

Lift Schools documents

Behaviour Local Arrangements

Domain of application	St James the Great Academy
Review cycle	Annual
Approved by	David Atter, Regional Education Director
Date of last review	September 2024
Date of next review	September 2025

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Introduction

As part of Lift Schools, St James the Great Academy follows the trust wide behaviour policy which in turn, follows the DfE guidance on behaviour in schools.

These local arrangements are designed to give more details about how the school will fulfil the trust wide policy and outline the school values, expectations, praise systems, response to poor behaviour and systems to address contributing factors eg. SEND needs.

School culture and values

This school is committed to the very highest standards of behaviour. It is relentless in our pursuit that no student's learning will ever be negatively impacted by the behaviour of others.

We intend all our students, regardless of background, to become brave, inquisitive and independent thinkers. We aim to challenge our students through a rich learning journey, and, as a result of an academic curriculum focused on depth of a wide body of knowledge and skills, as well as the wider curriculum experiences we offer, students are empowered to broaden their interests, develop their character and 'find their remarkable'.

It is every student's right to study in an environment that is calm, purposeful and orderly.

Where students are unable to adhere to these expectations, there will be both sanction and support. The school believes sanctions help students to understand that they have fallen below our expectations and it believes that with our support they will be able to better shape their future choices.

School expectations

At St James the Great Academy we provide a consistent approach to behaviour for learning. All staff are responsible for promoting positive behaviour. We recognise that behaviour is essential to children's education and development both in and outside of school. Good behaviour underpins effective learning, children need these skills to lead a fulfilling and rewarding life as they grow.

Promoting positive behaviour

Positive behaviour strategies that are used at St James the Great:

1. Being at the classroom door at the start of the day, after break and after lunch and greeting them positively (smile or positive comment)
2. SWAT effectively and consistently in every lesson
3. Lessons are well planned and prepared and there is a low-stakes revision session at the start of every lesson
4. House points for positive behaviour
5. Not putting 'hands up' to answer questions (cold calling)
6. Not shouting
7. Working silently during planned practise
8. Always following the same instructions to gain pupils' attention e.g. 123 eyes on me (all children should know what that means)
9. Leaving and entering the classroom in an ordering manner

Responding to poor behaviour

To make sure all of our classrooms are disruption-free we are using the SWAT behaviour management system to ensure this

SWAT SYSTEM

S - State what the student has done wrong - 1st warning.

The student is told what they are doing wrong so they can change their behaviour

W - Warn the student for the second time - 2nd warning

Tell the student what will happen if they don't change their behaviour

A - Apply a sanction. This is moving them to another seat or having a quiet word with them - 3rd warning.

Apply this sanction because they haven't changed their behaviour

T - Transfer the student

They are removed from their classroom by duty staff and taken to the reflection space. They spend the remainder of that lesson in the reflection space and then return to their normal lesson

- Students are expected to listen to staff instructions and explanations in silence. If this does not happen then the SWAT process is used

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- Planned student practice within lessons is expected to be completed in silence. If this does not happen then the SWAT process is used
- If a student is transferred from a lesson this will be logged on SIMS and then parents/carers of that student will receive a phone call on the same day so a positive conversation can be held about what went wrong and how it can be avoided in the future

Supporting pupils to improve behaviour

Behaviour for learning reports	A variety of reports which are monitored and reviewed by a member of staff in consultation with teachers and parents. These may be used when an improvement in students' attitude, behaviour, homework or organisational skills is required and where appropriate will focus on positive reinforcement
Attendance & punctuality report	To support students to improve attendance as a result of poor punctuality or unauthorised absence.
Individual behaviour plans	In more serious situations, the principal or another senior member of staff may ask for an individual support plan to be used.
Pastoral support plans	PSPs are for those students who: <ul style="list-style-type: none">• have had several suspensions or repeated removals from lessons• are at risk of permanent exclusion
Other strategies	We may also help pupils behave better through: <ul style="list-style-type: none">• managed moves (<i>remember theses are permanent</i>)• alternative education• positive referrals• working with parents

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	<ul style="list-style-type: none">• Counselling• multi agency assessment.
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Reasonable adjustments and SEND

All pupils with SEND and additional needs that affect behaviour have special arrangements in place according to the SEND code of practice coordinated by the SENCo and pastoral team to ensure appropriate adjustment for their needs.

School contacts for behaviour

Role	Designated Person	Contact details
Principal	Tamasin Springett	tspringett@stjamesthegreatacademy.org
Senior leader responsible for behaviour	Rebecca Fannon	rfannon@stjamesthegreatacademy.org
Contact for day-to-day behaviour queries	Jeanette Wellard	jwellard@stjamesthegreatacademy.org
Contact for detailed support on behaviour	Jeanette Wellard	jwellard@stjamesthegreatacademy.org
Designated safeguarding lead	Lorraine Palache	lpalache@stjamesthegreatacademy.org
SENDCo	Rebecca Fannon	rfannon@stjamesthegreatacademy.org
Designated mental health lead	Lorraine Palache	lpalache@stjamesthegreatacademy.org