St James Church School

Aspire, Achieve, Flourish

Positive Behaviour and Relationships Procedures

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The Bath and Wells Multi Academy Trust has a Behaviour Policy and Exclusions Policy which can be found on the Trust website.

Bath and Wells Multi Academy Trust - Policies

1. INTRODUCTION:

All staff and children have high expectations of behaviour, and it is an expectation that staff will be consistent role models for all children.

Self-regulation and emotional regulation are terms that relate to the child's ability to increase and decrease their alertness to match the situation or environment. This is an important skill for children to learn to be equipped for life now and in the future. We want to promote safe, stable, nurturing relationships and an environment where children live, learn, and play (in part to support the effects of Adverse Childhood Experiences- ACEs) and to help all children reach their full potential and thrive. John 10:10 Live life, life in all its fullness.

This procedure supports adults to recognise children who are dysregulated before this disrupts their own and others' learning. Persistent and sustained disruption to learning is not accepted and this policy identifies specific behaviours that are deemed unacceptable within our school community.

The procedure also sets out the specific circumstances where consequences will be applied, including internal isolation, fixed term, or permanent exclusion from the school.

We want our school to always be a safe and happy environment. We work with our community and church to ensure our children are spiritually, emotionally, and educationally equipped for life now and in the future.

2. THE VISION FOR BEHAVIOUR AT ST JAMES:

- Our vision for education at St James is ***Aspire, Achieve, Flourish***
- An engaging curriculum creates a love of learning.
- Relationships are vital - A strong connection to the staff, other children and the building created a strong sense of community.
- Promotion of Christian values engender love and a caring community
- At St James Church School all staff and children have high expectations of behaviour, and it is an expectation that staff will be emotionally consistent role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong.

3. AIMS:

The top layer – 3 key expectations of everyone in terms of behaviour:

BE READY, BE RESPECTFUL, BE A TEAM

Our school values are at the heart of our ethos and promoted at every level:



Our 'learning behaviours' are central to good learning behaviour:

Our Learning Behaviours:
• Seeking a challenge • Concentrating • Listening • Learning from mistakes • Having a go • Persevering • Talking • Helping others

These are displayed in all classrooms and prominently around the school.

In order to achieve these aims and ensure all children are treated fairly we:

- *Place the safety and well-being of children as our number one concern.*
- *Provide a safe, happy environment which encourages each, individual to achieve their own potential. Encouraging all children to strive for excellence, providing a broad and balanced curriculum that is adapted to the needs of the individual, creating a personalised learning structure.*
- *Provide relentless routines for children and staff to follow to ensure positive behaviour and consistency across the school.*
- *Encourage pupils to develop a positive attitude/behaviour for learning, focusing on key skills and developing a lifelong love of learning.*
- *Maintaining a calm and purposeful working atmosphere throughout the school.*
- *Provide a clear and consistent approach to behaviour.*
- *Providing an atmosphere where all pupils and staff have a sense of belonging.*
- *Enabling staff to foster nurturing, healthy, positive relationships by providing strategies to manage behaviour clearly and consistently.*
- *Enabling children and staff to be intrinsically motivated to make the right choices and do the right thing in situations that can be challenging.*
- *Encouraging parents to be involved and engaged with their children throughout their school journey.*
- *Ensuring that there is complete consistency and transparency from all staff in the implementation of this policy.*

Self-regulation and emotional regulation are terms that relate to the child's ability to increase and decrease their alertness, to match the situation or environment. This is an important skill for children to learn. At St James we recognise that most children self-regulate their behaviour in a positive and effective way on a regular basis and we aim to encourage all pupils to do this consistently using a range of resources such as our Jigsaw PHSE programme, interventions, and use of the 5-point scale of regulation (See Appendix 3/4)

At St James we are all treated fairly – which may not be the same. Some children require more support to regulate than others. We will provide additional resources to support with this as we would in other subjects and aspects of school life.

4. HIGH EXPECTATIONS:

At St James we expect all children to respect the opinions and feelings of others within the school community as well as the local community and surrounding area. We expect all children to treat others as they wish to be treated themselves.

We expect children to:

- Follow the three school aims – Be Ready, Be Respectful, Be a Team.
- Respect and uphold the school vision and values.
- Speak calmy and courteously to every member of the school community.
- Speak to a trusted adult if you have any concerns.
- Work restoratively to avoid or address conflict and respect others' rights to be different.
- Respect the school building, facilities, and resources.
- Listen to others' opinions respectfully and accept their right to these opinions, even if they are different to your own.
- Adopt the basics – arrive to school every day on time; ready to learn, wear the correct uniform, ensure you have everything you need for a successful day.

We expect all staff will:

- Follow the three school aims – Be Ready, Be Respectful, Be a Team.
- Respect and uphold the school vision and values.
- Speak politely and courteously to every member of the school community.
- Be great role models for pupils and peers.
- Provide a safe, effective learning environment for all children that creates a sense of belonging and excitement.
- Develop positive relationships with pupils, parents and staff that are based on mutual respect and understanding.
- Treat all members of the school community equally, fairly and with respect and kindness.
- Ensure the needs of each individual child is met, by providing a broad, balanced exciting curriculum that keeps the child's thoughts and ideas at the centre of learning.
- Praise the positive verbally, using Dojo points, tokens, weekly certificates e.g. Learner of the week. Reader/Jigsaw Learner of the week and messages home to celebrate success, effort, and progress.

We expect all parents/carers will:

- Follow the three school aims – Be Ready, Be Respectful, Be a Team.
- Respect and uphold the school vision and values (see Appendix 14)
- Speak calmy and courteously to every member of the school community.
- Work in partnership with the school to ensure their child can achieve their full potential.
- Respect school decisions and follow procedures and policies.
- Support the school and their child to treat everyone with respect and kindness, modelling polite, calm, and respectful behaviour to members of the school community, the local community, and the environment.
- Support their child with learning at home including regularly reading and homework.
- Work with the school to ensure their child upholds the vision and values of St James.
- Ensure their child is in school every day on time, dressed in the correct uniform and has the correct resources for a successful day.

5. RECOGNITION AND REWARDS:

Recognition and rewards are the cornerstone of our approach to achieving our vision.

They have a motivational role in helping children to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Children know that if they give their best effort this will be recognised and celebrated. Adults are looking for children whose behaviour goes 'over and above'. This is our mantra - it is all about looking for and rewarding the best behaviour and communicating the highest expectations of all our pupils. We are committed to ensuring that the hard work of pupils who are quiet and well behaved in the classroom, does not go unnoticed.

Adults are asked to give first attention to the best conduct. Where possible and appropriate, we praise in public and intervene in private. Children are recognised for demonstrating being ready, respectful and being part of 'the team' and rewarded for going over and above these expectations. These may be short/ immediate, medium, or longer term and provided by any adult in school.

Timescale:	Recognition and rewards:
Short term/ immediate **(daily/ session)**	**Meeting expectations:** ☺ Verbal praise and smiles ☺ Written praise in marking ☺ Verbal praise to parents about their children **Exceeding expectations:** ☺ Recognition area in every classroom ☺ Earning Dojo points/tokens for learning behaviours ☺ Praise via dojo or in person to parents ☺ Sharing learning with other members of staff for praise ☺ Extra play for good lining up/ tidiest classroom ☺ Extra responsibilities
Medium term **(weekly/ monthly)**	**Meeting expectations:** ☺ Class 'golden time' **Exceeding expectations:** ☺ Learner of the week ☺ Jigsaw learner of the week ☺ Phenomenal PE Award ☺ Remarkable Reader ☺ Wonderful Writer ☺ Marvellous Mathematician
Longer term **(annually/ termly)**	**Meeting expectations:** ☺ Praise at parents' evenings **Exceeding expectations examples:** ☺ End of term/ year certificates and awards ☺ Whole School reward days e.g. ☺ Whole school non uniform day ☺ Whole school wellbeing day ☺ An extra half an hour for a lunchtime ☺ An extra 15 minutes of breaktime for a week ☺ Hot chocolate for the whole school ☺ Ice creams for the whole school ☺ An additional sports day ☺ An outdoor learning day ☺ An extra 'no pens' day

St James Class Tokens:



Purpose: To promote a culture of individuals being rewarded for good learning behaviour but as part of a community (class and school).

How do you get them?

When a child gets a Dojo point linked to the 7 learning behaviours – staff will give the child a token simultaneously.

Tokens may be also be awarded for demonstrating a school value.

Whenever a token is given the member of staff must state why the child is receiving the token related to a school value or learning behaviour.

Staff may award tokens in the playground/corridors/sports clubs etc – The child gives the token to their teacher. The teacher must ask what it was given to them for and add it to Class Dojo.



Our Learning Behaviours:

- **Seeking a challenge**
- **Concentrating**
- **Listening**
- **Learning from mistakes**
- **Having a go**
- **Persevering**
- **Talking**
- **Helping others**

Tokens are never 'taken away'.

What happens to the tokens?

The children must give them to their class teacher if awarded by other staff. Children must make sure they know what they are getting them for. If they receive them outside the classroom this is especially important to be able to relay this (linked to the learning behaviours) to their teacher. After getting their Dojo point the child then puts the token in the class token box.

What happens each week?

Each week the class ceremoniously decide what option the children are choosing for the main token box in the gym. During Celebration Assembly a member of the class takes the class tokens to the token collector.

The tokens are added to the relevant token box with different options such as: Whole school non uniform day, Whole school wellbeing day, An extra half an hour for a lunchtime, Hot chocolate for the whole school, Ice creams for the whole school

When the children fill a 'token bucket', the whole school will receive a reward such as those above.

6. BEHAVIOUR MANAGEMENT STAGES

We understand that children may behave inappropriately for a variety of reasons. We recognise this and will deal with incidents on an individual basis, ensuring the needs of all children involved are taken into consideration. When children show these behaviours, we follow a variety of outcomes to encourage children to self-regulate their behaviour in a positive and respectful way. However, behaviour stages may be missed dependant on the severity of the incident.

All staff will follow the behaviour stages as discussed consistently and fairly, taking into consideration the circumstances and any behaviour/co -regulation plans that the child already has in place. All staff will use the language of the school aims -Be Ready, Be Respectful, be a Team to address any behaviour choices.

Stages of Behaviour Management at St James:

Reminder	**Verbal Reminder:** *I can see that you are choosing to…* *I've noticed that…* *Remember at St James we…*
Caution	**Verbal Caution:** *I can see you are still choosing to…* *Do you remember when we had the last conversation and I asked for… How can I help?*
Class Based Action	**Child is moved within the class, either moved seats or into a reflection area (Discussion in private)** You have chosen to… so now… *Incident discussed with parents after school by class teacher.* *Fresh start and restorative conversation take place.*
Further Class Based Action	**Child to work in another class area – part of breaktime/lunchtime to be missed** **(Discussion in private)** *You have chosen to… so now the outcome is…* *Incident may be discussed with parents after school by class teacher if needed.* *Fresh start and restorative conversation take place if needed.*
More Serious Class Based Action	**Lunchtime detention in class or another area** **(Discussion in private)** *Reflection time during lunchtime with an adult (adult and time dependent on severity)* *Incident discussed with parents after school by class teacher.* *Fresh start and restorative conversation take place following the outcome.*
Internal Suspension	**Internal Suspension:** SLT including Senior Teachers will consider implementing a formal internal suspension. Child moved to another classroom or work area for a fixed period of time to be decided by the Senior member of staff. *Incident discussed with parents after school by class teacher or senior teacher.* *Fresh start and restorative conversation take place following the outcome.*
External Suspension	**External Suspension:** Headteacher will consider implementing an external suspension. *Incident discussed with parents after school by Headteacher or Assistant Headteacher.* *Fresh start and restorative conversation take place as part of reintegration meeting highlighted in parental communication.*

Categories relate directly to behaviour stages, sanctions and outcomes:

Every situation has a set of circumstances that need to be considered carefully when a member of SLT reaches a decision about an outcome for a poor choice.

	Examples:	General Outcome:
'Mistakes'	• Disruption of learning • Talking over others, shouting out • Refusing to follow instructions/Not listening to adults. • Leaving the classroom without permission • Running away from an adult • Rudeness or disrespectful behaviour towards others • Invading other children's privacy • Refusal to complete work (pupil will be asked to complete work missed at break or lunchtimes and if not completed sent home. If this is not possible child may complete with parental support (where appropriate) after school.	• Reminder • Caution • Class Based Action • Further Class Based Action • More Serious Class Based Action
'Persistent or serious	• The safety and learning of others are seriously hindered • Persistent disruptive behaviour (as detailed above) • Purposefully breaking resources or property of others • Purposefully urinating on school property • Throwing items around the room or at others • Swearing/name calling	• Class Based Action • Further Class Based Action • More Serious Class Based Action • Internal Suspension • External Suspension
'Unacceptable'	• Refusing to accept an outcome following persistent or serious behaviour • Physical, mental or cyber bullying of another child or an adult • The carrying, throwing or use of an offensive weapon or object with potential to harm. • Physical assaults and acts of violence towards another child or adult to include fighting • Persistent and sustained verbal abuse • Racist or cultural abuse • Abuse against sexual orientation or gender identity • Abuse relating to disabilities. • Theft, extortion of money or belongings and gambling • Persistent destruction of property or belongings • Inappropriate use of social media or online technology • Sexual violence and sexual harassment • Wilful and repeated transgression of protective measures in place to protect public health • Carrying or use of tobacco or nicotine related products e.g. cigarettes and vapes or paraphernalia	• Internal Suspension • External Suspension • In extreme cases – Permanent Suspension

7. INTERNAL, FIXED TERM AND PERMANENT SUSPENSIONS:

Internal suspension:

Sometimes in order to recognise the impact and severity of an incident a child will be directed to work outside of their normal classroom. This could be in another classroom, with a member of staff or with a member of the Leadership Team.

If pupils' behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

Fixed term and permanent suspension:

Some pupils will demonstrate a pattern of persistent and sustained incidents and/or present and entirely unacceptable behaviour within the school community. The incident will be logged and the significant procedural requirements of the statutory guidance for those with legal responsibilities in relation to exclusion (the "Exclusions Guidance") will be applied. A fixed term exclusion from the school site will be issued where the situation cannot be managed within the school family.

Where there is a clear and serious and/ or sustained breach of this policy or were allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, a permanent exclusion will be issued and potential removal from the school roll.

A copy of the national Exclusions Guidance and the Bath and Wells Multi Academy Trust Exclusion Policy is available to view or download from the school website.

We have a statutory duty not to discriminate against children based on protected characteristics, such as disability or race. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass, or victimise children because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the statutory guidance, called 'Exclusion from maintained schools, academies and pupil referral units in England – Statutory guidance for those with legal responsibilities in relation to exclusion' (DfE 2017). This document can be found here: https: / /www.gov.uk/government/publications/school-exclusion and a copy is available in the school office.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's relationships policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the child or others in the school.

The statutory guidance provides clear information about each stage of an exclusion and should be referred to should an exclusion be necessary.

We recognise the legislative changes which took effect from 1 September 2012, namely the new duty on schools and Governing Bodies to make full-time educational provision for excluded pupils from day 6 of their exclusion(after 5 consecutive days exclusion), the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration meeting in respect of certain fixed-period exclusions.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

After a fixed-term exclusion there will always be a re-integration meeting with the child, parent and member of the Leadership Team. The incident will be discussed and actions agreed to move forward,

If applicable a written plan may be drafted and will be presented to the parents / carers, with the aim of preventing further exclusions. The meeting is intended to be a positive discussion, with everyone working together to create the best chance of success moving forward.

Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

Bath and Wells Multi Academy Trust Policy on Exclusions: Bath and Wells Multi Academy Trust - Policies

Government Guidance on suspensions and exclusions: School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

8. BEHAVIOUR RELATED POLICY:

Bullying:
St James Church School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see separate Anti-Bullying Policy).

St James Church School - Policies

Use of reasonable force:

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Further guidance has been circulated and updated by DfE 2013 'Use of Reasonable Force – Advice for Head Teachers, staff, and Governing Bodies' (DfE-00295-2013). Staff only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself or is causing significant damage to the environment. The actions that we take are in line with government guidelines on the restraint of children - see 'Positive Handling Policy'.

Use of reasonable force in schools - GOV.UK (www.gov.uk)

Screening, searching and confiscating:
The DfE guidance 'Searching, screening and confiscation' sets out the school's statutory powers. More detailed information can be found in the advice document (DfE-00034-2014)

Searching:

- school staff can search a pupil for any item if the pupil agrees, without parental consent.
- school staff can search pupils without consent where they have reasonable grounds for suspecting that a pupil may have a prohibited item. Prohibited items are knives or weapons, alcohol, illegal drugs, stolen items, tobacco products and cigarette papers, vapes, fireworks, pornographic images, any article that the member of staff 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)
- authorised staff can also search without consent for any item banned by the school, where this is explicit in the publicised school rules.
- searching a pupil (not their property) without consent must be done by staff of the same gender as the pupil and there must be a witness. Pupils will not be required to remove any clothing, except outer clothing.

Confiscating:

- school staff can 'seize' any prohibited item (listed above) found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- where any article is thought to be a weapon it must be passed to the police.

Drug and alcohol related incidents:

It is the policy of this school that no child should bring any drugs, legal or illegal, to school. If a child will need medication during the school day, the parent or carers should notify the school and follow the school's policy on administering medication.

The school will take very seriously misuse of any substances such as glue, other solvents, alcohol, or drugs. The parents or carers of any child involved will always be notified. The DfE advice 'Screening, Searching and Confiscation' clearly sets out the school's powers in relation to drugs, alcohol, and other prohibited items. Any child who deliberately brings substances into school for the purpose of misuse will be given a fixed-term exclusion and the police and social services will be informed. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child may be permanently excluded from the school. The police and social services will also be informed.

9. MONITORING AND SUPPORT:

All children:

The following are logged on Arbor for all children:

- Internal removal from learning (Stage 2 and 3). Teachers will communicate the reasons for this to parents.
- Suspensions (Stage 4) including lunchtime suspensions. A senior leader will discuss this with parents.

When a child has a high number of stage 3 or 4 behaviours and a graduated response to managing this has not shown improvement then a Pastoral Support Plan will be put in place.

Pastoral Support Plans:

There will be a set list of children who have a Pastoral Support Plan and are therefore being monitored for behaviour with a view to improving their conduct.

These children may also have the following in place:

- Personalised De-escalation Plan
- Clear staged plans specific to age and stage.
- STARR Chart – tracking daily behaviours using the Somerset STARR chart including Stage 2, 3 and 4 behaviours
- Weekly meeting with parent and teacher to review STARR Charts and plans.

Monitoring:

- Senior Leaders monitor all suspensions on a regular basis to ensure actions are in place to support children and reduce suspensions.
- Behaviour and suspension data is reported the school Governors each term. This includes number of children and characteristics so that any patterns can be questioned by school Governors.
- The BWMAT monitor suspension data and report this to Trustees.

10. RESTORATIVE FOLLOW UP:

At St James Church School we understand that punishment does not teach better behaviour but that restorative conversations do. In a restorative discussion, staff ask a set of key questions to scaffold pupils thinking, helping them to reflect and solve problems. Over time, this develops pupils' skills and confidence in managing conflict and finding solutions for themselves based on the Jigsaw model (See Curriculum below).



11. CHILDREN LEAVING THE CLASSROOM AND SITE PROCEDURES:

Children leaving the classroom procedures

Top Level - In this situation we are seeking to:

- **Calm the child**
- **De-escalate the situation**
- **Return the child to learning environment**
- **Restorative justice**
- **An outcome is the last priority but an important part of the process**

Note – Where a child leaves the classroom or site more than 3 times in a term they should have a de-escalation plan in place which is facilitated by the class teacher and parent. Fiona can support teachers with this if needed.

Child/ren leaves classroom without permission:

Standard response: (every situation is different, but we are mindful of the principles above)

- Class teacher allocates a member of staff to go and speak to child/ren
- Member of staff supports child emotionally and uses the script – ***How can I help you?***
  This **could** also include: Glass of water, Snack etc though not on a regular basis that normalises the behaviour (unless part of an agreed de-escalation plan). 5 minutes outside in an agreed space

(come back in 5 minutes and child stays in an agreed space with an awareness of adult on where child is)

- It should be easy for the child to re-enter the classroom so where possible the door should be left open
- Child refuses to come in after 5 minutes then check in every 5 minutes with a member of staff (This can be support staff or staff from another class)
- Contact school office
- A Senior Teacher or SLT will support who may allocate an adult to supervise

Multiple children leave and refuse to come in :

We cannot allow a group of children to be unsupervised around the site for extended period.

The broad procedure above should be followed. However there is an increased risk with multiple children of inappropriate behaviour, sexualised behaviour, swearing and they can encourage each other.

Our objective here is to 'divide and conquer'. If children are separate and in different spaces then we stand more chance of them resetting and returning to the classroom.

If this does not work…

- Call parents and explain their child is out of class for an extended period. If appropriate they can come in to support their child
- Explain that they are missing learning and make the missed learning the focus of any conversations
- SLT may consider an internal suspension as an outcome
- Headteacher may consider external suspension as an outcome or a resolution to an extended period of not following instructions and being unsafe to themselves and others

Child has sworn or caused damage/harm before leaving:

It is important staff prioritise the emotional regulation of a child over the outcome using the principles above. This is sometimes difficult if a child has damaged or caused disruption, but it is an essential part of our procedure. Staff should be showing emotional regulation and modelling calm and decisive actions.

Children being unsafe e.g. climbing fences or a tree:

In addition to the process applied for children leaving site:

- Try a change of adult to speak to the child trying to deescalate
- Use the scripts:, ***You are being unsafe and I need to keep you safe. How can I help you?***
- Consider moving away with calm body language to deescalate the situation and give the child the opportunity to make a better choice
- Staff have a legal responsibility to use reasonable force where a child is being unsafe to themselves or others as a last resort

Children leaving the site:

- If a child leaves the site, staff contact a member of SLT who will contact the Police and then parents
- The member of SLT will allocate someone to leave site with a phone and another member of staff
- The member of SLT may allocate staff with particular roles or an area to check either by phone or upon leaving
- The top-level principles will be applied

Children who go out at break and lunch when told not to:

- Generally, it is easier to accept the decision the child has made and challenge this afterwards.
- Unless there is a safeguarding or safety concern it will escalate the situation and we are best off waiting for the breaktime or lunchtime to end and then reissuing or increasing the original outcome through discussion with parents.

12. REGULATION FRIENDLY CLASSROOMS AT ST JAMES:

In our regulation friendly classrooms, you will find:

- A whole class visual timetable that is used throughout the day. This helps children to understand the structure of the day.
- A zones of regulation poster. We regularly discuss this with the children and support them to understand their emotions.
- A calming activities prompt poster. This supports children in being able to support their own regulation and strategies to support with dysregulation.

13, CURRICULUM TO SUPPORT WITH BEHAVIOUR:

Our PHSE Curriculum supports behaviour at St James.

St James Church School - PSHCE (stjamessch.co.uk)

When patterns of behaviour or serious incidents occur we will adapt our curriculum to support improvements and understanding.