

St James CE Primary Academy



Together through faith we will aspire to grow in our understanding of ourselves, in our abilities and in our knowledge of God's wonderful diverse world.

Behaviour Policy

Aims

St James is rooted in the Christian values of Love, Trust, Friendship, Respect, Perseverance, Truthfulness and Honesty. These values underpin everything we do, guiding our relationships, decisions, and aspirations.

At St James, we aim to create a safe, nurturing, and respectful environment where every child can flourish academically, socially, and spiritually. Guided by our Christian values, we seek to model and encourage behaviour that reflects kindness, integrity, and respect for others.

We are committed to helping every member of our school community develop self-discipline, empathy, and a strong sense of responsibility. Above all, we strive to foster a genuine sense of belonging, where each person is valued and diversity is celebrated as part of God's rich and varied creation.

A Whole School Approach

At St James, staff, pupils, governors, and parents work together to support our shared vision and values. Adults lead by example, modelling positive behaviour in every interaction, so children see kindness, fairness, and respect in action every day.

We make sure our expectations are always clear, applied consistently, and grounded in love and respect for one another. When difficulties arise, we use restorative practices to help resolve conflicts, rebuild trust, and strengthen relationships, ensuring our school community remains a safe, supportive place for all.

Executive Principal and Head of School

The Executive Principal and Head of School will provide strategic leadership for behaviour management, ensuring the policy is implemented consistently and effectively across the school.

They will offer guidance and support to staff, particularly in challenging situations or when dealing with exclusions and serious incidents, helping to maintain a calm and

fair approach. Above all, they will champion a positive school culture where every member of the community feels valued, respected, and safe, fostering an environment in which pupils can thrive both academically and personally.

They will:

- Ensure high expectations of behaviour and conduct are consistently promoted throughout the school.
- Ensure the health, safety, and welfare of all staff and children.
- Lead by example in consistently implementing the behaviour policy and being positive role models.
- Provide high-quality training, CPD, and resources to support the management of expected behaviour standards.
- Regularly monitor the implementation of the behaviour policy across the school.
- Support staff with strategies for persistent disruptive or difficult behaviours, including developing and using individual behaviour plans.
- Ensure sanctions are appropriate, proportionate, and in line with this policy.
- Work closely with parents/carers when children display challenging behaviours.

SENCO

The SENCO plays a vital role in a primary school's behaviour policy by ensuring that children with additional needs receive tailored behaviour support that meets their individual requirements.

They provide guidance and training to staff on effective strategies to promote positive behaviour for pupils with special educational needs and disabilities (SEND), helping to create an inclusive and supportive environment.

In addition, the SENCO works closely with parents and external agencies to ensure a consistent and collaborative approach, enabling pupils to thrive both academically and socially.

Teaching and Support Staff

All staff play a vital role in promoting positive behaviour and upholding the school's Christian ethos. They are responsible for setting clear expectations for behaviour in line with the behaviour policy and school values, ensuring that children understand what is expected of them and why.

Through daily interactions, teachers model respect, kindness, and responsibility, teaching positive behaviour as an integral part of learning and community life. Teachers maintain open and honest communication with parents, sharing both positive achievements and any concerns about behaviour, so that home and school can work together to nurture each child's personal and spiritual growth.

All teaching and support staff will:

- Consistently promote high expectations of behaviour and conduct across the school.
 - Model good behaviour through positive tone of voice, language, and presence.
 - Remain calm and in control in challenging situations and act proactively rather than reactively.
 - Use positive praise and reinforcement to encourage good behaviour.
 - Celebrate children's successes through praise, staff commendations, certificates, awards, and celebratory postcards.
 - Collaborate with lunchtime supervisors to promote good behaviour during lunch.
 - Work with Head of School and Executive Principal to create personalised behaviour plans where necessary.
 - Seek SLT support in developing strategies for children with challenging behaviours.
 - Communicate with parents about successes and concerns in a timely and sensitive manner.
 - Record significant and persistent inappropriate behaviours in class incident book.
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Lunchtime Supervisors

Lunchtime supervisors play a vital role in maintaining high expectations for behaviour during unstructured times, ensuring that pupils continue to uphold our school values throughout the day. They model respectful communication and fair play, encouraging children to build positive relationships and make thoughtful choices in their interactions with others.

Lunchtime supervisors apply the agreed sanctions consistently and fairly. This ensures that any inappropriate behaviour is dealt with swiftly and appropriately. Alongside sanctions, supervisors also use restorative conversations to support conflict resolution - helping children to reflect on their actions, understand the impact on others, and rebuild positive relationships in a nurturing and respectful way.

Lunchtime supervisors will:

- Promote high expectations of behaviour and conduct during lunchtime.
 - Act as positive role models.
 - Provide positive feedback frequently and highlight good behaviour.
 - Encourage participation in playground activities.
 - Communicate successes, concerns and significant behaviour incidents promptly with class teachers.
 - Follow the St James behaviour policy at all times.
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Anti-Bullying

Bullying, in any form is not tolerated at St James. The school's approach is rigorous and robust underpinned by our Christian values and is implemented through the following procedures:

- **Prevention:** Bullying is addressed proactively through education, assemblies, and the teaching of Christian values, ensuring pupils understand expectations and the importance of respectful relationships.
- **Early Intervention:** All incidents of suspected bullying are taken seriously. Staff are required to act swiftly, following the school's anti bullying and behaviour policy and safeguarding procedures.
- **Support:** Appropriate support is provided to all parties involved, enabling pupils to understand the impact of behaviour and to make positive changes.
- **Monitoring:** Records of incidents are kept and regularly reviewed to identify patterns and ensure consistent, effective responses.

Further detail on procedures and responsibilities can be found in the St James Anti-Bullying Policy.

Partnership with Parents

At St James, we value the strong partnership between home and school in supporting positive behaviour. We are committed to maintaining open, honest, and respectful communication with families, ensuring that parents are informed promptly about any significant behaviour concerns.

We welcome parental input in shaping behaviour support for individual pupils, recognising that working together provides the best foundation for every child to thrive.

We ask that parents will:

- Support the high expectations of behaviour and conduct at St James CE Primary Academy, including the behaviour policy.
 - Work closely with the school to communicate concerns and share successes regarding their child.
 - Inform the school of any events or changes that may impact their child's behaviour.
 - Attend meetings to discuss their child's behaviour when requested.
 - Recognise that effective teaching and learning require good behaviour to be in place.
 - Be assured that staff will respond to behaviour concerns appropriately and in line with school policies.
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Local Academy Committee

At St James, the Local Academy Committee is responsible for regularly monitoring the implementation and effectiveness of our Behaviour Policy. This ensures the policy meets the needs of our school community, reflects our Christian ethos, complies with statutory requirements, and provides a clear and consistent framework for all.

The Local Academy Committee supports the leadership team in promoting positive behaviour and safeguarding pupils, ensuring that every child feels valued, respected, and safe within our school environment.

Recognising and Celebrating Positive Behaviour

At St James, we believe that celebrating positive behaviour is essential in building a nurturing, respectful and values led community. We aim to recognise and reward pupils who demonstrate our school values, show positive attitudes to learning, and contribute to a happy and caring environment.

We celebrate positive behaviour through:

- Verbal praise and encouragement to motivate and affirm pupils in the moment.
- Team points
- Stickers, certificates, and class rewards linked to our school values.
- Weekly *Star of the Week* and *Values* awards.
- *Gold Awards* for pupils who go above and beyond
- Sharing achievements with parents and carers, including: notes home, mentions in newsletters and end-of-term postcards sent home to celebrate success.

Going for Gold

See Appendix 1

All pupils begin each day on Bronze.

Positive behaviour, good attitudes to learning, consistent effort in work, and demonstration of our school values enable children to move to Silver, which is rewarded with five team points (a sticker in Class 1).

Pupils who go above and beyond this, by showing exceptional attitudes to learning, outstanding effort, exemplary demonstration of school values, or acts of kindness will be moved to Gold.

Gold achievers receive:

- A special gold sticker.
- A gold certificate presented in the end-of-week celebration assembly.
- Entry into a half-termly prize draw.

Through this system, we encourage all children to strive towards being the best that they can be as well as rewarding pupils who demonstrate exceptional behaviour and attitudes, while reinforcing our school's Christian ethos and values.

Sanctions

At St James, any unacceptable behaviour is managed in accordance with clearly defined levels of sanction, as set out in **Appendix 2**.

The school is committed to addressing incidents of behaviour in a calm, consistent, and restorative manner, ensuring that all pupils are regularly reminded of the behaviour expectations in place, and are supported in meeting these standards. Sanctions are shared with pupils using age-appropriate language to ensure that they fully understand the consequences of their actions.

A range of strategies is used to address inappropriate behaviour, including pastoral interventions, PSHE teaching and interventions, restorative play, and the implementation of behaviour support plans where necessary. The school actively seeks to engage and work in partnership with parents and carers to promote a collaborative approach in supporting pupils to improve their behaviour.

Exclusion

Exclusion is regarded as a last resort and will only be considered where there is continued inappropriate behaviour and/or behaviour that endangers the health and safety of staff, pupils, or the pupil themselves. Any pupil at risk of exclusion will have a personalised support plan in place.

Grounds for Exclusion

Exclusion may result from, but is not limited to, the following behaviours:

- Deliberate and aggressive physical or verbal abuse towards other pupils.
- Deliberate and aggressive physical or verbal abuse towards staff.
- Seriously disruptive behaviour that interferes with the learning opportunities of others.
- Behaviour that poses a significant risk to the health and safety of others.
- Incidents involving sustained or serious bullying.
- Deliberate and intentional abuse or harassment that is offensive to individuals with protected characteristics.
- Deliberate damage to school property or the property of others.

A decision to exclude a pupil can only be made by the Executive Principal or Head of School after careful consideration of all circumstances. The Chair of Governors will

be informed of any exclusion, and the school will adhere to the latest DfE guidance on exclusions.

Suspension

- A suspension may be issued by the Executive Principal or Head of School for a set period.
- It is generally used as a cooling-off period to allow reflection and to plan for reintegration.
- Parents/carers will be invited to attend a reintegration meeting before the pupil returns.
- If the exclusion lasts more than one day, arrangements will be made for the pupil to complete schoolwork at home.

Permanent Exclusion

- Permanent exclusion will only be considered in cases of exceptional severity or where other strategies and interventions have been exhausted.
- It may be applied following a single serious incident, such as:
 - Extreme violence against a member of staff or another pupil.
 - Threats involving weapons.
 - Persistent bullying that has not responded to significant intervention.
- It may also be considered when a pupil, over a period of time, continues to engage in inappropriate behaviours despite support, or where their presence poses a significant risk to their own health and safety or that of others.

Parents/carers will receive a formal warning if permanent exclusion is being considered, either in a meeting with the Executive Principal/Head of School or in writing if a meeting is not possible.

Review

This policy will be reviewed annually by the Executive Principal, Head of School, and Local Academy Committee to ensure it remains relevant, effective, and aligned with our vision and values.

Due for review: September 2026

Appendix 1



Appendix 2

Managing behaviour at St James CE Primary Academy

Behaviour expectations to be shared with pupils regularly		
Level 1 Behaviour	Level 2 Behaviour	Level 3 Behaviour
<p>Examples of low level, isolated behaviour</p> <p>Low level disruption Fiddling with resources, equipment, uniform etc. Wandering around the classroom</p> <p>Distracting others Pulling faces, poking, nudging, talking Taking items which are not theirs</p> <p>Distracting the teacher Shouting out Swinging on chairs</p> <p>Verbal aggression Telling peers to 'shut up' Name calling Unkind comments to peers</p> <p>Including Not completing tasks set</p>	<p>Persistent level 1 behaviour - No response after Level 1 sanction</p> <p>Answering back</p> <p>Verbal abuse to other pupils</p> <p>Deliberately hurting (hitting, kicking, punching) other pupils</p> <p>Swearing</p> <p>Spitting</p> <p>Disregarding an instruction or request</p> <p>Ignoring warnings</p> <p>Bullying</p>	<p>Persistent Level 2 behaviour - No response after Level 2 sanction</p> <p>Ignoring warnings</p> <p>Physical or verbal abuse towards adults (threatening behaviour, throwing things, hitting, kicking, biting)</p> <p>Stealing</p> <p>Defacing/damaging property (school/other peoples)</p> <p>Malicious accusations</p> <p>Continuing to deliberately hurt other pupils – after Level 2 sanctions.</p> <p>Bullying – after Level 2 sanctions/intervention</p>

Strategies for all staff members			
	Level 1 Behaviour	Level 2 Behaviour	Level 3 Behaviour
Sanctions	<p>Sharing expectations</p> <p>Reminders – school/class rules, expectations</p> <p>Non-verbal prompt (making eye contact, a look)</p> <p>Verbal prompt</p> <p>Encourage pupils to make the right choice</p> <p>Use of teacher/classroom behaviour sanctions</p>	<p>Time out of the classroom/off the playground</p> <p>Loss of 5-10 minutes playtime (reflection sheet to be completed KS2)*</p> <p>Loss of lunchtime playtime (with SLT)*</p> <p><i>*Amount of time for this to be determined by the nature of behaviour</i></p> <p>Teacher to meet with parents to discuss the persistent behaviour (to be reviewed after 2 weeks)</p> <p>Home/school book</p> <p>Engagement with parents to create behaviour support plan</p>	<p>Meeting between SLT and parents</p> <p>Use of ABC forms to monitor/evidence behaviour</p> <p>Risk assessment to be carried out to mitigate risks of behaviour – where appropriate</p> <p>Involvement of external agencies to support with behaviour management/EHCP</p> <p>Fixed term suspension Reintegration meeting with pupil, parent/carer and SLT/SENCO</p> <p>Repeated Fixed term suspension Reintegration meeting with pupil, parent/carer and SLT/SENCO</p> <p>Permanent exclusion</p>
	<p>A pupil who continues to demonstrate level 1 behaviours even after class teacher intervention moves into level 2</p>	<p><i>Persistent behaviours to be logged in class incident book – concerns shared with SLT</i></p> <p>A pupil who continues to demonstrate these types of behaviours even after class teacher/SLT interventions moves into Level 3.</p>	<p>Senior leadership and Governing body to take relevant action</p>