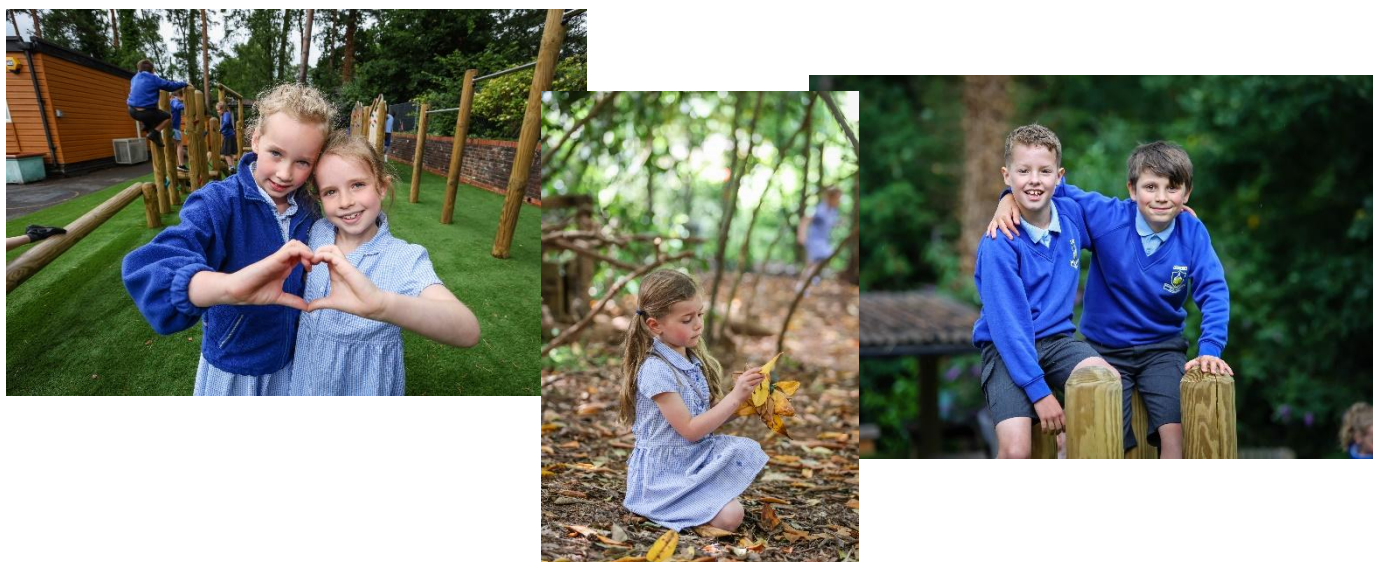




Behaviour & Relationships Policy



Our Vision:

“Make great choices. Be our best.”

Underpinned by the story of the Wise and Foolish Builders
(Matthew 7: 24-27)

Our church school ethos is built around nurturing meaningful relationships both in school and beyond. We strive to develop ways in which we can grow and flourish together.

Our school values of Hope, Peace, Respect, Friendship, Trust and Kindness were chosen by the school community, based on Jesus' statement of bringing fullness of life.

The school's current vision and values underpin this policy and have been used to drive and shape this policy

This policy was reviewed on:

December 2025
October 2026

ST JAMES' CE FIRST SCHOOL AND NURSERY



Background

At St James' CE First School and Nursery we work together to nurture the code of behaviour and relationships and have high expectations of pupils at all times.

We believe in the process of positive reinforcement and praise, as well as positive attitudes towards behaviour. Our behaviour policy ensures consistency of approach. We recognise the vital importance of close supportive relationships with parents and carers and are committed to this relationship. We involve the children in decision making regarding behaviour and developments within school. The school is small enough for all staff and children to know each other very well; we nurture a 'family' atmosphere. We believe the spiritual dimensions created by being a Church school adds significantly to the development of a caring and trusting atmosphere where teaching of key school values, consistent routines, praise, and fair consequences contribute to a positive and respectful school environment where all pupils can flourish.

This policy is written in line with guidance provided by the DfE to be adopted by the school (see Appendix 1).

The school's current vision and values underpin this policy and have been used to drive and shape this policy.

Aims

- To promote positive behaviour and attitudes among all children.
- To provide a framework for responding to behaviour in a fair and consistent manner.
- To cultivate a culture of empathy, respect, trust and responsibility.
- To ensure the safety and well-being of all members of the school community.

Responsibility

Maintaining good behaviour is the responsibility of all children, staff, governors, and parents at St. James' CE First and Nursery School. We expect all adults to serve as positive role models for our children, embodying the school's values of respect, trust, hope, peace, friendship and kindness.

Integration of Christian Ethos

At St. James' CE First and Nursery School, our Christian ethos permeates every aspect of school life, guiding our interactions, decisions, and teachings. Rooted in our motto, "Make Great Choices, Be Our Best," and anchored in our core values, our ethos is woven into our daily routines, practices, and lessons.

We teach children these values through lessons and activities, both within the school and in the wider communities. Our Christian ethos underpins our approach to behaviour management, emphasising forgiveness, reconciliation, and positive choices. By integrating Christian principles into our behaviour ladder and rewards system, we nurture a culture of accountability, forgiveness, and growth, where mistakes are seen as opportunities for learning and personal development and a restorative approach is key.



Approaches and Practices

Behaviour Curriculum: We strive to teach children about their behaviour through our tailored, progressive curriculum centred on **being ready, being respectful** and **being safe**.

Relational Practice: Our approach to behaviour management is grounded in relational practice, emphasising the importance of building strong connections between children, staff, parents and carers. We promote non-judgmental, empathetic, and holistic responses to behaviour, focusing on the underlying emotional needs of children.

Emotion Coaching: Emotion Coaching is embedded in our everyday practice, focusing on empathy, connection, and co-regulation. This approach helps children understand and regulate their emotions, supporting positive behaviour and relationships.

Whole School Approach: Supporting positive behaviour is a collective effort involving all staff members. We promote a whole-school approach to behaviour teaching and learning and management, emphasising the importance of strong relationships, clear boundaries, and consistent practices.

Class Approach: Teachers will manage their classrooms with high expectations and adapt their strategies according to the needs of individual children. Strategies may include verbal reminders, restorative conversations following reflection time, and the use of emotion coaching techniques.

Differentiated Expectations and Responses: We recognise that all children have unique needs and abilities and develop at different rates; some children will require extra support and incentives to succeed. Therefore, we differentiate our expectations and responses accordingly. We endeavour to create an individualised, safe and caring environment where every child feels supported and valued. On occasions, in order for more specific needs to be met, a child, a group, a class may have a more tailored behaviour management plan.

Graduated Approach: We employ a graduated approach to behaviour management, recognising early indicators of safeguarding concerns, social, emotional, and mental health difficulties. This includes early intervention, personalised support plans, and collaboration with parents/carers and external agencies when necessary.

Praise & Rewards

Routines play a crucial role in teaching and reinforcing expected behaviours among all pupils at St. James' CE First and Nursery School. By establishing repeated practices, we promote the values of the school, positive behavioural norms, and certainty regarding the consequences of unacceptable behaviour. It is essential that any aspect of behaviour expected from pupils be transformed into a commonly understood routine. Some examples include:

- Coming into the class quickly and quietly.
- Remaining seated during lesson time unless instructed otherwise.
- Maintaining quiet during teaching times or carpet sessions.
- Using a hand to contribute to the lesson unless directed otherwise.
- Walking silently into worship time and sitting quietly during proceedings.
- Tidying up after each lesson.
- Lining up and moving through school quietly during transition times.

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At St. James', every child receives praise and recognition for their achievements and teaching children the intrinsic feeling of verbal praise and achievement is prioritised. Rewards jars, stickers, certificates, and awards from the

Head teacher are some of the ways we may celebrate positive behaviour. It is important to acknowledge that each day begins anew, but consistent undesirable behaviour over time will be closely monitored.

Behaviour Ladder

Our behaviour ladder system ensures consistent and fair responses to undesirable behaviour. It provides children with choices and opportunities to correct their behaviour and understand the consequences of their actions. The ladder consists of several steps with a 'logical consequence' being actioned if necessary at any step:

- **REMINDER:** A verbal warning may be given by the staff member, either in the moment or during a one-on-one discussion.
- **REFLECTION:** Time is set aside for a targeted discussion with the pupil at an appropriate moment in the day. This allows the child to talk through disruptive and undesirable behaviour and enables the staff member to understand what happened from the child and how they can support.
- **RECOGNISE AND RESTORE:** For more serious, persistent and unsafe behaviours children will be asked to reflect on their actions that will involve a loss of break or lunchtime for extended reflection, during which children may engage in a simple task. We believe it is essential to take the time to model, teach, and guide children in their decision-making, during this time an emotional coaching approach may be used. This process may inform a more personalised behaviour plan to help teach appropriate behaviour e.g. a social story. Communication with parents will be considered at this stage.
- **RESPONSE:** If behaviour escalates to dangerous or extremely challenging levels, discussions with parents, the teacher, Headteacher, and child will be arranged to address the behaviour and determine appropriate steps. Possible intervention from a specialist teacher may be considered at this stage. More serious incidents, such as physical responses to issues or dangerous behaviours, will result in escalated consequences, including the possibility of suspension.

The behaviour ladder is applied based on observed behaviour, with corresponding recognition or logical consequences. For instance, appropriate behaviour is praised, while inappropriate actions like chatting when asked to be quiet or disrespecting others lead to verbal warnings or being asked to change seats, move away from others.

Restorative Questions

Following incidents from step 2 onwards on the ladder, a child will be asked to engage in a reflective conversation. Restorative questions will be used to promote reflection and understanding. They are open-ended to encourage children to make their own connections and to prompt them to solve problems independently, equipping them with skills they can apply in the future.

What happened?

What were you feeling/thinking at the time?

How did this make others feel?

Who has been affected and how?

What could we do to put things right?

If this happened again, how could you do things differently?

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Suspension and Exclusion

In very serious cases, and in accordance with national policies and the DfE, it may be necessary to suspend a child. This is always a last resort and will be in line with the legal procedures. Decisions will be carefully discussed and agreed by the Senior Leader Team and Heath Academy Trust. In keeping with our belief in a restorative approach, following school suspensions we will prioritise reintegration and support for all children involved and their family.

Mobile Phones

There must be no use of a mobile phone or any smart device by children on the school site.

The only exception to this is where there is a medical need for a smart device, for example for monitoring insulin levels. Where this is a requirement this will be discussed with the school leader, a plan put in place and the device will not be used for any other function.

Nursery

Within our nursery, we believe that the principles of positive decision-making and the teaching of behaviour must begin with our very youngest children. Through play, staff help children understand the importance of making the right choices and that there can be consequences when things go wrong. In the first instance staff will look to redirect undesirable behaviours and teach more appropriate choices/ outlets.

Staff will assess the child's understanding of any undesirable behaviour and will devise a very personal approach as necessary. Nursery staff will use a 'logical consequence' as the result of any unwanted behaviours. Parents may be involved in any discussion about their child's behaviour if it felt necessary by staff. If deliberate harm is caused to another child then both sets of parents will be informed. The Headteacher may deal with serious cases of unacceptable behaviour.

Child on child abuse

In accordance with Keeping children safe in education 2026, all staff at the Heath Academy Trust are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

All staff know that child-on-child abuse is preventable and are expected to take a strong preventative approach rather than only responding after incidents occur. At St James' we believe early intervention is important and staff should challenge harmful behaviours before they escalate.

For further information please see the HAT Child Protection Policy.

Anti-bullying inc. serious violence and online risks

At St James' we determine bullying as behaviour that is seen several times on purpose- we use the acronym S.T.O.P. Behaviour may be seen from an individual or group and is defined as intentionally hurting another, physically, emotionally or mentally; we acknowledge that bullying can be displayed through many different forms.

Bullying is discussed in classrooms through our PSHE curriculum and as necessary through class discussions. Children are informed about safer Internet use, in line with safeguarding guidelines, and given some awareness of how to remain safe from bullying when online. Children are made aware that they should tell an adult either in school or at home, if they believe they are subject to bullying.

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As a school, we are committed to gaining personal and individual knowledge of our children so that we are able to intervene before a serious situation develops. Teachers and support staff will set aside time to listen to children's and parental concerns and from there an individualised and appropriate strategy will be put together in order to tackle the situation.

Pastoral lead, anti-bullying lead: Sarah Cole

E-safety Champion/ Online safety champion: Ben Spinks

Racism

Our school is committed to an inclusive approach where differences are valued and celebrated. Our curriculum covers tolerance, compassion, respect and acceptance of different ethnicities and religions. Through our PSHE scheme, RE and World Views curriculum and whole school worship times we aim for children to have a good understanding of other faiths and diversities.

Any racist incidents must be reported to the Headteacher. Incidents must be followed up with the victim and perpetrator and parents must always be informed. Steps for dealing with racist incidents will be much the same as above (anti-bullying) and fixed term suspensions will be considered if the incident is considered to warrant it.

All matters relating to racism will be reported to the CEO of the Trust and Local Committee members.

Sexual harassment and sexual violence

Our staff and school community recognise that harassment can happen at any sector of the education system and maintain an attitude of 'it could happen here'. Knowing that harmful sexual behaviour (HSB) can occur online or face-to-face, or both; between 2 or more children of any age and sex; and can and does occur both inside and outside of schools.

Our school will enforce a zero-tolerance approach to sexual violence and sexual harassment. All staff will ensure it is never acceptable, it will not be tolerated and it should never be passed off as, for example, "banter", "just having a laugh".

Physical behaviour (potentially criminal in nature), such as grabbing bottoms and genitalia, pulling down trousers and lifting up skirts will be challenged by all staff. We will endeavour to ensure all staff are aware that dismissing or tolerating such behaviours risks normalising them. We aim to teach children about self-respect, respect for others, personal boundaries and what constitutes harassment as part of our PHSE learning. Our staff, through teaching and learning, aim to embed an age appropriate understanding of consent, recognising that consent is about having the freedom and capacity to choose.

A safeguarding approach will be taken in response to all incidents, the CEO of the Trust and Local Committee members will be made aware. Further information can be sought through the HAT Child Protection Policy.

Staff

The LADO as well as the CEO of the Trust will be informed of any allegation made towards a staff member. Allegations of any kind against staff will be dealt with under the Whistleblowing and Allegations against Staff policies.

Use of Reasonable Force

School staff will follow advice from the DfE on the use of reasonable force. Staff will only intervene physically when a child's behaviour is such that restraint is needed to prevent injury to a child in danger of hurting themselves or others or where significant damage to property is being caused or is likely to be caused.

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Parents will always be notified if physical restraint has been used on their child so that they fully understand the reasons why such action was taken.

Impact

At St. James' CE First and Nursery School, we are committed to creating a positive and inclusive learning environment where every child feels valued, respected, and supported. Through collaborative efforts and a focus on relationships, we aim to promote positive behaviour and well-being for all members of our school community.

This Behaviour and Relationships Policy aligns with other school policies, including Health and Safety, Safeguarding, and E-safety policies.

Review statement: when reviewing ensure these statements are still true and appropriate	This policy was reviewed on:
The school's current vision and values underpin this policy and have been used to drive and shape this policy	November 2024 (SK/ JH) September 2025 (SK/ JH) September 2026 (SK/ JH)

Guidance provided by the DfE

Behaviour in schools:

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Use of reasonable force:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>