



**St James's Cof E
Primary School**

Let Your Light Shine

Behaviour Policy

Ratified on: 26th March 2026

Ratified by: Matt Loftus

Review date: April 2027

Written by: Mrs Laura Plant

To be read in conjunction with DfE guidance on: Suspension and Permanent Exclusions January 2023, Behaviour in schools July 2022 and Use of Reasonable force July 2013

This policy is informed by guidance from the following documents:

- Behaviour and Discipline in Schools - DfE 2014
- Below the Radar: Low Level Disruption in the Country's Classroom - Ofsted 2014
- Creating a Culture: How School Leaders Can Optimise Behaviour (Tom Bennett's independent review on behaviour in schools and strategies to support effective behaviour cultures, and the government's response.) – DfE 2017
- When The Adults Change, Everything Changes – Paul Dix 2017

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1. Our Christian Vision

We believe that every child is made in the image of God; inherently valuable and unique. Jesus is the light of the world and God has placed the light of the Holy Spirit within each of us:

Let your light shine to reach your God-given potential.

Let your light shine courageously.

Let your light shine as a beacon of hope.

Let your light shine ~ be the best we can be!

As a Church of England School, our attitudes and responses to behaviour are based on Christian values. The life and teachings of Jesus inform the way that we behave as a community towards each other.

We respect the rights and feelings of everyone regardless of race, gender, religion, disability, social position, intelligence etc. We deal with each other's behaviour as individuals. We believe the best in each other and refer to disappointing *behaviour* rather than making any reference to the child. Forgiveness is one of our school's core Christian values.

We do not bear grudges and realise people can change their behaviours. We allow time for personal reflection and choice about giving a genuine apology.

We are committed to including everyone. We prepare children to live harmoniously in a world of diversity and difference. We acknowledge that there is often a reason why children display behaviours and will seek to understand and unravel this with the child, family and other agencies as appropriate.

We do not make prejudiced and quick judgements. We listen and expect the truth. We are called to respond to the needs of the victim and those behaving inappropriately.

We recognise how difficult it can be getting along with some people and nurture skills of tolerance, independence, patience and respect. We need to make clear that certain behaviour is unacceptable and, depending on the situation, sanctions may have to be put in place.

1.1 Linking with our Ethos

Policy

These attitudes and values are at the heart of all our school policies eg. Equality, Anti-Bullying, Collective Worship, Assessment, Special Educational Needs, Safeguarding.

Practice: Curriculum

These attitudes and values are reinforced throughout our school curriculum e.g. Global Links, Geography, RE, PSHE, RSE.

Values

We have a well embedded values programme. Our core values are: honesty, friendship, kindness, perseverance, responsibility, respect, courage and forgiveness. Our values are taught in school and communicated through displays and to parents. They are shared and understood as the basis for

discussing individual behaviour with pupils. Adults ensure that they take time to notice when children are demonstrating the school values. Children are rewarded with values stickers and record their achievement in the school's values books. A letter is sent home to parents/ carers to inform them that their child has been noticed demonstrating a particular value.

At St James's Primary School, we hold high expectations of behaviour by all the children and adults. We want our school to be a happy place, a place where the children want to be, where they feel secure and where they can learn.

Positive behaviour is a necessary condition for effective teaching and learning to take place. The governing body and staff accept this principle and seek to create an environment in the school which encourages and reinforces good behaviour.

Ready, Respectful, Safe

Our behaviour policy is built around three simple, memorable rules — Ready, Respectful, Safe — which sit alongside and express our Christian Values in everyday action. These rules provide a consistent framework across the whole school, helping children understand not just what we expect, but why it matters for our community. By keeping the language clear and concise, everyone can remember and apply the rules, whether they are learning in the classroom, playing on the playground, or representing the school on trips. At the start of each academic year, we explore with pupils what being ready, respectful, and safe looks like in different situations, and we revisit these expectations regularly. This shared understanding allows us to maintain an empathetic, restorative approach to behaviour while still upholding clear boundaries and high expectations for all.

1.2 Aims

To promote good behaviour, in order to ensure that effective learning can take place and that children are safe and happy.

Clear rules, rewards and consequences are established and shared with staff, pupils and parents. All staff have a shared responsibility to follow the procedures throughout the school; children are encouraged to take responsibility for their own behaviour.

The emphasis is on Restorative Practice, positive re-enforcement, praise and rewards for children who follow the rules and work and behave well.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave and encourage pupils to be responsible for their own behaviour**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management including adult role-modelling
- Outline our system of **rewards and sanctions**

1.3 Purpose

To promote a positive climate where:

- Children are greeted warmly each day.
- There are visible consistencies with visible kindness, allowing children to flourish.

- Use of 'Ready, Respectful and Safe' as an expectation for all members of our school community to create a harmonious environment conducive to learning.
- 'Wonderful walking' – children move around school respectfully, calmly and quietly.
- Agreed expectations are established and acted upon fairly and consistently. This creates a positive and orderly atmosphere which supports teaching and learning.
- Positive behaviour and effort are encouraged, rewarded and used as a model for others to follow.
- Use of the following learning behaviours develops active learners with positive mindsets.
 - Aim high
 - Ask and answer questions
 - Become unstuck
 - Be organised
 - Make links
 - Be resilient
- Care is taken of each other, our property and our school.
- Parents and carers are involved in the process of promoting high standards of behaviour.
- Children are helped to understand that they have a responsibility for their own actions and that those actions affect others.
- Fair treatment of all is ensured regardless of age, gender, gender identity, race, ability and disability.
- Persistent difficulties are addressed.
- Ensure that vulnerable children receive sensitive and well-matched behaviour support.
- The efforts and contributions of all are valued.

2. Partnership with Parents

The school values the views of parents and wishes to work collaboratively with parents to support children behaving well both at home and at school. A supportive partnership will be strong and be of ultimate benefit to the children. We strongly encourage parents to read this policy, which sets out their commitment to supporting the school in the implementation of the Behaviour Policy. We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectation and strategies for dealing with problems. We ask parents to keep us informed of behaviour difficulties or trauma experienced at home which may affect their child's behaviour at school. It is important that positive news is regularly shared with parents as well as contacting parents when children have difficulties. Parents are encouraged to come into school to share in the successes of their child and to discuss strategies for supporting their child's behavioural and emotional needs, both in school and at home. St James's operates an open-door policy to facilitate multi-agency working.

Parents are expected to:

- Support their child in adhering to the St James's expectations of behaviour and in following the school values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Conduct themselves in a manner that reflects our school values and aligns with our Home-School Agreement

2.1 Guidelines

1. All adults are responsible for the behaviour of all children. Adults and children should act as good role models at all times.
2. Children are encouraged to become self-disciplined, to be responsible for their own actions, in order to develop their confidence and independence.
3. Children know the consequences of negative behaviour. They understand that they can improve their behaviour and make a new start.
4. Parents and carers are informed of school expectations, rewards and consequences and are involved at an early stage when problems occur.
5. Work within classrooms must take account of individual ability and age of the pupil.
6. Inappropriate behaviour needs to be monitored, and appropriate strategies applied.
7. School Council, Learning Ambassador meetings and PSHE give pupils the opportunity to discuss any issues arising from children's behaviour.

2.2 Statutory Responsibility: Poor Behaviour

- Teachers have power to sanction pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The authority to sanction also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants and lunchtime staff.
- Headteachers and governing bodies ensure that there is strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Teachers have statutory authority to sanction pupils whose behaviour is unacceptable, who do not follow the school values or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers can sanction pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also sanction pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

2.3 Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education \(KCSIE\) 2021](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy works in conjunction with the Anti-Bullying, Physical Intervention, Online Safety and SEND policies.

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88-94 of the [Education and Inspections Act 2006](#), which require 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.

3. Safeguarding and promoting the welfare of children

Section 175 of the Education Act 2002 places a duty on local authorities and the governors to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

'Keeping Children Safe in Education' is regularly updated and details statutory guidance, placing a duty on schools to promote the welfare of children which is used in conjunction with the 'Working Together to Safeguard Children'.

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

St James's Primary School strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment
2. Identifying child welfare concerns and taking appropriate action
3. Using the curriculum to enable our children to develop strategies to keep themselves safe
4. To make boundaries of acceptable behaviour clear and to ensure safety.

As a school we consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

3.1 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. A bullying investigation will be conducted by a member of SLT or the Safeguarding team.

Bullying is, therefore:

- Deliberately hurtful (online, physically, emotionally and/or verbally)
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include (but not limited to):

Type of bullying	Definition
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Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying, of any kind will be investigated and sanctioned in accordance with the Anti Bullying policy. An investigation will take place following allegations using Allegation of Bullying Procedures. The school will seek to support both those who have been bullied and those who have perpetrated the bullying in order to prevent further incidents and to support the pupil.

If a bullying allegation is raised relating to actions outside of the school premises or school day, but may impact on the pupil's relationships, mental or physical health or impact on teaching and learning, the school may decide to investigate and sanction in accordance with the school's behaviour policy.

Please see the Safeguarding Policy for further information about Child on Child abuse.

In accordance with the Keeping Children Safe in Education (KCSIE) 2025, the following definitions recognise unacceptable behaviours and will be reported in accordance with the Safeguarding policy and any other relevant agencies. Incidents of this nature, will not be tolerated and will be dealt with in accordance with this policy. In order to support any victims, we will promote a culture and ethos of respect, tolerance, acceptance and diversity, with the aim to make it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

3.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will sanction the pupil in accordance with this policy and this may result in a permanent exclusion.

Please refer to our Safeguarding Policy for procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

4. Roles and responsibilities

4.1 The governing board

The Full Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

The Full Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

4.2 The Senior Leadership Team

The member of SLT responsible for overseeing behaviour is responsible for reviewing this behaviour policy in conjunction with the Full Governing Body giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Senior Leadership Team will support staff in responding to behaviour incidents.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Contacting appropriate external agencies e.g Inclusion Support, PEEP

4.4 Pupil code of conduct

Pupils are expected follow the school's values and uphold St James's expectations of behaviour. These are shared with all pupils at the start of each academic year and sporadically throughout, as well as being referred to when taking part in discussions relating to behaviour choices.

We expect all pupils to:

- Be 'Ready, Respectful and Safe' at all times.
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn and achieve
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

5. Rewards and sanctions

The purpose of positive recognition is to:

- encourage children to make the right choices
- create a positive classroom environment

Children at St James's Primary School receive positive praise in recognition of their good behaviour.

5.1 Rewards

Positive behaviour, including during lunchtimes, will be rewarded with:

- ✓ Verbal positive praise
- ✓ Values stickers
- ✓ Celebratory comments on work
- ✓ Stickers / stamps
- ✓ Telling parents (verbally or written)
- ✓ Celebration postcards sent home
- ✓ Gem Cards are allocated when pupils demonstrate positive learning behaviour
- ✓ 'Let Your Light Shine' Praise Collective Worship each Friday including: Values Star per class, Subject Star per class, Attendance Winner (1 per Key Stage) and achievements from home.
- ✓ Achievement awards/certificates/badges for sport, swimming and other achievements
- ✓ Work featured on our school website/social media
- ✓ A Shining Lights Collective Worship is held every half term, where staff nominate children from every class to have a Shining Lights Certificate. Gem Card winners will also be celebrated.
- ✓ Children who have behaved as particularly good role models are sent to the Senior Leadership Team for extra praise eg. a sticker, postcard, small prize
- ✓ Gold Cards are awarded for excellent behaviour and conduct
- ✓ Reading rewards are given to those children who read consistently at home
- ✓ 'Good to be Green' parties are held for all children, with those who consistently remain on green attending for the full amount of time.

As a school we have a range of options and rewards in place, to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

5.2 The Good to be Green System

Good to be Green Parties

At the end of each term or halfterm, all pupils take part in our Good to be Green celebrations. These events recognise and reward pupils who have consistently made positive behaviour choices.

- **Pupils who remain "green" throughout the term**—showing positive behaviour and meeting expectations—are able to attend the celebration for the full duration.
- **Pupils who have received several reminders or sanctions** will spend a short, appropriate amount of time reflecting on their behaviour choices before joining the celebration. This reflection time helps them think about how to make better choices in the future.
- **Behaviour is tracked throughout the term**, ensuring that the process is fair, consistent, and clearly understood by pupils.

This approach allows us to celebrate positive behaviour while also supporting pupils who need time to reflect and reset.

For rewarding positive behaviour:

1. All children's names start on the green every morning.
2. For exhibiting positive learning behaviours (Aim High, Be Resilient, Be Organised, Become Unstuck, Ask & Answer Questions, Make Links) the child may be awarded a Gem Card.
3. For exhibiting positive conduct, the child may be rewarded a Gold Card

Examples of positive conduct include:

- Wonderful walking
- Calm, quiet and respectful
- Offering to help other people
- Keeping our school clean and tidy
- Excellent behaviour at break and lunch time
- Excellent behaviour in the corridors, in the dinner hall & on the playground.

5.3 Gem Cards

Gem Cards are allocated when pupils show independent and ambitious learning behaviour (Aim high, Ask and answer questions, Become unstuck, Be organised, Make links, Be resilient). These are totalled and the half termly winner from each Key Stage is awarded a 'Learning Gem' to take home. The winning class in each Key Stage will receive a 'Learning Gem' to keep in their classroom.

There are Learning Ambassadors in every class, supporting the Senior Leadership Team to teach, embed and model the learning behaviours of the school. Additional pupils from year 6 also take the lead as Learning Ambassadors to support younger pupils in their roles and meet regularly with school staff to inform next steps.

5.4 Values Stickers

When a child is noticed for demonstrating one of the school's values (kindness, honesty, friendship, courage, forgiveness, perseverance, respect and responsibility) they will be awarded with a values sticker. This can be during lesson time, at play or dinner times, or when school are notified via a visitor or someone outside of the school setting that a child is a worthy recipient. Parents/carers of pupils in receipt of a values award will be notified in writing each Friday.

5.5 Restorative Practice

Restorative practice is grounded in the belief that children learn best when they are supported to understand the impact of their behaviour and to take an active role in repairing harm. It begins with speaking to the children involved individually, giving each one space to share their perspective without interruption. This is followed by speaking to any witnesses to build a clearer picture of what happened and then consulting with relevant staff to understand any wider context. The most important stage is bringing the children together, as this shared conversation helps them recognise how their actions have affected others and encourages empathy. By guiding them to reflect on the incident collectively and consider what they might do differently in the future, restorative practice not only resolves the immediate issue but also strengthens relationships and promotes long term emotional and social development.

Whenever possible, reprimands will not be public. They should concentrate on the behaviour, rather than the child e.g. 'that was an unkind thing to say' rather than 'you are unkind'. Restorative Practice is used by all members of staff to allow pupils to work through any issues together and encourage them to take greater responsibility for their actions. See appendix 1 for Restorative Questions to facilitate a restorative conversation. All negative behaviour incidents will be recorded on CPOMS. Members of SLT will monitor incidents closely to identify any patterns in behaviours and also to identify any pupils who may require additional support at certain times of the day or in certain situations.

5.6 Sanctions:

Every child has the right to learn and no child has the right to disrupt the learning of others.

The purpose of a sanction is to:

- Encourage children to make the right choices and follow the school values;
- Help children learn that consequences follow actions;
- Deter children from misbehaving;
- Deter other children from misbehaving;
- Minimise disruption to others for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied;
- Provide the children with a calm, environment to reflect, via removal from a class or group;
- Confiscate something inappropriate for school;
- Create a fresh start.

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the behaviour policy. At St James's, we have a range of disciplinary measures clearly communicated to school staff, pupils and parents.

These can include, but are not limited to:

- A verbal warning, move and think, yellow warning, red warning or zig zag warning.
- Repeating unsatisfactory work until it meets the required standard.
- The setting of reflective tasks.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in an activity.
- Missing break time.
- Reflection including during lunch time and during the school day
- Regular check ins with SLT including scheduled uniform and other behaviour checks or being subject to a 'Behaviour Contract' (See Appendix 4)
- Missing a special event and in rare circumstances a trip if safety cannot be ensured
- In more extreme cases schools may use fixed term or permanent exclusion.

5.7 Sanctions procedures:

When sanctions are applied, children should be helped, through Restorative Practice, to understand why what they have done is not acceptable. Staff will express displeasure with the **action** and never the child.

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

- Allow the children time to reflect on if they've made the right choices
- Encourage the pupil to reflect on what they could do differently next time

- Provide the children with a calm, environment to reflect, via removal from a class or group
- Confiscate something inappropriate for school
- Create a fresh start
- A 'Behaviour Contract' may be created alongside the child and their parents
- Missing a special event and in rare circumstances a trip if safety cannot be ensured

Serious incidents need to be treated on an individual basis and the circumstances investigated, professional judgement is required regarding which step best reflect the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include an internal, fixed-term or permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to:

A verbal warning will be used

- Staff will quietly point out the unacceptable behaviour and try to encourage the pupil to make the correct choice
- Polite requests, warning, repositioning, separating, ignoring, encouragement to refocus, positive praise to others

If unacceptable behaviour continues:

A 'Move and Think' will be used

- The child may be moved to a designated area within a classroom (*or area in which they are learning at the time eg the library*)
- They will have 5-10 minutes to reflect, calm down etc without disturbing others

If unacceptable behaviour continues:

A 'Yellow' warning will be used

- The child will be asked to reflect on their behaviour in a different classroom
- They will have 5-10 minutes to reflect, calm down etc without disturbing others
- Child will have a restorative conversation with a member of staff
- A yellow sticker will be placed in the child's planner to inform the parent/carer

If unacceptable behaviour continues:

A 'Red' warning will be used

- Dependant on the behaviour displayed some behaviours will warrant moving to a straight red warning and by-passing the verbal warning/move and think/yellow warning format.
- Child will spend 30 minutes with a member of SLT. This is an opportunity for children to calm down and regain control over their behaviour in a low-stimulus area. No staff attention should be given until the pupil has calmed down and is ready to talk.
- A member of SLT staff must then carry out a Restorative Conversation and the child will complete a red behaviour form. This is an opportunity to discuss the behaviour with the pupil and assess their readiness to return to the classroom.
- A red sticker will be placed in the child's planner to inform the parent/carer and the member of SLT will speak to parents.

If unacceptable behaviour continues:

Zig Zag Warning - If a pupil continues to be non-compliant, they will be **excluded internally** for a short period of time. The pupil will then be maintained by one of the Senior Leadership Team for half the day or a full day. In this case pupils will be asked to complete academic work. Their own class teacher will prepare work packs for the pupils or the child will be invited to join in with learning remotely. Adult attention should only be given to the pupil to reinforce wanted behaviour.

Pupils may **miss part** of their playtime or lunchtime to complete behaviour forms and hold restorative conversations with staff. Missing all of their playtime or lunchtime could form part of the Red Warning/Zig Zag Warning sanction or due to a series of behaviour incidents during the course of a week e.g. 3 or more cards issued.

Inappropriate behaviours (examples but not limited to)
<ul style="list-style-type: none">• Fidgeting constantly• Not paying attention• Not completing work• Calling out• Out of seat• Wandering around• Interrupting other pupils• Interrupting teacher/pupil when teaching and learning• Ignoring minor instructions to whole class or individual• Silly noises• Pushing in line• Swearing

Types of behaviour for yellow warning:

- Any behaviour that has been described above - the pupil has been spoken to and has not modified his/her behaviour
- Continued refusal to follow instructions
- Deliberately throwing something on the floor
- Minor challenge to authority
- Disrupting other children

Types of behaviour for red warning:

Examples but not limited to:

- Any behaviour that has been described above - the pupil has been spoken to and has had time to reflect and they have not modified his/her behaviour
- Swearing deliberately at any child or adult
- Deliberately throwing small objects with the intention of breaking them
- Damaging school property or other pupil's property
- Leaving class without permission
- Challenging authority
- Physical, Mental, Verbal or Sexual abuse (peers or staff)
- Bullying
- Continued refusal to follow instructions
- Racism or inciting others to behave in a racist way
- Ridicule of an individual for cultural or religious differences

- Homophobic, transphobic or biphobic behaviour
- Disrespect of people and property (including e-safety incidents)
- Lying
- Stealing
- Any behaviours that constitute a health and safety risk to themselves or others

5.8 Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school, whether taking part in an official school visit or wearing our uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. St James's' CE Primary School cannot be responsible for pupil behaviour when they are out of school but where appropriate, will endeavour to investigate any incident reported to the school. The school will always co-operate with the police in any investigation of incidents which are thought to involve pupils from our school.

5.9 Power to sanction beyond the school gate

The school has the power to sanction beyond the school gates in response to all non-criminal bad behaviour and bullying which occurs off the school premises and is witnessed by a member of staff or reported to the school (this includes online behaviour).

Disciplinary actions include the right to use sanctions (as outlined in the policy), including the exclusion of pupils.

If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

5.10 Informing parents

Parents are informed when their child receives a yellow warning or red warning through a coloured sticker in their child's planner or, if the planner is not in school, a coloured slip. Teachers and/or teaching staff may also feel that it is appropriate to notify parents/carers at the end of the day or at an appropriate point.

Parents will be informed if their child has received a red warning or zigzag warning by a member of the senior leadership team. This will outline the reasons for the sanction.

6.Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil.

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

If a pattern of poor behaviour, disruption, anti-social behaviour around school or in the playground develops, the following stages need to be followed:

Intervention Strategy

- SENCO made aware and an Individual Behaviour Plan is written if necessary in conjunction with parents
- Staff awareness – so that adults can observe them behaving appropriately
- Support staff may be deployed to support the child at certain times of the day or for specific activities e.g. the end of the day to help them to finish on a positive note
- Nurture Group or circle time used to create a supportive environment and increase self esteem
- Individual behaviour charts kept and monitored for recording positive behaviour as well as problems

If the above intervention strategy does not significantly improve behaviour, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, PPE and/or others, to identify or support specific needs.

6.1 Nurture-Style Facilities

At St James's, we have a nurture style reflection room, whereby children can work separately, calmly and reflectively. This space enables them to work independently but also with a trained member of staff. The room may be used as part of a multi-agency support programme or bespoke personal/mental health needs. Group sessions will also be organised, these may include transitional support, SEN support, SEMH support and many more.

Nurture style groups/ sessions assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication.

6.2 Pupils with Special Educational or additional needs

We recognise that for a small number of children, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an Individual Behaviour Plan (See Appendix 3) agreed between the pupil, staff and parents which is reviewed at specified intervals. The SENCo and the Senior Leadership Team work closely with all staff to identify early intervention and support.

Areas for consideration:

- Lunch and breaktime behaviour
- Classroom behaviour
- Self-esteem / Self-image (overtly positive or negative)
- Emotional/social/family/nurture
- Food issues
- Anger
- Diagnosed for specific conditions eg. ASD/ADHD/ODD etc
- Adverse Childhood Experiences (ACES)
- SENCO
- Mental Health

The support of outside agencies will also be sought where appropriate, in particular the behaviour support service or educational psychologist.

St James's Primary School will not treat pupils with additional needs less favourably and will make reasonable adjustments to ensure that they are not disadvantaged compared with their peers.

Behaviour reflection forms all contain Makaton signs and symbols to assist those children who require communication in a different format.

6.3 Individual Behaviour Plans (IBP)

If a child's behaviour is causing persistent concern then a Individual Behaviour Plan (see Appendix 3) or written behaviour contract (see Appendix 4) will be set up –this plan is in partnership with parents/carers. Support from external agencies may be sought, in agreement with parents/carers.

Actions taken to support a child who requires individual support to manage their behaviour and responses will be outlined in an Individual Behaviour Plan (IBP) in discussion with the SENCo or a member of the Senior Leadership Team. IBPs should focus on no more than 3 achievable targets, should list the responsibilities or rights that may be withdrawn and should be reviewed regularly to reflect progress that the child is making and to make any necessary adjustments. IBPs will only work towards behaviour modification if parents have been informed, and when all staff, including PPA or other cover staff, adhere to the plan. Although it focuses on behaviour targets, and outlines consequences, it is important that positive behaviour is celebrated. Phase Leaders, SENCo and SLT need to be proactive in monitoring these plans to ensure that they are having impact.

7. Behaviour management

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school values and behaviour overviews
- Display the pupil code of conduct
- Develop a positive relationship with pupils, which should 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

8. Use of Reasonable Force

DfE Use of reasonable Force – Advice for Headteachers, staff and governing bodies July 2013 states:

In some circumstances, it may be necessary for staff to intervene by using reasonable force when pupils are at risk of hurting themselves or others.

- Causing disorder
- Hurting themselves or others
- Damaging property

Acceptable forms of intervention in this school include:

- Leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back
- Holding a pupil who has lost control until they are calm and safe
- Physically moving between and separating pupils
- Blocking a pupil's path
- Use of reasonable force to remove a weapon or dangerous object from a pupil's grasp
- Where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force', for example, to prevent a pupil running into a busy road or hitting or hurting someone
- Using more restrictive holds in extreme circumstances

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please see Physical Intervention Policy

Any circumstances of reasonable force **MUST** be detailed in writing immediately after the event and a member of the Senior Leadership Team **MUST** be informed.

A number of staff have received MAPA (Managing Actual and Potential Assault).

9. Searching, Screening and Confiscation

Searching and screening pupils is conducted in line with the DfE's latest guidance. The police may be informed and the confiscated item will be handed to them.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to sanction enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

2) Power to search without consent for "prohibited items".

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school sanction. School cannot be responsible for these items if they become lost or damaged. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. It may also be appropriate to dispose of the confiscated items, provided it is reasonable.

School staff can search a pupil (and belongings) for any item, if the pupil agrees (the ability to give consent may be influenced by the child's age and other factors). There must be more than one member of staff present and SLT/ Safeguarding Team must be informed.

Headteacher and staff authorised (DHT/AHT and Safeguarding Team) have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

10. Severe Behaviour Incidents

In cases of extreme behaviour, including violence, vandalism, theft, bullying, racism, sexually inappropriate behaviour or defiance or serious breach of the school rules or behaviour policy, an internal exclusion may be given or a fixed term-exclusion.

When an Internal Exclusion is given:

- Either a half day or full day working alone without causing disturbance
- Pupils will have break or lunchtime privileges withdrawn
- Behaviour log will be completed by member of SLT
- Parents informed and a letter is sent home
- Incident is recorded on CPOMs
- If child keeps re-offending consider preventative action

10.1 Fixed Term Exclusion (FTE)

When making a fixed term exclusion, the Local Authority policy is followed (see Pupil Exclusion Manual). There is no set pattern as to when FTE is appropriate therefore, a decision to exclude is made on a case by case basis. Usually a FTE results from escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviours exhibited in school. However in some cases behaviour is so extreme that FTE is given immediately. Exclusions can be short term i.e. 1, 2, 3, 4 days at a time. A child may be given a number of short term exclusions. Work is always sent home and an exclusion and letter explaining the reasons for exclusion. On return to school at St James's the child is always welcomed back by a member of SLT or the SENCo.

At St James's, exclusions have been triggered by behaviours such as:

- Violence to a teacher or other adult working with children

- Violence to other children
- Health and safety issues to pupil involved and/or other pupils
- Gross defiance to all adults within school including refusing to co-operate with senior staff including members of the SLT and SENCo.

When a Fixed-Term Exclusion is given:

- Child escorted to SLT
- Parents immediately contacted by Headteacher, informed of exclusion and asked to collect the child immediately
- Pupil sent home for up to 5 days (Chair of Governors will be informed of 5 day exclusions)
- Parents to receive notification and advice by letter
- Work to be provided by school while child is at home
- Safe and well phone calls made by attendance officer or member of the family liaison team
- Incident is recorded on CPOMs
- Upon return to school, a re-integration meeting takes place to discuss interventions and strategies to prevent another exclusion

10.2 Permanent Exclusion

In a situation where the behaviour policy and fixed term exclusions are having no positive impact then a pupil may be permanently excluded. In such serious cases, advice is sought and guidance followed from the Dudley LA Exclusion Unit. When a child is permanently excluded, the LA is duty bound to find alternative arrangements for the permanently excluded child.

In exceptional circumstances, a permanent exclusion may be considered for a 'one off' offence or continued inappropriate behaviour. These may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property
- Continued disruptive or bullying behaviour
- Risk of harm to the education or welfare of the pupils or others in the school

Permanent Exclusion is an extreme sanction and is only administered by the Headteacher or Deputy Headteacher acting as the Headteacher in their absence.

- The school will inform Parents, the Chair of Governors and Dudley LA Officer of exclusion
- A panel of governors will be appointed and meet to consider all representations and reports, within 15 days of the exclusion. Parents are invited to attend and they may be accompanied by someone they choose to support them
- The panel will either reinstate or uphold the exclusion
- Parents will be notified of their rights to appeal to an Independent Appeals Panel, convened by Dudley LA
- If appeal is unsuccessful, the child will be removed from the school roll

10.3 Preventative action

Prior to exclusion for a regular offender the following will be explored in order to prevent exclusion or continued persistent disruptive behaviour.

- Parents informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child.
- Daily feedback to child through a tracker, weekly feedback to parents
- Discussion with Phase Leader/Head/SENCO/Learning Mentor
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Pastoral referral – specific provision planned for the identified need.
- Access to extra-curricular/enrichment activities dependant on progress.
- Tracker to monitor behaviour - Clear/realistic targets for behaviour agreed
- Behaviour Contract (See Appendix 4) – create a contract with clear rewards/consequences identified for success/failure (including possible exclusion).
- No access to playground, extra-curricular or enrichment activity.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.
- Teacher/SENCo to create in Individual Behaviour Plan (See Appendix 3)
- Involvement and advice to be followed from all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Early Help to support family
- Reduction In Pupil Entitlement (RIPE) Meeting with parents/child – reduced time table
- Reduction In Pupil Entitlement (RIPE) to last a minimum of two weeks/a maximum of 16 weeks, and reviewed bi-weekly
- Chair of Governors is kept informed
- Nurture support
- Lunchtime and breaktime support
- If the child has an EHCP, an Emergency review will be called
- Consider placement at Pupil Referral Unit or Alternative Provision

10.4 Reflection

At St James's, our behaviour policy allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what is often referred to as 'Reflection'. When they may be asked to work in a different room, where they are placed away from other children, they are under the care of a member of SLT or the Safeguarding team. As part of the reflection time, the pupil is asked to reflect and participate in a restorative conversation about the incident/actions with a member of SLT or the Safeguarding team, this may lead to further investigation about the event(s).

The member of SLT will decide how long a pupil should be kept in reflection, and the staff member in charge will determine what pupils may and may not do during the time they are there. This will be dependent on whether the pupil is placed on a 'Red' warning or a 'Zig Zag' warning; Red warning is the temporary measure for a short period of reflection and Zig Zag warning is a longer period of time.

All Red and Zig Zag warning sanctions are shared with parents, this will either be via the telephone, in person or via letter.

Pupils are permitted time to eat, drink and use the toilet. They are also provided with an opportunity for a 'movement break'.

11. Pupil transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. All staff have received restorative practice training.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Full Governing Body bi-annually. At each review, the policy will be approved by the Headteacher.

The Headteacher will share the Behaviour policy with the staff, pupils and parents at least once a year, as well as publish on the school website.

13.1 Record Keeping

Class teachers should maintain a class/individual pupil record to monitor behaviour tracking. If any child is being given yellow or red on warnings a regular basis then it is the class teacher's responsibility to discuss these issues with their parents, either after school or at a mutually convenient time that has been arranged. When meeting with parents, positive news should always be shared and strategies should be suggested to support good behaviour.

At this point, the class teacher, with support from a member of the leadership team, should begin to maintain individual behaviour records for that child. If the child is taught by another teacher or works with teaching assistants in small group interventions, they should also maintain individual records for the child, at the request of the class teacher.

If behaviour still does not improve the class teacher should seek the advice of the Deputy Headteacher.

Both positive and negative behaviours are recorded weekly, this is shared with the Senior Leadership Team. Gem Cards, verbal warnings, move & thinks, yellow warnings and red warnings are all tracked and recorded weekly. All behaviours are monitored at the end of each half term and the analysis shared with staff to look at ways to improve regularly occurring incidents.

13.2 Policy Maintenance

SLT will keep the policy 'live' and 'active' by actioning the following maintenance activities:

- Ensure any new staff and students are aware of behaviour policy via induction processes.
- This policy will be reviewed bi- annually. Each team will review in the summer term for the following year.
- In Autumn term, a member of SLT will lead whole school assembly on behaviour policy.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Dudley Exclusion Policy and Procedures
- Physical Intervention Policy
- SEND Policy

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.

Appendix 1 – Restorative Practice

- What happened?
- What were you thinking at the time?
- How do you feel about what happened?
- What have your thoughts been since?
- Who has been affected by what happened? In what way?
- What needs to happen to put things right?
- Is there anything else that you would like to say at this time?

Appendix 2: St James's Behaviour Overview



We start each day with a green card = a fresh start.
Good to be Green Charts are displayed in classrooms.

Step 1: A verbal warning

The member of staff approaches the pupil and explains which behaviour is not acceptable and why.

Step 2: Move and Think

Pupil may be moved within their own classroom to have some thinking time.

Step 3: YELLOW WARNING

Pupil moved to partner teacher's classroom or phase leader's classroom to have some thinking time.

A sticker MUST be added to pupil's planner to notify parents. If no planner, use a behaviour slip and hand this to the parent at the end of the day.

Class teacher to decide if necessary to speak to parents.

Step 4: RED WARNING

Pupil, who has already received a yellow card and completed the procedure above, is continuing to make negative behaviour choices. Pupil must be escorted, by a member of staff, directly to the AHT/DHT/HT where they will listen to the events and seek feedback from other pupils and/or members of staff. An appropriate consequence will be applied.

A sticker MUST be added to pupil's planner to notify parents. If no planner, use a behaviour slip

AHT/DHT/HT to speak to parents – letter to be sent.

Pupil will be provided with red behaviour form to complete, following a restorative conversation.

The pupil will complete this away from their own class (a max of 30 minutes).

NB – There may be times when an immediate RED WARNING is necessary.

For example, if a child has been purposefully and physically violent towards another child.

STEP 5: ZIGZAG WARNING - INTERNAL EXCLUSION

This is where a behaviour is dealt with by the Headteacher, the Deputy or the Assistant Headteacher and the pupil will continue their reflection time away from their own class.
The pupil must complete a ZIGZAG sheet to reflect on their behavioural choices and how they could make changes in order to have a more positive outcome in the future.

A phone call will be made to the parents/carers at this point by a member of SLT.

ZIGZAG WARNING is the **internal exclusion stage**, whereby pupils are placed into another classroom or work area for **more than 30 minutes**. This decision will only be made by a member of SLT.

Pupils at St James's are also rewarded for positive behaviour choices.

Learning behaviour = GEM CARD

A 'gem sticker' will be put into planners.

Pupils are awarded a GEM CARD for the following learning behaviours:

- Aim high
- Be organised
- Ask and answer questions
- Become unstuck
- Make links
- Be resilient

Conduct = GOLD CARD

A 'gold star' will be put into planners.

Pupils are awarded a GOLD CARD for the following corridor behaviours:

- Calm, quiet and respectful walking
- Polite manners
- Keeping school tidy
- Helping other people
- Positively representing our school

Values Stickers

Children write their name and the reason in the values books.

Letters are sent out on a Friday.

- Kindness
- Perseverance
- Honesty
- Responsibility
- Forgiveness
- Respect
- Courage
- Friendship



Individual Behaviour Plan

Name:

Class:

Let's talk about strengths:

What is the pupil good at/enthusiastic about?

-
-
-

Let's talk about concerns:

What are the barriers to their learning?

-
-
-

Lets' talk about current strategies and support in place:

What happens when the above concerns arise? What is in place to prevent the above concerns? Is it working?

-
-
-

Goal	Who?	What?	How?	Why?	When?
Example: To participate fully in P.E. lessons with Mr Smith	Mr Smith Miss Jones	Chunked P.E lesson with regular breaks. Clear expectations and plan to follow. Regular praise.	1. Help Mr Smith set up for P.E. 2. Get changed and join the lesson for ten minutes. 3. Help Miss Jones with a class task then return to PE.	To help John to achieve success within P.E. To help John regain confidence within P.E.	Wednesday afternoons 1pm-2pm.

Appendix 4: Example Behaviour Contract (NB – these will be personalised with the child)

Behaviour Contract

Name: _____

Class: _____

- I agree to show respect to all members of staff equally and do as I've been asked the first time.
- I agree to show respect to my peers.
- I agree to keep my hands and feet to myself and not to fight.
- I agree to walk away from a situation if I feel angry, use calming exercises and speak to an adult if I need to.
- I agree to speak to an adult straight away if someone is unkind or threatens me.
- I agree to represent the school positively when I walk to and from school.

If the above assurances are not adhered to, then privileges will be removed including but not limited to:

- Removal of play time or lunch time
- Removal of 'free iPad time'
- Removal of 'choice of partner' in lessons
- Removal of responsibility tie
- Removal of responsibilities such as pupil voice groups
- Removal of right to attend after school clubs, such as football training
- Removal of right to walk home alone
- Removal of right to attend school discos
- Removal of right to attend school trips, including residential
- Removal of right to represent St James's at events and competitions.

Pupil Signature: _____

Senior Leader's Signature: _____