

St James CE Primary School



Behaviour Policy Booklet

“There is a calm atmosphere around school. Staff are consistent in their approach to managing behaviour. Pupils have a good understanding of what bullying means. If bullying or name calling happens, it is reported and leaders deal with it effectively. This helps pupils to feel safe. Pupils behave well during lessons.” OFSTED 2023

Approved: September 2025
Review: September 2026

Journeying together to Live, Learn and Laugh with the Love of God.
“Do everything in love.” – 1 Corinthians 16:14

Article 29 of the UN Convention on the Rights of the Child states that every child has the right to an education that helps develop their personality, talents, and abilities to the fullest. It also encourages respect for others, their rights, and the environment.

Our Christian vision is:
Journeying together to Live, Learn and Laugh with the Love of God.
“Do everything in love.” – 1 Corinthians 16:14

We believe that behaviour is this way in our school due to staff having high expectations in how children should behave. We are not complacent; we review our policy regularly.

As a Christian school our Christian ethos and values are central to all we do. These values including compassion, courage, friendship, trust, and forgiveness support our children and underpin our approach to behaviour management.

The purpose of this policy booklet is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

Objectives of the Policy (alongside the behaviour principles outlined by the LDST)

- To improve the standards of work, behaviour, and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere where achievement is respected and valued.
- To have clear and high expectations of children’s work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

All those involved in the life of our school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the Christian values which underpin all our work. High standards of behaviour, work, and respect for each other depends on the example we all give to children. Good order does not just happen; it has to be worked for.

Everyone at St James CE Primary School is dedicated to:

- ✓ Developing the highest standards of learning and teaching
- ✓ Enabling every pupil to achieve their full potential
- ✓ Enabling every pupil to become a responsible member of society

St James CE Primary School Aims

- To provide high-quality teaching that inspires curiosity, creativity, and perseverance, supporting every child’s learning journey.
- To deliver a broad and rich curriculum that nurtures personal growth and encourages children to become responsible, independent, and respectful members of the school and wider community.
- To develop positive attitudes to learning, fostering resilience, responsibility, and pride in personal achievement.
- To create a pleasant and stimulating environment where children feel happy, safe, and secure, and where mutual trust and respect underpin all relationships.

- To develop the school's place within the community, promoting collaboration, communication, and mutual respect.
- To ensure equal opportunities for all, celebrating diversity and promoting inclusion so every pupil can thrive as an individual.
- To communicate effectively, building strong, nurturing relationships rooted in care, compassion, and restorative practices.
- To develop and celebrate strong relationships, recognising their lifelong importance and placing emotional wellbeing and mental health at the heart of our school community.
- To allow all children to develop as individuals, protected from bullying and supported by consistent strategies that promote positive behaviour and emotional wellbeing

Equal Opportunities Statement

St James CE Primary School believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability, and social circumstances

Behaviour Leads:

- Mrs Young (Executive Headteacher)
- Mrs Briers (Head of School)
- Miss Moore (Pastoral and Safeguarding Manager)
- Miss McDonald (Inclusion and Intervention Lead)

Staff induction

All staff will receive behaviour management CPD during INSET day at the start of each academic year. Regular CPD sessions will be part of staff meetings throughout the year. Staff will have access to a copy of 'Running the Room' by Tom Bennett and 'Teaching Walkthrus' by Tom Sherrington. Both these texts are central to our behaviour culture.

As a school, we have created the following 'cluster' of behaviour Walkthrus for all staff to follow. Staff receive training on this and a login to the online versions of each book.



The St James Way

At St James CE Primary School, we are committed to maintaining high standards of behaviour. To support this, we have agreed a set of principles known as the St James Way, which every pupil is expected to follow and every adult is expected to uphold at all times (See the St James Way)

The St James Way is built on three core principles:

- Be Ready – arrive prepared, stay focused, and engage fully in learning.
- Be Respectful – show kindness, speak politely, and consider the feelings and needs of others.
- Be Responsible – make safe choices, care for property and the environment, and take ownership of your actions.



Expectations of All Staff (this includes visiting staff, trainees and students)

All staff are expected to:

- Take collective responsibility for the behaviour and wellbeing of all children within the school community.
- Model respectful and positive behaviour, especially in how they speak to and interact with pupils and colleagues.
- Maintain high expectations for all children
- Uphold the 'St James Way' consistently across all areas of school life.
- Treat all children fairly and with respect, regardless of race, gender, religion, or ability.
- Actively promote good behaviour, using non-confrontational strategies to address incidents calmly and consistently.
- Support children's self-esteem and personal development, encouraging them to reach their full potential.
- Contribute to a safe, caring, and pleasant environment, both in and beyond the classroom.
- Apply the 'St James Way', class rules, and sanctions clearly and consistently to reinforce expectations.
- Build positive relationships with parents and carers, showing children that the key adults in their lives share a common purpose and work together to support them.

Expectations of All Parents/Carers

At St James CE Primary School, we value the vital role parents and carers play in supporting our behaviour policy and promoting the St James Way.

We ask parents and carers to:

- Support the school's behaviour policy and reinforce our core expectations at home.
- Communicate openly with school staff about any concerns related to their child's education, wellbeing, or behaviour.
- Celebrate their child's achievements and take an active interest in their learning.
- Encourage positive social behaviours, including kindness, courtesy, and good manners.
- Attend school events, meetings, and parents' evenings to stay informed and involved.
- Ensure their child attends school regularly and on time, reporting any absence on the first day.
- Provide appropriate school uniform and equipment, including PE and swimming kits.
- Model respectful and responsible behaviour in all interactions, both in and out of school.
- Support home learning by reading regularly with their child and encouraging completion of homework.

We are committed to working in partnership with parents and carers to ensure consistent messages about behaviour are shared between home and school.

In addition, we ask parents and carers to:

- Support their child's learning and cooperate with the school, as outlined in the Home–School Agreement.
- Engage positively with the school's restorative approaches and behaviour strategies.
- Raise any concerns initially with the class teacher. If unresolved, contact a senior leader such as the Head of School. If concerns persist, the formal complaints procedure may be followed (see our Complaints Policy).

Expectations of All Children

- To follow the St James CE Primary School Way principles.
- Work hard and allow others to do the same.
- Listen carefully to instructions and follow them promptly.
- Speak to others in a respectful and appropriate manner.
- Cooperate with peers and adults across all areas of school life.
- Demonstrate good manners, including using phrases like "please," "thank you," and "excuse me," and holding doors open for others.
- Take care of school property and help maintain a clean and tidy environment.

Promoting Positive Behaviour at St James

At St James CE Primary School, we believe pupils thrive when they feel valued and recognised. We promote excellent behaviour through positive reinforcement, placing high importance on praise, recognition, and celebrating achievement.

We reward pupils who consistently meet expectations, with particular emphasis on those who:

- Live out our Christian values
- Make a positive contribution to the school community
- Demonstrate our Curriculum Journey Drivers in their everyday actions

Classroom-Level Recognition

Verbal praise

We believe that consistent praise and recognition of effort and positive behaviour is key to encouraging the behaviours we want to see. Staff actively notice and acknowledge positive choices throughout the day, using both verbal praise and non-verbal cues to nurture strong relationships and a supportive learning environment.

"The advertising of poor behaviour to the rest of the class doesn't help but routinely advertising the behaviour that you do want does." — Paul Dix

Recognition Boards



Each class uses a STAR-based Recognition Board with a set number of spaces. The class earn a place on the board by demonstrating STAR learning behaviours. Once the board is full, the class enjoys a non-material celebration, such as:

- A teacher performance (e.g. juggling)
- A class dance or song
- Extra playtime

Class Dojos

Class Dojos are used to reward pupils for consistently following school rules and demonstrating positive behaviours in the 'little things.' Points are awarded simply and fairly, with no material prizes—emphasising the value of doing the right thing for its own sake.



Positive Praise Cards

These are high-level recognitions given by any adult in school, including visitors for pupils who go beyond our expectations and consistently demonstrate exceptional behaviour.

They are awarded sincerely and sparingly to maintain their value.

“The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.” — Paul Dix

Celebrating Achievement

Weekly:

- Each week, the class teacher chooses one pupil per class to receive a Headteacher's award linked to our Journey Driver focus for that half term.
- Handwriting certificates are awarded weekly including Pen Licences for pupils who achieve a high standard in handwriting
- Out of school achievements

Termly:

- One child per class is nominated by their class teacher for consistently living out our Christian values. They receive a 'Living Values' certificate and a small treat with the Head of School.
- Pupils with attendance above 97% receive a certificate.

Yearly:

- Children with above 97% attendance are celebrated.
- Each class teacher nominates a child to win a Values award.

Leadership and Responsibility Opportunities

All children are encouraged to take on leadership roles and responsibilities, including:

- Becoming a 'Journey Leader'
- Playground Leaders
- School Council Members
- Year 6 Leadership Roles, including Head Pupils on the Pupil Leadership Team

School Wide Sanctions

All children are expected to uphold high standards of behaviour and take responsibility for their actions. Staff support this by using redirection, reminders, and restorative strategies to guide children toward making positive choices.

In the event of children not adhering to the St James Way, the following sanctions will be applied using adult discretion based on the seriousness of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

Steps to Success

Step 1	Redirection	Gentle encouragement/guidance based on your relationship with that child. This could be a non-verbal cue, gentle encouragement, 'a nudge' in the right direction to make the right choice.
Step 2	Reminder	A reminder of the expectations- Ready, Respectful, Responsible - delivered privately wherever possible (use 30 second script). Give take up time, repeating reminders if necessary. De-escalate where reasonable and possible.
Step 3	Last Chance	A clear verbal caution delivered assertively and privately, where possible, to the child (use 30 second script to help) making them aware of their behaviour and clearly outlining what the consequence will be if they continue. The child will be reminded of their good previous conduct to prove that they can make good choices. They then have the choice to do the right thing. Scripted approaches at this stage are encouraged (see appendix).
Step 4	Time Owed	If the child still does not engage, use the 30-second script. Attach, 'You now owe me two minutes during breaktime/lunchtime.' to this step. These two minutes cannot be removed or reduced. If this happens in the afternoon, where possible, this two minute is paid back after the last class member leaves the room. The adult will speak to the child away from others where boundaries are assertively reset. They are asked to reflect on the next step. The adult will reinforce every choice has a consequence and will follow up on that consequence. Again, they are reminded of their previous conduct/attitude/learning. They are then given a final opportunity to engage with the learning/follow instructions.
Persistent need for re-directions, reminders and last chances and time owed will be recorded on CPOMS by the class teacher and reported to parents.		
Step 5	Internal Referral	If the step above is unsuccessful, then a pupil will be asked to leave the room and go to another class. If a pupil has been out of class/not completed learning based on your shared minimum expectations, they are expected to complete their work during part of play/lunchtime with their class teacher. The adult will speak with the child where boundaries are assertively reset. The Pupil is asked to reflect on the next step. The adult will reinforce every choice has a consequence and will follow up on that consequence. Again, they are reminded of their previous conduct/attitude/learning. Whenever an internal referral has been made, the class

		teacher needs to record this on CPOMs (under Behaviour) and the child's parent must be informed.
Step 6	Internal Referral to SLT	If a child's behaviour escalates to the point where it disrupts the learning of others or involves high-level behaviours, they will be given 'take up time' with a member of the Senior Leadership Team (SLT). This provides them with a private space to reflect away from their peers and supports the class teacher in managing the situation. At the earliest appropriate opportunity, the class teacher or teaching assistant (TA) should follow up with the child to address the behaviour. Parents or carers must be informed by the class teacher, and the incident recorded on CPOMs, including the outcome of the parent conversation. 'Take up time' with SLT may also be used when the class teacher or TA requests support to present a united front, helping the child recognise the consistency of expectations across staff. In all cases, a reflection sheet will be completed (see appendix).
Step 7	Formal Meeting with parents/carers	If behaviour is consistently poor as shown by internal monitoring, or becomes a cause for concern, there will be a formal meeting with the Executive Headteacher/Head of School /Inclusion and Intervention Lead.

Tailored Sanctions

Sometimes there is need to devise specific tailored responses to inappropriate, unsafe, persistent, or challenging behaviours in the classroom which has led to a loss of learning or behaviour which may have been unsafe.

These may include:

Missed Playtime:	The child will be supervised by an adult within school instead of playing outside (they will not be allowed to carry out jobs or partake in enjoyable activities during this time). A record will be kept on CPOMs and parents informed.
Internal Suspension:	Parents to be informed. Child has no contact with class or classmates. They have no access to playground, extra-curricular or enrichment activities e.g. visits out
Fixed Term Suspension:	The child will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed. In such circumstances, it is important that the child has the chance to reflect on this serious through a restorative conference. We believe a restorative approach should be central to reintegration meetings following any period of exclusion.
Permanent Exclusion:	The child will be permanently excluded from school. This effectively means that the pupil will cease to be a pupil at St James CE Primary School and will need to find another school.

The Executive Headteacher, and in their absence the Head of School, is responsible for issuing suspensions in response to serious incidents of misbehaviour. In cases of repeated or extremely serious behaviour, the Executive Headteacher may decide to permanently exclude a pupil. This decision will be made in line with guidance from the Department for Education (DfE) and the Local Authority (LA). Whenever a suspension or permanent exclusion is issued, the Chair of Governors will be informed.

Pupils will be introduced and regularly reminded of these systems before or after whole school worship and personal reminders are given where adults deem necessary.

Additional Supportive Strategies:

Restorative Thinking

We use Restorative Thinking to support a safe and respectful learning environment. Restorative conversations help pupils reflect on their actions and repair relationships. Questions include:

- What happened?
- What were you thinking/feeling at the time?
- What are your thoughts/feelings now?
- Who has been affected?
- In what way?
- What needs to happen to put things right?

These questions are neutral and non-judgemental, encouraging pupils to take responsibility and learn from their experiences.

Trauma-Informed Approaches (See Relationship Policy)

At times, some children may need help managing their emotional responses to specific situations. These incidents are recorded on CPOMs and regularly reviewed to identify patterns or emerging needs. At St James, our focus is on a relational environment and the very culture and ethos of the setting. It requires emotionally regulated adults who can provide essential calming and containment for a child when they are overwhelmed by an event, a situation, or their feelings. We use sentence stems for reflective conversations with children.

WINE Sentence Stems (I wonder, I imagine, I notice, empathy)

- I wonder if... (e.g. it felt like no one understood you).
- I imagine... (e.g. that was horrible when that happened).
- I notice... (e.g. how you perked up when you said you felt close to your brother).
- I felt moved when you said... (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and feel freed from a terrible burden).
- That sounds... (e.g. painful because you were all on your own). [Empathy]
- I respect you for... (e.g. your courage).
- Will you help me to understand...? (e.g. what it was like for you when your mum went into hospital?).

When additional support is needed, the Pastoral and Safeguarding Manager works with staff to implement early intervention strategies. These proactive measures aim to maintain a positive learning environment for all children. If a pupil is consistently struggling with behaviour, the Pastoral Team will provide targeted support to help them develop personal awareness, social skills, and self-management strategies. Progress will be monitored over a set period to evaluate the effectiveness of the intervention. Parents and carers will be informed by the class teacher and/or the Pastoral and Safeguarding Manager when supportive strategies are introduced.

Supportive strategies may include:

- Playtime provision
- Nurture groups
- Mindfulness, relaxation, and sensory breaks
- Programmes focused on social and emotional development
- School-led Early Help Assessment
- Referrals to external agencies (e.g. Mental Health Support Team [MHST], Educational Psychologist, CAMHS)
- Placement on the SEND register for Social, Emotional and Mental Health (SEMH) needs

Pupils with Special Educational Needs

Where pupils have identified special educational needs, sanctions and rewards may be adapted to suit individual circumstances. This will be done in consultation with the Inclusion and Intervention Lead, Head of School/ Executive Headteacher, and class teacher. The Inclusion and Intervention Lead may also liaise with external agencies as needed.

Note on Rewards and Sanctions

Reasonable adjustments are made to expectations, rewards, and sanctions to fit the needs of individual children. Staff are made aware of where this may be applicable and apply professional judgement.

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services. The police may also be asked to consider whether any further action may be appropriate against the person responsible. The Executive headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- Fixed term suspension
- Permanent exclusion

Notes for Playground Supervision

Adults on duty are responsible for the overall behaviour at playtimes and at the beginning and end of the school day. They need to make sure accidents are recorded and that behaviour is dealt with and recorded appropriately. All staff responsible on duty should circulate as much as possible, keeping a close eye on those pupils whose behaviour can be inappropriate. Where possible adults should organise and join in games with the children. This includes the supervision of football or other ball games which children play on a rota. Children who argue, or are overtly competitive, will be asked to leave the game and may miss the next game. Persistent misbehaviour may result in a pupil being excluded from school at lunchtimes. Children should never be sent in on their own- either to miss play or to see a member of the Senior Leadership Team. The teacher outside is also responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the yard under any circumstances until all classes have been collected.

Dining Hall rules

- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us
- We keep our table clean
- We are polite to everyone

- We use good table manners

Conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupil's behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the pupil is:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil at the school

Or misbehaviour at any time, whether the conditions above apply, that:

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

Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone for this reason, parents/carers must notify school by calling the school office or speaking to their teacher and a form from the office must be completed. The phone must be handed to the teacher upon entering school. It will remain locked away in the school office until the end of the day.

Banned Items

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

This is not an exhaustive list and the Senior Leadership Team may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress, or injury to another.

What happens during a search?

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaint's procedure

Discriminative Behaviour

Any discriminative language or behaviour against disabilities, gender, sex, sexuality, race, religion, or belief should be reported immediately to the safeguarding team and uploaded to CPOMS under the correct categories. All teachers have a duty to promote the safety and wellbeing of all children and young people in our care, including lesbian, gay, bisexual, and transgender pupils and those experiencing homophobic, biphobic or transphobic bullying. Parents should also be informed of any language or behaviour displayed within school or around the school grounds.

Child-on-Child Abuse

We recognise that child-on-child abuse can occur in any setting. With this in mind, we aim to prevent incidents occurring through the delivery of our St James curriculum. This provides developmentally appropriate PSHE and RSE which develops children's understanding of acceptable behaviour and keeping themselves safe. This helps in creating a culture where pupils feel able to share their concerns openly, in a non-judgemental environment, and have them listened to. Our St James curriculum also provides a robust online safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking. If an incident is reported, a member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. This guidance is linked below.

Monitoring and Supporting Behaviour

- Staff will record behaviour incidents on CPOMS under the correct category.
- Senior leaders monitor behaviour daily.

- Senior Leaders will meet weekly to identify pupils showing signs of distress and agree on supportive strategies for both staff and those individual children.
- If a pupil displays distressed behaviour consistently over a half term, the class teacher will complete a Behaviour and Wellbeing Environmental Checklist.
- Class teachers and the Pastoral and Safeguarding Manager will monitor trends in repeated incidents and social/emotional concerns using CPOMs.
- Class teachers will participate in strategy discussions with senior leaders for pupils who receive frequent redirections, reminders, or last chances etc.
- To address emerging concerns, class teachers will deliver targeted sessions through St James CE Primary School Spirit lessons.
- Senior leaders will conduct a behaviour learning walk every half term, with feedback provided to all staff.
- Each half term, the Pastoral and Safeguarding Manager will analyse whole-school behaviour data to identify patterns of distressed behaviour, including increased frequency or recurring incidents and this is reported to Governors termly.

Legislation, statutory requirements, and statutory guidance:

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

[Behaviour in schools: advice for headteachers and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act](#)

[Keeping Children Safe in Education](#)

[Suspensions and permanent exclusions from maintained schools, academies, and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting Pupils with medical conditions](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Appendix 1

Examples of 30 second scripts

Privately where possible, this should be a calm approach using the child's name, taking place at the child's level giving eye contact and delivering a clear message before moving away to give up take time.

1. Reminder:

I noticed you chose to.... (noticed behaviour)
This is a REMINDER that we need to be (Ready, Respectful, Responsible)
You now have the chance to make a better choice
Thank you for listening

2. Last Chance

I noticed you chose to..... (noticed behaviour)
This is the _____time I have spoken to you.
Think carefully about your next step.
I know that you can make good choices.
Thank you for listening/I'm glad we had this conversation

3. Time Owed

I noticed you chose to (noticed behaviour).
You had at least 4 opportunities to make better choices.
You now owe me 2 minutes at (Break/Lunch/End of Day)

4. Internal referral

I noticed you chose to..... (noticed behaviour)
You need to 1. go to Year/2. HT's office
Playground
You need to 1. Stand by other staff members 2. Stand on railings 3. Go to HT's office.
I will come and speak to you in two minutes.

5. Script for managed return to class

On return to class, pupils are given a fresh start.
Apologies are not demanded
Staff use an agreed script to help pupils return successfully e.g. 'We have talked about the incident and X would like to come back to work now.'
This indicates to the teacher that no discussion is needed at this time, and the pupil should be allowed to return quietly to work.
Or 'We have talked about it, and X would like to talk to you when possible'
Or 'X and I would like to talk to you later if possible.'
After an incident, all staff aim to repair and rebuild the relationship as soon as possible.

Appendix 2

Emotion Coaching (Trauma Informed)

Emotion Coaching is an approach that focusses on the development of emotional regulation through trusted and respectful relationships. It can benefit all to understand and regulate (control) their emotions, to manage strong feelings and take accountability for their behaviour.

Emotion Coaching is about responding to children when their feelings are still at a low level of intensity, which reduces the need for children to escalate their emotions and behaviour. It recognises emotions as natural and normal and uses moments of negative feelings as opportunities for teaching. This enables adults to teach and model calming and soothing in moments of distress.

When the child is calm and in a relaxed and rational state, adults explore the feelings that gave rise to their distress. This enables adults to scaffold alternative strategies that lead to more appropriate and productive outcomes. This approach empowers the child to recognise they can overcome difficulties and manage strong emotions; a skill they will benefit from throughout life.

It does not involve disapproval of a child's emotions, and yet, at the same time, there are clear limits to inappropriate behaviour.

Adults utilise principles of emotion coaching throughout their daily practice, and throughout the 30 second microscript and WINE sentence stems.

In action:

Step One: empathise, validation and label

"I've noticed ... (you are feeling frustrated / upset / excited / livid. I would feel that way if that happened to me. It's normal to feel like that)."

Step Two: setting limits

"I need you to ... (show safe behaviour, because that is one of our Golden Rules. Kicking the wall is not safe). Do you remember when ... (you were exerting your energy in a safe way and walking with me. That is the child I need to see). Thank you for listening."

Step Three: problem solve

"Next time you're feeling like this, what could you do?"

"How do you think you will react if this happens again?"

It may be necessary to complete reparation at this point.

Appendix 3

Restorative Practice Guidance

Restorative means having the ability to restore health, strength and / or wellbeing. The aim restorative practice is to develop community and to manage conflict by building and maintaining relationships that are respectful and empowering. The goal is to place value on repairing relationships that have been harmed. Restorative practice is the consistent approach adults take when dealing with any incident. It allows individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual/s affected by the behaviour. Doing this requires understanding and acknowledgement that behaviour was harmful to others, which in turn, allows discussions around necessary changes to avoid such harm in the future. It allows individuals who have been harmed to be listened to and heard. Then together, individuals find acceptable ways to move forward.

Six Restorative Questions:

1. What happened?

2. What were you thinking about at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

These can be applied in a number of different ways: Restorative Chat, Corridor/Impromptu Conference, Circle or Classroom Conference, Formal RJ Conference.

Staff may differentiate their questions, if needed, to encourage a resolution and successful outcome.

For example:

- Regardless of what 'x' did, what choice did you make?
- What choice could you have made?
- Would that have been a better choice?
- What effect did your choice have on 'x' or other people?
- If you had made a better choice at the time, how would that have affected people?
- What needs to happen about the choice you made?
- 'X' needs to put things right but also, what do you need to do about the choice you made?

Appendix 4

Behaviour Conduct Guidance

Behaviour conduct at St James can be categorised as low, moderate and high and as an inclusive school, we may at times witness any combination of these 'distressed behaviours'.

Distressed behaviours may be directed 'child to child' / 'child to adult' / 'adult to child' / 'adult' to 'adult'.

Low Level	Moderate Level	High Level
• Fiddling / fidgeting / distracting others • Accidental damage/ carelessness • Inappropriate noises • Noisy e.g. talking / shouting • Failing to keep on task • Defacing or damaging their work • Talking when someone else is - continued talking when adult addresses • Talking over adult or interrupting progress of the lesson • Negative peer pressure	• Constantly shouting out -persistent calling out answers • Poor effort • Continually distracting others • Aggressive tone of voice • Mean gossip • Abusive personal comments • Threatening looks / comments (e.g. don't look at me or else) • Threats of physical violence • Rudeness to a member of staff • Deliberate pushing	• Malicious physical assault of another child or adult • Serious assault on another child – repeatedly punching / Kicking • Vandalism e.g. deliberates damage to school property / graffiti • Physical / verbal threats made to adults • Continually disrespecting adults or children using inappropriate language, tone of voice or body language

• Encouraging or telling a child to make the wrong choice • Teasing / winding others up • Throwing equipment • Putting head on table • Slouching in chair with attitude • Exclusion of others on purpose • Not lining up correctly, not listening • Shouting out • Telling tales • Mumbling under breath about adults / or consequence given (chuntering) • Refusing eye contact • Surly manner - not standing up straight hands in pockets • Dropping Litter • Leaving seats without permission • Unkind remarks – rude comments to others • Bad language not aimed at a person or with intent (one off) • Time wasting • Telling lies (one off) • Running in corridors • Pushing in line • Borrowing without permission • Leaving work area untidy	• Threatening other children • Going under the table and refusing to come out • Climbing on table / resources • Open, persistent defiance • Swearing at a child • Telling lies (persistently) • Breaking health and safety rules • Damaging property • Leaving room without permission • Damaging work • Spitting • Arguing / questioning when sanction has been put in place. • Persistent low-level behaviour where the child has not responded to sanctions / strategies • Stealing (one off) • Persistently disregarding instructions from adults during unstructured times • Threatening / aggressive behaviour • Refusal to cooperate	• Continued violent outbursts, verbal or physical • Swearing at anyone with intent. • Theft on several occasions • Deliberately throwing equipment at someone • Bullying • Racism / discriminatory language • Persistent behaviour is disruptive to the learning of others.
Low level distressed behaviour will be monitored on CPOMs. Adults will employ a variety of behaviour strategies	Persistent low and moderate behaviour will result in additional strategies been delivered by the Pastoral and Safeguarding Manager and the Inclusion lead. This may include being added to the SEND register and an ISP will be written with targets around positive behaviour for learning.	Persistent moderate and high-level behaviour will result in additional agencies being involved and a team around the child / family. An Education, Health and Care Plan (EHCP) may be considered and a referral to TESSA. Fixed term exclusions may be used.

Appendix 5

Behaviour Strategy Toolkit and Guidance

Behaviour strategies employed may include:

- Stop signal. 1, 2, 3 hands up.
- Task specific counting e.g. 5 – put your pencils down, thank you, 4 – close your books, 3 – fold your arms, 2 – and so on...
- Developing strategies for silence e.g. rhythmic clapping, hands up, count down, fingers wiggling etc.
- Non-verbal signals such as, 'the look', thumbs up, moving closer to the child, clicking fingers, waiting silently etc.
- Focusing on primary and not secondary behaviours such as muttering, tutting or over exaggerated movements.
- Smiling as much as possible.
- Using 'thank you' instead of 'please' at the end of a direction, believing the child is going to comply with the direction.
- Acknowledging children making the right choice, using first attention to best conduct.

Otherwise, delivering an instruction or redirection before ignoring low-level distress behaviour.

- Clear and explicit instructions – keeping it short and simple.
- Focusing on the positive using 'I need you to' rather than 'don't'.
- The use of personal pronoun 'I' helps to separate the behaviour from the child.
- Asking 'what should you be doing now?' refocuses the brain.
- Giving the child the power of choice.
- Continually walking around the classroom, quietly offering encouraging words / a nudge in the right direction.

Appendix 6

Reflection Sheet

Name

Date

1. What happened?
2. Which of the school rules did I break?
3. Is this a fair consequence of my behaviour?
4. What can I do to repair the situation and put things right?
5. Who can help me with this?
6. Thinking about the future, what can I do to make sure that I don't spend more time in Reflection?

Signed