James Cambell Primary School

Behaviour Policy

2026-27

Last reviewed on:	November 2026
Next review by:	November 2027
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Introduction

At The James Cambell Primary School, we have high expectations of behaviour because a calm, safe and supportive environment enables all pupils to learn, thrive and achieve their full potential. We aim to create a positive behaviour culture in which pupils feel that they belong, understand what is expected of them and are supported to succeed.

We believe that behaviour should be taught, not simply managed. Pupils are explicitly taught the routines, habits and behaviours that help them to be Ready, Respectful and Safe. Through our Behaviour Curriculum, expectations are explained clearly, modelled by adults, practised by pupils and revisited regularly so that positive behaviours become established routines. Where pupils need additional support to meet these expectations, appropriate adaptations, scaffolds and further teaching are provided.

Positive reinforcement and appropriate sanctions both have an important place within our whole-school approach. Staff respond to behaviour in a consistent, calm, fair and predictable way and model the behaviour we expect from pupils. The school leadership team is highly visible and supports staff in maintaining high expectations and a culture in which everyone feels safe and respected.

The James Cambell Primary School follows a restorative approach to behaviour management. When difficulties arise, we seek not only to address the behaviour but also to help pupils understand what happened, recognise the impact of their actions, repair relationships where appropriate and learn how to make better choices in the future. Restorative practice sits alongside clear boundaries, consequences and support.

Aims

This policy aims to:

Create a calm, safe and supportive environment in which all pupils can learn, thrive and achieve their full potential.

Establish a consistent whole-school approach to behaviour based on high expectations, positive relationships and mutual respect.

Support pupils to live our school values of Respect, Honesty, Responsibility, Equality and Resilience.

Explicitly teach pupils the behaviours, routines and habits that help them to be Ready, Respectful and Safe.

Develop pupils’ self-discipline, responsibility and ability to make positive choices.

Recognise and reinforce positive behaviour and achievement.

Set out clear, fair and proportionate responses to behaviour, including appropriate support and sanctions.

Maintain high expectations for all pupils while making reasonable adjustments and providing additional support where needed.

Prevent and respond effectively to bullying, discrimination and behaviour that causes harm to others.

Make clear the roles and responsibilities of pupils, staff, parents and carers.

Work in partnership with parents and carers to support pupils to meet the school's behaviour expectations and succeed.

UNICEF Rights Respecting School

The James Cambell Primary School is proud to be a Gold UNICEF Rights Respecting School. This means that the principles of the United Nations Convention on the Rights of the Child (UNCRC) are embedded in our school culture, relationships and everyday practice.

Our Behaviour Policy reflects these principles by promoting children's rights to feel safe, be treated with dignity and respect, have their views heard and access their education. Alongside these rights, pupils are taught that they also have responsibilities towards others and the wider school community.

School Values, Rules and Expectations

Our behaviour culture is based on the school's five core values:

Respect • Honesty • Responsibility • Equality • Resilience

Our three school rules are:

Ready • Respectful • Safe

These rules apply throughout the school day, including lessons, transitions, playtimes and lunchtimes, and during educational visits and other occasions when pupils are representing the school. Through our Behaviour Curriculum, pupils are explicitly taught what Ready, Respectful and Safe behaviour looks like in different situations. Adults model these expectations and reinforce them consistently.

Ready

- We arrive at school and lessons on time.

- We wear our school uniform correctly and with pride and have the appropriate clothing for PE and outdoor activities.
- We come prepared with the equipment we need.
- We are ready to learn and take part fully in lessons.
- We show resilience and keep trying when learning is challenging.
- Children may wear weather-appropriate headwear outdoors, including sun hats and caps in warm weather and woolly hats in cold weather. When children enter the school building, headwear should be removed unless it is worn for religious purposes.

Respectful

- We listen when others are speaking.
- We speak politely and use good manners.
- We treat pupils and adults with kindness, dignity and respect.
- We value and respect difference.
- We look after school property, equipment and our environment.
- We are honest and take responsibility for our actions.
- We respect everyone's right to learn.

Safe

- We follow adult instructions promptly.
- We move calmly and safely around the school.
- We behave safely in lessons and during playtimes and lunchtimes.
- We know who to go to when we need help.
- We report bullying, discriminatory behaviour and other behaviour that may cause harm.
- We behave safely and responsibly online.

Behaviour Curriculum and Routines

At The James Cambell Primary School, we recognise that positive behaviour needs to be explicitly taught, practised and reinforced. Our Behaviour Curriculum sets out the behaviours, habits and routines that pupils need in order to be Ready, Respectful and Safe.

At the beginning of each academic year, pupils are explicitly taught the school's expectations and key routines. These are revisited throughout the year and re-taught whenever necessary. Pupils who join the school during the year, or who require additional support following a period of absence, will be supported to understand and practise the school's behaviour expectations.

When teaching behaviour and routines, staff will:

- explain clearly what the expected behaviour looks like;
- model the expected behaviour or routine;
- provide opportunities for pupils to practise;
- check pupils' understanding;
- positively reinforce pupils who meet expectations;
- correct and re-teach where expectations are not met;
- revisit and review routines regularly so that they become established habits.

All adults are expected to model the behaviours and routines we teach and to maintain consistently high expectations. These expectations apply throughout the school day, including lessons, transitions, assemblies, the dining hall, playtimes and lunchtimes, educational visits and other school activities.

As part of the Behaviour Curriculum, pupils are taught strategies to recognise and regulate their emotions. The James Cambell Primary School uses the principles of the Zones of Regulation to help pupils understand different emotional states and identify strategies that can support them to feel ready to learn. Adults may provide co-regulation where pupils need additional support to manage their emotions and return successfully to learning.

We value high-quality outdoor play and learning as an important part of pupils' development, wellbeing and behaviour. Pupils are explicitly taught the routines and expectations that enable them to play safely, cooperate with others, manage risk appropriately and make positive choices during playtimes and lunchtimes.

Where a pupil finds a behaviour or routine difficult to learn or follow, additional teaching, scaffolding, reasonable adjustments or support may be provided. High expectations remain in place while pupils are given the support they need to meet them.

The school's Behaviour Curriculum is delivered through a bank of age-appropriate teaching slides and supporting staff guidance. These resources set out the routines and expectations to be explicitly taught, practised, revisited and reinforced throughout the school year.

Roles and Responsibilities

All members of The James Cambell Primary School community share responsibility for upholding the school's values of Respect, Honesty, Responsibility, Equality and Resilience and supporting the school's behaviour expectations.

Pupils

Pupils are responsible for:

• following the school's behaviour expectations and routines;

• taking responsibility for their actions and choices;

• participating in restorative conversations where appropriate;

• seeking help and reporting bullying, discrimination or behaviour that may cause harm.

Pupils will be supported to understand the Behaviour Policy, including expectations, rewards, consequences and the support available to them.

Staff

Staff are responsible for:

- implementing the Behaviour Policy consistently and fairly;
- teaching and reinforcing behaviour expectations and routines;
- responding appropriately to behaviour and using agreed prevention and de-escalation strategies;
- recognising positive behaviour;
- making reasonable adjustments where required;
- recording and reporting behaviour incidents on CPOMS in accordance with school procedures;
- seeking additional support where behaviour is persistent or significant;
- working in partnership with parents and carers.

Volunteers and Other Adults

Volunteers and other adults working in school are expected to support the school's values and behaviour expectations, model appropriate behaviour and follow the direction of school staff. Behaviour concerns should be reported to a member of staff, and volunteers should not independently apply behaviour sanctions.

Parents and Carers

Parents and carers are encouraged to:

- support the school's behaviour expectations;
- inform the school of circumstances that may affect their child's behaviour or wellbeing;
- discuss concerns with staff promptly and constructively;
- participate in agreed support or interventions where appropriate;
- work in partnership with the school to support their child.

Behaviour Lead

The Behaviour Lead is responsible for:

- supporting the consistent implementation of the Behaviour Policy across the school;
- supporting staff with persistent or significant behaviour concerns;
- coordinating additional behaviour support and intervention where appropriate;
- working with pupils, parents and carers, staff and other professionals to improve behaviour outcomes;
- overseeing the recording and tracking of behaviour concerns and identifying emerging patterns;
- contributing to the Vulnerable Pupil Panel and coordinating agreed actions where appropriate;
- providing behaviour guidance, training and support for staff.

Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team, including the Behaviour Lead, are responsible for the overall leadership of behaviour across the school. They ensure that the Behaviour Policy is implemented consistently, that staff receive appropriate training and support, and that pupils receive appropriate support when behaviour concerns arise.

Governing Body

The Governing Body monitors the effectiveness of the Behaviour Policy and holds school leaders to account for its implementation.

Training and Induction

Staff receive annual behaviour training, led by the Behaviour Lead and, where appropriate, by other suitably qualified staff or external providers. Additional guidance, coaching or training may be provided during the year where required.

Training supports staff to understand and consistently implement the school's approach to behaviour, including:

- the school values and rules of Ready, Respectful and Safe;
- the Behaviour Curriculum and agreed routines;
- consistent, calm and proportionate responses to behaviour;
- positive recognition and restorative practice;
- prevention and de-escalation strategies;
- SEND, reasonable adjustments and individual needs;
- recording and reporting behaviour concerns, including the appropriate use of CPOMS;
- the safe and lawful use of restrictive interventions, including reasonable force, where relevant to their role.

New staff receive behaviour training as part of their induction. Supply staff, volunteers and other adults working in school will receive an appropriate introduction to the school's behaviour expectations, routines and procedures, including how to report concerns and seek support.

Behaviour and Special Educational Needs and/or Disabilities (SEND)

At The James Cambell Primary School, we maintain high expectations of behaviour for all pupils while recognising that some pupils with special educational needs and/or disabilities (SEND) may require additional teaching, support or reasonable adjustments to meet those expectations.

Behaviour can sometimes be influenced by a pupil's SEND. For example, a pupil may find it difficult to understand an instruction, communicate a need, manage sensory demands or regulate their emotions. However, not every incident of misbehaviour by a pupil with SEND will be related to their needs. Each situation will be considered individually.

The school will comply with its duties under the Equality Act 2010 and the Children and Families Act 2014. Where a pupil has an Education, Health and Care (EHC) Plan, the provision set out within the plan will be secured.

The Behaviour Lead will usually coordinate the school's response where a pupil has persistent or significant behaviour needs. Where SEND is known or suspected, the Behaviour Lead will work with the SENCO, class teacher, pupil, parents and carers and, where appropriate, other professionals to understand the factors affecting behaviour and identify appropriate support.

We will seek, as far as possible, to anticipate and reduce likely triggers of behaviour. Support and reasonable adjustments may include:

- explicit teaching and re-teaching of behaviour expectations and routines;
- changes to the way instructions are communicated;
- planned movement or sensory breaks;
- adjustments to seating, the environment or transitions;
- visual supports, social stories or other communication strategies;
- reasonable adjustments to uniform requirements;
- additional adult support or check-ins;
- individual behaviour or support plans;
- personalised regulation, prevention and de-escalation strategies;
- planned access, where appropriate, to regulation spaces such as the sensory room or soft play room.

The sensory room and soft play room are used purposefully to support individual needs and regulation. They are not used as sanctions or as a substitute for teaching pupils the behaviours and strategies they need to participate successfully in school.

When considering a sanction for a pupil with SEND, staff will consider whether the pupil was able to understand the expectation or instruction, whether their SEND affected their ability to respond differently, whether the sanction is appropriate and proportionate, and whether a reasonable adjustment is required.

Where persistent or significant behaviour may indicate an underlying or unmet need, the Behaviour Lead will work with the SENCO to consider whether further assessment or specialist advice is required. Where appropriate, support and advice may be sought from external professionals.

Pupils requiring additional support may be discussed at the Vulnerable Pupil Panel, which meets twice monthly and includes the Behaviour Lead, Designated Safeguarding Lead (DSL), Inclusion Lead and Attendance Lead. The panel provides a coordinated approach to identifying needs, agreeing appropriate interventions and support, monitoring progress and deciding whether further assessment, referral or external agency involvement is required.

Cambell Primary Centre

The Cambell Primary Centre (CPC) is an Additionally Resourced Provision (ARP) for primary-aged children experiencing social, emotional and mental health (SEMH) needs and is based within The James Cambell Primary School.

The principles of this Behaviour Policy also underpin practice within Cambell Primary Centre. Pupils are supported to understand and work towards the school's expectations of being Ready, Respectful and Safe.

We recognise that pupils attending The Cambell Primary Centre may require a highly individualised approach. Expectations, routines, communication and responses to behaviour may therefore be adapted according to pupils' individual needs, while maintaining a clear focus on safety, learning and positive behaviour.

Staff within the Cambell Primary Centre use proactive approaches to reduce the likelihood of behaviour escalating. These may include personalised routines, regulation strategies, Thrive, visual support, individual behaviour or relational support plans, structured transitions and planned prevention and de-escalation strategies.

Where appropriate, staff will work closely with parents and carers, the pupil's home school and other professionals to ensure that behaviour support is consistent and responsive to the pupil's needs.

Positive Recognition and Rewards

Positive recognition is an important part of our behaviour culture. It helps pupils understand which behaviours, attitudes and choices are valued and encourages them to repeat these behaviours.

Recognition should be genuine, timely and specific. Wherever possible, adults will make clear what a pupil has done well and link this to the school's values of Respect, Honesty, Responsibility, Equality and Resilience or the expectations of being Ready, Respectful and Safe.

Positive recognition may include:

- verbal praise and positive feedback;
- ClassDojo points linked to the school values;
- sharing positive behaviour or achievement with parents and carers;
- certificates and recognition in celebration assemblies;
- opportunities to take on positions of responsibility or pupil leadership;
- opportunities to act as a pupil mentor or ambassador;
- recognition from members of the Senior Leadership Team;
- appropriate whole-class or year-group recognition.

ClassDojo is used as a positive recognition system. Negative Dojo points are not used.

Recognition and rewards will be applied fairly and consistently. Staff will take account of individual needs so that all pupils have meaningful opportunities to experience success and have positive behaviour recognised.

Positive recognition does not rely solely on rewards. Our aim is to develop pupils' self-discipline, responsibility and pride in making positive choices because they understand their importance to themselves and the wider school community.

Responding to Behaviour: Consequences and Sanctions

When behaviour falls below the standard expected at The James Cambell Primary School, staff will respond promptly, calmly, predictably and proportionately. The first priority is to maintain safety and restore a calm learning environment.

Consequences are used to help pupils understand that behaviour has an impact and to support them to make better choices in the future. Staff will take account of the circumstances of the incident and the individual pupil, including age, SEND, vulnerability and any reasonable adjustments that may be required.

Behaviour incidents are routinely recorded on CPOMS in accordance with school procedures. Records should include relevant details of the incident, action taken and any necessary follow-up.

Graduated Response

Where appropriate, staff will use the following graduated response:

1. Reminder

A calm reminder of the relevant school rule or expected behaviour. Staff should aim to resolve behaviour at this stage wherever possible.

2. Caution

A clear, private caution wherever possible. The pupil is reminded of the expected behaviour and given an opportunity to correct it.

3. Last Chance

The pupil is spoken to privately and given a clear opportunity to make a positive choice. Staff may use an agreed behaviour script and refer to previous examples of the pupil meeting expectations successfully.

4. Time Out

Where behaviour continues, a brief time out may be used to allow the pupil to regulate, reflect and prepare to return successfully to learning. This may take place within the classroom or another agreed area.

5. Repair

Following an incident, an appropriate restorative conversation will take place. This may be brief or, for more significant incidents, may involve a more structured restorative meeting.

The graduated response is not intended to prevent staff from responding immediately to serious or unsafe behaviour. Where behaviour presents a significant risk, causes serious harm or seriously disrupts learning, staff may move directly to an appropriate higher-level response.

Further Consequences

Depending on the behaviour and circumstances, further consequences may include:

- completion of missed learning;
- loss of an appropriate privilege;
- reflection or restorative work;

- a proportionate loss of break or lunchtime, usually for no longer than five minutes;
- referral to the Year Group Leader, Behaviour Lead or another member of the Senior Leadership Team;
- contact with parents and carers;
- a daily report or individual behaviour support plan;
- removal from the classroom for a limited period;
- suspension or permanent exclusion in accordance with the relevant section of this policy.

Pupils will always have reasonable time to eat, drink, use the toilet and access fresh air and movement during the school day.

Consequences will not be humiliating, degrading or applied indiscriminately. They will be reasonable, proportionate and related, as far as possible, to the behaviour that has occurred.

Removal from the Classroom

Removal from the classroom is a serious response and is different from a short, planned regulation break or time out.

A pupil may be removed from the classroom where serious or persistent behaviour is significantly disrupting learning, where there is a risk to the safety of the pupil or others, or where other appropriate strategies have not been successful.

During removal:

- the pupil will be appropriately supervised;
- meaningful education will continue wherever practicable;
- parents or carers will be informed on the same day where the removal is for a significant behavioural incident;
- consideration will be given to the support required for the pupil to return successfully to class.

Frequent removal from class will trigger further review and support, including involvement of the Year Group Leader, SLT Link and Behaviour Lead where appropriate.

Serious Behaviour Incidents

Serious incidents may include physical aggression, bullying, discriminatory or prejudicial language or behaviour, serious verbal abuse, deliberate damage, behaviour that places pupils or adults at significant risk, or persistent, serious disruption.

Serious incidents will be referred to the Behaviour Lead and/or a member of the Senior Leadership Team as appropriate. Safeguarding concerns will also be reported to the Designated Safeguarding Lead in accordance with the school's safeguarding procedures.

Parents and carers will normally be informed of serious behaviour incidents on the same day.

Additional Behaviour Support

Where a pupil is finding it difficult to meet the school's behaviour expectations consistently, additional support may be put in place. The purpose of this support is to understand the factors affecting behaviour, remove barriers where possible and help the pupil to participate successfully in school.

Support will be proportionate to the pupil's needs and may include:

- additional teaching and re-teaching of behaviour expectations and routines;
- regular check-ins with a trusted adult;
- mentoring or targeted pastoral support;
- individual behaviour or support plans;
- daily or short-term report systems;
- agreed regulation, prevention or de-escalation strategies;
- support from the Behaviour Lead, SENCO, Inclusion Lead or other members of staff;
- discussion at the Vulnerable Pupil Panel;
- meetings with parents and carers;
- advice or involvement from external professionals or agencies where appropriate.

Pupils and parents or carers should be involved in planning and reviewing support wherever appropriate. Plans should identify the behaviour or need being addressed, the strategies and support to be used, the adults responsible and how progress will be reviewed.

Where support is not having the intended impact, the school will review the provision and consider whether further assessment, additional intervention or specialist advice is required.

Part-Time Timetables

Pupils of compulsory school age are entitled to a full-time education. A part-time timetable will therefore only be considered in very exceptional circumstances where it is in the pupil's best interests and is required to meet their individual needs.

A part-time timetable:

- will not be used as a behaviour management strategy or as an alternative to suspension;
- will be temporary and in place for the shortest period necessary;
- will be agreed with parents or carers and, where appropriate, the pupil and relevant professionals;
- will set out the reasons for the arrangement, the sessions the pupil will attend and the support that will be provided;
- will include, from the outset, a clear plan for the pupil to return to full-time education;
- will be reviewed regularly;
- will be recorded and monitored in accordance with attendance requirements and local authority procedures.

Where a pupil has an Education, Health and Care Plan, is a looked-after child, has safeguarding needs or is supported by other agencies, relevant professionals and the local authority will be involved or informed as required.

Safeguarding and Child-on-Child Abuse

The James Cambell Primary School recognises that behaviour can sometimes indicate that a pupil is in need of help or protection. Where staff have safeguarding concerns, they will follow the school's Child Protection and Safeguarding Policy, report concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL and record them on CPOMS.

The school recognises that children can abuse other children. Child-on-child abuse is unacceptable and will never be dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys".

Where behaviour between pupils raises a safeguarding concern, the school will respond in accordance with its Child Protection and Safeguarding Policy. Appropriate behaviour consequences may also be applied alongside safeguarding action where necessary.

Suspensions and Permanent Exclusions

Suspension and permanent exclusion are serious sanctions and will be used only where appropriate. Only the Headteacher may suspend or permanently exclude a pupil on disciplinary grounds.

A suspension may be considered in response to a serious incident or persistent breaches of the school's Behaviour Policy where other appropriate strategies, support or sanctions have not been sufficient, or where the seriousness of an incident warrants an immediate suspension.

A permanent exclusion will only be considered as a last resort and where:

- there has been a serious breach or persistent breaches of the school's Behaviour Policy; and
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Any decision to suspend or permanently exclude a pupil will be lawful, reasonable, fair and proportionate and will take account of the individual circumstances of the pupil, including any SEND, disability or other relevant vulnerability.

The school will not use informal or unofficial exclusions. A pupil will not be sent home for disciplinary reasons without the formal suspension process being followed.

Following a suspension, the school will consider what support is required to help the pupil return successfully to school and reduce the likelihood of further incidents. This may include a reintegration meeting, additional pastoral or behaviour support, reasonable adjustments or review of an existing support plan.

All suspensions and permanent exclusions will be managed in accordance with current Department for Education statutory guidance and the school's relevant procedures.

The Cambell Primary Centre

Where a pupil attending the Cambell Primary Centre remains on roll at another school, The James Cambell Primary School will work with the pupil's home school regarding serious behaviour concerns. Any formal decision to suspend or permanently exclude the pupil will be made by the headteacher of the school at which the pupil is registered, in accordance with the applicable statutory procedures.

Restrictive Interventions, including Reasonable Force

The James Cambell Primary School seeks to minimise the need for restrictive interventions through positive relationships, appropriate support, prevention and de-escalation.

Reasonable force or other restrictive interventions will only be used where necessary, reasonable and proportionate and will never be used as a punishment. The school does not operate a 'no contact' policy.

Staff will take account of pupils' individual needs, including SEND, medical needs and other relevant vulnerabilities.

The use of restrictive interventions, including reasonable force, restraint and seclusion, will be recorded and reported in accordance with statutory requirements.

Full procedures are set out in the school's Positive Handling Policy.

Searching and Confiscation

The James Cambell Primary School will follow current Department for Education guidance on Searching, Screening and Confiscation. Searches will be carried out lawfully, fairly and proportionately, with regard to the pupil's age, individual needs, SEND and safeguarding needs. There is no screening at the school.

The Headteacher, or a member of staff authorised by the Headteacher, may search a pupil or their possessions where there are reasonable grounds to suspect that the pupil is in possession of a prohibited item or another item identified in the school rules as searchable.

Prohibited items include knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property.

Smartphones and smartwatches are also identified by the school as banned items for which a search may be made. The school's arrangements for these devices are set out in Section 16.

Behaviour Outside School and Online

The James Cambell Primary School may respond to behaviour outside school where there is a clear connection with the school or where the behaviour may affect the safety, wellbeing or education of members of the school community.

This may include behaviour when a pupil is:

- taking part in a school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform or otherwise identifiable as a pupil of the school;
- behaving in a way that could have repercussions for the orderly running of the school;
- behaving in a way that poses a threat to another pupil, member of staff or member of the public;
- behaving in a way that could adversely affect the reputation of the school.

Where appropriate, consequences may be applied in accordance with this Behaviour Policy. Any sanction will be imposed on the school premises or while the pupil is under the lawful charge of a member of staff.

The same expectations of respectful and safe behaviour apply online. The school may respond to online behaviour that takes place outside school where it affects pupils, staff or the wider school community.

Where online behaviour raises a safeguarding concern, the school will follow its Child Protection and Safeguarding Policy and Online Safety Policy.

Detailed procedures relating to online behaviour, cyberbullying, social media and the use of technology are set out in the school's Online Safety Policy.

Smartphones and Smartwatches

Pupils are not permitted to bring smartphones or smartwatches onto the school site.

Where a Year 5 or Year 6 pupil travels to or from school independently and a parent or carer wishes them to have a phone for safety reasons, they may bring a basic mobile phone without internet connectivity or apps.

Basic mobile phones must be handed in on arrival at school and will be returned to the pupil at the end of the school day. They must not be used during the school day.

The same expectations apply on educational visits and residential trips.

Exceptions will be considered on an individual basis where required, including for a medical need, disability or reasonable adjustment, or other exceptional circumstances. Any agreed use will be limited to the specific purpose, time and location required.

Where a pupil brings a prohibited device into school, it may be confiscated in accordance with this Behaviour Policy.

Further information about the safe and responsible use of technology is set out in the school's Online Safety Policy.

Legislation and Guidance

This policy has been developed with regard to relevant legislation and Department for Education guidance, including:

- Education and Inspections Act 2006;
- Education Act 1996;
- Equality Act 2010;
- Children and Families Act 2014;

- Children's Wellbeing and Schools Act 2026;
- Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- Behaviour in Schools: Advice for Headteachers and School Staff;
- Keeping Children Safe in Education 2026;
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement, July 2026;
- Restrictive Interventions, including the Use of Reasonable Force, in Schools;
- Searching, Screening and Confiscation: Guidance for Schools;
- Mobile Phones in Schools;
- Working Together to Improve School Attendance.

Monitoring, Evaluation and Review

The Behaviour Lead will monitor behaviour across the school using information recorded on CPOMS and other relevant behaviour records in order to identify patterns, emerging concerns and areas where further support may be required.

Behaviour information will be shared with Year Group Leaders on a monthly basis. Year Group Leaders will review patterns and concerns with their teams through regular planning meetings and will raise significant issues with the Behaviour Lead or Senior Leadership Team as appropriate.

Behaviour data will be reviewed to identify patterns relating to:

- individual pupils and repeat incidents;
- year groups and classes;
- types of behaviour;
- locations and times of day;
- pupils with SEND;
- other relevant pupil characteristics;
- whether particular groups of pupils are disproportionately affected.

Where patterns or concerns are identified, appropriate action will be considered. This may include further support, intervention, staff guidance, changes to routines or discussion through the Vulnerable Pupil Panel.

Significant behaviour trends and actions will be reported to the Senior Leadership Team. Appropriate behaviour information will also be reported to the Governing Body as part of its monitoring of the effectiveness of this policy.

Pupil views on behaviour, safety and the effectiveness of the school's approach will be gathered through School Council, pupil voice activities and other appropriate consultation. This feedback will be considered alongside behaviour data when reviewing the policy and school practice.

The school may also seek feedback from staff, parents and carers where appropriate.

This policy will be reviewed annually, or sooner where changes to legislation, statutory guidance or school practice require it. The next scheduled review is October 2027.

Appendix 1: Restorative Practice

The James Cambell Primary School uses restorative practice to help pupils understand what has happened, recognise the impact of their behaviour and consider how relationships can be repaired.

Restorative approaches may be used through a conversation with an adult or through a reflection form following an incident or during an appropriate period of time out. They are used alongside appropriate consequences and support.

Staff will adapt restorative conversations and reflection activities according to the pupil's age, understanding and individual needs. An adapted reflection form is used with younger pupils in Key Stage 1.

Reflection forms also include a Zones of Regulation check-in, supporting pupils to recognise their emotional state and consider strategies that may help them regulate and return successfully to learning.

Restorative Question Stems

What happened?

What were you thinking at the time?

What were you feeling?

Who has been affected by what happened, and how?

What do you need to do now to help put things right?

Where appropriate, pupils are supported to identify what they could do differently in the future and what support they may need to make a successful return to learning.