



SAINT JAMES'
Church of England School

St James' CE Primary School

Behaviour Policy





“For with God nothing shall be impossible”

Luke 1:37

At St James' we place the child at the centre of all we do. We want all our children to feel, safe, valued and that they BELONG. We believe that positive relationships, high expectations and consistent routines create the conditions in which every child can learn and achieve. Children are supported to understand their behaviour, take responsibility for their choices and recognise how their actions affect themselves and others. When things go wrong, adults respond calmly, consistently and compassionately, using Trauma Informed approaches to repair relationships, learn from mistakes and move forward positively. All staff model the kindness, respect, responsibility and high standards that we want our children to develop.

Positive behaviour is very important at St James' CE Primary School. We expect and encourage high standards of behaviour at all times during lessons, around the school, and in before and after school sessions such as Breakfast Club and After School clubs. All staff act as role models for children to follow and children are given clear guidance on what is expected from them explicitly taught throughout the year.

We work closely with parents to help make sure our values are part of each child's daily life.

This policy explains how our Christian school helps children behave well and try their best. It also explains what will happen if children do not behave as expected.

Objectives of the Policy (alongside the behaviour principles outlined by the LDST)

- To improve the standards of work, behaviour and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere where achievement is respected and valued.
- To have clear and high expectations of children's work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

Everyone involved in school life shares the responsibility for encouraging good behaviour. We all have a duty to show Christian Values in what we say and do. High standards of behaviour, hard work, and respect for others depend on the example we set for our pupils.

Everyone at St James' CE Primary is dedicated to:

Developing the highest standards of learning and teaching

Enabling every pupil to achieve their full potential

“For with God nothing shall be impossible”

Luke 1:37



Enabling every pupil to become a responsible member of society at St James'.

Legislation, statutory requirements and statutory guidance:

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

[Keeping Children Safe in Education \(KCSIE 2026\)](#)

[Suspensions and Permanent Exclusions July 2026](#)

[Use of Reasonable Force effective to March 2026](#)

[Restrictive interventions, including the use of reasonable force, in schools \(effective from 1 April 2026\)](#)

[Behaviour in school: advice for headteachers and school staff Feb 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

School Aims

Our **BELONG** curriculum ensures that our children are successful in learning and in life, no matter what their starting points and barriers to learning may be by:

"For with God nothing shall be impossible"
Luke 1:37



To provide high quality teaching

To deliver a broad and rich curriculum

To develop positive attitudes to learning

To create a welcoming and stimulating environment

To develop the school's place within the community

To ensure equal opportunities for all

To communicate effectively

To develop and celebrate strong relationships

To allow all children to develop as individuals

The overriding aim of our school and our school's curriculum is

'For with God, nothing is impossible' (Luke 1:34)

"For with God nothing shall be impossible"

Luke 1:37



Our approach to Behaviour management supports this and all of our school Christian values;

Trust, Thankfulness, Respect, Forgiveness, Hope, Courage & Friendship.

Rationale

At St James' Church of England Primary School, we believe that children learn best when they have clear rewards and consequences for their day-to-day conduct in and around school. If children feel safe and can enjoy their lessons, then they will learn and achieve. We have our values as a golden threads which run throughout our school of :

Trust, Thankfulness, Respect, Forgiveness, Courage, Hope & Friendship.

To ensure St James' CE provides a happy, safe and respectful environment for all children to learn in; our school community has come together to agree a simple 'STAR Code of Conduct' that will support us in making good choices.



Staff and children at St James' CE Primary School, understand that building positive relationships and creating the right environment, is the key to managing behaviour effectively. All Staff at St James' are committed to 'noticing' children in a positive way.

Staff are highly skilled in understanding how to develop and build positive relationships with children. This begins with a phased start to the school day from 8.40am, in which all children are personally welcomed by name with a friendly smile from staff. The Executive Headteacher, Head of School, Deputy Headteacher or Assistant Headteacher will be available on the school playground at the start and finish of each day. The Learning Mentor will be available for parents to meet with in the office area if needed. Staff at St James' know that behaviour management is the responsibility of all staff and this starts with clear and consistent routines at all times.

All staff are provided with support and training in dealing with challenging behaviour to ensure the best outcomes for every child. The school recognises the importance of working in partnership with parents and always aims to engage parents in positive behaviour management systems whenever possible. This is reflected in regular meetings with parents of children who have Individual Behaviour Plans and in our reward system which acknowledges examples of good behaviour and attitude to work. We also recognise the importance constructive dialogue to further develop home/school links and create best possible outcomes for our children

"For with God nothing shall be impossible"
Luke 1:37



Roles and Responsibilities

Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a nonconfrontational manner
- To raise pupils' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use the 'STAR' code of conduct and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

Expectations of All Parents/ Carers

- To support the STAR learning code of conduct and school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

Expectations of All Children

- To follow our 'STAR' learning code of conduct
- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteous

"For with God nothing shall be impossible"

Luke 1:37

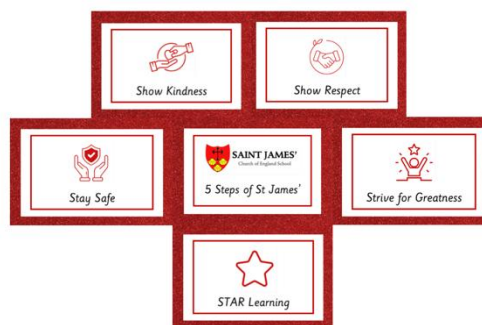


St James' Steps

To help us maintain high standards of behaviour we have agreed a set of principles to help pupils in following, we refer to these as the 'St James' Steps'. These principles form our Code of Conduct which every pupil is expected to follow and every adult is expected to uphold at all times.

St James' Steps (Code of Conduct)

- Show Kindness
- Show Respect
- Show STAR Learning
- Strive for greatness
- Stay Safe



St James' Silent Signals:

We need children's minds to be free to learn when in our school. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, behaviour management will be transformed across your school. Children will be in no doubt of the expectations when they move into new groups each half term, and teachers won't waste time in establishing a new set of routines. New staff will then be able to slip into the same routines quickly. These start in nursery and lead us through the school. Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

(Please see Appendix 1)

Trauma Informed Approaches

At St James' CE Primary, we focus on building strong relationships and a caring school culture. This means adults need to stay calm and in control of their emotions so they can help support children when they feel upset, overwhelmed, or confused.

We use sentence stems for reflective conversations with children.

WINE Sentence Stems (I wonder, I imagine, I notice, empathy)

- I wonder if... (e.g. it felt like no one understood you).
- I imagine... (e.g. that was horrible when that happened).
- I notice... (e.g. how you perked up when you said you felt close to your brother).

"For with God nothing shall be impossible"
Luke 1:37



- I felt moved when you said... (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and feel freed from a terrible burden).
- That sounds... (e.g. painful because you were all on your own). [Empathy]
- I respect you for... (e.g. your courage)

The role of the behaviour lead and SENDCO:

- To implement the Behaviour Management Policy consistently throughout the school as an integral part of the inclusion team.
- To embed the 'STAR' code of conduct and Christian values into our interactions across the school community
- To support its implementation by all other relevant members of the school community and to monitor, intervene and support staff across the school in maintaining the highest standards of behaviour and relationships at our school
- To keep clear and complete records of all serious incidents and keep parents informed of such and report to Governors as and when required.
- To work with parents in managing their child's behaviour, as necessary.
- To support decisions about exclusions, if necessary, in compliance with the Local Authority guidelines and the school's exclusion policy.
- To monitor regularly the effectiveness of the Behaviour Policy and report on this to the governing body when required.
- To ensure that the Behaviour Policy is made available to all parents and carers through the school website and as a hard copy in the school.
- To be responsible for holding regular restorative discussions with children.

The role of the Governing Body

- To support the school in fulfilling its duty of care to our pupils through the Behaviour Policy.
- To support the senior leadership team in implementing the policy and offer advice with regard to specific issues as needed.
- To facilitate and promote the regular monitoring and review of the policy.

Supporting Behaviour at St James' CE Primary School

Additional Support is given to all children at times through the graduated approach model and perhaps for longer periods of time or focus to SEND for children whose Social, Emotional and Mental Health needs present a barrier to achievement. No child will be sanctioned for behaviour directly linked to a SEND need. Staff will use social stories, sensory resources, safe spaces and fiddle tools to support individual needs. Violence cannot be tolerated and will always be managed within the school's behaviour expectations. Children with serious or repeated difficulties may require an Individual Behaviour Plan. Where dysregulation impacts on others, short or longer-term support outside the

"For with God nothing shall be impossible"
Luke 1:37



classroom may be necessary. SEND is a reason, not an excuse for poor behaviour – our role is to teach appropriate behaviours in partnership with families. We may seek assessment from an Educational Psychologist or refer, with parental agreement, to CAMHS or YPAS. If a child with an EHCP faces suspension or permanent exclusion, the school will liaise with the Local Authority through the EHCP process to put appropriate support in place.

We may also adapt strategies to suit individual needs including, but not exclusive to;

- Quality First Teaching and an individual behaviour support plan (agreed with home- school- child via the SENDCO)
- Small group support
- 1:1 interventions with the school Learning Mentor
- Support from outside agencies e.g. Targeted Education Support Service, Educational Psychology Service, Targeted Services.

All support should be recorded in a plan e.g. a targeted intervention program, Pastoral Support Programme (PSP) and/or an Early Help Form (EHF). Following support, it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site, exclusion (fixed and permanent) . Children with specific needs have this written up within their targeted support plan. Behaviour is monitored and evaluated for Governors at termly meetings.

Nurture Provision –

At St James' CE Primary, we are committed to providing the best possible education for all children. For some of our children, the curriculum offer needs to be more personalised to their needs and they may be taught in one of our Nurture Provision rooms. We aim to be as consistent as possible across school and the nurture room (for example everyone uses 'STAR' and all rooms have Class Dojo for rewards points). This is so expectations are clear throughout school and support reintegration into the mainstream classroom.

Sanctuary, Serenity and Shells

We strive for our children to communicate and participate with others, celebrating their strengths and developing their confidence as early learners

These rooms accommodate pupils from Reception up to Year 5. The main focus of this provision is to support pupils with Autism however pupils may have multiple needs across the four broad areas who benefit from working in a small group. The children in these rooms receive positive reinforcement through a range of strategies including rewards through a praise, class Dojo's and



individualised rewards. Adults model social skills to support behaviour in the classroom. Staff use visuals and hand signals (that are consistent throughout school) to encourage positive behaviour.

Solace

Through nurture and adaptive teaching, we aim to support children's progress and independence in learning and social development to develop their life skills and promote independence.

The Solace provision is focused on cognition and learning as the primary need however this provision also caters for children who have a range of needs. The purpose of this provision is to offer children a comforting environment for children to access learning with additional support and resources. The children in these rooms receive positive reinforcement through a range of strategies including rewards through a praise, class Dojo's and individualised rewards Adults model social skills to support behaviour in the classroom.

Zones of Regulation

At St James' we recognise the importance of children developing their own coping mechanisms and strategies to deal with a wide range of feelings, situations and behaviours. A key part of the Early Years Curriculum focuses on children developing their self-regulation skills. These skills develop children's understanding of how to deal with a range of emotions and challenges throughout life. While this is important for early years, our ability to manage our emotions and feelings continues throughout life. Therefore, we intend to build the foundations through early years and continue this as children progress throughout the school.

Through the zones of regulation, staff work with children to build their 'executive functioning' and help them develop self-regulation skills. Evidence shows that children who have greater self-regulation skills generally have a stronger positive mindset and gives them the foundations to achieve academically, socially and spiritually. The zones of regulation will be displayed in all classrooms with either a picture or name of the child allowing them to move their picture/name through the zones throughout the day.

See Appendix 2

Calm Corner

Our calm corner is a calm, neutral room with limited stimulus. This is sometimes used as a de-escalation room for children who are at crisis point and are at risk of harming themselves or others. This room is always managed by staff who have had relevant training in de-escalation methods and trauma informed training.

Reward System

School Wide Rewards at St James' CE Primary School



We believe that pupils learn most effectively when they are motivated, and that motivation thrives when they feel confident and valued. Encouragement, recognition, and celebration of achievements are key elements of our approach to promoting positive behaviour. A selection of the rewards we use is outlined below:

Verbal Praise – all staff tell pupils that their behaviour is very good and state why.

Dojo certificates given in Celebration Worship

STAR OF THE WEEK certificate based on our BELONG Curriculum awarded weekly in celebration and VALUE certificates are also awarded to celebrate children who demonstrate our school values and show how they live them out in their everyday lives.

When awarding the Dojo point the member of staff should reinforce why the children have been awarded a Dojo.

e.g. 'You can have a Dojo for displaying calmness in our corridors. You can earn a Dojo point for presenting your work neatly.'

All teachers have access to their own class online Dojo point system but any member of staff can award Dojos and inform their class teacher so they can be added to the system. Once awarded a Dojo, it should never be deducted.

The reward system is graded as follows:-

Weekly certificate for the class with the highest DOJO's for the week

Dojos will be reset at the start of each term so pupils can build towards the next term's reward.

School Commendation awards will be presented in Celebration Worship.

'Star of the Week' is linked to our BELONG curriculum, recognising outstanding work as well as the behaviours, attitudes. We also award a VALUES certificate which is awarded to children who show they live out our Christian Values every day. Awards are presented during our Friday celebration assembly, to which parents are warmly invited.

Pupils who achieve 100% attendance each week will get the chance to win a prize by spinning the wheel. Additional rewards will be given to those with 100% attendance at the end of each term and again at the end of the school year.

School Wide Sanctions

In the event of children not adhering to the 'STAR' code of conduct, the following sanctions will be applied using adult discrepancy based on the seriousness of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

Stage 1 Non-verbal warning e.g. frown, stern look, and silence

Stage 2 Verbal warning

Stage 3 Child's name written on board

Stage 4 Dot put beside child's name (5 or 10 minute loss of playtime)

Stage 5 Another dot by child's name (loss of whole playtime)

Stage 6 'On call' staff will be called upon to work with the child in class, providing support and encouragement to help them follow and engage with the five steps of learning.

Stage 7 Child will be sent to 'On call room' for 5 minutes reflection and to complete behaviour log

Stage 8 Child referred to Headteacher or Executive Headteacher

Stage 9 Parents/ Carers contacted/ invited into school to discuss child's behaviour

"For with God nothing shall be impossible"

Luke 1:37



Stage 10 In the case of regular misbehaviour it will be necessary to consider tailored sanctions.

These may include a report card, behaviour contract, exclusion from activities, playtime and/ or lunchtime exclusion, internal exclusion or fixed (short and long term) and permanent exclusions

Missed Playtime:

The child will be supervised by the member of staff on call instead of playing outside (they will not be allowed to carry out jobs or partake in enjoyable activities during this time). A register will be kept and parents informed when their child has been to 'missed playtime' on more than 5 occasions in a half-term. If a child has missed 5 playtimes the child will be put on a report card and will report to DHT at the start of lunch and at the end of the end of the day with the report card.

If a child has been to missed playtime 10 or more times during a half-term, they may miss an activity or treat e.g. visit out of school / Christmas Party.

Internal Exclusion:

Parents are informed by letter (Letter to be completed by Learning Mentor). Pupil has no contact with class or classmates. Child has no access to playground, extra-curricular or enrichment activities e.g. visits out

Fixed Term Suspension:

Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.

Permanent Exclusion:

The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at St James CE Primary school and will need to find another school.

Playground Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult (Year 6 prefects are on duty near to the toilet area). The roles of the adults on duty are outlined below:

Adults on duty are responsible for making sure behaviour is good during playtimes and at the start and end of the school day. They must record any accidents and deal with behaviour in the right way.

If needed, children may be asked to stand by the wall for a short time-out or stay with an adult. Children should never be sent inside on their own, whether they are missing playtime or going to see the Assistant Headteacher, Deputy Headteacher or Executive Headteacher.

The teacher on duty is also in charge of blowing the whistle on time and making sure children line up properly so lessons can start on time. **They must stay on the playground until all classes have been collected.** If you know you can't do your duty, you must arrange for someone else to take your place.

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services.

The headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

"For with God nothing shall be impossible"
Luke 1:37



- Detention
- Fixed term suspension
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone for this reason, parents/carers must notify school by calling the school office or speaking to their teacher. The phone must be handed to the teacher upon entering school. It will remain locked away in the school office until the end of the day.

Searches and confiscating items

Banned Items – As stated in guidance from the DfE

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm.

What happens during a search?

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search

"For with God nothing shall be impossible"
Luke 1:37



Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

Monitoring

Senior leaders monitor behaviour daily. A behaviour learning walk by the Headteacher or the Assistant Headteacher will take place every half term and feedback will be provided to all staff. Behaviour records will also be monitored every half term. Governors will also be presented with an update regarding behaviour and attitudes every half term.

Discriminative Behaviour

Any discriminative language or behaviour against disabilities, gender, sex, sexuality, race, religion, or belief should be reported immediately to the safeguarding team and uploaded to CPOMS under the correct categories. All teachers have a duty to promote the safety and wellbeing of all children and young people in our care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic bullying. Parents should also be informed of any language or behaviour displayed within school or around the school grounds.

Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. This guidance is linked below.

https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonable-force-guidance/supporting_documents/Use%20of%20reasonable%20force%20and%20other%20restrictive%20interventions%20guidance.pdf



Appendix 1 – Silent Signals

Sign	Name	Description and purpose
	Stop sign	The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back. The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings. Use this signal to gain attention. Practice until children respond in under five seconds and in silence. 1. Hold one hand in the air with a flat palm. Do not clap or talk.



		2. Scan the room to check every child has responded. Every child: • Raises one hand in response; • Checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary; • Looks attentively at you – eyes locked into yours to show they are ready to listen; • Sits up tall, beside their partners. 3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention. If someone is still talking or not sat/stood ready and giving eye contact with their arm raised, a gentle shoulder tap by the person next to them is undertaken to notify them of this sign.
	Turn to your partner (TTYP) signal	Partner work should be used consistently in all lessons. Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question. Practice this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'. Children should turn their heads towards their partners, not their whole body or chair.
 	My Turn, Your Turn (MTYT) signal	Use this silent signal when you want the children to repeat something after you. My turn: gesture towards yourself with one or two hands. Your turn: gesture towards the children with one or two open palms. Explain to the children that this signal is yours and not theirs.



	Magnet eyes	When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.
	1, 2, 3 signal	Move the children silently from carpet to table in under 15 seconds. • Hold up one finger: children stand • Hold up two fingers: children walk and stand behind their chairs • Hold up three fingers: children sit down and prepare to read or write. And in reverse, move the children from table to carpet in under 15 seconds. • Hold up one finger: children stand behind their chairs • Hold up two fingers: children walk to carpet • Hold up three fingers: children sit down beside their partners.
	Silent Perfect writing position	Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper. This signal indicates that children sit with their: • feet flat on the floor • bottom at the back of the chair • body one fist from the table • shoulders down and relaxed • left/right hand holding page • back leaning forward slightly • left/right hand holding a pencil, ready in tripod grip.



Appendix 2 – Zones of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
REST AREA sad tired poorly bored	GO happy calm ok ready to learn	SLOW frustrated worried silly excited	STOP angry scared out of control
I can try... movement talk to someone drink go for a walk 	I can try... drink help others my sensory tools 	I can try... breathe squeeze count sensory circuit draw 	I can try... take a break deep breathing safe space my sensory tools 