St James and St John
Church of England Primary School

Behaviour Policy

Kindness, Respect, Collaboration, Resilience, Aspiration, Courage, Friendship

This policy was adopted on: December 2025

Updated (restrictive intervention compliance): April 2026

The policy is to be reviewed: December 2028

Safeguarding

At St James and St John Church of England Primary School, the health, safety and well-being of children is of paramount concern to us. We listen to our pupils, take their views seriously, and follow our statutory duties under the Equality Act 2010, Keeping Children Safe in Education and SEND legislation.

Rationale

At St James and St John Church of England Primary School we aim to provide a secure environment that is stimulating, creative and nurturing, within a framework of sound Christian principles based on our values of: kindness, respect, collaboration, resilience, aspiration, courage and friendship. We believe in the development of the "whole child" and encourage them to become responsible global citizens in an ever-changing world.

We have high expectations of exemplary behaviour and courtesy and expect that parents will support us with this. Pupils are encouraged to think for themselves and take responsibility for their work and behaviour, and show respect for others and their surroundings.

At St James and St John Church of England Primary School we strive to employ a positive approach to behaviour. We praise publicly; drawing attention to good behaviour, manners, and all other actions demonstrating or relating to our school values and deal with inappropriate behaviour discreetly.

Purpose

Through its Behaviour Policy St James and St John Church of England Primary School seeks to provide a stimulating, nurturing, creative environment through its behaviour policy by:

- ✓ Promoting clear behaviour expectations with a focus on praise
- ✓ Promoting self-esteem and self-discipline
- ✓ Promote proper regard and respect for authority
- ✓ Promoting positive relationships based on mutual respect for others, their possessions, the school and wider environment
- ✓ Providing a safe environment free from disruption, bullying and harassment
- ✓ Promoting full engagement in all learning opportunities
- ✓ Encouraging consistency of response to both positive and negative behaviour
- ✓ Ensuring fairness for all
- ✓ Promoting early intervention
- ✓ Encouraging a positive relationship with parents and carers to develop a shared approach to behaviour

We wish to develop in our pupils:

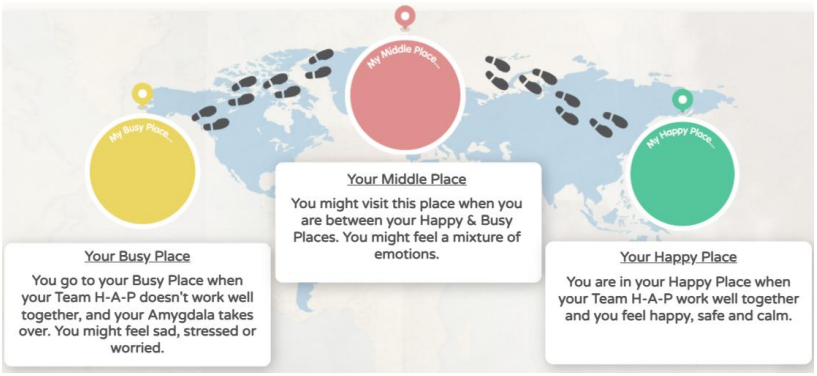
- ✓ An understanding of rules and boundaries
- ✓ An awareness of appropriate behaviours in a range of situations
- ✓ The ability to take responsibility for their actions and an understanding of the consequences
- ✓ Emotional well-being and self-regulation strategies
- ✓ A caring attitude and respect for themselves, others and the environment
- ✓ Accepting and embracing of all members of the school community regardless of their gender, race, religion, sexuality, disability or way of life

- ✓ Consideration for younger and vulnerable children
- ✓ The adoption of our Christian values of kindness, respect, collaboration, resilience, aspiration, courage and friendship
- ✓ Forgiveness and reconciliation skills

At St James and St John Church of England Primary School we use 'myHappymind+' to develop our understanding of how our brains work and what we can do to look after it so that we can manage our emotions and be at our best.



Through 'myHappymind Places' we will encourage emotional awareness and promote positive coping strategies. We will help children recognise and manage their emotions, to create a calm and positive atmosphere. We will teach the self-regulation and resilience techniques from the 'myHappymind' programme to help children handle challenging emotions, so there are less instances of disruptive behaviour.





Two Happiness Heroes are selected from each class to be myHappymind Ambassadors. Their role is to lead the way in helping their fellow pupils look after their mental health and prosper in all aspects of their life.



Behaviour Code of Conduct

We expect every member of the school community to:

Be kind and respectful

✓ Use good manners everyday
✓ Speak clearly, coherently and calmly using polite, acceptable language
✓ Treat others as they would like to be treated and show respect for others
✓ Use kind words, hands and feet
✓ Follow these same rules when online, for example when gaming or on social media
✓ Be sympathetic to others

To keep themselves and others safe

✓ Move sensibly, quietly and carefully around the school
✓ Follow all staff instructions straight away
✓ Look after all property and put things back in their proper place
✓ Think before you act
✓ Tell a trusted adult if you are worried about anything or are facing difficulties
✓ Protect your private information online

✓ Report any concerns to a trusted adult, including problems in the real world or online

To fulfil their full potential

✓ Make our best efforts in every lesson and opportunity we are given
✓ Listen carefully to all adults and the views of other children
✓ Use a quiet voice at all times unless told otherwise
✓ Let others work without interruption
✓ Collaborate and work with others cooperatively
✓ Be honest
✓ Complete homework and hand it in on time

To unite and prosper as a member of St James and St John Church of England Primary School

✓ Wear your school uniform smartly and be neat and tidy – in accordance with the school uniform policy
✓ Come to school every day and on time
✓ Be responsible for your own possessions
✓ Take pride in your work and achievements and celebrate those of others
✓ Show an understanding of differences and support all by showing kindness
✓ Get involved in activities and responsibility beyond the classroom
✓ Always behave in a way that contributes to the school's good name
✓ Take responsibility for your own behaviour, in real life and online

Our high expectations of exemplary behaviour encompasses all times of day, when children and members of the school community are on and off the school premises, including before and after school.

These are forms of behaviour that have been agreed by all to be unacceptable at school. These are:

- using inappropriate / offensive language
- fighting
- ganging up on others
- verbal abuse to others
- stealing
- acting in a way likely to cause damage to others e.g. stone throwing, fighting, or kicking
- rudeness to staff or other children
- damage to other people's property / school environment
- harassment of any kind (race, gender, disability etc.)
- anti-social behaviour (sticking out of tongues, biting, pinching etc.)
- aggressive or threatening actions
- bullying (or watching someone else being bullied)
- disruption during lessons or any other time in school
- refusal to follow an adult's instruction

If a pupil misbehaves then all the school staff will act in a fair and consistent manner. In consultation with all staff, it has been agreed that we will talk to the children in a reasonable manner, we will be firm but fair. All behaviour incidents will be recorded onto CPOMS and monitored by the Headteacher / SLT to inform current and future practice.

Positive behaviour is to be actively praised and held as an example to others

Positive behaviour may be rewarded with:

- Praise
- Stickers
- Dojo points
- Recognition through a certificate in celebration assembly
- Messages sent via ClassDojo to parents
- Speaking to parents at the end of the day / phone call home.
- Special privileges / responsibilities

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal discussion / reprimand
- Give the pupil time and space to use their myHappymind+ strategies and to reflect upon their future behaviour, e.g. stand with the teacher or sit in a quiet area in classroom or playground
- Sending the pupil to work in a different place (within the classroom or in another class)
- Miss part of their lunchtime play or other privileges
- Send the pupil to another teacher, phase co-ordinator or the Headteacher
- Address the needs of learners who are not meeting work expectations
- Inform parents of continuing misbehaviour (Behaviour contract will be drawn up)
- Remove the child from an area using 'Step up' practices (when a child is a danger to themselves, others or damaging property)
- Discussions with parents and pupil, informing them that future misbehaviour will result in formal exclusion (either suspension or permanent exclusion).
- Discussion with the Governors.

Bullying / Child-on-Child abuse

Bullying / child-on-child abuse is an anti-social behaviour and affects everyone. **We will not tolerate bullying in any way.** We work together to promote and create an environment where everyone feels safe and valued.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is behaviour that causes – or is intended to cause – embarrassment, pain or discomfort to someone, either physically or emotionally. Bullying is, therefore: deliberately hurtful, repeated, (often over a period of time) and difficult to defend against.

Cyber bullying: if it is found that pupils are sending hurtful, bullying or abusive messages to each other via social media, we will inform parents and may need to inform police. Staff aim to educate pupils to the damage such messages can cause. The school provides regular e-safety education for pupils and parents.

All members of the school community have the right to go about their daily lives without the fear of being bullied, threatened, assaulted or harassed. As a school we value 'all God's children'. No one should underestimate the impact that bullying can have on a person's life.

It can cause high levels of distress, affecting their well-being, behaviour, academic and social welfare.

Please see our Anti-Bullying and Harassment Policy and our Child Protection and Safeguarding Policy.

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.

All staff understand the importance of challenging inappropriate behaviours between children, that are abusive in nature. Staff do not downplay certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Please see our Anti-Bullying and Harassment Policy and our Child Protection and Safeguarding Policy.

Restrictive Interventions (Including Reasonable Force, Restraint and Seclusion)

This section complies with the Department for Education guidance "Restrictive interventions, including use of reasonable force, in schools" effective from 1 April 2026.

St James and St John CE Primary School is committed to providing a safe, respectful environment where restrictive interventions are used **only when absolutely necessary**, **only as a last resort**, and in a way that maintains dignity and rights. This includes the use of **reasonable force**, **restraint** (force and non-force), and **seclusion**.

Definitions

To ensure clarity and compliance, the school adopts the following definitions:

- **Restrictive intervention**: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- **Reasonable force**: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Significant incident**: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in '*Other physical contact with pupils'* within this document. This includes when physical force is used to implement a non-physical restrictive intervention.
- **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

- **Restraint**: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

Reasonable force
All members of school staff have a legal power to use reasonable force in certain circumstances.
To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

All staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

Restrictive interventions **must never** be used:

- As punishment.
- For convenience or compliance.
- In ways that affects their airway, breathing or circulation.

Seclusion
Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

Seclusion should be:

- In a safe and non-threatening or intimidating place (this will usually be the rainforest or beehive)
- Under constant adult supervision
- For the shortest time possible

Determining when use of restrictive interventions is appropriate
There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:
Is it necessary?
• Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
• Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
• Where possible, staff should communicate with other staff members to understand any broader risks in the environment.
Is it proportionate?

• Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
• If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
• Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.14

Prevention and De-escalation
The school prioritises:

- Whole-school prevention approaches.
- Emotional regulation teaching
- Early intervention.
- De-escalation strategies.
- Positive relational practice.

These approaches include calm communication, appropriate use of space, coaching self-regulation and voluntary time-out.
Considerations for Pupils with SEND

- Restrictive interventions must consider a pupil's unique sensory, communication, medical and emotional needs.
- Staff will collaborate with specialists including SEND services, educational psychologists and medical professionals.
- Pupils requiring higher-level support will have a **Positive Intervention Plan (PIP)** including triggers, personalised de-escalation approaches and agreed responses.

Restrictive interventions must **never** replace appropriate SEND provision.

Recording and Reporting (Statutory Requirements)
In accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) Regulations 2025, the school must:
Record on CPOMS all significant incidents involving:

- Reasonable force.
- Restraint (force or non-force).
- Seclusion.

Records must be completed the **same day** wherever possible.
Each record must include:

- Date, time, location and duration of incident.
- Reason intervention was necessary.
- Type and degree of force applied.
- De-escalation attempted prior to intervention.
- Description of the incident.
- Any injuries sustained.
- The pupil's SEND status.

A written report must be shared with parents **as soon as practicable and no later than the same day**, unless doing so poses a risk of serious harm.

Post-Incident Support
After any restrictive intervention:

- Pupils will receive emotional support, reassurance and time to share their perspective.
- Staff involved will be debriefed.
- PIPs and risk assessments will be updated if needed.
- Medical assessment will be sought when injury is suspected.

Use of reasonable force to search pupils

Amongst primary aged pupils, it is highly unlikely that searching should be necessary. The Headteacher (DSL), Deputy Designated Safeguarding Lead or phase leader has the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.
Prohibited items which may be searched for are:

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

If a search is made the Designated Safeguarding Lead will be informed, the incident will be recorded on CPOMS and parents will be notified.

Pupil support

Some children have difficulty in controlling their own behaviour. It is the responsibility of parents and the school in partnership, to help the child modify their behaviour, in school. Strategies will be discussed with each child to help them manage their behaviour and a positive intervention plan (PIP) will be drawn up for those who give cause for serious concern. The parents will always be involved in the process.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil.

The school's SENDCo will 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 on a regular basis.

Other physical contact with pupils

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

• to give first aid
• to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
• to comfort a distressed pupil
• to congratulate or praise a pupil, for example a handshake
• to demonstrate how to use a musical instrument
• to demonstrate exercises or techniques during PE lessons or sports coaching

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 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.

Suspensions and Permanent Exclusion

The decision to suspend or exclude a child lies solely with the Headteacher.
It is possible for a suspension to be commuted to a permanent exclusion.

Examples of behaviour likely to result in exclusion are:

- A child has persistently refused to uphold the Behaviour Code of Conduct
- Persistent rudeness to children or adults
- Persistent bullying of children or adults
- Wilful damage of school property
- Theft of school property or property of other pupils or staff
- Violent behaviour towards another pupil, staff member or visitor to the school
- Persistent refusal to carry out reasonable instructions or requests made by members of staff
- Carrying an offensive or dangerous weapon whilst on school property
- Racial, homophobic or gender discrimination
- Any act deemed to have wilfully put the safety of staff or pupils at risk
- Damaging the reputation of the school.

The above list is to be used as a guide and not an exhaustive list.

To exclude is a serious step and will only be taken after staff have worked with the child and parents within the terms of this Behaviour Policy (and relevant related policies), unless the offence that triggers the exclusion is of a particularly serious nature.

Where the school decides to suspend a pupil, the parents will be informed the same day and the suspension will not commence until the parents have collected the child.

During the period of the suspension, a pupil will not be allowed on the school grounds, including for extra-curricular activities or picking up siblings with a parent. The school will set work for the period of the suspension.

The school has the right to suspend a pupil from the premises at lunchtimes, if there are particular issues at this time.

The pupil, parents and staff will meet prior to the pupil returning to school following a suspension.

A fresh start at another school rather than another suspension may be the best outcome for a child whose behaviour has not improved following interventions, possibly including previous suspensions. This is known as a Managed Move. If a Managed Move is to be considered, this will be supported by Buckinghamshire Council.

The Head teacher reserves the right to use discretion when making any decision about suspensions.

Appeals
Where a pupil has been suspended for 15 days or more in a term, the school's Governing Board is required to form an Appeals Committee to discuss the suspension. If the Headteacher has permanently excluded a pupil, the parents have the right to appeal to the Governing Board to overturn the decision.

Roles and responsibilities

The Governing Board

The Governing Board is responsible for reviewing this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Governors will:

- Review behaviour incident and restrictive intervention data regularly.
- Identify patterns (e.g., frequency, disproportionate impact).
- Ensure ongoing staff training and policy compliance.
- Ensure alignment with the **Equality Act 2010** and **Human Rights Act 1998**.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's behaviour code of conduct. The Governors will also approve this policy.

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.

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 behaviour incidents on CPOMS

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

Parents

Parents are expected to:

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

Complaints and Allegations

Any complaint regarding behaviour and restrictive intervention will be handled through the school's complaints procedure and safeguarding processes. Allegations involving staff will follow statutory safeguarding frameworks.