



St James CE Academy



## **BEHAVIOUR POLICY**

"Here at St James we believe that 'everyone is loved, this will allow all to flourish and unlock their potential promoting joy in lifelong learning. We will use our faith, Gods words and the light he gives to support this."

### **Unlocking potential and flourishing**

*"I can do all things through Christ; who strengthens me."*

**Philippians 4:13**

### **Joy in Lifelong learning**

*"Put these abilities to work; throw yourself into your tasks so that everyone may notice your improvement and progress."*

**1Timothy 4:15**

### **Everyone is Loved**

*"My command is this: Love each other as I have loved you"*

**John 15:12**

**Policy reviewed:** January 2026

**Policy adopted:** March 2026

**Date of next review:** 6 monthly cycle

## Everyone is loved

### Aims

At St James we aim to develop a culture where **everyone is loved**. We want our children to know that our community and our school is a special place where we can all feel welcome, safe, supported, valued and respected so that we can all grow and flourish, learn and teach, strive to succeed, work and play, have fun, love and feel loved. We promote high standards of behaviour, supported by our Christian Values, to create a happy, safe and stimulating environment where children, parents and staff can feel valued members of our community and where we help our children grow as enthusiastic, thoughtful, friendly 'citizens' who care for and respect each other. Children continue to make progress and flourish, with all elements of their learning. We are firm believers in '**Connection before Correction**' and staff at St James C of E Academy understand the importance of building relationships through positive interactions and mutual respect.

### Objectives

1. To create a safe and welcoming community culture to support our learners.
2. To guide learners to understand and manage their emotions and behaviours so that they make good choices, take responsibility of their actions and become reflective.
3. To ensure that adult consistency, kindness and positive praise creates a predictable and safe environment where children feel listened to and appreciated.
4. To create regimes and routines within which effective teaching and learning can take place

### Staff will

- Model positive behaviours - Children at St James will be explicitly taught how to show exceptionally good behaviour. They will be taught the skills needed to know how to behave. These will be modelled, role played and discussed at different times during a school day and reminded on throughout the academic year. Particularly during PSHE lessons and ongoing Worships. Other areas of focus include tolerance, relationships, self-regulation, reflection and bullying.
- following the Staff Handbook and Code of Conduct, knowing the school's expectations for promoting and proactively rewarding good behaviour and understanding that they are underpinned by our Christian values;
- ensuring a well-planned, broad and balanced curriculum appropriate to the needs of the pupils;
- using a wide variety of teaching styles to ensure all children learn effectively;
- ensuring a well ordered and stimulating learning environment in which opportunities are given for independent learning, initiative and discussion (as well as providing support where necessary);
- regularly evaluating and assessing work using a positive approach to inform future planning and learning; and
- promoting Protective Behaviours, ensuring the language of safety is promoted and modelled accordingly.

### Adults associated with St James C of E Academy will be expected to:

- ❖ · Model high standards of behaviour, self-regulation and reflection
- ❖ · To build relationships with the pupils
- ❖ · To praise positive behaviours
- ❖ · Use a kind and controlled voice
- ❖ · De-escalate situations helping pupils to regulate and return to learning
- ❖ · Remind pupils of the positive behaviours they wish to see and to explain how this can be achieved
- ❖ · To interact with any child in the school community to reinforce good behaviours
- ❖ · To recognise that pupils must be self-regulated before discussing behaviour.
- ❖ · To acknowledge and assign consequences of inappropriate behaviour
- ❖ · Restore and repair relationships as needed following the EMR method (Establish Maintain Restore)

## Parents will

- support their child by committing to our behaviour expectations;
- know the school's expectations for good behaviour and understanding that they are underpinned by our Christian values;
- offer encouragement and praise to their children especially when they receive rewards; and
- co-operate with teachers when sanctions are necessary, thus presenting a united front to the children, in which parents' loyalty to the values of the school is supported.

## Pupils

- children at St James will be explicitly taught how to show exceptionally good behaviour. They will be taught the skills needed to know how to behave. These will be modelled, role played and discussed at different times during a school day and reminded on throughout the academic year. Particularly during PSHE lessons and ongoing Worship. Other areas of focus include tolerance, relationships, self-regulation, reflection and bullying.
- learn to live out, on a daily basis, the essence of each rule in order to develop self-respect and respect for others;
- accept responsibility for his/her own actions particularly when inappropriate choices are made;
- learn how to accept failure/disappointment/sanctions and success/praise/rewards; and
- follow the principles of Protective Behaviours. The basic precepts of Protective Behaviours are that we all have the right to feel safe all the time and that we can talk with someone about anything, no matter how terrible it feels or how small a matter it is. We also encourage pupils to consider this question when dealing with any incidents of poor behaviour: *Is my fun, fun for everyone?* (Please refer to the Anti-Bullying Policy).

## St James pupils will be taught and expected to: (Refer to Appendix 7)

- ❖ Know that attendance and punctuality is important so that vital learning isn't lost.
- ❖ Know that they are always representing our school.
- ❖ Know that following the St James curriculum helps them to become better learners and build positive habits.
- ❖ Know that it is polite to greet people and to ask questions.
- ❖ Know to use good manners.
- ❖ Know to use kind hands, kind eyes, kind words and kind feet on the playground.
- ❖ Know that bullying is hurting someone on purpose.
- ❖ Know that bullying is repetitive and can be physical, verbal and emotional.
- ❖ Know about the expectations of our school uniform.
- ❖ Know the expectations when moving around school.
- ❖ Know that we show fantastic listening skills and follow classroom routines.

## Visitors will

- Be informed about the school's expectations for good behaviour and understand that they are underpinned by our Christian values.
- follow school policy and procedures during their time spent in the Academy.
- follow the Code of Conduct agreed by the DMAT while spending time in the Academy; and
- be expected to promote a positive and professional approach regarding their own conduct and challenged accordingly.

## Classroom Management

Classroom management is dependent upon positive interaction between teaching staff (all adults) and pupils, with the emphasis on promotion of positive good behaviour and preventative strategies. Teaching methods should take account of the different learning styles of children and aim to encourage enthusiasm and maximum participation for all. Praise and rewards are used to acknowledge and encourage effort and positive attitudes, as well as mark achievement. Where there are requirements for redirection, this should be framed positively and, where possible, privately.

## Our school rules

There are 5 behaviour principles centred around our school vision of **'Everyone is loved'**. We want to support our pupils to become adults who are caring and polite individuals. We hope that these routines and rules will become positive habits to prepare them with the skills needed for adult life.

|                                                     |
|-----------------------------------------------------|
| <b>L</b> earning it ( <b>L</b> earning is our goal) |
| <b>O</b> wning it ( <b>O</b> wn your own behaviour) |
| <b>V</b> aluing it ( <b>V</b> alue each other)      |
| <b>E</b> mpathising ( <b>E</b> veryone is kind)     |
| <b>D</b> o it the St James Way!                     |

| Learning                                                                                                                        | Owning                                                                                                                                     | Valuing                                                                                        | Empathising                                                                    | Do it the St James way!                     |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------|
| <b>L</b> earning is our goal.<br>Being ready to learn<br>Listening carefully to the teacher.<br>Working hard<br>Trying our best | <b>O</b> wn your own behaviour<br>You have the power to make your own choices<br>Accept responsibility if you make a mistake and say sorry | <b>V</b> alue each other<br>Always remember your manners<br>Greet people<br>Make conversations | <b>E</b> veryone is kind<br>Kind hands<br>Kind words<br>Kind eyes<br>Kind feet | Being in the right place at the right time. |

## When is behaviour taught at St James?

When pupils join St James in Year 3, the school ensures they are provided with clear, consistent guidance on the expected standards of behaviour. All pupils are taught the five school rules and the associated routines that underpin positive conduct and support their successful integration into the school community. The school rules are prominently displayed throughout the classrooms and corridors and are referenced regularly by staff as part of daily practice. These rules form the framework for behaviour discussions, including private conversations with pupils when expectations have not been met. Staff use these opportunities to reinforce expectations, promote reflection, and support pupils in making positive choices in future situations.

## Rewards and Praise

Our behaviour policy is based strongly on pupils being rewarded for behaving in an appropriate manner. We praise and reward children for good behaviour in a variety of ways:

- Teachers/Adults praise children for considerate, positive behaviour in such a way as to underline its value to our school. The children are encouraged to praise each other
- Dojo's are awarded for good behaviour and positive attitudes and these Dojo's can be traded at the Dojo shop.
- Positive learning attitudes, effort within the classroom beyond the expected, acts of kindness beyond the expected and examples of behaviour that reflect our Christian values are rewarded with a stamp on the pupils Learning Passport, when the required number s reached the pupil is rewarded in Worship with the corresponding Badge
- In exceptional cases of behaviour, kindness and Bravery children can be awarded with a Bronze, Silver or Gold Award
- TTRS certificates are awarded for effort and improvement
- Teaching staff may send a pupil to the Head teacher or Deputy in order to be offered further praise and a sticker and positive communication home.

## Redirecting flowchart (Four step response) and Restorative Sanctioning

When a pupil has not 'done it the St James way', staff will follow the following steps with the primary aim to positively redirect children back to their learning or activity.

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step One - redirect        | Provide the child with a positive, quiet refocusing of what they should be doing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Step Two – verbal reminder | Provide the child with reminder of what the rule is that they are not adhering to. (EG: You are off task; you are therefore not learning it. Thank you for getting back on with your task now.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Step Three – final warning | I notice that you are again talking instead of doing your learning. If this happens one more time you will miss X minutes of your break/lunch.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Step Four - Time out       | <p>The behaviour did not change therefore sanction the time to be missed and when. (<i>If behaviour continues send a child with the 'Assistance required' card to a member of SLT</i>)</p> <p>During this missed time, discuss with the child the rule broken and how it has impacted their own learning/friendship/free time depending on what happened and when.</p> <p>This to be logged on CPOMS</p>                                                                                                                                                                                                                                                                             |
| Reflection sheet           | <p>If the four-step process is required and exercised more than once in one day, then a reflection sheet must be completed.</p> <p>In more serious incidents, (as identified as High Level behaviours in Appendix 1) there would be no four step process, there would be an immediate response and reflection sheet issued and SLT involvement. All reflection sheets to be logged on CPOMS and parents informed</p>                                                                                                                                                                                                                                                                 |
| Repeated incidents         | <p>Where there are repeated incidents or patterns emerging in the 'low to mid-level' behaviours, a member of SLT will contact the parents/carers. This will follow a targeted approach.</p> <ol style="list-style-type: none"><li>1. An informal conversation – a phone call home to outline initial concerns.</li><li>2. Continued pattern resulting in a formal, face-to-face meeting in school.</li><li>3. Continued pattern resulting in another formal, face-to-face meeting in school to include the SENCO to analyse the potential requirement for external agency support.</li><li>4. No improvement would result in a formal meeting to discuss exclusion policy.</li></ol> |

### **Expectations and support offered:**

- We expect children to be attentive in lessons. If they are inattentive then teachers will enact the four step process.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher should stop the activity and ensure the safety of everyone concerned.
- St James, we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children and staff attend school free from fear of any kind from others.

### **Please refer to our policy on anti-bullying.**

- At St James, our processes are simple so they can be understood by **all** pupils. When giving a redirection or warning, staff ensure it is clear why the sanction is given, and they state the behaviour that should have been displayed. Teachers aim to deal with the giving of a sanction in a manner that does not harm a pupil's self-esteem
- Where external support agencies are involved in meeting the needs of a particular pupil, the class teacher will work co-operatively with those agencies, as necessary, to support and guide the progress of the pupil. The class teacher may, for example, in consultation with the SENDCo, discuss the needs of a pupil with the education social worker or behaviour support service.

The behaviour procedures outlined provide a consistent and non-confrontational way of dealing with unsuitable behaviour. It gives repeated opportunities to amend inappropriate behaviour and constant guidance on how to behave appropriately. The rewards element of our behaviour policy highlights the value placed on appropriate behavior.

## **Adaptations**

While this behaviour policy is designed to support a consistent, whole-school approach, we recognise that some pupils may require additional or alternative support to manage their behaviour effectively. Where appropriate, reasonable adaptations will be made to meet individual needs, including those related to SEND.

The school is committed to working collaboratively with parents, carers, and external agencies to ensure that pupils receive the support necessary to achieve their personalised behaviour goals.

In some cases, specific cohorts of pupils may benefit from short-term interventions or targeted strategies that temporarily adjust our standard approach in order to bring behaviour in line with school expectations.

## **Mental Health**

At St James we are aware that mental health can impact the behaviour a child may present. We aim to:

- create a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos. We endeavour to use a whole school approach that is one that goes beyond the teaching in the classroom to pervade all aspects of school life, including families and communities.
- Identify: recognising emerging issues as early and accurately as possible, by providing early support: helping pupils to access evidence based early support and interventions.
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Class teachers and the learning mentor work closely to identify children in need of additional support with their behaviour linked to the own mental well-being.

## Break times and Lunchtimes

Pupils are expected to walk out to play and back into the building in a timely and respectful manner. At the end of break or lunchtime play, the whistle is blown and pupils are expected to quickly line up. They are then expected to walk quietly, sensibly and respectfully into the building, returning to the classroom in readiness to work. Reminders will be applied accordingly.

Pupils behaving inappropriately during playtimes, then the four-step process should be initiated by the on-duty member of staff. The designated member of staff will record the incident on CPOMS if there are repeated behaviours or reaching the time out element of the four-step process.

## Non-compliant Behaviour

Examples of non-compliant behaviour are detailed in Appendix 1, as identified by pupils during consultation activities. These behaviours are categorised into two levels to support a consistent and proportionate response.

### Low–Mid Level Behaviours:

The first category outlines behaviours considered low to mid-level. Incidents within this category will result in the initiation of the school's Four-Step Approach to address and resolve the situation.

### High-Level Behaviours:

The second category identifies behaviours deemed high level. Due to their severity, these behaviours bypass the Four-Step Approach and require immediate involvement from the Senior Leadership Team, who will implement the appropriate actions in line with this policy.

## Exclusion from School

We are an inclusive school and do not wish to exclude any pupil, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The school follows the national Exclusions Guidance, published by the Department for Education and has regard to the standard national list of reasons for exclusion.

Only the Head Teacher has the power to exclude a pupil from school.

If the decision to exclude a pupil is made, they will inform the parents or carers as soon as possible giving reasons for the exclusion. At the same time, they should make it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

## Communication and Parental Partnership

High priority is given to clear and positive communication with parents. Where the behaviour of a pupil is giving cause for concern, parents will be informed at an early stage (in line with the aforementioned process) and be given an opportunity to discuss the situation. Should concerns continue, parents are invited to work with the school to devise a plan for intervention to support their pupil.

The standard of behaviour expected is included in the our home-school agreement which parents are asked to sign following their child's admission to the Academy. This agreement will be reissued yearly for reference purposes only.

## Use of reasonable force

Guidance is in line with current advice from the Department for Education (July 2013). Reasonable force could be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder or unsafe situations. Force would never be used as a punishment, and it is unlawful to do so.

The decision to physically intervene is down to professional judgement and should always depend on the individual circumstances.

Reasonable force can be used to:

- remove disruptive pupils from the classroom if they are refusing to follow instructions;
- prevent a pupil behaving in an unsafe way that disrupts a school event, trip or visit;
- prevent a pupil leaving an area when this would put them in an unsafe situation or would lead to behaviour that disrupts the behaviour of others; and
- restrain a pupil at risk of harming themselves through physical outbursts.

## Screening and searching pupils

The Head Teacher and authorised staff are able to search for the following prohibited items:

- knives, pen-knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco
- fireworks
- matches
- lighters
- inappropriate or pornographic images
- any article that 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.

## The power to discipline beyond the Academy gate

Pupils are expected to continue to demonstrate the same high standards of behaviour outside the classrooms, around the school (including walking between locations in a sensible and quiet manner), in assemblies, playtimes and lunchtimes. On visits outside school the same rules and sanctions will apply. Adults will acknowledge this good behaviour by using the same set of rewards. School rules also apply to after-school activities and organised events.

Teachers have the power to discipline pupils for misbehaving outside of the Academy premises to such an extent as is reasonable. Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

taking part in any school-organised or school-related activity; or

travelling to or from the Academy; or

wearing school uniform; or

in some other way, is identifiable as a pupil at the Academy;

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.

## Appendix 1 – Non-Compliant behaviours

| Low to mid-level behaviours                                                                         | High level behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>For example:</b>                                                                                 | <b>For example:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Non-compliance of any kind                                                                          | Repeated non-compliance (e.g. twice in one day)                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Rudeness or disrespect of any kind                                                                  | Vandalism - damaging school property on purpose or out of temper                                                                                                                                                                                                                                                                                                                                                                                                      |
| Hiding (or 'moving') the belongings of others                                                       | Deliberately attempting to physically or emotionally hurting someone else                                                                                                                                                                                                                                                                                                                                                                                             |
| Pushing and barging                                                                                 | Verbal abuse including name calling                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Preventing others from working, including being too noisy                                           | Racial or gender abuse                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Avoiding work                                                                                       | Homophobic or abuse                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Not sitting correctly and safely, including 'rocking' on chairs and sitting on tables               | Swearing                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Causing others to fight or argue by 'stirring'                                                      | Unsafe behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Work avoidance                                                                                      | Bullying                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Arguing                                                                                             | Deliberately throwing objects at others                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Wandering around class or corridors                                                                 | Refusing to complete work                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Refusing to follow or ignoring appropriate instructions                                             | Spitting                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Not using equipment sensibly and correctly                                                          | Using any object as a weapon or throwing things in an unsafe way                                                                                                                                                                                                                                                                                                                                                                                                      |
| Deliberate inappropriate noises                                                                     | Leaving the classroom/school (or learning environment) or going somewhere in school without adult permission                                                                                                                                                                                                                                                                                                                                                          |
| Not being ready to learn at the right time                                                          | <p>These behaviours would potentially result in an exclusion:</p> <p>Excessive and/or violent behaviour</p> <p>Purposely disregarding the safety of themselves or others (including e-safety rules)</p> <p>Possessing/using any object as a weapon or using it in a dangerous manner</p> <p>Swearing</p> <p>Stealing</p> <p>Serious fabricated accusatory remarks</p> <p>Note that 'provocation' will not be accepted as a reason for a pupil not to be excluded.</p> |
| Spoiling the games of others                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Not walking sensibly and quietly in corridors and around school (except when allowed such as in PE) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Inappropriate comments and shouting out                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Low level inappropriate behaviour that disrupts the smooth flow of lessons                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Appendix 2 – Reflection Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

We are sorry to find out that things went wrong today.

Help us to understand what happened. First, **tick** which of the following rules did you not follow.

| Learning it                                                                                                             | Owning it                                                                                                                          | Valuing it                                                                             | Everyone is kind                                                       | Do it the St James way!                                                              |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Learning is our goal.<br>Being ready to learn<br>Listening carefully to the teacher.<br>Working hard<br>Trying our best | Own your own behaviour<br>You have the power to make your own choices<br>Accept responsibility if you make a mistake and say sorry | Value each other<br>Always remember your manners<br>Greet people<br>Make conversations | Everyone is kind<br>Kind hands<br>Kind words<br>Kind eyes<br>Kind feet | Be in the <b>right place</b> at the <b>right time</b> doing the <b>right thing</b> . |

**Now, in detail, explain what has happened from start to finish...**

---

---

---

---

---

**Next, explain how you have or will put it right, and why...**

---

---

---

---

**How can you prevent it from happening again?**

---

---

---

**What can we do to help you?**

---

---

---

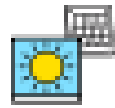
***Our school value: “My command is this: Love each other as I have loved you”***

## **John 15:12**

# Restorative Sheet



Name: \_\_\_\_\_



Date: \_\_\_\_\_



What happened?




---

---

---

---

---

---



Learning

it



Are you



ready

to



learn?



Owning

it



Are you



making



right



cheat?



valuing

it



look after



make after



and



our

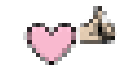


equipment.



Everyone

is



kind.



We

is the we



James



way?



Can

you

fix

what

has

happened?

How?

---

---

---



Can

we

help

you?

---

---

---

"My command is this: Love each other as I have loved you"

John 15:12

#### Appendix 4

##### Identifying children with possible mental health problems

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem.

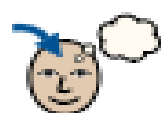
This can include:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

Where there are concerns about behaviour, the school should instigate an assessment to determine whether there are any underlying factors such as undiagnosed learning difficulties, difficulties with speech and language, child protection concerns, or mental health problems.



# At St James, *everyone* is



Learning

it:



Are you



ready



to learn?



Owning

it:



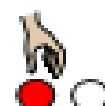
Are you



making



right



choices?



Valuing

it:



Look after



each other

and



our



equipment



Everyone

is



kind.



Do

it the



St James



way!

# Welcome to St James!

**At St James we try our best every day!**



## **We come to school every day and on time**

Being here and being on time helps us learn lots!



## **We remember we represent our school**

We are proud to be part of St James.



## **We follow our learning rules**

They help us become better learners and build good habits.



## **We are polite**

We say hello, use kind words, and ask questions when we need help.



## **We use good manners**

We say "please", "thank you" and show respect.



## **We use good manners**

We say "please", "thank you" and show respect.



## **We use:**

- ✓ Kind hands
- ✓ Kind eyes
- ✓ Kind words
- ✓ Kind feet



## **We understand bullying is not okay**

Bullying is hurting someone on purpose and doing it again and again.  
It can be physical, verbal or emotional.



## **We wear our school uniform proudly**

## **We move safely and sensibly around school**



## **We listen carefully**

We follow classroom routines and show fantastic listening!

