

# **St James' CE (Aided) Primary School**



## **Behaviour Policy (including policy on use of reasonable force)**

**Updated September 2025**

**Approved by Full Governing Body on 17<sup>th</sup> September 2025**

# **Behaviour Management Policy**

This policy should be read with reference to the following school policies: Child Protection Policy, Anti-Bullying Policy, SEN Information Report and Whistleblowing Policy. Reference should also be made to the Home School Agreement and the Staff Code of Conduct.

## **Rationale: School Vision**

At St James' CE Primary School, we focus on giving the children a well-rounded education. We want each child to flourish academically and to grow in wisdom, informed by the deep tradition of Christian wisdom which offers a healthy, and long-term context for all their growing and learning together. This is enabled by an excellent education; a broad and balanced curriculum with a rich variety of experiences that extend beyond the classroom. The symbol of St James is the pilgrim's shell. As each child journeys through school we seek to support them by laying firm foundations, growing and learning together from the teaching of Jesus about wise and foolish builders. We have adopted the following six values to serve and supplement the vision:

Trust

Forgiveness

Co-operation

Kindness

Hope

Openness

## **Aims of our Behaviour Policy**

Good behaviour is an essential prerequisite for effective learning, and managing every child's behaviour is the corporate responsibility of every member of staff within the school. Parents and carers also have a crucial role to play, and should be kept informed with regards to their child's behaviour at school.

Children are given every opportunity to be involved in managing their own behaviour. We recognise that good behaviour is closely linked to lively and stimulating teaching, and is supported by positive relationships between all members of the school community. Children who meet the required standards of behaviour will be rewarded. We have a whole school behaviour code and a whole school management system in place to support consistency. We also adapt our approach for children according to their individual needs. We use a restorative approach and where possible treat every day as a fresh start. Maintaining high standards of behaviour is vital in ensuring that teachers can deliver the curriculum and that everyone in school feels safe. We actively teach good learning behaviours in class. Children, staff and parents/carers have rights and responsibilities.

In collaboration with the School Council we have introduced a simple whole school behaviour code:

## **The Whole School Behaviour Code**

- We look after ourselves
- We look after each other
- We look after our school

## **Rights of children:**

- to feel safe at school
- to be respected and valued as individuals
- to be listened to
- to have a voice in deciding on their class rules

**Responsibilities of children:**

- respect everyone's right to a safe environment
- alert a member of staff to any inappropriate behaviour towards another child
- treat other children and adults with respect
- speak politely to other people
- behave in a manner that is conducive to both their learning and that of those around them
- to follow the agreed class rules

**Rights of staff:**

- to work in a safe environment
- to be respected and valued
- to be listened to
- to receive professional development

**Responsibilities of staff:**

- to be a good role model
- follow the school's code of conduct
- create a safe and pleasant environment, physically and emotionally
- treat all children and adults with respect
- remind children of expected behaviour using positive statements (e.g. 'Walk' rather than 'Don't Run')
- build positive relationships with the children they work with
- praise children's efforts and achievements
- explain to children what they should have done or said when they get it wrong
- tell parents about their child's efforts and achievements
- tell parents if their children are getting it wrong
- avoid using critical or sarcastic language
- never act in a way that could be seen as being unfair
- set clear and consistent boundaries
- where possible see each day as a fresh start for every child
- always ask for every side of the story where there is a dispute or an accusation
- speak to a member of the senior leadership team if they are unsure of next steps and keep SLT informed of issues relating to behaviour

**Rights of parents and carers:**

- to be informed
- to be listened to
- to be respected as the person who knows the child best
- to be involved in finding solutions to their child's inappropriate behaviour

**Responsibilities of parents and carers:**

- work in partnership and support the school to benefit their child's welfare and education
- inform the school of any issues or concerns that may affect their child's behaviour or emotional wellbeing
- make their child aware of inappropriate behaviour
- encourage independence and self-discipline

**The following behaviour from children or adults is not acceptable:**

- use of rude or unkind language
- hitting, kicking, biting or other such physical responses

- disruptive or distracting behaviour in class
- racist, sexist, homophobic or transphobic remarks
- stealing
- damage to property or the environment

### **Strategies for reinforcing good behaviour:**

- Use positive behaviour management strategies to pre-empt difficulties and de-escalate situations
- Work out class rules/charter with the children
- Outline rewards for desired behaviour
- Encourage quiet voices and a working atmosphere in the classroom
- Support children to use self-regulation tools including Zones of Regulation or Five Point Scale
- Look out for children who are behaving well and give recognition and praise
- Provide achievable targets/stimulating work/challenges
- Avoid raising the profile of children that are behaving inappropriately (e.g. names will not be recorded on board)
- Give consistent and thoughtful feedback
- Use PSHE and Circle Time to talk about emotions and behaviour
- Build good relationships with pupils and parents/carers
- Teachers and teaching assistants support each other and work together as a team giving children consistent messages
- Send to another teacher or SLT for recognition and praise
- Use additional strategies such as mentors and individual reward charts for children who need more support with their behaviour
- Use whole school reward strategies

### **Rewards**

Children will receive shells from any member of staff for good behaviour. Each week the class with the most shells will have a reward, for example extra playtime, or time on the play equipment. Individual children also receive certificates from their teachers each week in Celebration Assemblies. Each class will also have its own rewards for good behaviour, in addition to whole school rewards. The use of rewards rather than sanctions should be the focus of behaviour management throughout the school.

### **Sanctions**

Children should be dealt with calmly and firmly referring to what the action is and why the action is being taken. The sanction should be appropriate to the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours. Adults set clear and consistent boundaries and there should always be a focus on positive relationships in the classroom.

Removal of a child from a classroom should only be used in response to serious misbehaviour. Parents must be informed on the same day and a record kept on CPOMS.

### **Whole school classroom and playground behaviour charts**

Whole school classroom and playground behaviour charts are in place as a guide for adults which are applied with regard to the age and maturity of the children involved. See charts at the end of this policy showing behaviours and consequences.

1. Verbal Warning – adult reminds child of expected behaviour and gives warning
2. Yellow – child to move to another part of the classroom

3. Orange – child to miss some or all of next playtime
4. Red 1 – child to move to another classroom for a session. Parents informed at the end of the day.
5. Red 2 – SLT involved. Internal exclusion. Parents informed immediately

Teachers should avoid raising the profile of children who are behaving inappropriately as this often leads to an escalation of poor behaviour. If behaviour in class is regularly inappropriate, a record will be kept on CPOMS or in a class behaviour book by the class teacher. It is imperative that any sanction is applied fairly and the consequences fully explained.

*NB: Repeated minor incidents or a sudden change in behaviour pattern will mean that the class teacher should arrange an informal meeting with parents at this stage*

### **Serious breaches of behaviour**

A serious breach of behaviour includes the following:

- Hurting with intent to cause an injury (such as kicking, hitting, biting, hair pulling, scratching)
- Vandalism
- Racism or any other form of discrimination
- Aggressive use of unkind language (including swearing) to hurt another person.
- Theft
- Bullying including cyberbullying

Serious breaches of the rules, once investigated, may also mean the child is sent to a member of the senior leadership team and these incidents will be logged and recorded on CPOMS. Parents will be informed and may be invited to a meeting with the headteacher. The situation will be monitored and a Risk Assessment & Behaviour Support Plan may be put in place to help the child and they may have a period of internal exclusion. Extremely serious incidents may result in fixed term suspension or permanent exclusion, at the discretion of the Headteacher. Persistent serious behaviour incidents may result in a fixed term suspension. On the first day back following a fixed term suspension a member of the SLT will hold a reintegration meeting with the pupil and their parent or carer in a restorative approach.

### **Behaviour management during lunch and playtimes**

- Members of staff must patrol all areas of the playground and be aware of 'blind spots'
- All members of staff should award shells for good behaviour
- Teachers must be informed of behaviour incidents which happen at playtime.

See whole school behaviour chart at the end of this policy for behaviours and consequences.

### **Behaviour management when on Educational Visits**

- The visit leader will be responsible for making the other adults and children aware of the behaviour that is expected of them.
- A child will be moved to a different group or will have to remain with the visit leader if poor behaviour persists.
- The SLT and parents will be informed of poor behaviour choices on return to school.
- Where possible all children are included in educational visits, but individuals can be excluded from school trips or visits if their behaviour could or would be a danger to themselves or others.
- If taking a particular child on a school trip gives cause for concern, an individual risk assessment will be completed and additional staff members (including SLT) may attend to support.

### **The role of the leadership team**

To be available to be consulted

- when children have been hurt by other children
- where bullying has been identified.
- where behaviour is consistently poor.
- when staff are unsure of the best course of action to take.
- when children have exhibited serious breaches of behaviour (see above).

### **Behaviour mentors**

A non-class based (e.g. teacher from another class) mentor may be appointed by the leadership team to develop a positive relationship with the child that is having difficulties, especially if the child's teacher feels that their positive relationship with that child is in jeopardy.

### **Behaviour records**

Each class teacher should keep a log of behaviour of their class, this can be on CPOMS or in a class behaviour book. Repeated minor incidents should be recorded, as should more serious incidents. Class teachers should speak to parents about any behaviour that becomes a concern. Any discussion with parents should be noted.

Any serious breaches or persistent breaches should be recorded on CPOMS by the member of staff witnessing the incident. The Headteacher, Deputy Headteacher or one of the Assistant Headteachers must be informed. Parents of all children involved must be informed, including any victim of poor behaviour.

The school also keeps a record of racist, homophobic, transphobic or bullying (including cyberbullying) incidents. Again, these should be recorded by the member of staff witnessing or first investigating the incident. The Headteacher or Deputy Headteacher must be informed or in their absence the Assistant Headteacher. Parents must be informed, including any victim of poor behaviour.

If a child's behaviour is generally causing concern, parents will be invited to the school to discuss the situation and work with the staff. Teachers may complete an Antecedent-Behaviour-Consequence (ABC) behaviour sheet to monitor developing patterns and to pre-empt problems. The approach may need to be adapted to the individual needs of the child and a Risk Assessment & Behaviour Support Plan may be put in place.

### **If the parents or teachers would like more help with behaviour management**

The first contact will be the school's leadership team. Each phase has a Phase Leader who can be consulted about behaviour management. If they are unable to resolve the concern, the Senior Leadership Team will be consulted.

### **Children with Special Educational Needs or Disabilities**

We acknowledge our legal duty under the Equality Act 2010 to ensure that no child is disadvantaged by our school's policies and practices and under the Children and Families Act 2014 to use our 'best endeavours' to meet the needs of children with Special Educational Needs and Disabilities. Therefore, we do all we can to ensure that this policy and our practice does not discriminate, directly or indirectly.

Some children with specific difficulties find it more difficult to behave appropriately at all times. Using the Graduated Approach, targeted support will be planned and put in place for children as needed and the impact reviewed. The SENCO may seek the advice of outside agencies including the Specialist Teaching and Learning Service and Primary Focus outreach. Preventative measures are put in place where appropriate, including identifying and pre-empting triggers of misbehaviour, giving short planned movement breaks, additional snacks, and adjustments for children with sensory needs. Sanctions will be used as appropriate with consideration given to the age and individual needs of the child. Some children with SEN have individual risk assessments & behaviour plans in place, these are discussed and agreed with parents. We are mindful that not all pupils

requiring support with their behaviour will have identified special educational needs or disabilities . There may be a range of contributing factors including mental health needs and home situation.

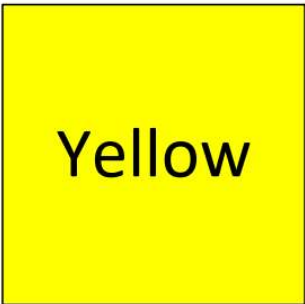
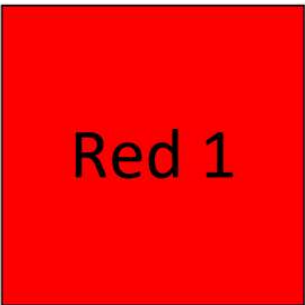
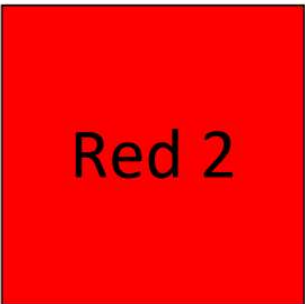
### **Complaints procedure**

If pupils are not happy with the way they have been treated by any member of staff they should speak to the Deputy Headteacher or Assistant Headteacher who will investigate the matter, following the school's 'Managing Allegations Against Staff' procedures. However, any pupil who is found to have made a malicious allegation (e.g. a made-up claim) against a member of school staff will be disciplined in accordance with the seriousness of the allegation.

If parents are not happy with the way that they or their child is treated by any member of the staff or other parent at the school they should contact the Deputy Headteacher or Assistant Headteacher. If they are unhappy with the way their complaint is dealt with, parents can then contact the Headteacher or Chair of Governors.

## Classroom Behaviour Chart – Guide for adults



| Behaviours may include:                                                                                                                                                                                                                                                   | STAGE                                                                                               | Consequences<br>- as appropriate to age of child                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Not following instructions</li> <li>• Talking when time to listen</li> <li>• Distracting others</li> <li>• Running along corridors</li> </ul>                                                             | <br>Verbal Warning | <ul style="list-style-type: none"> <li>• Adult reminds child of expected behaviour</li> <li>• Warning that if the behaviour continues child will be moved</li> </ul>             |
| <ul style="list-style-type: none"> <li>• Repeated calling out</li> <li>• Continuing not following adult instructions</li> <li>• Continuing talking when time to listen</li> <li>• Repeatedly distracting others</li> </ul>                                                | <br>Yellow         | <ul style="list-style-type: none"> <li>• Child to move to another part of the classroom</li> <li>• Child to have time out to walk around outside classroom with adult</li> </ul> |
| <ul style="list-style-type: none"> <li>• Continued low level disruptive behaviours</li> <li>• Not following adult instructions</li> <li>• Unkind language</li> <li>• Hurting others - boisterous or careless behaviour</li> <li>• Not taking care of resources</li> </ul> | <br>Orange       | <ul style="list-style-type: none"> <li>• Child to miss some of next playtime</li> </ul>                                                                                          |
| <ul style="list-style-type: none"> <li>• Behaviour which disrupts learning of others</li> <li>• Unkind language including indirect swearing</li> <li>• Hurting others</li> <li>• Damaging or breaking school resources</li> </ul>                                         | <br>Red 1        | <ul style="list-style-type: none"> <li>• Child to move to another classroom for a session</li> <li>• Parents informed by class teacher at the end of the day</li> </ul>          |
| <ul style="list-style-type: none"> <li>• Intentionally causing injury</li> <li>• Vandalism</li> <li>• Racism or other form of discrimination</li> <li>• Intentional aggressive use of unkind language including swearing at others</li> </ul>                             | <br>Red 2        | <ul style="list-style-type: none"> <li>• SLT involved</li> <li>• Internal exclusion for a session or a day</li> <li>• Parents informed immediately</li> </ul>                    |



Behaviours may include:

- Not following adult instructions
- Excluding others from games
- Not using play equipment properly
- Running instead of walking to and from playground

STAGE



Verbal Warning

Consequences

- as appropriate to age of child

- Adult reminds child of expected behaviour

- Not playing games e.g. football by the rules
- Playing rough
- Being a 'bad sport'

Yellow

- Second verbal reminder of expected behaviour
- Warning of time out if behaviour continues
- Possible ban from playing ball games for rest of that play time

- Not following adult instructions
- Unkind language
- Hurting others - boisterous or careless behaviour
- Not taking care of playground equipment

Orange

- Time out for part or whole of playtime

- Refusal to follow adult instructions
- Unkind language including indirect swearing
- Intentionally hurting others
- Intentionally damaging or breaking playground equipment

Red 1

- Miss the next playtime/s
- Parents informed by class teacher at the end of the day

- Ignoring/arguing with adults
- Intentionally causing injury
- Using discriminatory language
- Intentional aggressive use of unkind language including swearing at others
- Vandalism

Red 2

- SLT involved
- Internal exclusion for a session or a day
- Parents informed immediately

## **Appendix 1**

### **Policy on the use of reasonable force at St James' CE Primary School**

The following is based on the following DFE guidance: Use of reasonable force, Advice for head teachers, staff and governing bodies July 2013

#### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. At St James' Primary school, only those staff who have had training will use reasonable force in the circumstances listed below, **unless** not using reasonable force would risk the safety of a child or member of staff.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In any school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **St James' staff can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

#### **St James' staff cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, the headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

3 Section 550ZB(5) of the Education Act 1996

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

### **Communicating the school’s approach to the use of force**

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEN). St James’ does not require parental consent to use force on a student. Government guidelines are clear that schools should **not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

### **Telling parents when force has been used on their child**

In the case of an incident where a child has had to be restrained and force has had to be used, this must be noted in CPOMS. The parents of the child should also be informed that reasonable force has been used.

### **What happens if a parent or pupil complains when force is used on them?**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force. The school will report the complaint to the Local Authority Designated Officer (LADO) and follow the procedures as set out in the guidance Managing Allegations Against Members of Staff.

If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support. The school’s governing body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, St James and KCC have a duty of care towards our employees. We will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with pupils?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

#### **Further sources of information**

##### **Other departmental advice and guidance you may be interested in**

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for headteachers, staff and governing bodies.
- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools

##### **Associated resources (external links)**

- Police and Criminal Evidence Act 1984 (PACE) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers