ST JAMES
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

"With God, there is no limit to what you can do. There is no obstacle you can't overcome. Through him, all things are possible."
Matthew 19:26

Behaviour Policy

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Reviewed: September 2023

Next Review Date: September 2024

1. Aims

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

2. Legislation, statutory requirements, and statutory guidance

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

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

Use of reasonable force in schools

Supporting pupils with medical conditions at 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 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools must publish their behaviour policy online

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Deliberate misuse of uniform by the child.
- Non-compliance of adult instructions
- Indirect inappropriate language

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Physical violence

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Physical behaviours like interfering with clothing
    - Sexual comments
    - Sexual jokes or taunting
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Direct inappropriate language

Possession of any prohibited items for children that may warrant a personal or bag search. These are:
- Knives or weapons
- Alcohol
- Aerosols
- Illegal drugs
- Medications not handed into the office (prescribed or over the counter)
- Stolen items
- Tobacco, cigarette papers or e-cigarettes
- Lighters and matches
- Fireworks
- Pornographic images
- Mobile phones that are not handed into the office
- 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)

4. Bullying
Bullying is defined as **the repetitive, intentional harming of 1 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
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

Please see our Anti-Bullying Policy for more details on how we prevent and address bullying.

5. Roles and responsibilities

5.1 The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher is responsible for:
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

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

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

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

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

6. School behaviour curriculum

"Treat other people as you would wish to be treated yourself"
Matthew 22:34-40

The "golden rule" of our school is "treat other people as you would wish to be treated yourself". All children and adults at school are aware of this through regular reminders in class, assembly, and group situations. Through this, we have developed our school behaviour curriculum, 'The St James Way'.

We believe that everyone in school has a right to be respected as an individual. Good relationships are vital to the successful working of our school. Everyone who is a member of our school community shares a responsibility to make it a happy, safe, pleasant, and productive environment.

We believe that teaching children the skills of self-discipline, cooperation, respect, and tolerance towards others are an important part of the curriculum. Without these skills our academic objectives cannot be achieved. In addition, we aim to strengthen our partnership with parents by working with them to achieve our goals.

In the 'St James Way', pupils are expected to:
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Follow instructions given by adults, first time and as quickly as possible
- In class, make it possible for all pupils to learn
- Move silently around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

To ensure that there is an effective and consistent approach, school had published carefully constructed routines and scripts for all staff and undertakes deliberate practice techniques to monitor and refine practices.

See Appendix to see 'The St James Way'.

6.1 Mobile phones
Pupils are allowed to have mobile phones with them on-site if they travel to or from school without an adult. All phones are to be handed into the class teacher or school office at the beginning of the day and collected at the end of the day.
Please note that school will not be held liable for the loss, theft, or damage of any mobile phone.

7. Responding to behaviour
7.1 Classroom management
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- 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
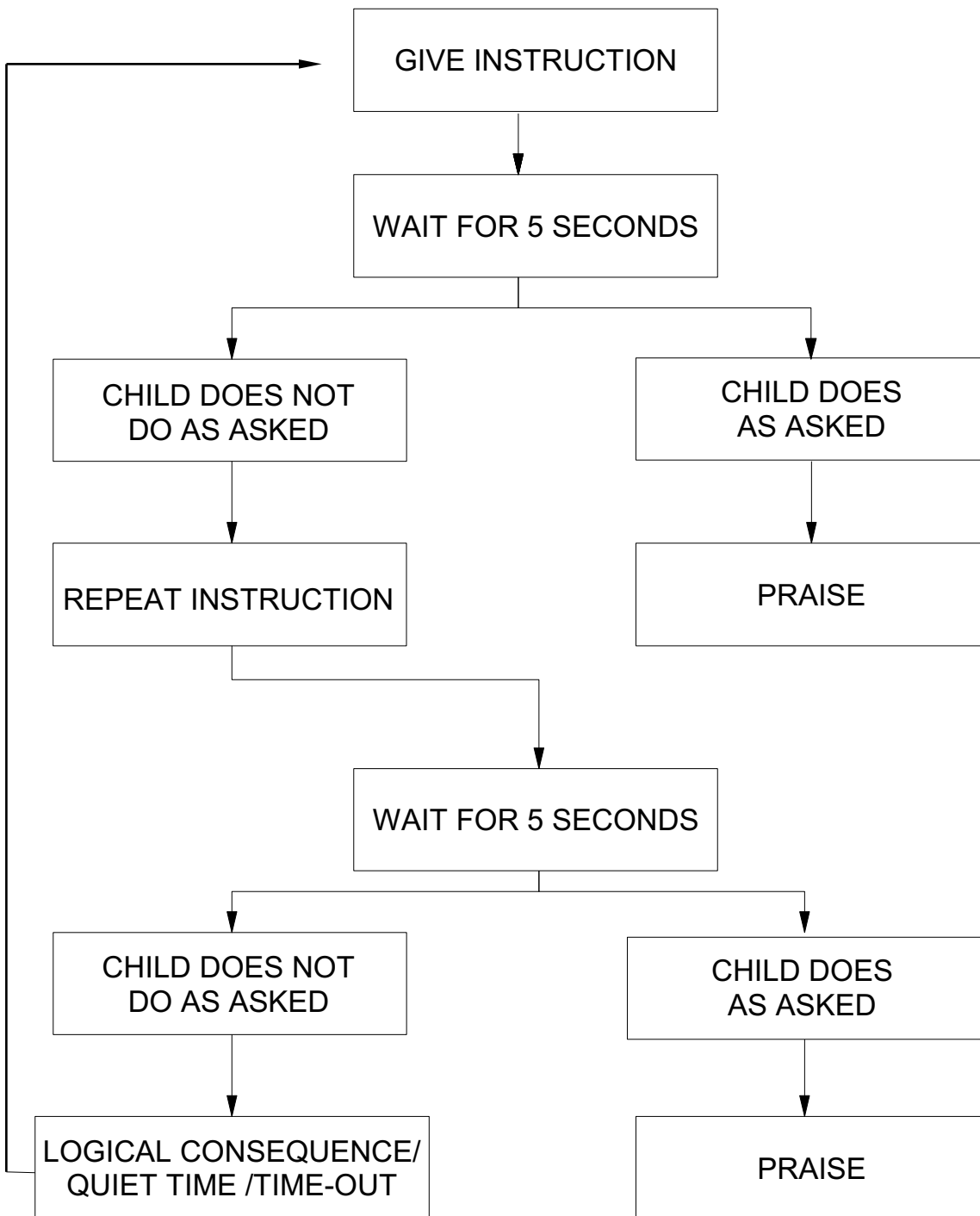- Using positive reinforcement

7.2 Safeguarding
The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour 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. Please refer to our child protection and safeguarding policy for more information.

7.3 Compliance routine
When dealing with misbehaviours, staff will follow the compliance routine. This gives children the opportunity to think about/comprehend the actions they are taking and to make appropriate responses. The compliance routine offers and clear and consistent approach to responding to misbehaviours for all staff and pupils.

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

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

In school we operate two reward systems, the first of which is SUPERCLASS. Classes can earn a letter award for:
● Behaving well during PPA time
● Behaving well whilst a supply teacher is in class.
● Being ambassadors on school trips
● Working well and sensibly for a morning/afternoon
● Everybody being on time for school
● Entering and leaving assembly quietly and sensibly
● An instant SUPERCLASS treat will be awarded to any class which achieves 100% attendance in a week.

Only SLT can award SUPERCLASS letters. SLT will come into class to award cards. If any teacher feels that their class deserves a SUPERCLASS card, SLT will be more than happy to visit the class and make the award.

The second reward system is smileys. Children earn smileys linked to the class behaviour systems. There are certificates/badges for:
● Bronze (KS1:50 / KS2:100)
● Silver (KS1:100 / KS2:200)
● Gold (KS1:150 / KS2:300)
● Platinum (KS1:200 / KS2:400)

Only 1 smiley should be awarded at any one time unless linked to green, silver or gold zone rewards. Expected behaviour in school (such as returning homework on time, holding doors open and using manners) should also be marked by stickers and verbal praise.
Each child has a smiley card to record up to 100 smileys. This should be kept in the child's tray so that the child knows how many smileys they have earned. Completed cards can be given to the teacher who can collate them as evidence towards the certificates.
In the Reception class, children can earn 'pennies'. Once children have collected 10 pennies, they have the opportunity to spend their rewards in the class 'shop'.

Behaviour Zones
Each classroom will display a zone board for behaviour comprising five sections: **GOLD (with school logo)**, **SILVER**, **GREEN**, **ORANGE,** and **RED**.

The zoning board is to be the mainstay of the school rewards and sanctions policy for individual behaviour.

At the beginning of every new day, all children's names will be displayed on the green zone. Throughout the day pupils may move up or down the zoning board according to their behaviour. It is important that children realise they will be treated in the same way by all staff.

Zone Board Meanings
GOLD ZONE
● **Exceptional achievement (work, play, behaviour)**
● **Consistently good behaviour**

SILVER ZONE
- A super effort
- Being kind and considerate
- Doing voluntary jobs
- Being very polite and well-mannered

GREEN ZONE
- Everyone begins the day in green: New Day - New Start!
- Everything is as expected (work, play, behaviour)

ORANGE ZONE
- Disrupting lessons
- Wasting time in lessons
- Spoiling other children's playtimes
- Talking when the teacher is talking

RED ZONE
- Physical violence
- Verbal violence
- Swearing
- Stealing
- Dishonesty and lying
- Bullying of any kind
- Racial comments
- Continuous disruption
- Walking out of class.

Pupils will normally move up and down zones but may move straight to **GOLD** or straight to **RED** should they display any of the behaviours listed.

Zone Board Rewards and Sanctions

GOLD ZONE
Pupils who achieve GOLD will:
1. Have their name displayed in the Gold Book which is situated in the school entrance for their parents and the rest of the school community to see and displayed on Friday News
2. Be congratulated by their class with a round of applause
3. Receive a gold sticker from the headteacher or deputy
4. Earn 3 smileys

SILVER ZONE
Pupils who achieve SILVER will:
1. Be congratulated by their class with a round of applause
2. Receive a silver sticker from the class teacher.
3. Earn 2 smileys

GREEN ZONE
Pupils who remain in GREEN will:
1. Earn 1 smiley

ORANGE ZONE
Pupils who move into ORANGE will:
1. **Ensure the child understands the reason for their move.**
2. **Apologise for their behaviour**
3. **Spend 5 minutes of playtime in the thinking zone, an area on the playground that staff can monitor.**

RED ZONE
Pupils who move into RED will:
1. **Have to explain the reason for their move to ensure they know what was wrong with their choice of behaviour**
2. **Apologise for their behaviour**
3. **Spend 10 minutes of playtime in the time out, an area on the playground that staff can monitor.**
4. **Class teacher to send a cause for concern text home.**

In Nursery and Little Saints (2YO room), children who are misbehaving will be given 'time away' from their peers. This will start at two minutes in the 2year old room, increasing to 5 minutes in the Nursery room.

 The child will be sat away from their peers with a visual timer. When the timer has run out, the practitioner will speak to the child about their behaviour and apologies will be made before they can access the provision again.

Staff will record each Red Zone incident on CPOMs so that there is an individual record for the child.

If the behaviour does not improve, parents/ careers will be invited to meet with the Headteacher or Deputy Headteacher.

At the beginning of each new school year, a new start will be given for all pupils, any existing RED incidents are not carried over to the next year, but there will still be a record of these on CPOMs for future reference if needed.

General Points about Rewards

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour, rather than take it for granted. We believe that everyone should have equal access to rewards, not just those who are academically able.

Everyone responds to the right kind of reward and staff use a wide variety to promote good behaviour. These include:

● Use of stickers
● Use of praise
● Star of the week during Friday Celebration assembly
● Approval by other staff and visiting other teachers or the headteacher

Many of these rewards are easily visible to parents and therefore parents may choose to continue the praise process at home.

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

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

De-escalation techniques can be used to help prevent further behaviour issues from arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

7.5 Reasonable force
Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation
Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to 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 screenings of pupils are conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.7 Off-site misbehaviour
Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil

- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour
- The school can issue behaviour sanctions to pupils for online misbehaviour when:
- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Please see our Online Safety policy for more information.

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the [headteacher / member of the senior leadership team / pastoral lead] will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

7.11 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful but may differ from the mainstream curriculum.

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

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

Pupils who have been removed from the classroom are supervised by an adult and will be removed for a period of 10 minutes but will be considered on a case-by-case basis.

Pupils will not be removed from classrooms for prolonged periods without the explicit agreement of the headteacher, i.e., internal exclusion from the classroom.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:
- Meetings with Pastoral Care Officers
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

8.2 Suspension and permanent exclusions
The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.
The decision to suspend or exclude will be made by the headteacher and only as a last resort.
Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND
9.1 Recognising the impact of SEND on behaviour
The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
● Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
● Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Our approach may include examples such as:
● Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
● Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
● Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
● Training for staff in understanding conditions such as autism
● Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND
● When considering a behavioural sanction for a pupil with SEND, the school will consider:
  o Whether the pupil was unable to understand the rule or instruction?
  o Whether the pupil was unable to act differently at the time because of their SEND?
  o Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

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

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

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

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

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

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

10. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

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

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.

12. Training

As part of their continuous professional development, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management and the expectations set out in this policy will be covered in the induction process for new members of staff.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

- The school will collect data via CPOMS on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion, and suspension

- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation

The data will be analysed from a variety of perspectives including:
- At school level
- By age group
- At the level of individual members of staff
- By the time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher.

Appendix

THE ST JAMES WAY

"Treat other people how you wish to be treated"
Matthew 22:34-40

Around school, you will see:

- Adults and children move around the school quietly.
- Children walk silently, sensibly and in single file.
- Adults and children holding doors open for each other.
- Children wearing the correct uniform (inc. shirts tucked in and black shoes).
- Adults and children act and talk respectfully towards each other.
- Adults praise children for examples of good behaviour.

In the classroom, you will see:

- A calm and orderly environment.
- Children raise their hands to speak to the adults.
- Children follow instructions given by adults.
- Adults and children show good listening skills by keeping eye contact with the speaker, empty hands, avoiding distractions and engaging.
- Adults get the attention of children by counting down from 5 to 1 and children stop what they are doing to listen to the adult. (clapping hands in EYFS).
- Adults instruct children to line up silently, sensibly and in a single file using 1, 2, 3 (1 – stand up, 2 – stand behind the chair, 3 – walk to the line).
- Children line up in name order.

At lunchtime, you will see:

- Children line up silently, sensibly and in single file in the dinner hall.
- Adults and children use calm voices in the dining hall.
- Children use knives and forks to eat sensibly.
- Adults and children keep the eating area clean and tidy.
- Children wait at the dinner table quietly and sensibly until told to leave by an adult.

On the playground, you will see:

- Children play respectfully in designated play areas during breaks and lunchtimes.
- Children line up silently, sensibly and in single file when they enter or leave the playground.
- Children line up sensibly and in class order when being dismissed at hometime.
- Adults engaging and playing with children.

During worship, you will see:

- Children enter/leave the hall silently, sensibly and in a single file.
- All adults and children listen and engage with speakers leading worship.