



Behaviour Policy

Policy Schedule	
Written	Spring 2024
Agreed by Staff	Spring 2024
Ratified by Governing Body	Spring 2024
Next Review	Spring 2025 (March 2026)

1 Aims

This policy provides a framework to ensure the safety and well-being of the children and to allow each child to mature into a caring, confident, supportive and responsible person. It is written for the benefit of all members of the school community, enabling it to be applied consistently and fairly.

Our approach is restorative, relational and evidence-informed. We teach behaviour as a curriculum, uphold high expectations consistently, and repair harm when things go wrong.

2 Legislation and statutory requirements

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

- [Behaviour in schools, February 2024](#)
- [Searching, screening and confiscation at school, July 2023](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools, July 2013](#)
- [Supporting pupils with medical conditions at school, July 2013](#)
- [SEND code of practice: 0 to 25 years, 2014](#).

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
- This policy aligns with Department for Education (DfE) guidance on Behaviour in Schools (2022; page kept under review) and the Education Endowment Foundation (EEF) guidance report Improving Behaviour in Schools (2019). It incorporates research on effective instruction and checking for understanding (Rosenshine) and recent findings on supervised, brief playground resets.

3 Links to other policies

This policy should be read in conjunction with our:

- Personal, Social and Health Education (PSHE) policy
- Special Educational Needs and Disabilities (SEND) policy
- Anti-bullying policy
- Equality policy
- Safeguarding and Child Protection policy
- Governors' statement on the principles behind our behaviour policy.

4 Roles and Responsibilities

4.1 The governing board

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

The 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 Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). 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.

Whole-School Commitments

- Clear behaviour curriculum: we explicitly teach routines, expectations and learning behaviours.
- Consistency: shared language, predictable responses, and fair implementation across settings.
- Inclusion: adjustments for SEND, trauma-informed practice, and proportional responses.
- Restorative stance: we repair relationships, rebuild trust and plan 'do differently' steps.
- Monitoring: we log incidents, celebrate positives, and use data to improve provision.

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 lunchtime behaviours in the designated folder which will be looked at every week during SLT meetings.
- Recording behaviour incidents on My Concern if a safeguarding element has been identified.

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

All teachers, TAs, MDS and adults involved in teaching and supporting the children can award house points and will do this to highlight and reinforce the key behaviour principles.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct (appendix 1)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Adhere to the parent code of conduct

5 Behaviour Expectations

St James Primary School expects children and adults, at all times, to be:

Safe because we:	• Follow cleanliness routines • Walk around the school • Follow instructions • Use equipment and the internet safely	Act in a safe way that does not put themselves or others at risk. Follow the instructions of staff and remain under the supervision of staff at all times.
Respectful:	• Of ourselves, adults, children, animals and our school. • By listening and taking care of other people and their property.	Be considerate and polite to other pupils and staff at all times. Either work in the classroom or outside the classroom as directed by teaching staff and return to the classroom when asked.
Responsible:	• For the choices we make • For being a part of St James or St Marys and the wider community • For bringing out the best	Wearing school uniform and having the correct equipment for the day. Being responsible for choices we make.
Ready to learn because we:	• Are on time • Have our equipment ready • Show that we are listening	Arrive on time to school and leave school at the end of the school day unless leave of absence has been granted by the Executive headteacher. Complete learning tasks/activities as required by teaching staff.

Area specific behaviour rules are also in place (Appendix 2).

Teachers may also collaboratively develop class rules with their classes which may be more specific.

6 Promoting positive behaviour

Positive Behaviour and Recognition

All members of the school community—staff, parents, pupils and governors—model and uphold our behaviour expectations. Positive behaviour is recognised through age-appropriate rewards such as stickers, certificates and house points, but primarily through praise, encouragement and the celebration of individual effort and achievement. All adults across the school award house points to reinforce expectations and acknowledge pupils who go above and beyond.

We promote positive behaviour through our PSHE curriculum, Trick Box self-management strategies, and our commitment to restorative approaches and emotion coaching. These approaches help pupils understand their feelings, repair relationships and take responsibility for their actions. Responsibility to the wider community is further encouraged through the School Council.

Achievements are shared in weekly celebration assemblies, on displays and through communication with parents. Staff may also send children to colleagues or the Senior Leadership Team for additional recognition.

All staff receive ongoing training in promoting positive behaviour, restorative practice and managing behaviours of concern, including the safe use of restraint if required. Behaviour management forms an important part of our continuing professional development

7 Behaviour in the classroom

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

They will:

- Display the School Wide Behaviour Expectations in their classroom
- 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
 - Celebrating achievements

8 Behaviours of Concern

Behaviours of concern are defined as, but are not limited to:

- Persistent disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of class work despite reasonable adjustments and support
- Impolite behaviour or language including discriminatory language
- Verbal or physical aggression, including threats
- Any form of bullying
- Repeated breaches of the school behaviour expectations

Our school recognises that behaviour is the communication of an unmet need and staff always aim to establish the cause or function before addressing behavioural incidents. Behaviours of concern are recorded on My Concern and monitored by the Senior Leadership Team.

The personal needs and circumstances of the pupil will be taken into account when choosing a response to behaviours of concern and decisions will be made on a case-by-case basis. Consequences, if delivered, will be related, logical and proportional.

The school recognises our legal duty under the Equality Act 2010 to prevent pupils with special educational needs, behavioural needs or a protected characteristic from being at a disadvantage. Consequently, our approach to behaviours of concern may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits behaviours of concern 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.

8.1 Bullying

Bullying is recognised as being a repeated pattern of physical or verbal abuse. It is something that we take seriously and intend to be proactive in preventing its occurrence. (See our Anti-bullying policy).

The school may use one or more of the following sanctions in response to behaviours of concern:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour support plan or pastoral plan

9 In the playground

Our rules for the playground are displayed in the playgrounds. These are in addition to the general code of behaviour we expect from children in school. To promote good behaviour, all Midday Supervisors (MDS) are able to reward house points and communicate this good behaviour to classroom staff. Staff will also encourage children to use the Trick Box strategies to resolve their own issues before they become a problem. They will use Emotion Coaching as a strategy to support young people.

At lunch and breaktimes, minor behavioural issues are dealt with by the members of staff on duty. More serious, or consistent behaviours of concern are dealt with in line with the following flowchart.

9.1 Behaviour flowchart for addressing behaviours of concern

10 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Behaviour recording on My Concern and in the yellow folder, is monitored by the SLT.

11 Suspensions and Permanent Exclusions Our schools follow the DfE Statutory requirements for [School Suspension and Permanent Exclusions](#). Incidents of behaviours of concern are recorded on Arbor and monitored by the Senior Leadership Team. If a behavioural trend is identified, a Behaviour Support Plan may be put in place to proactively reduce the chance of suspension or permanent exclusion.

11.1 Definitions

Suspension is when a pupil is removed from the school for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

The purpose may be:

- To allow a cooling off period
- To allow schools to prepare appropriate support or seek advice from external agencies
- To signal to the young person the severity of their behaviour
- To give the school time to explore the reasons behind the young person's behaviour
- To allow an opportunity for discussion between school staff, parents and / or the Governing Body

Permanent exclusion is when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

11.2 Deciding Whether to Suspend or Exclude

Suspensions and permanent exclusion are an extreme sanction and are only administered by the Headteacher or, in their absence, the Assistant Headteachers. It will be issued to pupils who fail to self-regulate and whose conduct is deemed to be persistently unsafe, discriminatory and/or disrespectful. Suspensions and exclusions are only used as a last resort.

Suspensions and permanent exclusions may be used for any of the following, all of which constitute examples of unacceptable conduct and a serious infringement of the School's Behaviour Policy:

- Verbal abuse towards staff and/or pupils
- Actual physical violence towards pupils and/or staff
- Persistent disruptive behaviour which interferes with the learning opportunities of others
- Conduct which endangers self or others
- Illegal and unlawful activities on school site e.g. drugs, alcohol or theft
- Racial/sexual abuse
- Harassment or intimidation of pupils and/or staff

Before deciding whether to suspend or permanently exclude a pupil the Headteacher will:

- Ensure appropriate investigations have been carried out
- Allow the pupil to give their version of events, which if verbal, will be written by a staff member and included in any record.
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, SEND/Inclusion Policy and Equality Policy

In reaching a decision on suspensions and permanent exclusions, the Headteacher will always look at each case on its own merits and consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and;
- The effect that the pupil remaining in the School would have on the education and welfare of the pupil, the staff and other pupils.

Parents/carers will be informed of the suspension or permanent exclusion by phone call on the day the decision is made, and the details will be confirmed in writing.

Pupils returning from a suspension will be reintegrated with strategies to help provide a successful outcome. This may involve reflective strategies suitable to the child, a revised behaviour support plan and restorative approaches. Pupils will be made aware of more serious sanctions if behaviour does not improve. If the suspension is greater than five days or an accumulation of suspensions exceed five

days, a Pastoral or Behaviour Support Plan, agreed by school leaders, pupil and parents, may be drawn up.

11.3 Permanent Exclusions

There are some behaviours which cannot be tolerated and are likely to result in a permanent exclusion from the school. An indicative, but not exhaustive, list would include:

- bringing recreational drugs or weapons of any sort into the school (pen knife, BB gun)
- persistent bullying or disruption of lessons
- a physical assault on a member of staff.

Governors may meet with students and parents/carers who are at risk of permanent exclusion. Parents/carers may also request the opportunity to make representation to the governors.

Permanent exclusions are used as a last resort and in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of themselves or others in the school.

A Governors' Disciplinary Panel must meet to consider a permanent exclusion within 15 school days of being notified by the school. If Governors uphold the Executive headteacher's decision to permanently exclude, a pupil's parents/carers can ask the school to arrange an Independent Review Panel.

12 Physical restraint

In exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them from causing harm to themselves or others. Staff are trained in Positive Touch restraint procedures on an as needed basis.

The use of physical restraint is a last resort, will be applied using the minimum amount of force, for the minimum amount of time possible and in a way that maintains the safety and dignity of all concerned. Physical restraint will never be used as a form of punishment. All incidents of physical restraint are recorded and reported to parents.

13 Behaviour on residential or school educational visits

We have the same high expectations of children's behaviour away from school premises. Children and adult helpers are given clear guidelines of expected behaviour prior to the trip. Consequences are used that are appropriate to the child and the behaviour. As well as the consequences at the time, non-inclusion on the next school outing may be considered, particularly where a child's behaviour compromises his/her own safety or the safety of others.

14 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviours of concern may be transferred to relevant staff at the start of the term or year. Information on behaviours of concern may also be shared with new settings for those pupils transferring to other schools.

This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher.

Valerie Elliott

January 2024

Addressing serious behaviours of concern at break and lunch times.
Behaviours of concern include:

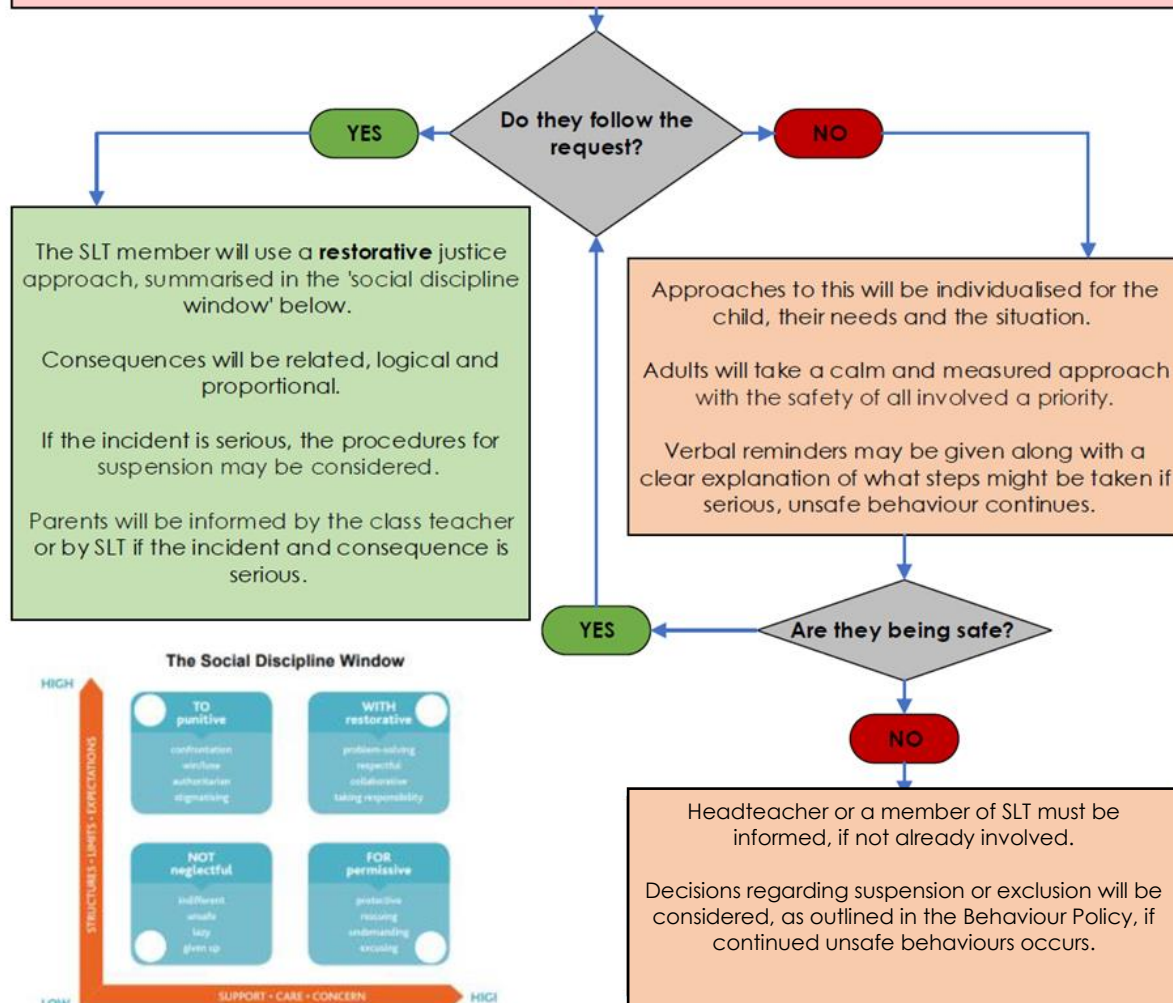
Swearing, stealing, damage to school or others' property, any dangerous behaviour such as kicking or other injurious behaviours, pushing or fighting, throwing items, refusal to follow instructions from a member of staff, bullying.

If a child has an individual behaviour plan, please ensure that is followed as it will be personalised to the child's needs.

A child emits behaviours of concern and after investigation it is clear further action is required or the child or other children are at immediate risk.

Request SLT support.

SLT member to establish what has happened by speaking to staff members and any children involved. The child displaying behaviours of concern will be asked to come off the playground, if needed, to allow a cooling off period.



Please can we ask that while a behavioural incident is occurring, if you wish to offer support, please speak only to the adults directly involved with the incident rather than the child. If lots of adults become involved and speak to the child this can be very confusing, give mixed messages and make the child more anxious or angry.

Our Behaviour Expectations

The children and adults at St James Primary are:

Safe

because we:

- Follow cleanliness routines
- Walk around the school
- Follow instructions
- Use equipment and the internet safely

- Of ourselves, adults, children, animals and our school
- By listening and taking care of other people and their property

Respectful

Responsible

- For the choices we make
- For being a part of St James and the wider community
- For bringing out the best

to learn because we:

- Are on time
- Have our equipment ready
- Show that we are listening

Ready



Appendix 2: Area specific behaviour expectations

Wellbeing		Our Behaviour Expectations	Our area specific behaviour expectations link directly to our four main themes. The acronyms help the children remember the expectations. The colours help teach them which expectation related to which theme.
S	Say kind things to yourself, be your own best friend.	Safe	
E	Encourage yourself to do well, just as you would with a buddy.	Respectful	
L	Like yourself and others will like you too.	Responsible	
F	Feel emotions and identify them. Use Trick Box.	Ready	

Bathrooms & sinks		Lunchtime		Hall (assemblies)	
W	Wait patiently for your turn.	C	Control your speed and your volume – slow and low.	H	Hands by your sides or in your lap.
A	Always flush.	A	Always clean up after yourself.	A	All eyes forward.
S	Safety is important, wash hands thoroughly.	F	Face forward and sit sensibly on your chair.	L	Low speed walking. Sitting cross-legged.
H	Have respect, keep it tidy.	E	Eat using restaurant manners. Use cutlery and chew with your mouth closed.	L	Listen carefully without talking.

Playground		Library		Corridor	
P	Play safely. Use the equipment correctly.	R	Respect other people using the library.	W	Walk calmly and quietly.
L	Listen for the bell – stop, listen & line up.	E	Ensure an adult knows where you are.	A	Always use a quiet voice.
A	Always walk quietly in and out of the building.	A	Always look after the books.	L	Leave room for adults and visitors to pass.
Y	Your words and actions matter. Think before you speak or act.	D	Don't forget to return your books promptly.	K	Keep to the left.