

## Lift Schools documents

# Behaviour Local Arrangements

<b>Name of school</b>	Lift St James the Great
<b>Approved by</b>	David Atter, Regional Education Director
<b>Date of approval</b>	September 2025

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## **Introduction**

As part of Lift Schools, Lift StJames the Great follows the trust wide behaviour policy which in turn, follows the [DfE guidance on behaviour in schools](#), which was updated in February 2024, largely with respect to mobile phones 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 and the use of mobile phones.

## **School culture and values**

This school is committed to the very highest standards of behaviour. We are 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 thoughtful, brave, inquisitive and independent thinkers. We aim to challenge our students through a rich learning journey, and, as a result of a broad and balanced academic curriculum and the wider curriculum experiences we offer, students are empowered to broaden their interests, develop their character and become responsible people who contribute positively to their community.

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

Where students are unable to comply with 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 those of society generally and support helps them to be able to better shape their future choices.

## **School expectations**

### **Punctuality**

- Arrive at school and lessons on time.

- Be ready to learn with the correct equipment.

### **In lessons**

- Follow staff instructions and explanations in silence.
- Complete planned practice in silence.
- Engage positively in all activities.
- Use agreed signals for attention (e.g. “1,2,3 eyes on me”).
- Enter and leave classrooms in an orderly manner.

### **In corridors and around school**

- Move quietly and safely between lessons.
- Show respect for others and the school environment.

### **Outside school gates**

- Demonstrate respect and responsibility as representatives of the Academy.

### **Uniform**

- Full and correct uniform must be worn at all times, in line with the uniform policy.
- Breaches will be sanctioned proportionately (e.g. reminder, parental contact, removal of privileges).

### **Promoting positive behaviour**

#### **Rewards and recognition**

- Weekly celebration assemblies with certificates.
- Recognition board in each classroom for outstanding effort or achievement.
- Star of the week (celebrated in assemblies).
- Daily star of the day in classrooms.
- House points for positive behaviour, effort and achievement.

### **Responding to poor behaviour**

#### **Removal from classrooms**

- Use of **SWAT system**:
  - *State* what is wrong (1st warning).
  - *Warn* (2nd warning).
  - *Apply* sanction (change seat, quiet word).
  - *Transfer* to reflection space (removed by duty staff for the remainder of lesson).

- All removals logged electronically (SIMS/Arbor).
- Parents contacted the same day following removal.

### **Detentions**

- Used where appropriate following removal or repeated poor behaviour.
- Parents informed in advance.

### **Screening, searching and confiscation**

- Conducted in line with statutory guidance and safeguarding principles.
- Confiscated items returned at an appropriate time or to parents, depending on the nature of the item.

### **Positive handling**

- Used only as a last resort to prevent harm.
- Always recorded and reported to parents.

### **Antisocial behaviour and bullying**

- All incidents logged on Arbor.
- Investigated using restorative approaches.
- Serious cases escalated to SLT and parents informed.
- Support for victims prioritised alongside interventions for perpetrators.

### **Supporting pupils to improve behaviour**

Behaviour for learning reports	<p>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</p> <ul style="list-style-type: none"> <li>• Used to monitor progress where behaviour, homework or organisation requires improvement.</li> <li>• Reviewed regularly by staff with parental involvement.</li> <li>• Focused on positive reinforcement and targets.</li> </ul>
Attendance & punctuality report	<p>To support students to improve attendance as a result of poor punctuality or unauthorised absence.</p> <ul style="list-style-type: none"> <li>• Issued when lateness or unauthorised absence impacts learning.</li> <li>• Reviewed weekly with parents and pastoral</li> </ul>

	staff.
Individual behaviour plans	<p>In more serious situations, the principal or another senior member of staff may ask for an individual support plan to be used. These may be used when a pupil</p> <ul style="list-style-type: none"> <li>• has had several suspensions or repeated removals from lessons</li> <li>• is at risk of permanent exclusion</li> <li>• Used for pupils with repeated removals, suspensions, or at risk of exclusion.</li> <li>• Developed by senior staff in consultation with parents and teachers.</li> <li>• Includes clear targets, strategies, and review points.</li> </ul>
Pastoral support plans	<p>PSPs may be used for those pupils who:</p> <ul style="list-style-type: none"> <li>• have had several suspensions or repeated removals from lessons</li> <li>• are at risk of permanent exclusion</li> <li>• display changes in behaviour that have been triggered through special circumstances or needs</li> <li>• Closely monitored with input from Inclusion Team and external agencies where appropriate.</li> <li>• Includes multi-agency involvement if required.</li> </ul>
Other strategies	<p>We may also help pupils behave better through:</p> <ul style="list-style-type: none"> <li>• off site direction (temporary) and managed moves (<i>permanent</i>) to another provision</li> <li>• use of alternative learning provisions</li> <li>• referrals to other agencies for support</li> <li>• working closely with parents</li> <li>• Use of counselling</li> <li>• multi agency assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• use of suspension from school as a last resort</li> </ul>
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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.

### **Mobile phones in school**

Pupils in Years 5 and 6 may bring mobile phones to school if they walk home alone. On arrival at school these must be given to the class teacher. These are stored in a secure place for the day and returned to the pupils at home time.

### **School contacts for behaviour**

Role	Designated Person	Contact details
Principal	Tamasin Springett	tspringett@liftstjamesthegreat.org
Senior leader responsible for behaviour	Lisa Alexander	lalexander@liftstjamesthegreat.org
Contact for day-to-day behaviour queries	Lisa Alexander	lalexander@liftstjamesthegreat.org
Contact for detailed support on behaviour	Becky Fannon	rfannon@liftstjamesthegreat.org
Designated safeguarding lead	Lorraine Palache	lpalache@liftstjamesthegreat.org
SENDCo	Becky Fannon	rfannon@liftstjamesthegreat.org
Designated mental health lead	Lorraine Palache	lpalache@liftstjamesthegreat.org

