

St. James CE Primary School



St. James CE Primary School

Behaviour Policy

Flourish
Respect Courage
Friendship Develop
StrongGrowth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

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St James primary School (A Christian School Driven by its Vision & Values) Behaviour Policy

1. Aims

This policy aims to:

- **Uphold** our Christian vision and values within a nurturing environment
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- Encourage **positive attitudes and behaviours** as modelled by staff (please refer to the Staff School Charter)

2. 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](#)
- [Mental Health and Behaviour in School](#)

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

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 88-94 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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

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3. Definitions

Our school has a **positive behaviour policy**; this means that we always seek to promote positive behaviour through rewarding good work, effort and good citizenship, using verbal and written praise and the awarding of House points and privileges.

We expect that all members of our school community will live out and uphold our **vision and values**, and we always discuss behaviour in relation to these: **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values of Responsibility, Friendship, Perseverance, Trust, Courage & Positivity

Staff must at all times provide role models to children in how to speak and behave in school, remembering our aim is to nurture and educate in keeping with our Christian ethos.

We consider the following behaviour to be **disruptive**, in relation to our staged response process below:

- Behaviours not in line with our school values, for example, being disrespectful or not telling the truth
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Behaviour leading to non-completion of classwork or homework
- Poor attitude
- Use of any inappropriate language including blasphemous or threatening vocabulary
- Inappropriate use of age-restricted apps/devices/games etc. or attempts to access these during learning time

We consider the following behaviour to be more **serious**, in relation to our staged response process below:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (please refer also to our Safeguarding and Child Protection Policy)
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

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4. 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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
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

For more detailed information please refer to our Anti-Bullying and Online Safety Policies.

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5 Child on Child Abuse

All staff are aware that children can abuse other children (child on child abuse). This can happen inside and outside of school, and online. As a school, St James Primary School takes child on child abuse extremely seriously, and all staff understand the importance of challenging inappropriate and abusive behaviours between peers.

Child on child abuse can include (but is not limited to):

- bullying (including cyber-bullying, prejudice-based and discriminatory bullying – please see our Anti-Bullying Policy for further information)
- abuse in personal relationships between peers
- physical abuse
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- initiation /hazing-type violence of rituals

5.1 Response to child on child abuse

Child on child abuse is a safeguarding concern and as such, all staff are responsible for reporting any suspected or actual child on child abuse to the Designated Safeguarding Lead, in the same way as they would any other safeguarding concern (please see the Child Protection and Safeguarding Policy for more information).

Whenever child on child abuse is reported, it will be thoroughly and fully investigated by the Safeguarding Team within school. The parents and carers of all pupils involved will be informed and together, we will consider an appropriate and proportionate response. Appropriate support will be provided for both the victim/s and perpetrator/s of the abuse, either through services available within school, such as Art /Play Therapy, or those outside of school which are able to provide more specialist support. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help, the Behaviour Support Service or children's social care, if a child is felt to be at risk of significant harm. Sanctions will be implemented in consultation with all parties concerned, and we will always consider the implications for teaching, both for the pupils involved, and for the wider whole-school curriculum.

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A clear and precise account of child on child abuse will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. Pupils involved in any incident relating to peer on peer abuse will also be monitored by staff, in particular the Parent Liaison Officer and other members of the Safeguarding Team, to ensure their safety and wellbeing in the longer-term. This will also enable us to review the strategies that have implemented, adapt if required, and monitor their effectiveness to ensure that no further incidents arise.

6. Roles and responsibilities

6.1 The governing board

A member of our governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

They will also review this behaviour policy in conjunction with the Executive Headteacher and Head of School and monitor the policy's effectiveness, holding the Executive Headteacher and Head of School to account for its implementation.

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher and Head of School to account for its implementation.

6.2 The Executive Headteacher and Head of School

The Executive Headteacher and Head of School are responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Executive Headteacher and Head of School will also approve this policy.

The Executive Headteacher and Head of School will ensure that the school environment encourages positive behaviour, and quickly identifies and supports those for whom challenging behaviour may be indicative of a Social, Emotional or Mental Health (SEMH) need. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently, as well as supporting staff to deal with more challenging or serious behaviour incidents. The Executive Head and/or Head of School will lead daily lunchtime Reflection sessions (see below) and during these sessions, will speak directly to pupils who have been identified as not upholding the school values.

6.3 Staff

Across the school, all staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and the school's vision and values

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- Providing/implementing a personalised approach to the specific behavioural needs of particular pupils, in liaison with the SENCo
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and home school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7.0 Behaviour in the Curriculum

7.1 Teaching About Positive Behaviour

As well as behaviour strategies being modelled by our staff, we promote positive behaviour throughout the course of the day, mainly through our 'St James' Way' behaviour pedagogy which is:

- ⇒ Wonderful walking
- ⇒ Lovely lining up
- ⇒ Marvellous manners
- ⇒ Eyes on me
- ⇒ Super sitting

These phrases and expectations help us as a school and staff outline our expectation and are designed to ensure *'first attention goes to best conduct'* and to create clear simple routines and expectations that make our children feel valued members of our learning community and motivated to always try their best. These relentless routines are clear and concise and all staff are committed to them at St James'. The agreement is that:

- ⇒ All staff will notice and provide positives praise for following the agreed routines
- ⇒ All staff will stop and notice any deviation from the agreed routines
- ⇒ Remind children of the expectations and then move on

The key is that everyone stops and no one walks past.

In addition to this during collective worship and in subjects such as RE, PSHE and Computing (in relation to online conduct and safety). We teach explicitly about our school values, what these mean and what it looks like to live them out. This supports children to show kindness and empathy.

Through actively listening to, and involving children in decisions about our school in general, as well as their own individual provision, we teach children

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that their voice is important and that what they think matters. This also promotes positive behaviour.

7.2 Interventions to Support positive Behaviour

We recognise that presenting with challenging behaviour can be a sign that a child has a SEND need and requires additional support. Therefore, all the interventions we provide in school can be helpful in supporting positive behaviour, due to the fact that they target whichever area a child may require support with. However, a range of interventions are also used specifically to support individuals and groups of pupils in regulating their emotions, developing their social skills and managing their behaviour. These include:

LASS (Language and Social Skills Group) in Reception and KS1

Social and Functional Skills Group

Lunchtime Nurture Groups

Sensory Play

Art/Play Therapy within school (see the Mental Health and Wellbeing Policy for further information)

ELSA (Emotional Literacy Support Assistant)

8. Rewards and Consequences

8.1

As a school, we always aim to encourage positive behaviour through the use of non-verbal and verbal reminders. When discussing children's behaviour choices, we aim always to refer to our school vision and values, and encourage children through a positive approach, to decide for themselves to change their behaviour before it escalates. It is also important to us that children learn to recognise the impact of their behaviour on themselves and their own learning, and on others. As such, much of our work with children involved in a behaviour incident involves listening to everyone and taking account of every side of the story, then using restorative approaches. This will look different for different children, depending on their age, stage of development and SEND needs.

We recognise that behaviour is linked to children's emotional state and ability to regulate this. Throughout the school, adults and children use the Zones of Regulation tool as an integral part of their daily practice to help them reflect on how they are feeling and how this may impact on their behaviour. For individuals, staff always seek to understand particular issues which may trigger dysregulated behaviour, and implement strategies to ensure that pupils are supported in displaying positive behaviour choices throughout their school day.

When adults are dealing with issues or difficulties that a child has had, they will endeavour to use the emotion coaching approach, whereby they will try to help children understand the emotions they are experiencing, why they occur and how to handle them. There are 3 steps to this approach:

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Step 1: The adult recognises, empathises with and validates what the child is feeling.

Step 2: The adult empathetically sets limits on the behaviour of the child.

Step 3: The adult problem-solves with the child.

Through the use of this approach, we aim to teach children how to understand their emotions and ultimately, be able to self-regulate.

We also consider a child's energy levels in relation to their behaviour, and help them to think about whether they need to 'level up or down' depending on how well their energy matches the task at hand. It is our aim that each child will develop their own personal toolkit during their time at Freezywater, which will equip them with the strategies they need to help them regulate both their energy level and emotional state when needed.

Positive behaviour, including proactive use of regulation tools and strategies, will be rewarded with:

- Praise
- In-class reward systems, such as table or Dojo points, marble jars etc. based on the needs of the individuals and the class as a whole
- Stickers
- Whole school house points and house point badges/house trophy
- Certificates presented weekly in collective worship
- Texts or phone calls home to parents
- Special responsibilities/privileges eg School Vision and Values Ambassadors (gold tie holders)

If however, the strategies used to promote positive behaviour are unsuccessful, and behaviour continues to escalate, consequences of this behaviour can include:

Stage 1 (low-level disruptive behaviour, initial instances of unkindness/physical aggression towards others, initial instances of not demonstrating our school values)

- Time in the Reflection Zone within the classroom (2 minutes for Reception and KS1 and 5 minutes for KS2) to reflect on their choices and think about how to regulate themselves (with support from an adult where needed)
- Working with parents/carers to ensure that unfinished work is completed, using a strategy that works best for the child
- Lunchtime Reflection – time with a Senior / Reflection Lead to reflect on behaviour choices when behaviour escalates or for more serious incidents, such as physical violence. Parents/carers will always receive a text or phone call when their child has attended lunchtime reflection. This

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is also logged in order that Senior Leaders can check for persistent attendance at Reflection and address this as necessary

Stage 2 (persistent low-level disruptive behaviour, continued instances of unkindness/physical aggression towards others, continued instances of not demonstrating our school values, continued need to spend time in Lunchtime Reflection)

- Meeting with parents/carers and the Class Teacher and/or Head of School
- Agreeing a plan for improved behaviour (Behaviour Support Plan), which could include a behaviour contract/home-school behaviour log to ensure communication and consistency between home school, rewards charts or choosing time for individuals, intervention/provision to support self-regulation eg ELSA, Art Therapy, Talk Time

Stage 3 (no improvement in behaviour despite implementation of Behaviour Support Plan and/or a serious incident, including, but not limited to, extreme physical aggression towards another child or member of staff, bullying, racist, sexist or homophobic comments or behaviour)

- Meeting with parents/carers and the Head of School and/or Executive Headteacher
- Internal exclusion (1 or 2 days as appropriate – please see Exclusion Policy for further information)

Stage 4 (no improvement in behaviour despite internal exclusion and/or a very serious incident, including, but not limited to, repeated extreme physical aggression towards another child or member of staff, ongoing bullying, repeated racist, sexist or homophobic comments or behaviour)

- Meeting with parents/carers and the Head of School and Executive Headteacher
- Fixed-term exclusion
- Referral to the Behaviour Support Service where appropriate and/or another external agency to seek support with area of need/difficulty

Stage 5 (no improvement in behaviour despite fixed-term exclusions and intervention and support from external agency and a series of continuous serious incidents, including, but not limited to, repeated extreme physical aggression towards another child or member of staff, ongoing bullying, repeated racist, sexist or homophobic comments or behaviour)

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- Permanent exclusion (please see Exclusions Policy for further information)

With this in mind, exceptions are made with all policies, based on the needs of the children within the school, particularly those pupils who have Special Education Needs relating to Social, Emotional and Mental Health (SEMH). We adapt our behaviour policy to take into account individual need and always aim to be proactive in meeting their needs, in order to support pupils in managing their behaviour.

Where pupils display continuous disruptive behaviour, advice will be sought from other professionals, such as the Education Psychologist, School Therapist or the Enfield Behaviour Support Service and individual behaviour support plan may be put in place.

For pupils with an EHCP for whom SEMH is the main identified area of need, a curriculum and learning plan will be put in place, which will outline the outcomes the pupil is working towards, and the provision being put in place to address their needs. This plan will be reviewed termly with relevant staff and parents/carers.

8.2 Off-site behaviour

We expect that our pupils continue to represent themselves and our school positively, even when outside of the school setting (for example, when on a school trip or travelling to and from school). Where this is not the case, the school will address this in line with the staged approach as above.

We will always risk assess prior to any off-site trips and whilst exclusion from a trip will never be used as a consequence for behaviour, if the risk of a child not being able to be safe is too great, they may not be able to go without the direct supervision of a parent/carer.

8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Headteacher and Head of School will take action in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Executive Headteacher and Head of School will also consider the mental health needs of staff accused of misconduct and seek/provide appropriate support. This is in addition to support for the individual pupil who has made the allegation.

9.0 Behaviour Management

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9.1 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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
- Always, wherever possible, be carried out by a member of staff who has been specifically Price trained

9.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated.

These items will not be returned to pupils.

Prohibited items, according to the DfE Screening Searching Confiscation Advice are identified as:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

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10. 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.

In addition, support is provided for pupils with specific needs during transition periods and strategies such as social stories are used. This is organised in conjunction with a pupil's one to one, class teacher and the school SENCo.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Several identified staff members attend full Price Training every year.

We are also an E-TIPSS school, which means that all staff have received specific training around attachment and trauma, the impact that this can have on children's behaviour and learning, and how to support pupils with difficulties related to trauma.

Behaviour management and the links between behaviour, mental health and child protection, form part of continued professional development.

We also signpost individual members of staff, such as ECTs, to opportunities to develop their practice around behaviour management.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher and Head of School and governors every 2 years, or whenever there is a change in school policy. At each review, the policy will be approved by the Executive Headteacher and Head of School.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding and Child Protection Policy
- Mental Health and Wellbeing Policy
- Online Safety Policy
- Anti-Bullying Policy
- Physical Handling Policy
- St James' Way curriculum

Date policy reviewed: September 2025

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Next Review: September 2027

Appendix 1

Written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times, living out the vision and values of the school.

Rewards and sanctions are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff, as well as expectations being clearly communicated to families .

The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions, as well as the strategies used to support in preventing exclusion.

Pupils are helped to take responsibility for their actions in line with our school values.

We work together with families to support positive behaviour choices.

This written statement of behaviour principles and Behaviour Policy is reviewed and approved by the Governing Body every two years.