



# Behaviour and Discipline Policy

## St. James' School

### 1. Introduction

Our policy reflects the DfE guidance, in particular 'Preventing and Tackling Bullying' (DfE, 2017), 'Use of Reasonable Force' (DfE, 2013) and 'Keeping Children Safe in Education' (DfE, 2025).

This policy should be read in conjunction with the policies listed below:

- Non-discrimination and Inclusion
- Safeguarding and Child Protection
- Anti-Bullying
- Complaints
- Admissions and Exclusions

### 2. Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all students fairly and apply this behaviour policy in a consistent way.

This policy aims to help students grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the schools is situated and to society more widely.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### **Purpose and Ethos**

Our school is committed to providing a safe, respectful, and inclusive learning environment where all pupils can thrive academically, socially, and emotionally. We believe in high expectations, consistency, and restorative approaches. We recognise that behaviour is a form of communication and that many of our children, particularly those with SEMH and SEN needs, require tailored strategies to succeed. Every pupil is entitled to fresh starts and opportunities to learn from mistakes.

## Core Expectations

All members of our community are expected to:

Be ready – arrive punctually to school and lessons, equipped and prepared to learn.

Be respectful – to peers, staff, property, and the wider community.

Be safe – follow instructions promptly and make choices that protect self and others.

Be responsible – accept consequences, reflect on behaviour, and strive to make positive changes.

## 3. Rewards and Sanctions

### Punctuality

**Arrival at School** - All pupils are expected to arrive at school by 08:40 each morning. Pupils arriving after 08:45 will be marked late and required to sign in at reception. Repeated lateness will trigger reflection time and a parental conversation.

**Arrival at Lessons** - Pupils must arrive at lessons on time, with the correct equipment, and ready to work. Lesson punctuality is monitored. Being late to lessons without a valid reason will result in reflection time.

**Rewards for Punctuality** - Weekly recognition for pupils with positive behaviour only (leading to rewards if behaviour is positive eg: priority lunch and own clothes days). Termly celebration for pupils with sustained excellent punctuality.

**Support for Pupils Struggling with Punctuality** - Mentoring and morning check-ins for pupils who find punctuality challenging. Reasonable adjustments for pupils with specific SEN/SEMH needs. These must be agreed with parents and ensure that the children are always striving to make improvements.

### Rewards

We recognise and celebrate positive behaviour. Rewards include: Verbal praise and recognition (this can include stickers and charts for younger students, specifically in the HUB) Positive points on class charts for positive behaviour, punctuality, and effort in work or attitude. Certificates and communications home for significant achievements. Weekly and termly celebration assemblies. Opportunities for leadership roles and privileges.

A short term 'smaller' list of rewards should be used for consistent positive rewards and punctuality; when pupils have received no negative behaviour points in a given period of time.

### Reflection and Restorative Practice

Discipline is framed as reflection and growth. We call our detentions/time out 'Reflection Time'. Pupils attend reflection time to consider their behaviour, supported by restorative questions and activities (e.g. What happened? Who was affected? How can you make things right?). Parents/carers are informed of repeated reflection times (more than 2 occasions in one week for example). This is also to ensure that there is no situation at home that may be affecting behaviour in school. Restorative conversations with staff and/or peers will follow incidents to rebuild relationships. Pupils return to learning with a 'fresh start'.

### Behaviour Guidelines

**Mainstream Classes Behaviours include:** not following instructions, not following basic class rules, lateness, rudeness, or disruptive behaviour, inappropriate or unsightly uniform.

First Step: Reminder of expectations and chance to correct behaviour.

Second Step: Clear warning and restatement of expectations. Reminder of the negative points affecting potential reward, plus reflection time.

Third Step: Negative point on class charts.

Escalation: Reflection Time with the Assistant Head (recorded on system).

Further escalation: Parental contact and meeting if behaviours persist.

### **The Lodge (SEMH Highest Needs)**

Pupils may access a regulation room when dysregulated. Staff use de-escalation strategies, calm communication, and personalised plans.

Restorative conversations follow once the child is calm, constituting the pupil's reflection time. All denoted on class charts in order to monitor behaviour and review patterns. The Lodge students' rewards are separate to that of the mainstream process.

Behaviour plans are reviewed regularly with parents, SENCO, and external agencies.

**The Hub (Small Classes, Focus/Attention Needs) Behaviours:** inattention, inappropriate language, attempts to run away, or behaviour designed to get a reaction.

Guidelines for Staff: Do not ignore inappropriate language. Respond calmly, name the behaviour, and redirect. Use agreed scripts for consistency (e.g. "We use respectful words here." Model an example and then ask them to try again). If behaviour escalates, call the Hub Co-ordinator or Assistant Head if she is not available.

Running away: staff must follow safeguarding protocol – alert reception and a member of SLT immediately. Pupils should not be chased in ways that escalate risk. Staff to maintain visual contact until support/SLT arrives. All incidents logged and restorative follow-up completed.

For Hub children the weekly positive rewards should also be followed; however, each child will have a specific plan in terms of the ability to regulate as to what constitutes negative behaviour. All information is to be documented on class charts for monitoring and reviewing.

### **Additional Support**

Individual Behaviour Plans (IBPs) for pupils requiring personalised strategies. Pastoral and therapeutic support available where appropriate. Staff training in trauma-informed and restorative practice.

### **Monitoring and Review**

Behaviour incidents and rewards are logged and monitored regularly. Termly review of patterns to ensure fairness, consistency, and effectiveness. Annual review of the policy by SLT, staff, governors, and parent/pupil voice.

### **Roles and Responsibilities**

**All Staff:** Consistently apply this policy, maintain high expectations, and use restorative approaches.

**Hub Co-ordinator:** Lead behaviour responses in the Hub, support staff, and liaise with SLT.

**Assistant Head:** Oversight of serious incidents, patterns of behaviour, mainstream reflection time and parental engagement.

**Pupils:** Take responsibility for their actions, learn from mistakes, and contribute to a positive community.

## **4. The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all students in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and sanctions. This includes the nature and date of the offence and the sanction imposed. The Headteacher uses the register to identify patterns of behaviour and address these.

The Headteacher has the responsibility for issuing fixed-term suspensions to individual students for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a student. However, any decision to issue a fixed-term suspension or permanently exclude a student must be discussed with a Governor before the decision is made. All such decisions are recorded in detail.

## **5. The Role of Parents/Carers**

Support the school in reinforcing expectations and engaging with restorative processes.

The school collaborates actively with parents, so that students receive consistent messages about how to behave at home and at school.

We expect parents/carers to support their student's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their student's welfare or behaviour.

If the School has to use reasonable sanctions to punish a student, we expect parents to support the actions of the school. If parents have any concerns about the way that their student has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in accordance with the Complaints Procedure.

## **6. The Role of the Proprietor**

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the owner may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **7. Smoking, Vaping, Drug and Alcohol-Related Incidents**

It is the policy of this school that no student should bring any cigarettes, vapes, drug, legal or illegal, to school. If a student will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office to ensure a consent form is completed by the parent or guardian. Any medication needed by a student while in school must be taken under the supervision of the authorised member of staff.

The school will take very seriously misuse of any substances such as vapes, cigarettes, glue, other solvents, or alcohol. The parents or guardians of any student involved will always be notified. Any student who deliberately brings vapes or cigarettes into school will be treated very seriously. Bringing substances (glue, solvents or alcohol) into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the student will normally be permanently excluded, and the police and social services will be informed.

If any student is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that student to be taken home.

In cases where students are suspected of being under the influence of illegal substances, the school reserves the right to conduct drug testing to ensure the safety and well-being of all students. The decision to test will be based on observable behaviours or signs of impairment, and students will be treated with fairness and respect throughout the process. If a student tests positive, appropriate disciplinary actions will be taken in accordance with the school's policies, and support resources will be offered to help the student address any underlying issues.

It is forbidden for anyone, adult or student, to bring onto the school premises illegal drugs. Any student who is found to have brought to school any type of illegal substance will normally be punished by a temporary exclusion. The student will not be readmitted to the school until a parent or guardian of the student has visited the school and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated the student will be permanently excluded.

If a student is found to have deliberately brought illegal substances into school and is found to be distributing these to other students for money, the student will be permanently excluded from the school. The police and social services will also be informed.

Should the Headteacher judge that it is appropriate for the student to be required to leave, they will present the case to the owner or a director and request approval for this action to be taken.

## **8. Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis. The school has a register of sanctions, and the Headteacher keeps a record of any student who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Headteacher to ensure that the school policy is administered fairly and consistently. Particular attention is paid to matters of racial equality. No student is treated unfairly because of race or ethnic background.

Date	Position	Name of Reviewer	Date of Next Review
August 2025	Headmistress	Miss. T. Harris	August 2026
August 2025	Proprietor	Mr A. Khan	August 2026