

Darwen St James'
C of E Primary Academy



**Relationship and
Regulation Policy with
Behaviour Principles
Statement**

Approved by:	Laura Peckson	Date: Aug 2024
Last reviewed on:	Aug 24	
Next review due by:	Aug 25	

Aims

Our policy is based on our strong Christian ethos as expressed in our Mission and Vision Statement:

Nurture ambition through a living faith.

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all of our learners in order for them to become positive citizens of tomorrow.

At the heart of our deeply Christian vision for St James' is an upholding of the worth of each person: all are made in the image of God-and are therefore worthy of dignity and honour. The hallmark of authentic, life-giving relationships is recognition of the uniqueness and value of the other so that all are welcomed wholeheartedly. Each individual should be able to flourish, irrespective of physical appearance, gender,race, religion, ethnicity, socioeconomic background, academic ability, disability or sexual orientation. This is reflected in our value Friendship and its related Bible verse:

Let us not love through words or speech alone but with actions and truth.

John 3:18

Full flourishing is only possible when each and every member of our school community:

- Experiences true belonging-knowing they are welcome, completely included, valued and celebrated
- Finds every possible avenue of academic and vocational progress and success open to them, without needing to overcome institutional barriers
- Feels totally safe and secure wherever they are, and fully connected to others
- Is able to meaningfully participate in the life of our school with their voice heard and their ideas acted upon
- Believes that a hope-filled future can and will be theirs because they see themselves represented in all aspects of school life.

This policy aims to:

- Create a positive culture that enables all pupils to flourish by promoting excellent behaviour and ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

School behaviour curriculum

The school vision is:

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all of our learners in order for them to become positive citizens of tomorrow.

Our positive relational behaviour policy is rooted in this vision and underpins all aspects of the school culture and relationships. Children are encouraged to be the best that they can be and safe, trusting, respectful and supportive relationships are developed. As a school we are developing Emotional Coaching to support us in this.

Our values are:

Love, Friendship, Hope, Courage, Perseverance

These values permeate throughout all aspects of our school and link to the aims of the school.

Provide an inclusive education of the highest quality for each and every child.

Foster a life-long love of learning by providing a stimulating, rich, exciting and engaging curriculum tailored to meet individual needs.

Provide a caring and welcoming school based on Christian morals and values that safeguards and promotes the welfare for all.

Foster each child's unique talents and widen each child's horizons, enabling each child to flourish.

Provide opportunities for children to develop their spirituality.

Help children become self-confident and self-reliant, knowing they are loved by God.

Value and respect all members of the school and wider community and celebrate their efforts and achievements.

Help children develop socially, have a sense of moral values and to have regard for other people's feelings and situations, knowing all people are created in the image of God.

Foster a successful partnership with parents, carers, the church and community.

Help children understand the world in which they live and to challenge injustice and inequality.

A DSJ child will be:

- ▶ Compassionate-committed to service and charity
- ▶ Life Long Learner –curious with a wide range of interests
- ▶ Loving and respectful-loving God and each other
- ▶ Thankful for what God has provided
- ▶ Striving to be the best that they can be

- ▶ Socially aware-ready to challenge injustice locally, nationally and globally
- ▶ Confident, knowing they are a precious child of God unique, special and precious

Therefore pupils are expected to:

- Show respect to every adult and child in our school and ensure everyone feels like they belong.
- In class, be the best that they can be and ensure that all children and teachers can also be the best that they can be so that quality learning is possible
- Move quietly around the school
- Be thankful for our building and resources and treat the school buildings and school property with respect
- Wear the correct uniform to create a sense of belonging
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Behave in an orderly and self-controlled way

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

This is summarised for the children in **our school rules**:

Be Kind
Be Respectful
Be the best you can be

Mobile phones

Mobile phones are not allowed in school.

For children walking home and have a mobile for that reason, they are to be left with the office at the start of the day and collected at the end.

Any mobile phone found in school will be removed and an adult will have to come in to collect before it is returned.

Definitions

Unacceptable Behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious Unacceptable Behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy

Roles and responsibilities

Behaviour is everybody’s responsibility

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from MyConcern is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and appropriately
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on MyConcern
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following unacceptable behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules
- Display a visual timetable
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Use Emotion Coaching
 - Using positive reinforcement
 - Treating the children with respect and dignity eg reprimand in private wherever possible
 - Using the Team Stop Signal (See below) as a signal for silence. Freeze can be said at the same time, particularly in areas where it can be difficult for the children to see e.g. dining hall

As a school we will build up positive relationships with pupils using the Establish-Maintain and Restore (EMR) method.

	Establish	Maintain	Restore
Definition	Intentional practices to cultivate a positive relationship with each student (i.e. to build trust, connection and understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interaction)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with the student)
Practical Strategies	Set aside a window of time to spend with the	5 to 1 ratio of positive to negative interactions	R ³ = Reconnect, Repair, Restore

	student Inquire about the students' interests Communicate positively Open ended questions Affirmations Reflexive listening Validation Reference to the student Deliver constructive feedback wisely	Positive notes home Greet students at the door Relationship check in Random, special activities	Take responsibility for negative interaction Deliver an empathy statement Let go of previous incident and start fresh Communication of care for having the student Engaging in mutual problem solving
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School Routines

Use the Team Stop Signal to gain the attention of children

Hold one hand in the air with a flat palm.
 Scan the room to check every child has responded.

Every child should:

- Raise one hand in response
- Check their partner and others at their table have also raised their hands
- Look attentively at you – eyes locked into yours to show they are ready to listen
- Put all equipment down
- Sit up tall, beside their partners.

Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's unacceptable behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Rewards –

- Verbal
- Work going to the Headteacher for the Wonderwall
- Class rewards, including stamps, stickers, dojo's home, prize boxes
- Bucket List
- Celebration Assembly wkly – certificates for achievement, effort and Growth Mindset/attendance recognition/punctuality recognition
- Green Jumpers – for outstanding contributions – attainment/effort/attitude/behaviour/values
- Lunchtime Awards
- Prefects/monitors
- Classdojos
- Attendance Award weekly stickers and tokens/half termly voucher and tablet
- Home Reading Stickers
- St James's Shop - to spend their credits earned from their tokens/stickers

Whole School Reward System:

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of dojo points on Clasdojo.

When awarding the reward the member of staff should reinforce the good behaviour e.g. 'You can have one point for collecting the brushes'.

Once awarded, a reward can never be deducted.

A reward can be awarded by any staff member to any child at any time. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

Behaviour is everybody's responsibility

A weekly 'celebration' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude, Growth Mindset and perseverance and Living out our school values. Parents are personally invited to attend and witness the presentation of certificates and green jumpers.

We have a termly raffle for our 100% attendance and punctuality.

Extra playtime is awarded weekly to the class with the most dojo points - this is announced during celebration.

We also have class of the week for the best behaviour in the hall, this includes coming in and leaving worship as well as engagement, good sitting and listening during the worship. The winning class are voted on and they get to spend the following week sitting on the benches.

Responding to Unacceptable Behaviour

All members of staff will use an Emotion Coaching approach to speaking with children.

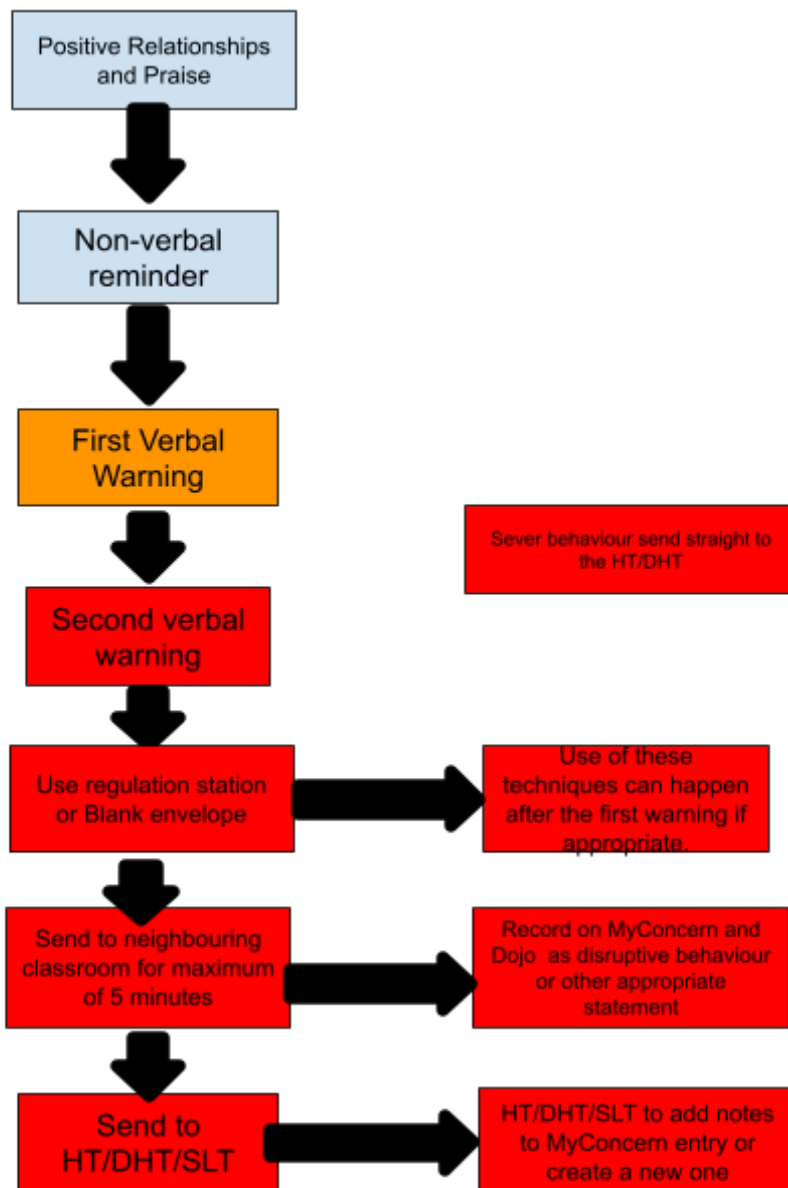
Emotion Coaching

The 4 steps to Emotion Coaching

1. Notice and empathise
2. Label and validate
3. Set limits-Emotion coaching accepts the emotion but not unacceptable behaviour
4. Problem solving-when the child is calm, find solutions with the child.

It is common that children may not meet the expectations outlined for them. The job of the school staff is to **connect** with the children **before correcting** their actions. Following discussions with those involved in an incident, consequences and restorative actions will be implemented at an age appropriate level. The aim is never to shame a child in front of others, but to support them making restorative choices.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and follow the following flow chart:



The headteacher and Pupil Wellbeing will monitor and follow up behaviours recorded on MyConcern by teachers.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Unacceptable behaviour will be recorded on MyConcern by the class teacher. Serious incidents will be sent straight to the HT/DHT and recorded on MyConcern by HT/DHT.

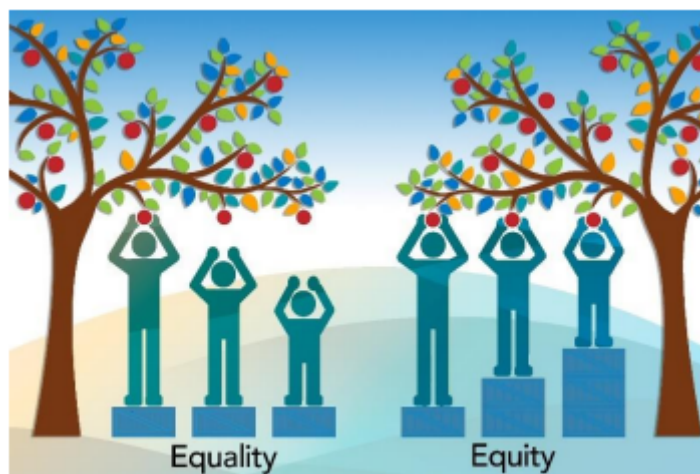
When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Sending the pupil out of the class to an agreed place
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil on a behaviour log that is shown to SLT and parents
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis with the consequences matching the behaviour. We work together as a school community in understanding that being 'fair' is not about everyone getting the same(equality) but it is about everyone getting what they need (equity).

Fairness does not mean everyone gets the same(equality). Fairness means everyone gets what they need(equity)-Rick Riordan.



Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

In the event of a serious incident the teacher/teaching assistant must provide a written record for the Headteacher on My Concern. Details must include:

- The name(s) of the pupil(s) and where the incident took place
- The names of any other staff or pupils that witnessed the incident
- The reason that force was necessary – for example, to prevent injury to the pupil, another pupil or member of staff
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how it was applied and for how long
- The pupil response and the outcome of the incident

- Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to the property
- Parents informed by SLT

POLICY FOR THE RESTRAINT OF PUPILS

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006. Staff are trained in TEAM TEACH.

Teachers 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 leaving the classroom where allowing the pupil to leave would risk their safety or lead to 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 through physical outbursts

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. Before intervening physically a teacher/teaching assistant should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a 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 for a teacher/teaching assistant to summon help from another adult. The pupil should be informed that help has been sought.

Physical intervention can take several 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

Some members of staff are trained by Team Teach.

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe.

Any other forms of restraint are not acceptable, particularly if they may cause injury to the child. Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Off-site unacceptable behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means unacceptable when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the unacceptable behaviour :

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

The school will risk assess children's behaviour before they go on a school trip. If it is decided that a child's behaviour represents a risk to their safety or the safety of other children they will not be able to attend the trip.

Online Unacceptable Behaviour

The school teaches online safety regularly within its curriculum.

The school can issue behaviour consequences to pupils for online unacceptable behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Detention

Pupils can be issued with detentions during break and lunch times.

The school will decide whether it is necessary to inform the pupil's parents.

All teachers and teaching assistants covering a class can issue detentions of up to 5 minutes and will be recorded on MyConcern appropriately.

Longer detentions are issued by SLT and will be recorded on MyConcern.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Serious incidents are recorded on MyConcern by SLT.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious unacceptable behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the headteacher, Deputy headteacher, SLT member or Pupil Wellbeing Lead.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with Pupil Wellbeing Lead for nurture/counselling
- Work with parents
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units

- Multi-agency assessment

Class teacher/SLT will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on MyConcern.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Responding to unacceptable behaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of unacceptable behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of unacceptable behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of unacceptable behaviour will be made on a case-by-case basis.

When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of unacceptable behaviours, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. They may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a consequence

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the Pupil and Family Wellbeing Lead
- A report card with personalised behaviour goals

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. The school has a Head Boy and Head Girl which will support this.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour. This may include training on:

- The proper use of restraint -TEAM TEACH
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

The School Business Manager keeps a training log.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom, through My Concern
- Attendance, permanent exclusion and suspension on Arbor
- Use of pupil support units, off-site directions and managed moves MyConcern and Arbor
- Incidents of searching, screening and confiscation MyConcern
- Anonymous surveys for staff and pupils on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher and Chair of Governors.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Inclusion Policy
- Marking and Feedback Policy
- Home School Agreement.
- Online Safety
- Whistle Blowing Policy
- Complaints and Disciplinary policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2

Leading Pupil Culture: St James' Child Way Transitions

Transitions around the school building

This example is Year 6 going to and from playtime but the same principles apply to **every** year group and **every** transition. E.g. PE, assembly, music, lunch, play

Children are to be accompanied to the dining hall if your year group goes straight to the dining hall.

Children to be collected from the dining hall if your year group goes straight back to class.

What values do you want to come to life in this system?

Perseverance
Friendship
Love
Courage
Hope
Inclusion
Supports our anti-bullying

Purposeful
Efficient

Area of Focus: Playtime transitions(times may vary depending on playtime)

Time: Varying

What is happening?

- Ask children to stop working and stand behind chairs pushed under tables
- Teacher stand at the door
- Send groups at a time to get coats when required
- Line up at the door

What materials will be needed?

None

What will you do if pupils do not engage?

- Proximity Praise
- Positive reinforcement
- Silent hand signals
- Reminders
- Warning in private
- Follow the behaviour policy

Time:

What is happening?

- Teacher (i.e. all adults in the classroom) to lead children from the classroom to designated area
- LSAs to also walk down with the children at the back of the line. If there is more than one LSA spread out along the line.
- All adults in the classroom walk the children to the designated space.
- Identified children to walk with designated adults-split certain children from others
- Children walk on the left hand side around the school in single file including down the stairs
- Banisters to be used
- Teachers to remain in the playground until duty staff arrive in the playground

What materials will be needed?

- None

What will you do if pupils do not engage?

- Proximity praise
- Positive reinforcement
- Silent hand signals
- Reminder fantastic walking
- Warning in private
- Follow the behaviour policy

Time:

What is happening?

- End of playtime

Time

What is happening? (Be detailed and specific. What are leaders, teachers and pupils doing?)

- Teacher and LSA to lead children from the designated area
- Identified children to walk with designated adults
- Children walk on the left hand side around the school in single file
- Banisters to be used
- Teacher stands at the door and greets the children into the classroom .
- Teacher to continue to supervise children already in the classroom.
- Teacher walks to the front and starts the lesson when all the children are sitting.

Red

What materials will be needed?

None

What will you do if pupils do not engage?

- Proximity praise
- Positive reinforcement
- Silent hand signals
- Reminder fantastic walking
- Warning in private
- Follow the behaviour policy

What is Zones of Regulation?

The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. It is designed to help move children toward more independent regulation while also honoring and respecting each child and their unique self.

Self-regulation can go by many names; some examples include: self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions, for a specific situation.

THE FOUR ZONES:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Zones of Regulation aims to:

- help children understand that ALL feelings are good to have.
- help children recognise when they are in the different Zones (feeling a certain emotion) and how to change or stay in the Zone they are in.
- gain an increased vocabulary of emotional terms so that children can explain how they are feeling.
- gain insight into events that might make children move into the different Zones eg. a disagreement with a friend, a certain subject being taught or a fire drill.

- help children understand that emotions, sensory experiences, physiological needs (eg. hunger/lack of sleep) and environments can influence which Zone they are in.
- develop problem-solving skills.

At DSJ each classroom has a **Regulation Station**, as well as the 'Zones' posters (as seen below) to support children's understanding of each zone. A 'Regulation Station' is an area with a range of activities that children can access to help them self-regulate. Some examples may include fidgets, poppets, play dough, colouring and/or books. All children have been introduced to the 'Zones' and they are learning how to self-regulate and understand their own feelings/emotions.

If you have any questions about the Zones of Regulation please dojo your child's class teacher. If you decide to create a 'Regulation Station' at home please email your pictures to the SEN email dsjsend@cidari.co.uk , we would love to share them!

An example of a class Regulation Station:





Zones of Regulation Poster-

The Zones of Regulation

The image displays four vertical cards, each representing a different zone of regulation. Each card has a distinct color and contains a grid of six circular icons with names, a 'TOOLS' button, and a list of five horizontal lines for notes.

- BLUE ZONE:** Features a blue background. The icons are arranged in two rows of three. The names are: Row 1: JAMES, JESSICA, JACOB; Row 2: JANE, JASON, JENNIFER. Below the icons is a blue 'TOOLS' button and five horizontal lines.
- GREEN ZONE:** Features a green background. The icons are arranged in two rows of three. The names are: Row 1: JANE, JASON, JENNIFER; Row 2: JAMES, JESSICA, JACOB. Below the icons is a green 'TOOLS' button and five horizontal lines.
- YELLOW ZONE:** Features a yellow background. The icons are arranged in two rows of three. The names are: Row 1: JAMES, JESSICA, JACOB; Row 2: JANE, JASON, JENNIFER. Below the icons is a yellow 'TOOLS' button and five horizontal lines.
- RED ZONE:** Features a red background. The icons are arranged in two rows of three. The names are: Row 1: JANE, JASON, JENNIFER; Row 2: JAMES, JESSICA, JACOB. Below the icons is a red 'TOOLS' button and five horizontal lines.



First Steps

