St. James
C. of E. PRIMARY SCHOOL

Behaviour and Relationships Policy

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1. Introduction

Our behaviour policy is based on an expectation that every child deserves the best possible start in life and the opportunity to 'let their light shine'. Children at St James need support that enables them to fulfil their potential, to make positive behaviour choices and build and maintain positive relationships within a secure, caring and inclusive environment. All staff and community members are asked to emphasise the ways in which we can foster such a positive atmosphere, stressing the need for mutual respect, tolerance and understanding of every member of our school community.

At St James C of E Primary School, we model a positive atmosphere based on a sense of community and shared values where all stakeholders are given the opportunity to communicate effectively. Listening to each other is key so that all children (and adults) have the opportunity to develop socially, learn and enjoy community life.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Explain how we create a safe environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

3. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

4. Definitions

Positive behaviour choice is defined as the actions we show that create a positive learning environment. They will be in line with our school values of Love, Unity, Respect and Courage.

Negative behaviour choice is defined as: behaviour that does not follow our school values and breaks down our safe learning environment. It could include:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious negative behaviour choices are defined as:

- Repeated breaches of the school rules
- Any form of bullying, as is outlined in our Antibullying policy
- Physical or aggressive behaviour
- Child on child abuse as defined in our Safeguarding and Child Protection Policy
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, online sexual harassment, such as unwanted sexual comments and messages (including on social media), requesting and sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items as defined as any article a staff member reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to the property of any person (including the pupil).

See Appendix 3 for the pupils' definitions of these behaviours generated from whole school pupil voice in September 2024.

5. Roles and responsibilities

5.1 The governing board

The Full Governing Body is responsible for:

- Reviewing and approving the written Statement of Behaviour Principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Full Governing Body
- Giving due consideration to the school's Statement of Behaviour Principles (Appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour choices incorporating the principles of Restorative Practice
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding and Child Protection Policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using CPOMS
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following negative behaviour choices (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- Extra support and induction will be provided for pupils who are mid-phase arrivals

6. School behaviour curriculum

At St James we expect all children to treat each other with respect and behave in a way that our school values of Love, Unity, Respect and Courage are shown in everything they do. Children are taught the language of collaboration and cooperation, choices and consequences through the core Christian values of Love, Unity, Respect and Courage. Through our PSHE curriculum and pastoral teaching from EYFS to Year 6, children are taught to be caring and considerate to all staff and pupils. They are taught to respect and celebrate differences as well as owning their behaviour choices.

Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom, striving for equity. There are clear classroom routines to reduce uncertainty and promote an appropriate climate for learning (timetables, success criteria, working walls).

Positive behaviour choices are quickly noticed, explicitly praised and genuinely celebrated by staff and peers. There are clear systems, understood by all, for dealing with negative behaviour choices and we use consistent script to address these with the children.

Phrases we use include:

> *'X you are standing out for all the right reasons because you have really challenged yourself with your learning this morning. Great choice.'*
>
> *'X you just did a great job of helping Y. Who can tell me which school value you were using? What part of our class agreement was X putting into action?'* ·

We follow the principles of Restorative Practice and Zones of Regulation to enable the children to understand their own and each other's emotions, to resolve conflict and to be responsible for their behaviours and choices.

Visual prompts and toolkits are available in every classroom and for those children who need a personalised approach.

At St James Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

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

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum or their own classroom rules in the form of a classroom agreement.
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

In every classroom there is a Classroom Agreement, devised through our Core Values and from discussion with children. These are used to guide discussions of positive and negative behaviour choices.

7.2 Safeguarding

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

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

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

Please refer to our Safeguarding and Child Protection Policy for more information.

7.3 Responding to positive behaviour choices.

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

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

At St James we have a well embedded reward system for positive behaviour. Children receive silvers for positive behaviour choices in classes which progress to earning a golden postcard (20 silvers) and a platinum (3 golden postcards). See The Behaviour Ladder, Appendix 2.

House points are provided for good standard of work, display of manners, display of unity in team sports.

Positive behaviour choices will also be rewarded with:

- Verbal praise

- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Whole-class or year group rewards, such as a popular activity
- Celebration Certificates, Values Certificates, Headteacher Awards and Lunchtime Awards.

All celebrations, in whichever form is deemed appropriate, should be a reward for effort and achievement. It should not be used to 'bribe' a child into doing or achieving something.

The 'reward' should always come after the behaviour and adults should be verbally explicit about why the reward is being given. Adults should always be clear about what they expect and why in regard to positive behaviour choice, so children understand the purpose of behaving in a certain way.

Any of the above must only be given with a clear verbal explanation as to why the reward has been given.

'When you show adults at home your sticker make sure you tell them this is because you have kept trying your hardest to learn the column method and that hard work has paid off. You should feel very proud.'

'I need to see everyone with their eyes this way and their pencils down. This is so I know they are ready to listen to the next instruction. Great job X, Y, Z… You are showing me you are ready.'

'You have earned a team point because you were so helpful to your friends in showing them how to use their knife and fork. Great job!'

Adults should also, when possible, link these behaviours to the school values (e.g., Love, Unity, Respect and Courage) associated with the effort put in.

7.4 Responding to negative behaviour choices.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

At St James, we use the language of choice. *E.g., Well done X you have made a great behaviour choice by showing respect when walking down the corridor quietly, or* "*X, you are choosing to behave this way and if you choose to continue to... (e.g., run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence]*"

7.5 De-escalation Strategies

De-escalation techniques can be used to help prevent further behaviour issues arising, these support children to manage their emotions and remove 'the heat' from the situation creating space and time. Staff should utilise strategies such as the use of pre-arranged scripts and phrases, distraction, change of task, rule reminder, time out, verbal advice and support.

When using a de-escalation strategy, staff should always:

- Use the pupil's name
- Give a clear and calm reminder of the expectations for learners including positive behaviours choices and the core values
- Acknowledge the child's feelings
- Explain they are there to help
- Offer an opportunity to 'step away' from the situation and manage their emotions through a different scenario e.g. walk, time in a quiet, calm place, write or draw the problem.

Further explanation of these can be found in Appendix 7

7.6 Restorative Practice to repair

We acknowledge that for many children, making mistakes can be upsetting. We endeavour to deal with all misbehaviour in a sensitive, respectful tone to support the child in the learning that can come from their actions. Staff will utilise the restorative approach when dealing with negative behaviour choices by asking the children involved:

- What happened?
- What were you thinking at the time?

- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

7.7 Responses to negative behaviour choices /misbehaviour

The first wave response for negative behaviour choice would be an expectation warning, if this is not sufficient, then further steps would be taken.

Expectation Script: XX, I would like to remind you of our school values and that we should all be working hard to show these in all we do.

Given below are sample scripts giving the sort of language and guidance that teaching staff at St James have been trained to adopt. Further support for these scripts can be seen in Appendix 7.

Script 1: Statement of Reality (i.e., simply tell them what you see)
"*X, you're... (e.g., running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)*"

If the child's behaviour doesn't change after a reasonable take-up time, move on to Script 2.

Script 2: Tell them the behaviour you want to see.
"*X, I need you to... (e.g., walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)*"

Should you not see a positive change in behaviour, move on to using a 'language of choice' in Script 3.

Script 3: Statement using Language of Choice
"*X, you are choosing to behave this way and if you choose to continue to... (e.g., run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence]*"

Should the child choose not to do as you have asked, then the consequence must be applied.

Script 4: Reinforce and depersonalise.
"*X, at St James we respect and listen so that everyone can learn*".

Repeatedly referring to whole school expectations (i.e. school values and class agreement) supports the child as it is fair and consistent.

Other strategies that may be used are:

- A reminder of the expectations for learners including positive behaviour choices and the core values
- Use of protective consequences e.g. limiting use of social spaces
- Individuals will be supported through restorative steps through social stories, apologies, making amends
- Limited choice e.g.
    - "*Put the pen on the table or in the box"*
    - *"Talk to me here or in the playground"*
    - *"Are you going to wear shoes or wellies?"*
- Disempowering the behaviour e.g.
    - *"You can listen from there" [under the table]*
    - *"Come and find me when you come back/feel calm"*
    - *"Come over/down/in in your own time"*

8.0 Sanctions and consequences

If required, when giving behaviour sanctions, staff at St James will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school staff member may also use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- “2 minutes owed”
- “Pay it back time”
- Loss of privileges or minutes of break or lunch to discuss the behaviour choice
- Timeout for behaviour choices
- Referring the pupil to a senior member of staff
- Agreeing a positive behaviour support plan (behaviour contract)
- Letter or phone call home to parents

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Sanction must be proportionate to the behaviour choice and any of the above actions will be logged by the staff member on CPOMS. This serves to provide a record of the incident but also ensures any changes in behaviour are recorded and responded in the short or long term.

In the instance of child on child abuse, an investigation will be completed, and appropriate paperwork completed (see Appendix 4).

8.1 Reflect and rebuild

St James expects all children who have demonstrated serious negative behaviour choices to complete a reflection form to consider their response to their actions. This could be done with the teacher verbally or written after the discussion (see Appendix 5).

8.2 Parental Partnership

At St James we work alongside parents to support children in their behaviour choices and in following our behaviour curriculum expectations.

We will contact parents in person or via phone to inform them of any behaviour incident.

If misbehaviour continues, parents will be invited to a meeting with the phase leader and class teacher. In this instance, the child may be put on a behaviour report or playground report to monitor behaviour.

If there is a significant incident, you will be contacted by the Deputy Headteacher or Headteacher for an urgent meeting.

8.3 Off-site misbehaviour

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

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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, if the misbehaviour:

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

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

8.4 Online misbehaviour and mobile phones

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

Mobile phones and smart watches that allow communications are not permitted to be used by pupils on site. Where children are allowed to walk to and from school, children may bring a mobile to school, but this must be turned off as soon as the child is on the school site and handed to the class teacher who will store it securely for the day. We actively promote safe and responsible use of mobile phone technology and work with parents to ensure age-appropriate use and supervision.

9. Serious sanctions

9.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

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

- Use of teaching assistants
- Short term positive behaviour support plans
- Visual supports of Zones of Regulation
- Pupil Support Plans
- Pupil Risk Assessments
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log. Further information can be found in our Physical Intervention Policy.

9.2 Suspension and permanent exclusions

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

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

Please refer to our Exclusions Policy for more information.

9.3 Supporting pupils following a sanction

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

This could include reintegration meetings, daily contact with a member of SLT or a positive behaviour support plan with personalised behaviour goals.

9.4 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.5 Suspected criminal behaviour

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

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

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

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

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

9.6 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our Safeguarding and Child Protection Policy for more information.

10.0 Malicious allegations

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

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

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

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

Please refer to our Safeguarding and Child Protection Policy and Statement for procedures for dealing with allegations against staff for more information on responding to allegations of abuse against staff or other pupils.

11. Responding to negative behaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

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

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

We aim to anticipate and remove triggers of misbehaviour by applying strategies such as:

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

11.2 Adapting sanctions for pupils with SEND

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

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

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

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

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

12. Pupil transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture. Our Behaviour Policy is referenced in our Induction Pack.

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. A transition plan outlines the procedures for transition, universal and pupils specific.

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

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Behaviour Policy and expectations
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development and staff are encouraged to request professional outreach support from specialist behaviour support schools.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every term by the Deputy Headteacher and Headteacher.

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

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

14.2 Monitoring this policy.

This Behaviour Policy will be reviewed by the Headteacher and Learning and Welfare Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1).

At each review, the policy will be approved by the Headteacher and the Learning and Welfare Committee.

The written Statement of Behaviour Principles (Appendix 1) will be reviewed and approved by the Full Governing Body annually.

15. Links with other policies

This Behaviour Policy is linked to the following policies.

- Exclusions Policy
- Safeguarding and Child Protection Policy
- Physical Intervention Policy
- Anti-Bullying Policy
- Mobile Phone Framework
- AI Policy

Appendix 1 : Behaviour Principles Written Statement by Governors

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the governors to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole and is informed by our mission and value statements. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

Behaviour Principles

At St James C of E Primary School it is recognised that positive behaviour is a necessary prerequisite to effective teaching, learning and enjoyment whilst at school. The Headteacher, staff and governors at St James value good behaviour and see the school's role as enabling its pupils to act wisely and responsibly, making the choices which will lead them to becoming thoughtful and reliable citizens, respecting others regardless of differences in race, ethnic origin, gender orientation or disability.

All aspects of behaviour management and discipline are built on the foundations of our Christian values (Love, Unity, Respect and Courage) and include the recognition of the Fundamental British Values. As a school, we aspire to deliver the highest possible standards of education. For this to be effective, we all recognise that we must create an environment where our pupils, staff and parents/carers feel safe, nurtured, and respected.

Vulnerable children, including looked after children, children with special educational needs, physical or mental health needs, will receive behavioural support according to their need.

Any actions or policies should be in accordance with the responsibility of the school under equality legislation.

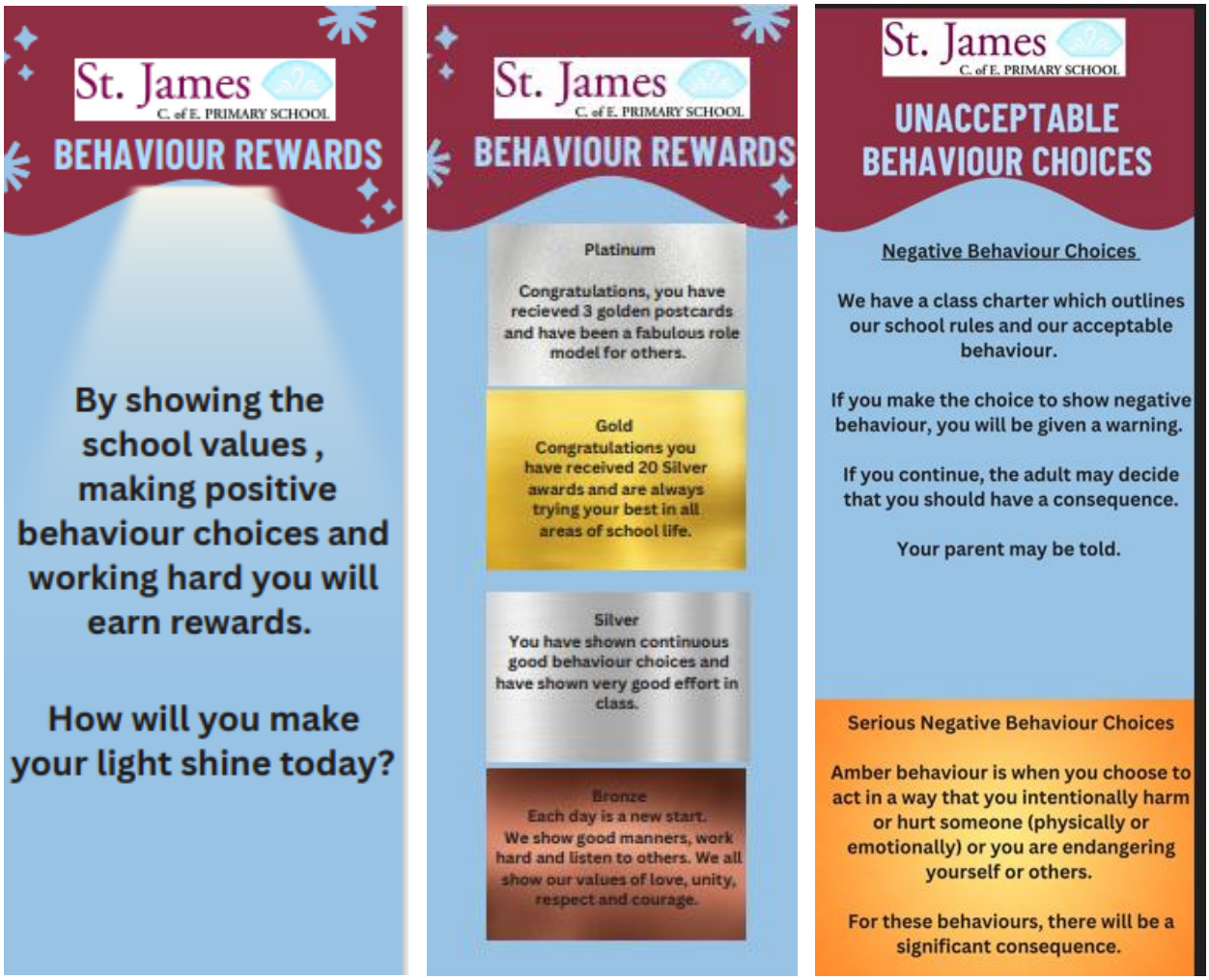
- At St James we believe that high standards of behaviour lie at the heart of a successful school.
- St James C of E Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding children with special educational needs and all vulnerable children.
- We value the development of strong, positive and appropriate relationships among all members of our school community.
- Every child has the right to learn but no child has the right to disrupt the learning of others.
- We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.
- We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.
- All pupils, staff and visitors are free from any form of discrimination.
- Everyone has a right to be listened to.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy and Physical Intervention Policy.
- All rewards and sanctions must have regard to the individual situation and the individual student.
- Families are proactively involved in behaviour incidents to foster good relationships between the school and pupil's home life.

- Pupils are helped to take responsibility for their actions.
- The Behaviour Policy is understood by all pupils and staff.
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils.
- The school's Behaviour Policy sets out the disciplinary action that will be considered for pupils who are found to have made malicious accusations against school staff.
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions. The Governing Body supports the school's authority to consider exclusion, particularly those that are permanent, as the very last resort.

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

This written statement of behaviour principles is reviewed and approved by the Full Governing Body every year.

Appendix 2: Behaviour Ladder



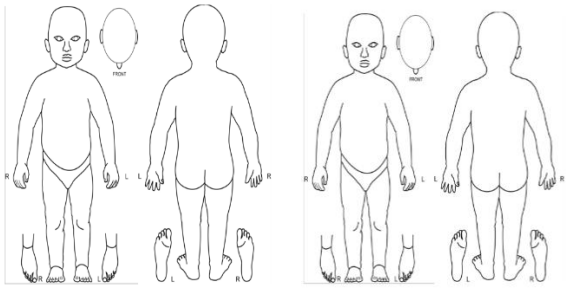
Appendix 3: Categorisation of Behaviour Choices by the children September 2026

Positive Behaviour Choices	Negative Behaviour Choices	Serious Negative Behaviour Choices
Having kind hands Being kind to everyone Keeping our hands and feet to ourselves Trying our best Listening to each other Working hard Being positive Show Love to each other Helping each other Not shouting out/silly noises Taking turns Helping people when they are sad Showing our values Not talking over people Tidying the classroom & school Be kind to one another Good listening Helping people Showing Respect to everyone Encouraging others Modelling behavior for the infant children Including everybody Being inclusive at breaktimes Showing our school's values Listen to everyone's thoughts Being honest Always trying our best Sharing Respecting all teachers in the school Helping the teachers at lunchtimes Help our classmates Respecting other people's choices Listening to other people's views and opinions Including people in games Keep the lunch hall tidy Looking after our classroom Being extra helpful in class Good answers on the carpet during discussions Being a good friend – looking after someone if they are sad Doing good class work Very good manners Taking turns Good teamwork Challenging ourselves Well-presented work Putting effort into our learning Showing our school values of Love, Courage, Respect and Unity	Making a mess Going somewhere without asking Calling out Talking over other people Saying rude words Running and stamping inside Being silly in the bathroom Not listening to adults and peers Not taking care of others/school property Not including everyone Shouting at others Copying other's work Being unkind Moving after the whistle Using a stick longer than your arm Taking people's things Messing around in class Making silly noises Interrupting Swinging on your chair Name calling Fighting games Being nosey Leaving people out Not listening Talking on the carpet instead of listening Not respecting other's space Throwing something Touching other people's things Running inside Not including people in your games Being silly with water when using the bathrooms Looking over the toilet door at someone using the toilet Not sharing Not doing our work Talking back to the teacher Disrespecting adults and one another Not listening to one another when someone is speaking to or teaching you Being off task Purposefully not listening Not following the school's values Disrupting someone else in their learning	Destroying people's work Hurting people: biting, pushing, hitting, kicking, pinching, saying unkind words Breaking people's/class things Bullying others Spitting at others Using resources dangerously Fighting Swearing Physically hurting others Bullying Spreading rumours Unsafe behaviour Racism Prejudice – e.g. sexism, homophobia Upsetting someone by saying something unkind Consistently disrupting learning Telling lies Saying bad words Throwing food Mentally hurting someone (emotionally/verbally) Physically hurting someone Doing things to others on purpose Saying rude words Calling people names Fighting games Running around school / out of the class Screaming in class Repeatedly name calling Lying to the teacher Doing dangerous things Ignoring the fire alarm Throwing things at each other

Appendix 4: Child on child abuse form

St. James C. of E. PRIMARY SCHOOL

Child on Child Abuse Allegation Investigation Record

Incident Date	Time/ Duration
Name of Children involved and classes:	
Overview of Incident/allegation/complaint Include events leading up to the incident, description of what happened and nature of incident	
Witnessed by:	
Where were supervising adults positioned? (Please give details, sketching area if appropriate)	
Was an injury obtained? Yes No If yes, indicate on body map. 	
Was Physical Intervention required? Yes No If so, who and what? If yes, an additional Restrictive Intervention form **must be completed.** (Appendix A of the Restrictive Physical Intervention Policy)	
History: *Include dates or references to previous forms*	

Action of Investigation - This must include the view of the child or young person (attach additional sheets if needed)

Include the answers to the following restorative questions:

What Happened?

What were you thinking? What were you feeling?

Who has been affected by this?

What do you need now to move on? What needs to happen now, so that the harm can be repaired?

Outcome of discussion

How have parents been informed? Telephone or in person

Staff member Investigating (Signed) Date

Print Name Role

SLT Seen: Signed _____ Role: _____

Date _____

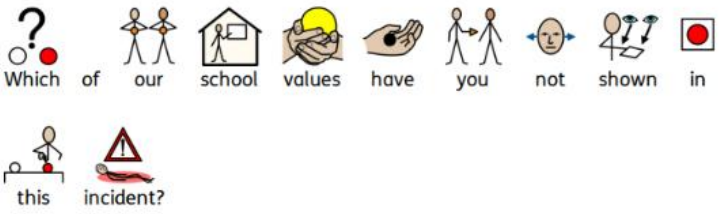
Additional Action required? Yes (Outline below) No

Appendix 5: Reflection Form

St. James C. of E. PRIMARY SCHOOL

Name _____ Class _____ Date _____

What Happened?



What needs to happen now, so that the harm can be repaired?

Appendix 6: Behaviour Chart Example

My Reward Chart

Insert behaviour expectations from Widgit document

Appendix 7: De-escalation - Steps to success

Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.

· **"*I can see something is wrong*"** – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.

· **"*I am here to help you*"** – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).

· ***"Talk and I will listen"*** - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.

· **"*Come with me and we'll talk about it...*"** – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g., on a wall or on the roadside).

Scripts

Given below are sample scripts giving the sort of language and guidance that teaching staff at St James have been trained to adopt.

Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the circumstances, you might start with any of the four scripts. You would also, of course, need to amend the name and detail to suit each occasion.

· **Script 1: Statement of Reality (i.e., simply tell them what you see)**
"*X, you're... (e.g., running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)*"

Use a firm but calm voice.
Don't ask 'why?' they are doing what they're doing – It's confrontational and you don't need to know why. They just need to know that you've noticed it.

After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.

Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.

When they are demonstrating a positive change make sure to acknowledge that with praise: "*Thank you X for... (e.g., walking/putting your pencil down/listening nicely...)"*

If the child's behaviour doesn't change after a reasonable take-up time, move on to Script 2.

· **Script 2: Tell them the behaviour you want to see**
"*X, I need you to... (e.g., walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)*"

Be assertive and avoid starting or ending with 'please'.

Use '*I need you to...*' and end with '*thank you*' instead.

This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.

If you then see a positive change in behaviour, acknowledge it with a further 'thank you' or with a gesture (e.g., a smile or a thumbs-up).

Should you not see a positive change in behaviour, move on to using a 'language of choice' in Script 3.

Script 3: Statement using Language of Choice
"*XXX, you are choosing to behave this way and if you choose to continue to... (e.g., run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence]*"

You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that *they* are responsible for the consequences of their actions; that what has happened so far and what will follow is *their* choice.

Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn't change.

You may need to ignore minor secondary behaviour as the most important thing is that they have made the right choice about their initial undesirable behaviour.

Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.

If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it's good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside:

"*Well done/Thank you XX, you made the right choice*".

Should the child choose not to do as you have asked, then you *must* follow through with the consequence that you allocated.

This is very important so that the child comes to understand that you mean what you say.

Once a consequence has been issued you should see it through.

· **Script 4: Reinforce and depersonalise**
"*XXX, at St James we respect and listen so that everyone can learn*".

Repeatedly referring to whole school expectations (i.e. school values) can be very helpful in reminding children of an objective set of rules and values which never change.

This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal or 'against' them.

Appendix 8: Consequences explained

'2 minutes owed'

A reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

'Pay it Back time'

An appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground, we may ask the child or children involved to help repair the damage.