



St. James' Church of England Primary School

'Building One Faith, One Family, Our Future'

Positive Behaviour Policy

Written by D. Theobalds: June 2011

Reviewed by D. Theobalds: September 2014, March 2019 and June 2020

Revised by V. Weddle – October 2022

Approved by Governors: Spring 2023

Reviewed by M.Tindall – October 2025

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Foundation, Vision and Intent

St James' Lower Darwen

Church of England Primary School



"Building One Faith, One Family, Our Future."

"We offer a holistic curriculum that champions our community and is aspirational."

PERSONAL DEVELOPMENT

through

ENRICHMENT

THE NATIONAL CURRICULUM

SKATS

FORGIVENESS

COMPASSION

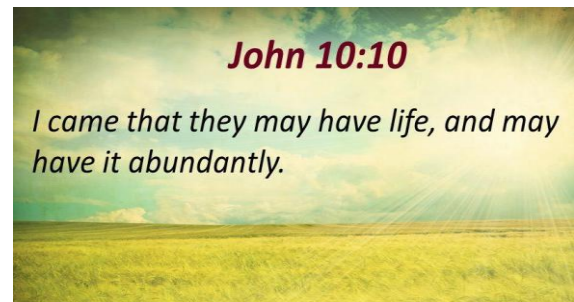
LOVE

TRUTH

JUSTICE

Jeremiah 29:11

John 10:10



We want our children to know that **God has a plan for them** that means **they live their best life possible**.

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

Introduction

This document is a statement of the aims, principles and strategies adopted by St. James' Church of England Primary School, Lower Darwen. It should be read in conjunction with other school policies including the Anti-bullying Policy, the PSHE Policy, the Online Safety Policy, the Acceptable Use Policy and the Safeguarding Children and Child Protection Policy.

Rationale

This document provides a framework for the continuation of a happy, safe, secure and orderly environment in which children can learn and develop into caring and responsible citizens and to support the mission statement of the school. It is written for all stakeholders of the school to allow each one to understand the policy of the school and to apply its vision, procedures and ethos consistently and fairly.

We expect high standards of behaviour and believe that children should be taught both at home and in school what is acceptable and desirable and also to expect to face the consequences of unacceptable attitudes and behaviour. The partnership between home and school is of the highest importance to the success of this policy. It is essential that parents share the values and agree with its methods. We have sought parents' views before finalising this document and may hold meetings in the future to assess its effectiveness and ensure the fullest support possible.

Our Vision

We offer a holistic curriculum that champions our community and is aspirational. Personal development will take place through enrichment opportunities, the Early Years Foundation Stage Framework, the National Curriculum and our SKATS curriculum.

Underpinning this work

Core Values

- **Love** each other, like Jesus loves us.
- **Forgive** each other, like God forgives us.
- Treat each other **fairly**.
- Tell the **truth**.
- Show **compassion** to those who need us.
- Be **thankful** for all that God has given us.

These are the foundation on which the positive behavior system is built. They are visible in all classrooms and collective areas.

The Policy

It is vitally important that all staff employed by the school, including supply teachers, volunteers and visitors, who have supervisory responsibilities for the children are aware of what is expected from our children in terms of their behaviour. Consistency in approach is of paramount importance not only for creating clear boundaries but also showing that all children are treated equally. The behaviour policy should be followed using positivity and praise wherever possible. All adults should have high expectations of behaviour at St James'.

Aims of the Policy

- To ensure that St. James' is a safe, caring and happy place to come to for all school members;
- To promote good behaviour in all aspects of school life and to provide an emphasis on positive praise;
- To promote core Values that will help to encourage the faith and educational journey of all our members;
- To ensure a consistent, whole school approach to discipline which is used and approved by all staff in the school and which is supported by all stakeholders;
- To ensure parents and carers not only understand the disciplinary procedures but also work with school to uphold them;
- To prevent bullying in any form;
- To prevent any child feeling helpless or alone and to ensure all children know that the school is here to support them;
- To ensure all staff and children feel their needs are important and that they have been listened to;
- To encourage and develop in pupils a genuine concern to care for and value each other and the immediate and wider environment;
- To promote a sense of responsibility in individuals for their actions towards and their treatment of others;
- Make pupils aware of the importance of respect for authority and the maintenance of good order.

Rewards

The behaviour system is designed to praise and reward the children who follow and adhere to the core values.

1. Star of the Week

The 'Star of the Week' will be announced during our 'Celebration Worship' at the end of the week (usually Friday morning). They will receive a certificate and 'Star of the Week Jumper'. The 'Star of the Week' can be chosen for academic or behavioural reasons at the discretion of the class teacher. Each week our stars will be celebrated on the website and in the newsletter. We would hope to be able to reward all children at some point during the academic year.

2. Tea at Three

At some point during the week, at approximately 3pm, one child from every class will be selected to have drinks and a biscuit/cake with the Head Teacher or a member of the Senior Leadership Team. Teachers may choose the class 'star' from the previous week as an extra reward, or may choose another child they deem to deserve an extra reward.

3. Team Points

The children will be placed in a team (named after a precious stone) at the start of their school life and will have the opportunity to win Dojos for their work, behaviour and attitude during the school week. During the 'Celebration Worship', the team with the largest number of points will receive a token to be added to their running total displayed in the school hall. The winning team at the end of will receive an extra non-uniform day as a reward. The winning team at the end of the year, when the tokens across the whole year are added, will receive the 'House Trophy' and an additional treat. Extra tokens may be awarded for inter-school events. Each team will have a captain and vice-captain, chosen from the pupils in Year 6, and their photo will be on the planet display.

4. Class Rewards

Each teacher will use their own individual way to praise or reward the children in class. This may include stickers, use of a star chart or extra free/games time. All classes use Dojos as another way to promote positive attitudes with the winner each week getting a prize.

5. You Made Me Smile

This is an initiative to promote and reward the children who follow the core values on the playground or around school. The 'You Made Me Smile' winning slips will be placed in a box and a raffle style draw will take place during the last Friday worship of each term. Winners will receive a book mark promoting the core values, or a prize from the lucky dip box.

6. Class of the Week

This is given out each week to the class with the best attendance and punctuality. The winning class will receive a certificate, trophy get and get a biscuit. On the fifth occasion they are class of the week, each child will get to choose from the lucky dip box. On the tenth occasion they are class of the week, the class get a treat morning or afternoon.

7. Sanction Free Treat

At the end of each **term** every child that has had one or less sanction will be rewarded with a sanction free treat. This will reset each term so there is an opportunity for pupils to receive the sanction free reward three times.

Sanctions

The use of sanctions in school helps to ensure that we treat each individual fairly and shows that although we adopt a forgiving and redemptive approach to discipline, inappropriate behaviour will be sanctioned.

The sanctions are linked to the school's core values and children are encouraged to explain which value they ignored and if applicable, which value they should have followed or displayed in their situation.

All children start each day on Green

Verbal warning- remain on Green (this is to remind and deter children progressing further on the sanction list. In most cases this verbal warning stops children from making further poor choices.)

Yellow- First official warning

Orange- Second official warning = 5 minutes of next break/lunch to be missed.

Red- Final official warning = 15 mins of next break/lunch to be missed.

All warnings should be recorded on the class sanctions list (This is not displayed)

Once a child has reached 'Red' they may be seen by the Headteacher or another member of the 'Senior Leadership Team' to discuss their behaviour choices and how it relates to our values and rules. Some red incidents must be recorded on CPOMs. Each red incident is different and SLT will decide if Parent/Carers need to be informed.

Once a child is on the list, they cannot be removed from it, unless it can be proved that an injustice has taken place.

Teachers have the discretion to place the children directly to red depending on the seriousness of the inappropriate behaviour. Each incident is treated in isolation and teachers will try to ascertain all the facts before making a decision by seeking out eye witnesses and trying to establish the details of each incident.

Some incidents are more serious and will jump straight to a Red on the sanctions list. These include:

- Deliberate damage to school property
- Malicious fighting/deliberate violence
- Physical/verbal aggression to an adult/peer
- Bullying
- Seriously injuring or attacking another child
- Deliberate defiance towards an adult
- Bringing any item into school that could be classed as a weapon
- Swearing with meaning and malice
- Deliberate stealing
- Racist or homophobic language

If a teacher decides a child needs to be placed on red, the child will usually meet with by the Headteacher or a member of the Senior Leadership Team. Once the details surrounding the incident have been established the children will lose 15 minutes of playtime automatically and their parents/carers may also be informed. The member of the leadership team dealing with the incident may also decide to impose further sanctions/consequences depending on the seriousness of the situation. This may include:

- Parent's meeting
- Exclusion/Suspension – permanent, fixed period, internal, lunchtime
- Off the yard for a fixed period
- Remove responsibility they may have
- Lose the right to represent school in sports team/external events
- Refer to external agencies for support (persistent)

If a child is placed on the sanctions list, they cannot be the class star for that week.

If it is decided that a period of time off the yard is needed, a child could be placed in '**Nurture Time**'. They will be given the opportunity to reflect on their behaviour whilst supervised by an adult. It may include time to write a letter of apology, talk about how they are feeling, discuss coping strategies when they are feeling cross, or may simply be a time for them to sit quietly. They may attend Every Day club.

ERO – reflection

Any child placed on red and missing 15 minutes of their playtime will also be expected to complete a short reflective session with a member of staff: Event- Response- Outcome. This will support the child to make better choices next time they are in this position.

Intervention

The sanctions record sheet kept by teachers shows clearly which children have reached which number during the school week. Each new day is seen as a new start. Sanctions from a previous day cannot be carried over to the next day and so each child starts each day off the sanctions list and on green. Many children in school will never have to be placed on the sanctions list. The sanctions list is reviewed at the end of each week and will be used to identify children in need of intervention.

Intervention may include:

- Home/school diaries to keep parents informed about attitude and behaviour in school and visa versa.
- Group intervention eg. ELSA
- Being given a behaviour target/plan to work towards
- Referral to an external agency

ACES

We have a thorough knowledge and understanding of Adverse Childhood Experiences (ACEs) and use these to inform our day-to-day practices, and the ways in which we support our children exposed to ACEs.

The research around ACE's supports the vision, mission and aims of our school. The national, local and school agenda which focuses upon ensuring the health, emotional and mental well-being of our children also supports our work as a trauma sensitive school. It is our role to anticipate and prevent inappropriate behaviours in our children and we know that an important part of this is our understanding of each child, their anxieties, their history and their current lived experience.

We will endeavour to understand the range of ACEs experienced by any and all children but also understand that by having a culture and ethos that reflects this knowledge means that all children will benefit from the way in which we manage behaviour in our school community.

The Open Door policy for the Headteacher and all staff mean that parents can share information or concerns with us at the earliest possible moment. This policy demonstrates to parents that they and their views are of importance to us and that ensuring their child's happiness of the utmost importance to us all. All teachers and other professionals in school should ensure that they build a positive partnership with parents as these are crucial to building trust and developing a common approach to behaviour

We articulate and review behaviour expectations with our children via our members of pupil voice on a regular basis. We work collaboratively with the children in the development of the behaviour expectations for their class and for the outside areas of the school. This encourages children's commitment to these expectations and increases their self-awareness and ability to monitor their own behaviours.

ELSA (Emotional Literacy Support)

An individual or group of children may be invited to take part in sessions with a trained ELSA in order to improve self-esteem or explore reasons for their emotions and/or behaviour.

Behaviour Targets/plans

Individual targets will be agreed and put into place for those needing support for behaviour and parents will be informed. Children on individual behaviour plans may receive individual awards. It will be the responsibility of the SENCO to alert staff of special circumstances that need to be considered.

External Agencies

It may be necessary for school to seek advice from behaviour experts within or outside the local authority. This may be for the purpose of supporting a class teacher through the passing on of ideas and resources to manage inappropriate behaviour, or may involve a pupil working with an advisor one to one. The teacher in charge of Behaviour and Discipline will work closely with the school SENCO and class teacher to decide on a course of action to suit a pupil or group of pupils.

Safeguarding and Child Protection

This policy is revised in line with the Keeping Children Safe in Education document and updated annually in September. The policy aims to ensure that children and adults in school are safe at all times. On line safety is of paramount importance, therefore the values and principles that underpin the policy are maintained when the children are online in school. Children are made

aware of how to stay safe online when in and out of school and the 'Acceptable Use' policy, outlining the expectations in terms of online behaviour, is signed by parents when their children start school.

Child on Child Abuse

When an allegation of abuse in any form is made by one child against another or a group of children, it must be taken seriously and set procedures must be followed.

Some behaviours may result in Child on Child abuse under the categories of CCE (Child Criminal Exploitation) and CSE (Child Sexual Exploitation). These incidents will be managed in line with the school Safeguarding Children and Child Protection Policy working alongside the local authority CADS team.

Positive Handling

The information in this section of the policy relates to and quotes directly from the document:

- Use of reasonable force guidance January 2025

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The use of physical force by teachers and others authorised by the head teacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006 and was further clarified in the above document. At St. James' we use the term Positive Handling rather than force as we feel this best reflects our approach.

The term reasonable force / positive handling covers the broad range of actions used by most staff in schools at some point in their career which involve a degree of physical contact with pupils. Positive handling is used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight where a pupil needs to be restrained to prevent violence or injury. "Reasonable in the circumstances" means using no more positive handling /force than is necessary.

Teachers / support staff, can use, "reasonable force" to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil from leaving the classroom when allowing them to do so would compromise their safety or lead to a behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight;
- Restrain a pupil at risk of harming themselves or others through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Before positive handling techniques are used a teacher / teaching assistant should tell the pupil who is misbehaving to stop and explain the consequences of what will happen if they do not stop. The teacher / teaching assistant should continue trying to communicate with the pupil throughout the incident, and should make it clear that physical contact / positive handling will stop as soon as it is no longer necessary.

A calm and measured approach to the situation is needed and the teacher / teaching assistant should never give the impression that they have lost their temper or are acting out of anger or frustration to punish the pupil. It is advisable that the teacher/ teaching assistant summons help from another adult. The pupil should be advised that help has been sought.

Positive handling can take many forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

If an incident has occurred which required positive handling the members of staff involved will record in detail every aspect of the incident and the way it was resolved on the school's recording system (CPOMs)

Searching and Confiscation of inappropriate items

If a member of staff believes that a child has an item in school that is deemed to be dangerous or against school rules, it should be reported to the Headteacher, who has the power to search for that item without consent.

This includes mobile phones, stolen items, dangerous items or any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Once confiscated, the Headteacher will contact the parent (or police in the event of a dangerous item) who will be required to attend school to collect the item, or give the authority to destroy the item.

What if a bullying incident occurs?

All adults working with or on behalf of children have a responsibility to safeguard and promote anti-bullying. This will be done by modelling positive relationships, always taking allegations of bullying seriously and ensuring that any anti-bullying measures are followed.

Key people within school who have responsibilities for anti-bullying are the Headteacher, the senior leadership team and the well-being co-ordinator. Where there is concern about suspected bullying, either through observation by a member of staff or raised by a pupil, the Headteacher, as Senior Designated Teacher should be informed at once on CPOMs or in person.

All allegations will be investigated, including talking to all children involved and the relevant staff members. Children deemed to have shown bullying behaviour will be referred to specialist mentors within school for intervention to improve their self-esteem and respect for themselves and others.

All incidents of bullying MUST be recorded on CPOMs and reported to governors termly.

In Conclusion

Monitoring

The use of rewards and sanctions will be regularly monitored to evaluate their effectiveness and staff training/updates, including welfare staff, will take place to ensure mis-conceptions or problems are discussed and resolved as quickly as possible.

All members, including Governors and parents will be consulted as part of the monitoring process. Any changes deemed necessary by the SLT to any part of the behaviour system will be shared with all stakeholders for clarity.

The Head Teacher and/or members of the Senior Leadership Team will be happy to discuss the policy or any other aspect relating to behaviour in school and welcome feedback as part of the monitoring process.

Pandemics

In situations like the COVID 19 pandemic of 2020, the school will follow Government guidance with regard to social distancing and hygiene in order to keep the whole school community as safe as possible. A Risk assessment, approved by the LA and Governors will be put in place outlining procedural expectations.

In the event that a child refuses to adhere to any of these procedures and guidelines, staff will make every effort to educate the child about safety in order to change their behaviour.

If this behaviour continues and the child shows disregard for the health and safety of others in their classroom, staff will ask school leaders to handle the escalating situation. Parents or carers will be contacted to collect the child and senior leaders will then make a decision as to whether the child can safely attend school further.

Where younger children or SEND children are struggling to follow the guidelines, a risk assessment may be put in place, EHCPs or IEPs may be amended, professionals will be consulted with and then a joint decision, involving parents or carers will be made with regards to the continuation of provision.

Responsibility for the Policy

a. This policy was updated in Autumn 2022. It was originally produced in November 2011 and reviewed in November 2014, March 2019 and September 2020 following consultation with pupils, parents, governors and staff on the effectiveness and impact of the new system, and having implemented any changes deemed necessary to the way the system was working in school. The policy was re-approved by the Governing Body in the autumn of 2022. Most recently, the policy has been updated by Miss. M Tindall and approved by Governors in the autumn 2025.

b. At present, Miss. M. Tindall is the named co-ordinator for Positive Behaviour at St. James', Lower Darwen. It is the responsibility of the co-ordinator to ensure the overall leadership of and the implementation of the Positive Behaviour Policy.