



Southam St James CE Academy

Let your light shine

Behaviour for Learning Policy

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We “let our light shine” (Matthew 5:16) in our school, our Multi Academy Trust, our homes and our community by following the teachings of Jesus, the Light of the World.

At Southam St James CE Academy, we strive to create a calm, inclusive and nurturing environment where every child can thrive academically, socially and emotionally.

Our behaviour culture is rooted in our Christian values and built upon positive relationships, mutual respect and a shared commitment to learning. We recognise that behaviour is a form of communication and that children may require different levels of support, guidance and adaptation to succeed.

We believe:

- Every child has the right to feel safe, valued and included.
- Every child can learn positive behaviours and self-regulation skills.
- Strong relationships are the foundation of successful behaviour support.
- Adults have a responsibility to understand children's needs and respond consistently and compassionately.
- Children should always be treated with dignity and respect.
- Behaviour systems should support learning rather than simply punish mistakes.
- Adaptations and reasonable adjustments may be required to ensure equity for all learners.

Our SHINE Values

Our school community is guided by our SHINE values:

- **Stay Focused**
- **Honesty**
- **Independence**
- **Never Give Up**
- **Encourage Others**

These values underpin all aspects of school life and help children develop into respectful, responsible and compassionate members of society.

We actively teach, model and celebrate these values every day.

The St James Way

At Southam St James, positive behaviour is explicitly taught and reinforced.

Adults promote positive behaviour through:

- Warm, respectful relationships.
- Clear routines and expectations.
- Consistent language and responses.
- Recognition of effort and achievement.
- Restorative conversations.
- Explicit teaching of social and emotional skills.
- High-quality, engaging teaching.

- Opportunities for children to reflect, repair and move forward.
- 'Fresh start' – children have a fresh start each morning and again after lunch.

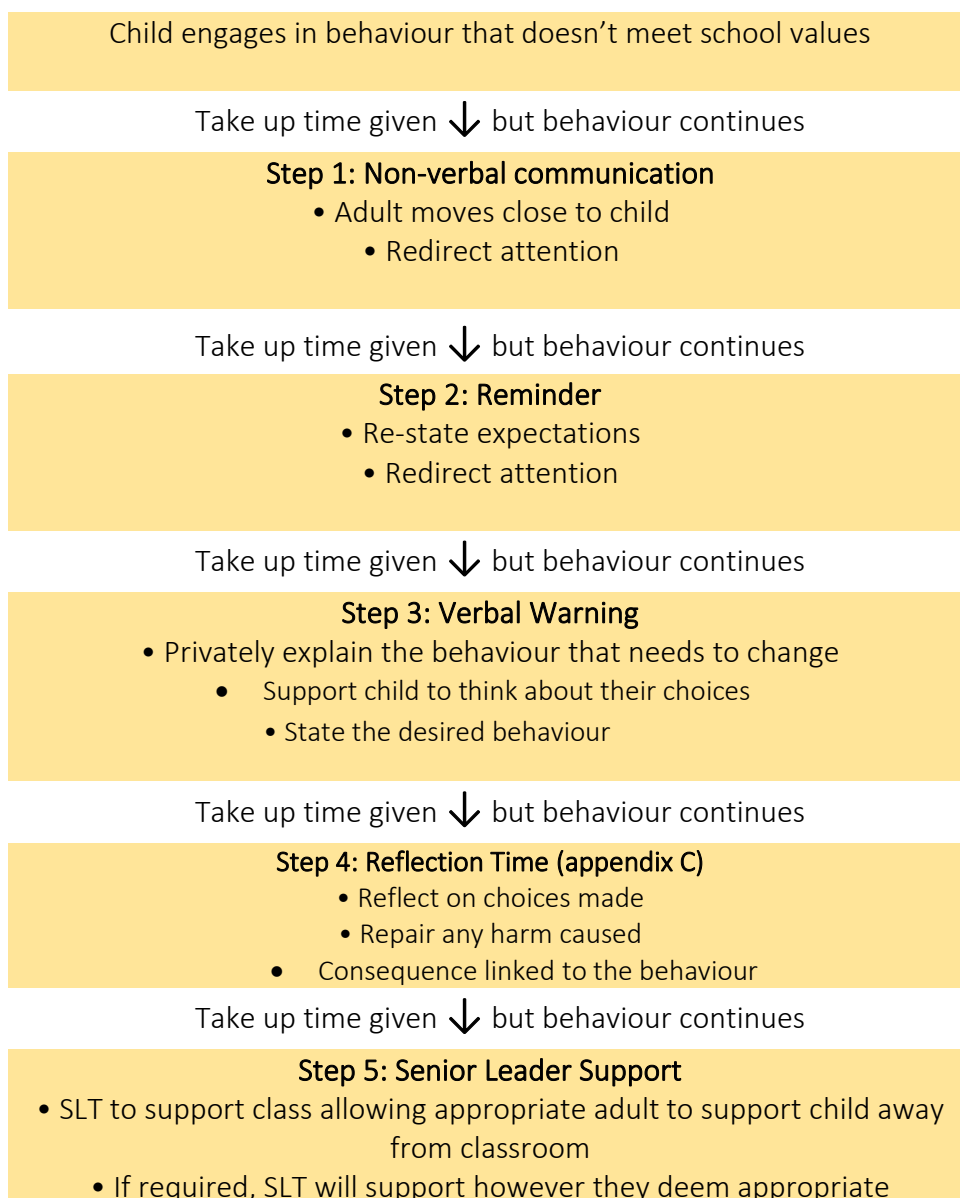
We aim to notice and acknowledge positive behaviour far more frequently than we correct inappropriate behaviour.

Children are given regular opportunities to receive recognition through:

- Verbal praise
- Team points
- Shine Tokens
- Celebration assemblies
- Certificates and awards
- Positive communication with families

Further details of rewards can be found in **Appendix A**.

Responding to Behaviour



Further information and details can be found in **Appendix B**

Serious Incidents

On rare occasions, children may exhibit behaviour which accelerates faster through the sequence above. More serious inappropriate behaviours include:

- Refusal to follow an adult's instructions
- Swearing
- Serious verbal abuse
- Wilful destruction of property
- Any behaviour which puts others at risk of harm
- Deliberately hurting others
- All forms of bullying (see Anti-Bullying Policy)
- Discrimination - homophobic, racist, abusive behaviour or other derogatory language
- Sexual harassment
- Bringing prohibited items into school (Appendix F for further information about confiscation)

If a child's behaviour becomes a concern due to an increase of incidents, a face-to-face meeting will take place between class teacher, parents and child. If persistent, this conversation may involve a member of SLT as well. This conversation will include any issues at home/outside of school, an overview of the behaviours seen in school, and an agreed supportive plan moving forward. This meeting will be recorded on CPOMS.

The aim is always to build understanding, repair relationships and support future success.

On some occasions it may be necessary to use positive handling – please see Appendix E

Supporting Children with Additional Needs

We recognise that some children will require additional support with their emotions and behaviour to succeed in school.

We identify these children through teacher referrals, parent/carer referrals (parents/carers can email their child's class teacher to begin a discussion), children raising their concerns with their class teacher or other key adults in school, and through reviews of behaviour data collected on CPOMS.

We support these children through assessments, IEPs, Power Packs and specific programmes of support based on their individual needs. These may be contributed to by parents/carers and external professionals. Where children have high levels of sustained need, this process may result in the application for an EHCP, that provides for the child's needs on a long-term basis.

To ensure equality of opportunity, we will make reasonable adjustments where appropriate, and the strategies in a child's behaviour management plan or IEP will take priority over the rewards and sanctions described earlier in the policy.

The purpose of any adaptation is not to lower expectations, but to enable children to meet expectations successfully.

For further information of adaptations, see Appendix D

Suspension and Permanent Exclusion

Southam St James CE Academy is committed to inclusion and works proactively to prevent suspension and exclusion wherever possible.

Suspension or permanent exclusion will only be considered where:

- Serious breaches of the behaviour policy occur.
- The safety, welfare or education of others is at risk.
- All reasonable support strategies have been exhausted, where appropriate.

The school will follow all current Department for Education guidance.

Permanent exclusion will always be a last resort.

Further information about Suspensions and Exclusions is available in Appendix G

Policy Information

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy
- Anti-Bullying Policy
- Attendance Policy
- Positive Handling Policy (Trust Policy)
- Online Safety Policy (Trust Policy)
- Equality Information and Objectives (on school website)
- Suspensions and Exclusions Policy

Appendix A – Rewards and Recognition

At Southam St James CE Academy, positive behaviour, effort and achievement are recognised regularly through meaningful praise and celebration.

Our recognition systems are designed to:

- Encourage positive learning behaviours.
- Build confidence and self-esteem.
- Promote the SHINE values.
- Strengthen children's sense of belonging.
- Celebrate effort as well as achievement.

Daily Recognition

Staff may use:

- Verbal praise
- Specific positive feedback
- Positive phone calls or messages home
- Team points
- Shine Tokens
- Celebration of work with peers or leaders
- Displays of achievement

Adults aim to use specific praise whenever possible, for example:

"I noticed how you persevered when you found that difficult."

"Thank you for showing independence and solving the problem yourself."

Team Points

Every child belongs to one of four houses:

- Ruby
- Emerald
- Sapphire
- Topaz

Team points are awarded through **Class Dojo** and are designed to recognise success in learning.

Teachers may award team points for:

- Academic achievement
- Excellent work
- Effort and perseverance in lessons
- Positive learning behaviours
- Improvement and progress
- Contribution to classroom learning
- Active participation in lessons

Team points are accumulated throughout the year and contribute to house totals. House totals are celebrated regularly and contribute to whole-school rewards and competitions.

Team points are intended to recognise and reinforce behaviours that support successful learning and academic progress.

SHINE Tokens

SHINE Tokens are separate from Team Points and are awarded to recognise children who demonstrate our school values:

- Stay Focused
- Honesty
- Independence
- Never Give Up
- Encourage Others

Children may receive a SHINE Token when they demonstrate one or more of these values in a meaningful or sustained way.

Examples might include:

- Showing honesty when admitting a mistake.
- Demonstrating independence when solving a problem.
- Encouraging a classmate who is finding something difficult.
- Persevering with a challenging task.
- Staying focused despite distractions.

SHINE Tokens are collected by children and can be exchanged through the school's SHINE Shop, helping to celebrate the character strengths and personal qualities we wish to develop across our school community.

The Shine Shop provides rewards that appeal to a wide range of children and promote inclusion and accessibility.

Celebration Assembly

Celebration assemblies provide opportunities to recognise:

- Academic achievement
- Improvement
- SHINE values
- Excellent attendance
- Positive attitudes to learning
- Contributions to the school community

Parents and carers may be invited to celebrate important achievements where appropriate.

Curriculum Awards

Teachers may nominate children for curriculum-based awards that celebrate:

- Progress
- Effort
- Achievement
- Enthusiasm for learning

These awards should recognise a broad range of strengths and talents.

Recognition for All

Staff should ensure that recognition systems remain inclusive.

Some children may require adapted or personalised recognition systems to support motivation, confidence, self-regulation or engagement.

Personalised approaches may include:

- Individual target rewards
- Additional praise and encouragement
- Visual reward systems
- Home-school reward partnerships
- Special interest-based incentives

The purpose of recognition is to support success, not to create competition or disadvantage.

Appendix B – Behaviour Response Pathway

Universal Response Pathway

Step 1 – Non-verbal communication

Adult:

- Move close to child
- Redirect attention
- Provide equipment/remove distraction

Examples:

Move a book, provide a pen, replace a broken pencil, remove unnecessary equipment, provide a sensory aid.

Step 2 – Reminder

Adult:

- Redirects behaviour calmly.
- States expectation clearly.
- Checks understanding.
- Uses positive language.
- Allows take-up time.

Examples:

"Remember our learning expectation."

"Let's get ready for learning."

"Show me BEEP."

Step 3 – Verbal Warning

Adult:

- Privately explains what behaviour needs to stop.
- Support the child to think about their choices.
- States expected behaviour.
- Allows further take-up time.

Example:

"You have had a reminder. Your next step is reflection time if the behaviour continues."

Step 4 – Reflection Time

(will take place a time deemed appropriate by the adult, when all are calm and regulated)

Reflection time will always be a restorative conversation but may also include:

- Reflect on choices made
- Restore learning
- Repair any harm caused
- Consequence linked to the behaviour

Example:

Brief removal from an activity

Time to regulate emotions quietly

Completion of missed learning.

Consequences linked to behaviour such as damage to a display board would lead to repairing the display with adult support, drawing on property would lead to cleaning this item

Staff should remain calm and relational throughout.

Step 5 – Senior Leader Support

When behaviour persists:

- Senior Leader informed.
- SENDCO involvement considered.
- Additional support explored.
- Parents informed where appropriate.

Serious Behaviour Incidents

The pathway may be adapted when behaviour:

- Presents a risk to safety.
- Involves bullying.
- Includes discriminatory language.
- Involves significant disruption.
- Causes deliberate harm.

In these circumstances, senior leaders may intervene immediately.

Fresh Start

All children are entitled to a fresh start.

Following any behaviour incident, adults will:

- Welcome the child back positively.
- Avoid revisiting previous difficulties unnecessarily.
- Reinforce positive choices.
- Focus on future success.

Appendix C – Restorative Conversation Script

Restorative conversations help children develop responsibility, empathy and reflection. The conversation should take place once a child is calm and ready.

Suggested Questions:

What happened?

Allow the child to explain their perspective.

What were you thinking and feeling at the time?

Support emotional understanding.

Who has been affected?

Discuss the impact on:

- Themselves
- Other children
- Adults
- Learning

What could you do differently next time?

Support planning and problem solving.

How can we put things right?

Identify restorative actions.

Restorative Outcomes

Examples include:

- Apology
- Repairing damaged property
- Supporting another child
- Completing missed learning
- Practising alternative responses

The aim is not punishment but learning, repair and growth.

Appendix D – Neurodiversity, SEND and Reasonable Adjustments

Southam St James CE Academy adopts a neuro-affirming approach to behaviour support. We recognise that children experience, process and respond to the world differently.

Behaviour may sometimes reflect:

- Sensory needs
- Communication differences
- Executive functioning difficulties
- Emotional regulation challenges
- Anxiety
- Trauma
- Unmet learning needs

Adults should seek to understand the function of behaviour before deciding how best to respond.

Reasonable Adjustments

Adjustments may include:

Environmental Adaptations

- Alternative seating
- Quiet workspaces
- Reduced sensory demands
- Ear defenders
- Movement opportunities

Communication Adaptations

- Visual supports
- Simplified language
- Pre-teaching
- Processing time
- Social stories

Regulation Support

- Regulation breaks
- Safe spaces
- Emotional coaching
- Sensory resources
- Trusted adults

Learning Adaptations

- Chunked instructions
- Additional modelling
- Flexible task presentation
- Scaffolded learning

BEEP Adaptations

The principles of BEEP remain consistent; however, adaptations may include:

- Alternative posture positions
- Fidget tools
- Wobble cushions
- Standing desks
- Listening without direct eye contact
- Sensory regulation supports

Success should be measured by engagement and readiness to learn rather than strict compliance with a single presentation of behaviour.

Individual Plans

Where required, children may have:

- Individual Behaviour Plans
- Regulation Plans
- Risk Assessments
- Positive Handling Plans
- EHCP provision maps

These plans should guide adult responses and take priority where appropriate.

Appendix E – Positive Handling Summary

Positive handling should only ever be used:

- As a last resort.
- To prevent injury.
- To prevent serious damage to property.
- To maintain safety.

Wherever possible, staff should prioritise:

- De-escalation
- Distraction
- Redirection
- Regulation support
- Withdrawal of audience
- Adult support

Principles

Any intervention must be:

- Reasonable
- Necessary
- Proportionate
- In the child's best interests

Following an Incident

The school will:

- Record the incident.
- Inform parents/carers.
- Review triggers and support needs.
- Conduct restorative follow-up when appropriate.

Further guidance is available in the Trust [Positive Handling Policy](#).

Appendix F – Searching, Screening and Confiscation

The school follows current DfE guidance on Searching, Screening and Confiscation.

Authorised staff may search a child where there are reasonable grounds to suspect that prohibited items may be present.

Examples include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Vapes and tobacco
- Items likely to cause harm

Principles

Searches will be:

- Lawful
- Necessary
- Respectful
- Recorded appropriately

The Designated Safeguarding Lead will be informed of significant incidents.

Parents/carers will normally be informed following any search.

Confiscation

Items may be confiscated when:

- They pose a safety risk.
- They disrupt learning.
- They breach school rules.

The school will dispose of or return items in line with DfE guidance.

Appendix G – Suspension and Exclusion Procedures

Southam St James CE Academy is committed to inclusion.

Suspension and permanent exclusion will only be considered where necessary and lawful.

Before Suspension is Considered

The school will seek to understand:

- Unmet needs
- SEND factors
- Safeguarding considerations
- Environmental factors
- Support already provided

Alternative strategies should be explored wherever possible.

Following a Suspension

The school will:

- Inform parents promptly.
- Explain reasons for the decision.
- Provide learning where required.
- Arrange a reintegration meeting.
- Develop any additional support plans needed.

Reintegration Meeting

The purpose of reintegration is to:

- Welcome the child back positively.
- Rebuild relationships.
- Review support.
- Agree next steps for success.

Permanent Exclusion

Permanent exclusion is always a last resort.

The Headteacher will consider:

- The seriousness of the incident.
- Previous support provided.
- Individual circumstances.
- Equality Act duties.
- SEND needs.
- Safety of the school community.

The school will follow all statutory guidance and provide information regarding parents' rights of representation and appeal.