



## Positive Behaviour Policy

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<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	✓

DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	
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## Introduction

Our **vision** for our Trust is we exist to:

***Help every child achieve their God-given potential***

Our **aims** are clear. We aim to be a Trust in which:

**D**eveloping the whole child means pupils achieve and maximise their potential

**C**ontinued development of staff is valued and improves education for young people

**A**ll schools are improving and perform above national expectations

**T**he distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared values. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

### **Aspiration**

I can do all things through Christ who strengthens me  
(Philippians 4 vs 13).

### **Wisdom**

Listen to advice and accept discipline, and at the end you will be counted among the wise  
(Proverbs 19 vs 20)

### **Respect**

So in everything do to others what you would have them do to you  
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: I have come that they may have life, and have it to the full.

## Our School Vision

Learning as a family in Jesus, through Love, Hope and Forgiveness

Matthew 19:26 “with God all things are possible.”

## Our Purpose

The St. James’ family is a welcoming, thriving, innovative community; loving and inspiring, forgiving and challenging. Together we can, and will, enrich the world.

Our purpose is to provide an engaging, relevant education within a Christian environment, where everyone flourishes academically, socially, physically, morally, emotionally and spiritually.

Psalms 139 “You are a child of God. You are wonderfully made, and precious in his sight. Before God made you, He knew you. There is no-one else like you.”

Proverbs 22:6 “Start children off on the way they should go, and even when they are old they will not turn from it.”

## The Aims of this Positive Behaviour policy are to:

- Enable all children to be **Ready, Respectful and Safe** at all times
- Recognise and praise good behaviour as it occurs.
- Ensure that criticism is constructive.
- Address the behaviour rather than the individual when praising or challenging.
- Always aspire for the highest levels of success for all children, actively seeking new opportunities to engage and inspire.

This policy aligns with KCSIE 2025 and supports the school’s duty to safeguard and promote welfare. Behaviour concerns may indicate safeguarding risks and will be shared with the safeguarding team for appropriate support and intervention.

We aim to create a positive learning environment that has a clear and consistent structure underpinned by our core Christian values of Love, Hope and Forgiveness. It aims to foster children’s self-esteem and self-discipline and give a clear focus to their Personal and Social Education.

### **Rights Respecting Behaviour**

All staff, children, governors and parents recognise that we have the right to learn in a safe and trusting community in which effective learning can take place. As part of our commitment to this right, we have reviewed our behaviour policy and simplified our school rules to enable all our children to embrace them. Our three key rules are:

**Ready, Respectful, Safe**

At St. James' CE Primary Academy, we are committed to creating an environment where good behaviour is at the heart of everything we do. Everyone is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to be calm and consistent at all times in our dealing with children; this fits with our school values of Love, Hope and Forgiveness.

Restorative practice is key to our approach and there is an expectation that everyone develops trusting communication with one another. This includes all staff, children, visitors, parents and carers.

We want our learners to be ready to learn, to be respectful of each other and to feel safe.

## Ready, Respectful, Safe

We have discussed with our children what these words mean, how they can use these words to help them in school and what their behaviour may look like when they are ready, respectful and safe.

This is what they think:

### **We are READY to learn**

We arrive at school on time.

We have the correct uniform and PE kit.

We have our equipment ready.

We show that we are listening and our minds are ready to try our very best.

### **We are RESPECTFUL -**

We listen when others speak and we respect the property of our friends and the school.

We respect that other people have different ideas, beliefs and backgrounds to our own.

We respect that people may look different and have different needs but we all feel the same emotions. We respect the law and the rules of school and society.

### **We are SAFE -**

We move around school in a safe manner.

We follow instructions to keep ourselves safe.

We use equipment safely.

We stay safe online and make safe choices in our community.

## Behaviour Principles

- St. James' seeks to promote the highest expectations and standards for behaviour of all pupils and staff, in order to promote a positive learning environment to enable everyone to reach their full God given potential.
- The Christian values of St. James' CE Primary Academy are Love, Hope and Forgiveness and will underpin the academy behaviour policy.
- Learning is the main purpose of St. James' CE Primary Academy and this is underpinned by the behaviour that exists therein.
- Staff and pupils will not use offensive language, will not undertake any form bullying and will at all times promote British Values, tolerance and respect with particular regard to the nine protected characteristics, as defined in the Single Equalities Policy.

- St. James' CE Primary Academy will safeguard its community by providing a secure and safe environment in order for all members of staff and pupils to learn and work.
- There is an expectation that all members of the academy community will demonstrate mutual respect.
- St. James' CE Primary Academy will empower and equip pupils to make appropriate choices for which they are responsible.
- Good behaviour will be consistently acknowledged and praised.
- Rewards will be given fairly, consistently and proportionately.
- Behaviour will not be allowed to impact on the education and/or welfare of others, including bullying, violence and other forms of anti-social behaviour.
- Sanctions will be applied fairly, consistently, proportionately and reasonably taking into account individual needs.
- Everyone in a position of responsibility will be a positive role model for pupils, including staff, parents/carers and visitors.
- The behaviour policy should also underline the necessity for good communication of the policy between pupils, parents/carers and staff.
- The behaviour policy will always be applied in accordance with current education legislation.
- There is a complaints procedure that is accessible to all stakeholders, should the need arise.
- That the SLT will report to the local governing body on attendance and behaviour, including an analysis of the use of exclusions, each term and to DCAT as required.

### **Strategies used to promote positive behaviour**

At St. James' CE Primary Academy, we believe that rewarding positive behaviour is the primary strategy for enabling children to develop into kind and loving citizens of the world. Learning as a family in Jesus means that we support each other to make the right choices and celebrate together when we do.

## **Guidance for Staff**

Staff should actively encourage good behaviour. Staff should praise those that behave appropriately. Both verbal and non-verbal feedback are given a high priority both in and out of the classroom. It is particularly important in the corridors and playground. Adults in our academy understand that they are 'on duty' at all times and with all children – we all have a responsibility for establishing and maintaining a culture where being good is rewarded and noticed, whoever you are. We encourage children to line up, move silently and keep to the left when possible.

## **Children with Additional Needs**

At St. James' we recognise that some children with additional needs may need extra support to follow our whole school behaviour policy at all times. It is our expectation that all children are Ready, Respectful and Safe however we do make reasonable adjustments to support these children to be successful within our policy. In consultation with parents, the class teacher and the Inclusion Leader, additional support will be put in place to enable the child to be successful. Measures could include: ELSA, nurture, buddy system, social interaction support etc.

## **Golden Time**

Every Friday, children are able to participate in Golden Time activities for twenty minutes as a reward for being Ready, Respectful and Safe during the preceding week. They can choose from a range of activities which may be class based or more widely across the school.

Children who have made choices that have not demonstrated Ready, Respectful or Safe behaviour may miss 5 minute increments of Golden Time although no child will be made to miss the full 20 minutes.

## Our House System

Our academy is divided into four houses. Our houses are named after Matthew, Mark, Luke and John. Every child in the academy is a member of a house, and siblings will always share the same house. Membership of a house links children with others across the age range and across the academy, developing a broader sense of community and collective endeavour. As many curricular and extra-curricular opportunities as possible feed the house system and children individually collect House Points to go towards a collective total, announced weekly in Awards Worship. House Points can be given by any adult in our community and are linked to good behaviour.

The system is for rewarding the good behaviour of our pupils. The expectation in terms of effort or behaviour to earn a point should be the same for every child. Children with a specific additional need (identified by the inclusion of a behaviour or emotional element in an IPP - Individual Provision Plan) may have an additional and separate programme in place that will be led by the class teacher. This should avoid the situation where a child who requires specific support earns more comparable House Points than a child who does not need additional support. The academy believes that the system loses value in the eyes of pupils and their parents if such a situation arises.

The house with the most points at the end of each second term (Christmas, Easter, Summer) will be given an additional reward such as extra playtime and the House Cup.

## Whole School Reward

The Whole school reward is another tool for rewarding good behaviour and encouraging children to work as a team.

All children will contribute to earning this whole school reward. Children will be rewarded for positive behaviour in the form of a golden token. This will be collected in classes each week. Children put the total collected golden tokens from their class into a giant collection jar, situated in the corridor. When this jar is full, the whole school will be given a special treat like a meaningful experience or tasty treat which have previously included a silent disco and an ice cream van.

## The Class Cup

The Class cup is awarded each week to celebrate a child who has achieved something above and beyond normal expectations. This is an opportunity for teachers to thank and recognise children who really have stood out. In addition to a cup and certificate, the child will also be given a 'Golden tie' to wear for the following week. Everyone will be able to see who has really had a brilliant week.

## Additional Rewards

In addition to House Points and Golden Time, stickers, certificates, letters, calls and postcards home and whole class rewards are used to reward positive behaviour in our academy.

Furthermore, classes have whole class reward systems that can be used to reward individual and collective good behaviour or improvements. This could take the form of marbles in the jar, sticker charts, sliding scales etc. Once the class reach an agreed number e.g. the jar is full then they earn a pre-agreed whole class reward such as a short period of additional play, watching a suitable film or another activity that is chosen in collaboration with the class to meet their needs and interests.

## Children as Leaders

Many older pupils train as positive play leaders and mentors for younger children. The training helps to develop their own social and moral skills and in turn they are often able to support their peers. In class, talking partners and circles of friends are other strategies which foster mutual respect and peer support.

Children are consulted on issues, behaviour management and the academy environment. This is done through the Junior Leadership Team (composed of Year 6 children) academy council which is supported and promoted by all staff. All children have the chance to raise issues through their class academy council representative and to have discussions to seek solutions. This helps them take responsibility for the behaviour of themselves and their peers.

Year 6 children also take on leadership roles such as Head Boy and Girl and House Captains. Sports leaders are trained through Year 5 and 6 and Play Leaders in Year 5.

## Levels of Behaviour

As a Christian school, our ethos for all of the community should be to celebrate and emphasise positive behaviour and good choices. However, in order to prepare children for the wider world and ensure that everyone can be enabled to be Ready, Respectful and Safe, we need children to understand that there can be consequences to poor behaviour choices.

All incidents of behaviour will be recorded on Arbor under the Levels categories.

The table below is a guideline for behaviours and expected consequences:

<b>Level</b>	<b>Example Behaviours include (but are not limited to)</b>	<b>Sanction</b>
Level 1	<ul style="list-style-type: none"><li>• Low level disruption in class</li><li>• Talking / disruptive behaviour in corridor</li></ul>	<ul style="list-style-type: none"><li>• Warning and opportunity to turn things around</li><li>• Missed playtime or lunchtime with debrief conversation</li></ul>
Level 2	<ul style="list-style-type: none"><li>• Ignoring warnings from Level 1</li><li>• Verbally hurting others</li><li>• Swearing</li><li>• Rough behaviour</li><li>• Damaging or breaking property</li></ul>	<ul style="list-style-type: none"><li>• Missed Golden Time</li><li>• Sent to work in another class</li><li>• Communication home from the class teacher</li></ul>
Level 3	<ul style="list-style-type: none"><li>• Ignoring or refusing to follow adult instructions</li><li>• Threatening behaviour</li><li>• Hurting others (physically)</li><li>• Not respecting other people's boundaries</li><li>• Deliberately annoying or goading another child</li></ul>	<ul style="list-style-type: none"><li>• Involvement of Senior Leadership Team</li><li>• Miss playtime/lunchtime with member of Senior Leadership Team</li><li>• Level 3 letter home – 3 in one term moves to more serious consequence</li></ul>

Level 4	<ul style="list-style-type: none"> <li>• Persistent Level 3 behaviour</li> <li>• Discrimination e.g. racism, homophobic, sexism Bullying</li> <li>• Fighting</li> <li>• Inappropriate sexualised behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• Lunchtime exclusion for a fixed period of time</li> <li>• Level 4 letter sent home from Headteacher</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>• Hurting a member of staff</li> <li>• Drugs</li> <li>• Weapons</li> <li>• Arson</li> <li>• Malicious Intent to harm others</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary fixed term exclusion</li> <li>• Permanent exclusion</li> </ul>

## Individual Behaviour Plans

Children who fall outside of these arrangements and need shorter term rewards or sanctions and additional assistance with their social and emotional needs should have an IPP and a behaviour plan in place. This can be discussed with the Inclusion Leader or another member of SLT as required. The individual behaviour plan should have separate rewards and not use House Points or Golden Time. Whenever the system pays out for the individual they must also pay into the whole class system e.g. if they earn 10 minutes' computer time for themselves they must also put a marble in the jar or whatever the individual class system is. By doing this, children who need additional support will not earn more than those who do not have such support. In addition to this, there is a collective benefit to supporting the child with their additional needs, rather than fostering resentment in children who behave well that an individual is perceived to get more rewards than the other children.

## Bullying

Bullying is when a person or a group of people deliberately and persistently target someone else to hurt, threaten or frighten them through physical, verbal, emotional and psychological aggression. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time. We help children to understand our policy and contribute to it through anti-bullying week, as part of our PSHE programme. Children have the opportunity to contribute to our Anti-Bullying Policy through academy council meetings. We try and share the definition of bullying with our parents and make them aware of our policy rather than just referring to it when there is a problem. Our children are taught that bullying is unacceptable and will be dealt with promptly by staff. They are taught the importance of reporting any bullying as soon as they can. All staff are aware that this is not "telling tales". To be seen to act is as important as taking action. Silence and secrecy nurture bullying. Please refer to the AntiBullying Policy for further detail.

## Racism, Homophobia or Discrimination

St. James' is an inclusive academy that values the contribution that all individuals can bring to the community. We believe that cultural difference, physical appearance, disability of any kind or individual personal life choices to be ready, respected and safe. Every individual is to be cherished and respected and we nurture all our young people by making clear our expectations that comments or actions that are, or could reasonably be perceived to be, discriminatory will be dealt with seriously.

Comments judged to be of a discriminatory nature are required to be reported by law, and in that situation the general sanction will be for the individual concerned to meet with the Principal and spend half a day out of class,

learning away from their peers in KS1, and a whole day in KS2. Part of this day will involve a discussion with the Headteacher about the incident and why the conduct of the individual was not acceptable, however the time will also focus on the future and working out how the mistakes that were made can be prevented from happening again.

The academy will follow these guidelines as a general principle, however in some cases may adjust the sanction or response in order to match the incident in question having spoken with individuals involved. This judgement rests with the Headteacher (or Deputy in the absence of the Headteacher).

## Recording and Monitoring of Social and Emotional Problems

Incidents of poor behaviour that require intervention, including conversations with parents, should be recorded by teachers in a child's individual pupil diary on MyConcern. This pupil diary allows historic information to be stored, patterns to be investigated and persistent behaviour to be identified. This can be very useful when reporting to parents, liaising with outside agencies or formulating an Individual Behaviour Plan.

## Behaviour at Extra Curricular Clubs

We expect our children to carry the values of Love, Hope and Forgiveness and the Ready, Respectful and Safe ethos with them beyond the classroom and we have the same high expectations of behaviour at extra-curricular clubs as we do during school hours.

Children who cannot participate safely and with respect for others may be asked to leave a club either temporarily or permanently so that all participants can make the most of the opportunities on offer.

Should a child not behave appropriately at a club, the following steps will be implemented:

- Verbal warning issued to child - parent informed at collection
- Call to parent to collect child early
- One week ban
- Child not able to continue attending club

## Statutory Considerations

### **Confiscation, searches, screening**

Screening and searching pupils (including identifying in the academy behaviour policy items which are banned and which may be searched for) is allowed in line with national guidelines.

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

## Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- o The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- o In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- o It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- o Assess whether there is an urgent need for a search
- o Assess whether not doing the search would put other pupils or staff at risk
- o Consider whether the search would pose a safeguarding risk to the pupil
- o Explain to the pupil why they are being searched
- o Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- o Explain how and where the search will be carried out
- o Give the pupil the opportunity to ask questions
- o Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, Alastair Brown, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- o Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- o Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- o Lockers
- o Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL (Beth Dodd) without delay:

- o Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- o If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (MyConcern)

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- o What happened
- o What was found, if anything
- o What has been confiscated, if anything
- o What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL – Beth Dodd). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. **Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.**

### **Communication and record keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

It is unlikely that a strip search will be necessary but, if, in exceptional circumstances, it was deemed necessary, National Guidance as per the latest version of KCSIE will be followed. Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Screening is not currently in place at St. James'.

### **Physical Handling**

The power to use reasonable force or make other physical contact is allowed in line with national guidelines. This policy is consistent with our Child Protection, Safeguarding and Equal Opportunities policies, and with DfE guidance on the [use of reasonable force in schools](#).

In all situations, our use of restrictive physical intervention is in the context of the child's needs. Wherever possible, physical handling will be carried out by specifically trained staff unless there is an immediate danger to any child or adult. Incidents of Physical Handling will be recorded alongside any behaviour triggers.

The power to discipline beyond the school gate is allowed, particularly where any poor behaviour choices are demonstrated when:

- taking part in any academy-organised or academy-related activity or
- travelling to or from the academy or
- wearing academy uniform or
- in some other way identifiable as a pupil at the academy.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy or
- poses a threat to another pupil or member of the public or □ could adversely affect the reputation of the academy.

Any criminal activity should be reported to the police.

### **Harmful Sexual Behaviour**

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

St. James' Primary Academy will :

- make clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”.
- recognise, acknowledge and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Any incidents of Harmful Sexual Behaviour will be referred to the school Safeguarding Team through MyConcern. We will primarily use education tools, such as those provided by the Brook Traffic Light Tool and the NSPCC to establish healthy boundaries and ensure that all children are aware of what could constitute unacceptable behaviour in this area. Through programmes such as the Brook Traffic Light Tool and Pantosaurus, we will seek to educate children and prevent normalising any harmful sexual behaviour through age appropriate methods. We will liaise closely with parents in these cases.

**"Be compassionate and kind to one another, forgiving each other, just as in Christ, God forgave you."  
Ephesians 4:32**

#### **Linked Policies:**

- **Child Protection and Safeguarding Policy**
- **Anti-Bullying Policy**
- **Attendance Policy**
- **Online Safety**
- **RSHE Policy**

Appendix 1: Level 3 behaviour letter

Appendix 2: Level 4 behaviour letters – internal exclusion and lunchtime exclusion



Level 3 behaviour letter 2022.docx



Level 4 behaviour letter 2022.docx