the left side, calmly to your classroom - set the tone for the day.</p> <p>Teacher or TAs to meet and greet children at classroom/playground door. Children have a feelings check in (using the colour monsters/zones of regulation) to alert staff of any concerns.</p> <p>Be ready to learn: pencil cases, pencil, pen, ruler, rubber etc.</p> <p>Start your morning work e.g. reading a book, My Mini Maths.</p> <p>Register at 9am followed by prayers.</p> <p>Lessons start at 9:05am.</p>
<p>Classroom Routines</p> 	<p>Ensure you have all equipment you need for your lesson. Ask an adult if you need to leave your seat.</p> <p>Put your hand up if you would like to contribute to the lesson.</p> <p>When moving around the classroom ensure this is in a quiet and calm manner.</p> <p>Pay attention to stop signals from the adults.</p> <p>Demonstrate good learning behaviours linking to our 5 areas of respect.</p> <p>Classroom monitors will help with smooth transitions between lessons.</p>
<p>Corridor Routines</p> 	<p>We model, encourage and support calm, sensible and safe walking.</p> <p>Before leaving the classroom, we line up quietly and calmly.</p> <p>When walking around school we use a 3 S line (straight, silent and sensible)</p> <p>If pupils/classes struggle with a 3 S line then this can be practised at break time until mastered.</p>
<p>Break and Lunch Routines</p> 	<p>Ensure we maintain our high expectations and walk out to break/lunch using our 3 S line.</p> <p>At the end of break/lunch the whistle is blown by a member of staff we immediately walk to our line in silence, showing we are ready to start our learning again.</p> <p>Show our adult a 3 S line ready to walk back into the classroom.</p> <p>At these times, if we need to go back into the building we need permission from an adult.</p>

Signals

We use silent/visual signals, such as those used in RWI, across the school to promote less teacher-talk and limited lesson disruption during transitions. These include:

Turn to your partner:

1,2,3 (stand, walk to your place, sit) signal:



Stop:



My turn, your turn:



Sanctions/ Consequences

We follow consequence steps to ensure that we use appropriate sanctions which are fair and consistent. We make clear why the sanction is being applied and what change in behaviour is required. As a school are also mindful that it is the behaviour rather than the child that is being punished i.e. 'Your behaviour is'. We also believe that we must apply a sense of proportion to all situations and that the sanction is appropriate to the offence.

Behaviours which might result in pupils being placed on the C system include:

Answering back	Aggressive behaviour	Refusing to answer
Rudeness	Disruption of work	Refusal of work
Refusal to share school resources	Name calling of others	Damaging work
Throwing things	Repeated interruption	Littering

Higher level behaviours

If a child commits a higher-level behaviour a member of SLT or the pastoral team will become involved with the child and their parents/carers. Mrs Duggan (Pastoral Manager) will work with the class teacher to decide the next steps and consult with SLT where appropriate. Criteria for higher level behaviours include:

Violence/fighting	Swearing at adults or children	Defiance/ repeated disrespect to adults
Bullying	Racism or Homophobia	Breaking property
Refusal to follow instructions pertaining to safety	Leaving school without permission	Persistent disruptive behaviour

In these instances, we may support the children in an alternative space, so the child can be supported to regulate away from other children and not disrupt other children and their learning. During this time, children will be supervised by a member of staff.

Consequences for poor choices follow a stepped approach: C1, C2, C3, C4, C5, C6 as outlined below. Tracking of these is recorded privately as we feel public recording of mistakes would create a sense of shame and lower pupils' self-esteem. Individual reflection cards may be presented to pupils who might benefit from a personal visual prompt.

<u>Consequence 1 (C1)</u>	When a child does not follow the golden rules, they receive a warning to remind them of the consequences of unacceptable behaviour.
<u>Consequence 2 (C2)</u>	A second warning and a reminder to reflect on choices. The child's name is placed on the C2 tracker grid (see appendix). The child may be asked to move seats if this would support good choices.
<u>Consequence 3 (C3)</u>	Reflection time will be given to think about choices made (10 minutes of own time). This can grow by increments of 5 minutes if required. This will be logged onto the teacher's tracker.
<u>Consequence 4 (C4)</u>	Reflection time in a partner classroom for the remainder of the session e.g. until break, break until lunch or afternoon will be given to complete work.
<u>Consequence 5 (C5)</u>	More serious/high level behaviours recorded in the Headteacher's Warning Book. First time, recorded at the back of the book. Subsequent incidents are recorded at the front of the book.
<u>Consequence 6 (C6)</u>	Once three serious incidents have been recorded at the front of the book, this may result in a suspension. Usually this will be a ½ day internal suspension. After a suspension, the Warning book incident records start afresh. Subsequent suspensions incrementally increase e.g. 1 day internal suspension, ½ day suspension (at home), 1 day suspension (at home) etc. However, some more serious incidents for example an assault on a member of staff may be result in a suspension at home, rather than in school.

Break and Lunch

We use Yellow and Red Cards. All Yellow and Red Card incidents that happen at lunchtime are recorded in an individual class/lunchtime book and this is passed onto the class teacher at the end of lunchtime.

Verbal Warning	Yellow Card	Red Card
"This is your first warning; stop _____ thank you."	"This is a formal warning to stop _____ thank you."	If behaviour continues or is higher level behaviour. "This is a red card for _____. You will have 10 minutes away from play, and stay by my side." If poor behaviour continues after this time, time away from play increases (15, 20 or full break). For more serious incidents, seek support from a member of SLT.

SEND

We understand some with SEND may need additional or different support to follow our golden rules and consequences may need to be adapted to their specific needs. Where this is necessary a plan will be decided in consultation with staff, SLT and parents/carers. This may include completing a SEMH support plan (see appendix).

Restorative Practices

We also believe in the importance of restorative practices to develop and restore relationships following a behavioural incident. During reflection time (C3 and C4) pupils will complete a Reflect and Reset Chart (appendix 1) either independently or with a member of staff (depending on age of child).

Physical Intervention and Procedure

When managing challenging behaviour at St James' Catholic Primary School, staff may, occasionally have to use physical interventions. Interventions as such, must only be used in the best interests of the young person, when everything possible has been attempted to ensure the safety of all involved.

All staff operate under a duty of care to make every reasonable effort to protect young people in their care. This included protecting them from any form of physical intervention, including physical control or restraint, which may be deemed unnecessary, inappropriate, excessive or unlawful.

It is our approach, that the holistic positive handling and physical intervention, as set out in CPI Safety Intervention is the approved training to be adopted. Staff must attend the full training to undertake physical interventions unless in a one-off emergency situation where the risk of doing nothing would outweigh the risk of doing something (see appendix for full policy).

Roles and Responsibilities

- **The Governing Body-** The Governing Body will review this **Behaviour and Attitudes Policy** in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.
- **The Headteacher** and **SLT** are responsible for reviewing this behaviour policy in line with other policies. **The Headteacher** and **SLT** will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.
- **School Staff-** Staff are responsible for:
 - Implementing the **Behaviour and Attitudes Policy** consistently
 - Modelling positive behaviour
 - Providing a personalised approach to the specific behavioural needs of particular child and may choose to use **individual behaviour charts** adapted for each child. (see appendix)
 - Recording serious behaviour incidents (C4, C5 and C6) on CPOMS
 - Holding a **behaviour support meeting** with parents and completing the necessary

paperwork, once a child has their name in the front of the Warning Book (see appendix)

- **The Senior Leadership Team** and the Pastoral Team will support staff in responding to behaviour incidents. The Headteacher or member of SLT will record C5 and C6 incidents in the Warning Book. A C6 incident, resulting in a suspension, will be recorded by Office Manager and shared with TMBC. Headteacher will report on this at a Governors Meeting.
- **Parents-** are expected to:
 - Support their child in adhering to our School Rules
 - Inform the school of any changes in circumstances that may affect their child's behaviour
 - Discuss any behavioural concerns with the class teacher promptly
 - Attend meetings in school about their child's behaviour, if requested by staff
 - Carry out any actions that are agreed in SEND or behaviour meetings

This policy is based on advice from the Department of Education (DFE) on:

- Behaviour and Discipline in schools
- Searching, Screening and confiscation at school
- Equalities Act, 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions in schools
- It is also based on the Special Educational Needs and disabilities Code of Practice and the Education Endowment Foundation Research.