

## St James' Catholic Primary School



Reviewed September 2026

### Behaviour Policy

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***Our behaviour approach is based on - Whole Staff INSET training: Dean Cotton, Positive Behaviour Strategies Ltd, and Tom Bennett DfE training***

This behaviour and relationships policy aims to create a calm, caring atmosphere at St James', Catholic Primary School, where children feel they belong and are happy, secure and learn self-belief to achieve their full potential.

As a school, we aim to foster a good partnership between children, parents, carers, governors and staff in implementing this policy.

## **Aims**

We believe that every member of the school community should feel valued and respected. We are a caring, inclusive school where children and adults are expected to respect each other and look after both people and property. We look for the positive and allow our children to grow with responsibility. We all play a role in helping children learn, grow and develop their understanding and knowledge of positive behaviour in line with their developmental age.

We aim to:

- Encourage a calm, purposeful, secure, safe and happy atmosphere within school
- Teach effective strategies to support children to self-regulate
- Put our core values at the heart of our approach and education
- Have a consistent approach to behaviour throughout school with parental co-operation and involvement.

## **What are our expectations for pupils?**

We have three core values which are at the heart of our school and which staff and children refer to as 'The Three B's'. These are:

- Be Ready – children should aim to arrive on time and be ready to learn
- Be Respectful – children and staff should have mutual respect for each other at all times
- Be Safe – children should aim to act in a way that always keep themselves and others safe from harm or upset – whether this be in a mental or physical capacity.

## **How are children rewarded?**

- Verbal praise is given generously and is specific.

- Achievement and progress in learning is celebrated in displays around school, in assemblies and shared on Class Dojo, the school website and on the school's Facebook page.
- Pupil's receive mission awards in Friday's celebration assembly with no prior notice. These awards are a special recognition for those children who have lived out our mission statement through their work and actions that week.
- Pupils receive Star Writer certificates in weekly assembly to recognise progress in their writing.
- Each class may have own rewards specific to their cohort. For example: golden time on a Friday if children read three times.

Good attendance is rewarded, each week, in assembly. Classes with the best attendance and punctuality win the class mascots for that week. Any children with 100% attendance, are put into a raffle to win a £5 note each week.

### **Emotional Well-Being; Healthy Minds and Trauma Informed Approach**

There is a commitment to ensuring that children at St. James' Catholic Primary School are given opportunities to develop emotionally, physically and personally. Core Values are embedded in the ethos of the school and are spiralled through our bespoke curriculum. Mrs Allan is our pastoral lead for the school and works closely with SLT to support both staff and children in the successful implementation of this policy so that it has the greatest impact.

All staff have received Trauma Informed training. A trauma informed school, empowers child professionals to be emotionally available adults, to help children 'thrive and survive' and offer a protective factor to reduce the long-term impact of adverse childhood experiences (ACES) and unprocessed trauma. The aim of a trauma informed approach is to mitigate the impact of adverse childhood experiences on pupils' attainment and learning and also, their current and future mental health. Trauma informed schools can take a painful or traumatic event and support children to regulate and reduce trauma with the emotional support of an adult.

Activities that support this philosophy include:

- A warm and friendly 'meet and greet' from all adults in school. We believe in the power of positive modelling.
- Regular work within classroom activities and an encouragement of engagement in after school teams and clubs
- Teaching of social skills of sharing, taking turns, listening and the feelings associated with giving and receiving criticism both in and out of the classroom.
- Teaching of emotional vocabulary, so that children develop the language skills to help them recognise and understand their own and other's feelings (RE and PSHE curriculum).

- The use of social problem-solving structures such as 'circle time' and 'talk partners' to give Pupils' a framework for resolving difficulties constructively.
- Encouragement and time for children to talk to staff about their worries / concerns. Every class has an 'Ask it Basket' should they wish to write these down.
- A range of interventions are delivered by our pastoral lead (e.g. The Anger Gremlin, The Anxiety Gremlin, nurture groups and sensory breaks are timetabled in).
- Use of social times as a chance to extend opportunities for independence and responsibility - Use of a 'buddy system' so that the older children are role models to their younger peers.
- Use of school pupil parliament to develop the child's voice and understanding of democracy and relationships.
- Use the analogy of 'Filling' and emptying each other buckets' in order to teach children the impact they can have, with words and actions on their own and others' emotions.
- Use of a nurture room so that our children have a safe space to talk, self-regulate and reflect.
- A sensory diet approach is adopted across the school.

Our approach to building positive relationships incorporates our trauma informed approach and is invested in supporting the very best possible relational health between parents, children, school staff and all school visitors. We are committed to educational practices which: protect, relate, regulate and reflect.

#### **School staff are trained in PACE modes of interaction:**

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**Protect** School staff are trained in PACE modes of interaction:

- **PLAY** - using a playful, light, warm spontaneous way of interacting with a child/young person to form safe connection.
- **ACCEPTANCE** - Accepting and acknowledging the feelings underneath the children's behaviour which leads to trusting they won't be shamed or criticised.
- **CURIOSITY** - Voiced active interest in how the child is experiencing an emotionally charged past or present event.
- **EMPATHY** This approach involves being warm, empathic, playful, curious and **staff listening to the child's voice** (which supports children to move out of flight/fright/freeze positions) and ensure that interactions with children are socially engaging in order to decrease chances of children relating defensively (fight/flight/freeze). Children also have easy access to an emotionally available adult throughout their school day. School staff are trained to support children in a kind and non-judgemental way, during situations they might not be managing well.

1. **Relate** All school staff are trained in emotional coaching and in relating to children in terms of the four key relational needs for secure attachment: affect mood, empathy, soothing and containment. There is also a whole school commitment to enable children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame.
2. **Regulate** The emotional wellbeing and regulating of staff is treated as high priority in order to prevent burn-out, stress related absence or leaving the profession, through stress related illness, secondary
- 3 **Trauma** and/or feeling undervalued, blamed or shamed. Staff also implement interventions designed to bring down stress hormone levels, enabling children to feel calm, soothed and safe.
4. **Reflect** Staff are trained in active listening, empathy and understanding whilst simultaneously adopting skills and resources to support meaningful empathic conversations with children. Staff support children to transition from dysregulation to reflecting on their experiences through empathic conversation in

## Consequences (post incident learning)

When dealing with negative behaviour staff use the three L's – Listen, Link and Learn. Following a negative incident, staff will ask children: What happened? How did it make them feel? And What could you do next time you feel that way? If negative behaviour persists, next steps would include:

- Meeting with parents/carers
- Set interventions, led by pastoral support
- Support from SENDCo
- Referrals to external agencies

## Whole-school classroom routines and expectations

These routines provide a consistent whole-school framework. Staff must make reasonable adjustments where necessary to meet individual needs while maintaining high expectations for safety, respect and engagement.

- Pupils should have designated places on the carpet and at tables. Staff should arrange seating plans carefully, considering the peers with whom pupils learn most effectively. This seating can be flexible depending on the style of lesson.
- Fidget tools and chewable sensory aids should be used only where there is an identified need or as part of agreed provision linked to the Zones of Regulation.
- Individual workstations may be provided where pupils need additional support to maintain focus, regulate and engage successfully with learning – these should be personalised and used as a positive not as a consequence.

- When the 'Focus on the Teacher' Widgit is displayed, pupils should remain seated, attentive and ready to listen. They should not move around the classroom or leave their place for a drink unless permission has been given.
- Pupils should use toilet passes appropriately during lessons and raise their hand to request permission to leave their seat for a drink.
- At the beginning of each lesson, pupils should be ready to learn, with all necessary equipment and resources prepared.
- Staff should explicitly teach pupils to recognise and respond appropriately to Widgits used to communicate classroom routines and expectations.
- Pupils should be taught to move safely and calmly around school. All staff should use the phrase 'walking feet' consistently.
- Staff should use specific positive praise regularly to recognise pupils who meet expectations and to reinforce positive behaviour.
- On arrival each morning, pupils should place snacks in the designated tray and lunchboxes on the trolley.
- Staff should supervise corridors and cloakrooms in line with the school rota, greet pupils positively and prevent unnecessary lingering before and after break, lunchtime and the end of the school day.
- Pupils should be dismissed for break and lunchtime one table at a time. Where appropriate, pupils who find transitions challenging should leave last with suitable adult support.
- From Key Stage 1 onwards, pupils should begin the morning with silent reading or the activity indicated by the silent Widgit until 9:00am. Calming music may be used where appropriate to the cohort.
- Pupils should be taught and encouraged to adopt an effective posture for handwriting. The agreed rhyme is: 'Feet on the floor, nice and flat; bottom to the back - just like that. Pencil/pen in one hand, ready to write; other hand on paper, hold it tight.' This should be embedded by Key Stage 2 and should be displayed in each class.
- Staff should use the agreed attention signal: 'Stop, 1, 2, 3, 4, 5, stop.' It should be delivered calmly, not shouted, and should give pupils sufficient processing time. Pupils may join in.
- Lesson inputs should be appropriately paced, with mini-plenaries and regular checks for understanding used to maintain engagement, address misconceptions and adapt teaching.
- During the non-negotiable PSHE lesson each Monday following assembly, staff should revisit the school's Gospel Values and reinforce the core rules: Be Ready, Be Respectful and Be Safe.

- Staff must make appropriate and reasonable adjustments to meet individual needs. Adjustments should support inclusion while maintaining consistently high expectations.
- Children should understand the British Values and know the action that represents each. Wherever possible, children should be able to link these values to their own action and lives.

## Zones of Regulation

All staff have received training in the Zones of Regulation approach, which is used consistently across the school to help pupils recognise, understand and regulate their emotions. The curriculum is taught explicitly through planned lessons and referred to throughout the school day using shared language, visual prompts and agreed strategies. Staff support pupils to identify the zone they are experiencing and select appropriate tools to regulate themselves, promoting emotional awareness, independence and readiness to learn.

## CPOMS

For behaviour incidents, outstanding communication between colleagues and with parents is vital in securing good behaviour. Where CPOMS is used to record significant incidents or patterns of concerning behaviour, class teachers will track and monitor behaviour incidents and any changes seen or that they are aware of in the child's life.

All members of staff record incidents on CPOMS and have their own login details.

CPOMS supports the school in recognising the potential root causes of issues, monitoring patterns of behaviour and in working with parents and outside agencies to ensure adequate intervention is offered to improve behaviour. CPOMS is a record of an incident and follow up actions as agreed by the SLT team.

Incidents are followed up in a timely and responsible manner. All incidents requiring intervention at a senior/ pastoral team level are verbally communicated at the earliest opportunity and on the same day to secure a rapid response.

- In the case of serious incidents which require Senior Team decisions or monitoring:
- The teacher, teaching assistant or welfare assistant alerts a member of the pastoral/ senior team if an incident requires same day follow up. Together they agree on an appropriate response. The teacher/ TA/Welfare then records the serious incident factually. Incidents are committed to CPOMS and next steps agreed by the team. It forms a summative and factual record of the event and next steps agreed, in brief.
- The person reporting the incident and member of the senior team agree who will communicate with parents/ carers where necessary. These incidents and the child's response

and any follow up are recorded on CPOMS by the member of staff who witnessed the event to ensure an accurate record via first hand reporting.

- The member of the senior team records the follow up agreement underneath the initial CPOMS incident report and monitors the impact of the sanction, liaising with other colleagues such as the SENDCo and having further discussion with the teacher/ TA and pastoral team and parents as necessary.

## Physical Intervention and TEAM TEACH

Reasonable Force Searching and Screening, Lancashire Safeguarding Children's Partnership, 'All staff have legal power to use reasonable force. Reasonable force can be used to prevent pupils:

- from hurting themselves or others
- damaging property
- or from causing disorder' (see appendices)

Any member of staff may be required to physically intervene where a pupil is endangering themselves or others, with trained colleagues expected to take over as soon as possible.

## Suspension and Exclusion [See Suspension and Exclusion Policy on website](#)

### Prohibited items

Staff have the right to search pupils' bags if they are concerned about the possession of any prohibited items These are:

- Weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Smoking paraphernalia (Cigarettes, tobacco, cigarette papers, vape)
- Fireworks
- 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). This may include an item intended to be used as a 'weapon'.

## **Bullying- including cyber bullying (also refer to online safety policy)**

Bullying is not acceptable. Children who are being bullied may not tell others because they are frightened. We encourage parents and carers to work with us and talk to us if they think their child is being bullied. Parents should have a discussion with the class teacher in the first instance if they are concerned about bullying. The class teacher may involve the pastoral team and or Phase Leader if there are further concerns. The Headteacher/ Deputy Headteacher/ Pastoral Team may contact parents for further discussion as necessary.

These are the strategies we use to address bullying:

- Pastoral Team will work with all involved to resolve issues.
- We will use assembly, circle times, and PSHE lessons to highlight the problem and to discuss it.
- We will talk to all children involved to try and find root causes and to help children think about the consequences of this behaviour.
- We will encourage and support children who feel bullied to develop their friendship circle.
- We will talk with parents/carers regularly so that school and home can work together to stop bullying
- We will follow the steps laid out in this policy when bullying occurs in school.

## **The role of the Headteacher, Deputy Headteacher and SLT**

It is the responsibility of the Headteacher and senior team to ensure the health, safety and welfare of all children in the school.

- The Senior Leadership Team supports the staff team by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The SLT keeps records of all reported serious incidents of concerning behaviour and this is monitored for patterns and discussed and analysed on a pupil by pupil basis, in weekly pastoral meetings.
- The Headteacher has the responsibility for issuing permanent and fixed term exclusions where necessary.

## Special educational needs (SEND)

We recognise that some of our pupils have Special Needs in terms of behaviours they display and these need to be identified and Individual Behaviour Plans formulated. This information will be collected and shared with parents/carers and amongst staff so a consistent approach is always used.

## Appendix

### Rights and responsibilities

| Child's rights                                     | Child's responsibilities                                                                                              |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| To be safe and listened to.                        | To behave in a way that keeps others safe and to listen to others.                                                    |
| To be treated with respect.                        | To be respectful of others.                                                                                           |
| To learn in a calm environment.                    | To allow others to learn without disruption and to be willing to attempt work.                                        |
| Parents' and carers' rights                        | Parents' and carers' responsibilities                                                                                 |
| To be treated with respect and listened to.        | To behave respectfully towards adults and children.                                                                   |
| To be kept informed about their child's progress.  | To support regular attendance, discuss school with their child, attend parents' evenings and raise concerns promptly. |
| To access information about the school's approach. | To read and engage with school information, policies and expectations.                                                |
| Staff rights                                       | Staff responsibilities                                                                                                |
| To be supported by colleagues and leaders.         | To seek support when needed and offer support to colleagues.                                                          |
| To work without violence or intimidation.          | To share concerns promptly with senior leaders.                                                                       |
| To receive appropriate training and guidance.      | To act on advice, reflect on practice and develop their skills.                                                       |
| To be listened to and treated courteously.         | To listen to others, communicate constructively and model courteous behaviour.                                        |
| To understand routines, policies and expectations. | To apply agreed routines consistently and record significant incidents and follow-up actions on CPOMS.                |