

# St. John's C of E (VA) Primary School

## Behaviour Policy



***'That all may Love, Learn, Flourish'***

Date: Autumn 2025

Frequency of review: Annual

Reviewed by: Curriculum, Quality and Standards

Owner (job role):	DSL/DHT
Approval Body:	CQS
Approval Date:	Autumn 2025
Implementation Date:	Initial implementation date: New implementation date:
Next Review Date:	

Version	Approval date	Summary of changes
1		Minimal changes, secretarial and updating dates. Some very minor tweaks to reflect current practice e.g. removal of reference to putting a child on "report."

**THIS IS A STATUTORY POLICY which must be published on the school website and shared annually with parents. A paper copy will also be kept in the school Octagon.**

At St. John's School, our vision ('That all may Love, Learn, Flourish') underpins all we do. The ethos of the school, and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development, and therefore to that of the school. It is vital that we have a consistent approach to behaviour management that is understood by staff, pupils and parents and the policy below outlines how we aim to achieve consistency.

### Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996a
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- SDBE (2023) Model Statement of Principles on Pupil Discipline and Behaviour

This policy operates in conjunction with the following school policies:

- Complaints Policy and Procedure
- Special Educational Needs and Disabilities (SEND) Policy
- Suspensions and Exclusion Policy
- Policy for Positive Handling and Use of Reasonable Force to Control and Restrain Pupils
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Drug and Alcohol Policy
- Anti-bullying Policy
- Emotional Health and Wellbeing Policy

### Promoting good behaviour, self-discipline and respect

Our aim at St John's is to create a caring community with high standards of behaviour, which promotes effective learning. With the help and support of parents/carers, we aim to teach values, rights and responsibilities which will develop a greater understanding of how

to be a responsible citizen, both within school and the wider community. It is important that all members of the school community provide a positive role model to others to promote good behaviour, respect and courtesy.

### Responsibilities

The governing body will have overall responsibility for:

- Providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy and Procedures.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any Social Emotional Mental Health (SEMH) related drivers of poor behaviour.
- Acting in accordance with the SDBE statement of behaviour principles, and having any regard to guidance provided by the governing body on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The designated wellbeing lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Emotional Health and Wellbeing Policy.

The inclusion managers will be responsible for:

- Collaborating with the governing body, headteacher and the designated wellbeing lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the inclusion managers and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.  
The relevant figures of authority include:
  - Inclusion managers
  - Headteacher/deputy headteacher
- As authorised by the headteacher, providing consequences to pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### Our Golden Rule

'Love One Another' has been carefully chosen as our Golden Rule because it is the new commandment from Jesus. Love is an inclusive theme as it serves all faiths. 'Love One

Another' applies to the whole school community and we expect staff to model the rule to all through their actions and interactions with each other, the children, parents, governors and the wider community.

### Our Values

**PEACE** – Peace is our key value and is vitally important in today's world where there is so much conflict, both internationally and locally. We also want to gain inner peace within ourselves. The image of the dove and the olive branch in the imagery of Noah's Ark are a constant reminder.

**COMPASSION** – We need to show each other compassion and forgiveness, and to extend this to others even when it is hard to do so. This includes comforting those who need it for whatever reason. We need to have compassion for the environment, and to care for, nurture and sustain the precious world that God has created for us. We teach children how to be good Global Neighbours, showing compassion to those who may live far away as well as close to home.

**JOY and WONDER** – We teach children about the joy of life and all that it gives to us and the joy of God in our lives. We rejoice in Jesus and the kingdom of heaven. Living out the value of joy could include bringing joy to others through a smile, kindness, or sharing the Good News. It is wonder that can drive us to ask questions and strive for knowledge about everything: from God's wonderful creation to the inner most part of our hearts.

**TRUST** – We need to trust in God and in one another. This links to truth and justice which we feel that all children need to develop. If we trust in God, He gives us hope.

**GENEROSITY** – All staff model to children how to be outwardly generous and willing to give our resources, time, skills, talents to those who need them. We teach children the importance of being courageous in this when needed, especially when people are being treated unfairly. Everything we have comes from God, so we should be generous in how we serve others.

These values interlink because if we show compassion for others (with true generosity) we will gain real joy and peace in the knowledge that we can trust God to provide for our needs.

### Rights and responsibilities

Our approach to positive behaviour is based upon both rights and responsibilities. A person's rights can only be upheld if others take responsibility for protecting them. The whole school community has the responsibility to do this. The over-arching rights and responsibilities in this school are:

<b>Every child has the RIGHT to:</b>	<b>Every child has a RESPONSIBILITY to:</b>
Be treated with respect	Treat all members of the school community with respect.
Learn to the best of their ability	Ensure that everyone else in the class has the opportunity to learn to the best of their abilities without being distracted or disturbed.
Feel safe and secure at school	Act in a way that keeps others safe and accept responsibility for their own choices and the consequences of their actions.

Be part of the school community	Follow the school Golden Rule, look after the school environment and make sure that everyone feels a valued member of the community.
Be listened to	Listen to others and act on appropriate advice which is given.
<b>Every member of staff has the RIGHT to:</b>	<b>Every member of staff has a RESPONSIBILITY to:</b>
Be treated with respect	Treat all members of the school community with respect.
Teach	Provide a challenging, interesting and creative curriculum that engages children and encourages independence.
Feel safe and secure at school	Help to create a safe and pleasant environment, both physically and emotionally for all children and members of the school community.
Be part of the school community	Be a good role model and set a good example for others in the community.
<b>Every parent/carer has the RIGHT to:</b>	<b>Every parent/carer has a RESPONSIBILITY to:</b>
Be treated with respect	Treat all members of the school community with respect.
Know how their child behaves in school	Make their child/ren aware of appropriate behaviour and help them to be honest and take responsibility for their own words and actions.
Be part of the school community	Support the school in the implementation of this policy and be aware of the school Golden Rule, values and expectations including the Home School Agreement.
Be listened to when concerns are raised	Keep the school informed of any events at home which could affect a child's behaviour and model values that will support appropriate behaviour in school.

### Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

### Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where pupils experiencing vulnerability or groups are identified, provision will be made to support and promote their positive mental health.

### Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. At the beginning of the school year, each class will write an agreed set of Rights and Responsibilities which will help the class work well together. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, **all** members of the school community will be expected to follow the school CALM Code:

- **Communicate** courteously and quietly
- **Act** kindly

- Listen carefully
- Move slowly, sensibly and safely

### Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. 'act respectfully towards your peers and teachers', rather than 'do not act disrespectfully towards your peers and teachers'.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any consequences for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year during our 'Learning to Learn' week and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the consequences that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls or working strings and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary (see 'Effective pupil support').

### The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. All classrooms are expected to have:

- A prayer and reflection point that displays their class 'Love One Another' canvas.
- A timetable (for younger year groups, this will normally be a visual timetable) so that children know what is planned for each day.
- An attractive, tidy and well-cared-for environment in which children can move easily and find resources.
- Table tidies containing all the necessary tools/stationery needed for immediate learning.
- List of pupil responsibilities, which support the maintenance of a tidy environment.
- A list of activities that are permitted during wet break/lunch times.

- A flexible seating plan which prevents inappropriate behaviour and enables it to be noticed early.

### Praise and rewards

Although the expectation is that good behaviour should be intrinsic, the school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Within the established positive learning environment at St. John's, children should expect to receive regular praise from all they come into contact with. When giving praise, staff members will ensure:

- Children are encouraged to understand how their good behaviour will benefit themselves and others.
- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason. To this end, stickers should be reserved for special purposes (e.g. for the weekly CALM Code Champion).
- The praise given is always sincere and is not followed with immediate criticism.
- Children receive additional/different rewards if their need/circumstances require it.

We recognise and celebrate children's achievements in a variety of ways including:

- Verbal praise and encouragement (this should be the most common method of rewarding children).
- Non-verbal praise and encouragement (e.g. thumbs up, smile, nod).
- Communicating praise to parents or another staff member within the school, e.g. a child's previous class teacher, a member of SLT.
- House points, in the form of lolly sticks (each half term, children in the house with the highest number of points will be allowed to wear their own clothes on a designated day).
- Red Badge nominations\* (every week, the class teacher nominates one child to receive the Red Badge for outstanding academic achievement or effort. Every child should have received the Red Badge by the end of the year).
- Red Scarf nominations\* (every week, one child in KS1 and one child in KS2 is nominated to wear the Red Scarf for consistently good behaviour choices. This is rotated through the classes).
- CALM Code Champions\* (every week, one child from each class is nominated to be the CALM Code Champion for following the CALM Code at all times – they receive a special sticker and extra playtime at the end of each half term).
- Head Teacher Commendations\* (once a year, class teachers nominate children to receive a Head Teacher Commendation. We aim for every child who joined the school in Reception to have received a Head Teacher Commendation by the end of Year 6).

*\*Records of these nominations are kept and passed on to the class teacher next year.*

In addition, class teachers are encouraged to use a range of strategies to incentivise children to behave well in each class. Strategies may include whole-class rewards (e.g. marbles/pom poms in a jar) or individual rewards (e.g. class toy to be taken home, moving

names up a board). Individual reward systems displaying children's names should be reviewed daily and all names moved back to starting points before open events.

### Effective pupil support

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

At St. John's, we understand that how a child behaves can be a sign of an underlying issue. Staff are expected to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

In such cases, any SEMH difficulties should be determined and reference made to the school's Child Protection and Safeguarding policy if appropriate. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult, either individually or within a group. The school may also take the decision to refer to an outside agency for additional emotional support.

There are a range of support systems for children within school.

- The 'Bird Box Post' enables children to nominate themselves or others for a meeting with a trusted adult so that low level problems and concerns can be dealt with.
- A number of therapies/opportunities to talk are available within school. These are carried out by members of staff who have been especially trained in specific techniques and these are matched carefully to a child's need and specific circumstances. These may include Drawing and Talking, ELSA, and MHST (Mental Health Schools Team) all of which give children structured emotional support. They take place according to the need of a child and the style/type of the therapy (individual, paired, small group), and may be ongoing or for a set period of sessions.
- External agencies may be involved if it is deemed necessary/if they are available; this may happen in accordance with the SEND policy.

### Behaviour curriculum

Positive behaviour will be taught to all children as part of the curriculum, in order to enable them to understand what behaviour is encouraged and expected and what is unacceptable or inappropriate. In addition to the 'Learning to Learn' week at the start of the academic year, the first week of each term has a 'Be Safe' focus and each day focuses on different ways to yourself or others safe; this will include reference to how to behave around and outside school.

As part of their ongoing curriculum, each class has regular Relationships and Health Education (RHE) lessons. Through these sessions and Collective Worship, children have the opportunity to discuss issues and voice concerns. Stories, images, role play scenarios and songs are shared which children are encouraged to reflect upon. Within this, we also

aim to teach the children about the rules/laws of our society, to expose the consequences of poor behaviour and to empathise with the victims without blame or accusation. Where appropriate, RHE may also include some opportunities for 'Circle Time' which can encourage every child to feel a more valued and committed member of the group through having a chance to contribute and be listened to.

Collective Worship themes outline and reinforce desirable behaviours and how we respect and love one another.

## Managing pupil transitions

### *Entering Reception*

Transition arrangements into school are reviewed annually and are adapted according to the observations of staff and/or feedback from parents/carers. Induction of new Reception children starts in the term before they join the school, with invitations to particular events and the class teachers communicating with pre-school settings. The home visit at the beginning of the autumn term, and short visits to the classroom, ensure a good transition into Reception.

We work closely with our pre-school providers and gather information from conversations and observations where necessary.

### *New to the school*

When a child joins St. John's at any time after the start of Reception, the child's previous school will be contacted to check that there are no concerns or safeguarding issues that may need to be dealt with. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.

### *Transition to secondary school*

As part of our transition work, we ensure that relevant information is passed onto the receiving school and the Year 6 teachers use all the opportunities available to work with local secondary schools. In the summer term (earlier if needed for some individuals), they work closely to meet with form tutors, heads of year and inclusion managers from receiving schools, all of whom may be welcomed to visit the children at St. John's. The DSL will also attend transition meetings where pupils with a safeguarding need are discussed with their receiving secondary schools. Year 6 children attend Induction Days at their new schools and it is possible to increase these opportunities for some specific children if it is agreed by all that this would be supportive of the transition process.

## Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to give consequences to the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### Behaviour management strategies and consequences for unacceptable behaviour

Instances of inappropriate and unacceptable behaviour will be taken seriously and dealt with immediately. This includes occasions on which children do not follow our Golden Rule of 'Love One Another.' Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

All reported incidents will be recorded in the class Red File and these will be reviewed regularly by the Designated Safeguarding Lead to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. These records will be kept during the child's time at St. John's and destroyed in line with the school's data retention schedules. The Red File should provide an **objective** record of what a staff member saw a child say and do (e.g. '*X ran around the Lower Deck and shouted 'I'm not doing it' and pushed over 3 chairs*' instead of '*X got really angry and trashed the Lower Deck.*')

All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

For the purposes of this policy, unwanted behaviour is divided into the five categories below:

1. Low-level inappropriate behaviour
2. Medium-level inappropriate behaviour (this includes persistent low-level inappropriate behaviour).
3. High-level inappropriate behaviour
4. Serious inappropriate behaviour (any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour).
5. Extreme inappropriate behaviour

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of consequences to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the application of consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

In an environment where respect is central, loss of respect or disapproval is a powerful sanction. Our aim when applying a consequence is to be non-confrontational, fair and consistent while maintaining respect for all parties involved.

The purpose of a consequence is:

- To ensure that children understand when their behaviour has been inappropriate or unacceptable.

- To demonstrate that action has been taken when another person has been hurt or upset, or property damaged, as a result of a child's behaviour.
- To reform the negative behaviour by teaching cause and effect. When a potential consequence is communicated ahead of time, a child can be encouraged to take responsibility.

When applying a consequence, staff must ensure:

- All unwanted behaviours are followed up.
- The behaviour is discussed with the child, making it clear **why** the consequence is being applied.
- Consequences are always followed through, even if this has to be deferred, since it is the **certainty not the severity** of the consequence that will have an impact on future behaviour.
- Where possible, a consequence should be related to the unwanted behaviour.
- The consequence is appropriate to the age, stage and needs of the child, and proportional to the unwanted behaviour.
- Whole-class consequences should be avoided wherever possible, unless this is completely unavoidable or appropriate. SLT should be informed whenever a whole-class consequence is given.

See Appendix 1 for tables of inappropriate behaviour, with suggested behaviour management strategies and possible consequences.

Children are also taught that we must communicate using appropriate words, tone of voice and body language. They are taught that it is unacceptable to use swear words or derogatory language (including racist or homophobic language), as well as aggressive/disrespectful posturing, eye-rolling, etc. This includes during games. They are also explicitly told it is unacceptable to say anything as a 'joke' or 'banter.' See Appendix 2 for the 'Watch Your Communication' consequence ladder, which will be applied when children do not meet expectations for appropriate communication. This will be recorded in the Red File.

### Interviewing children

Occasions arise when it is necessary for staff to receive accounts (verbal or written) from a number of children in order to establish the facts of an incident. Staff will undertake this activity as a normal part of an investigation and will not seek consent from parents/carers, or inform them that this has taken place.

### Forgiveness and reconciliation

Children are taught how to apologise sincerely when they have made a poor behaviour choice. They are taught that the word 'sorry' is a promise that they will do their best not to repeat the poor choice in the future, and to learn from their mistakes. They are also taught explicitly about the importance of being able to forgive someone who has made them upset or angry.

We use the following scripture to support children's understanding of forgiveness and reconciliation:

- Forgive us our sins as we forgive those who sin against us – the Lord's Prayer.
- *Luke 6:31* Judge not, and you shall not be judged. Condemn not and you shall not be condemned. Forgive and you will be forgiven.
- *Matthew 18:21-35* Then Peter came up and said to him, 'Lord, how often will my brother sin against me, and I forgive him? As many as seven times?' Jesus said to him, 'I do not say to you seven times, but seventy-seven times.'

Adults can facilitate conflict resolution by having restorative practice conversations (see script below) once the child has calmed down:

1. Are you calm enough to talk now?
2. What were you thinking at the time? (Instead of 'why did you do it?')
3. Who was affected and how were they affected?
4. What needs to be done to put things right?
5. What do you need to do in future?

### Positive handling and the use of reasonable force

In line with the school's Policy for Positive Handling and Use of Reasonable Force to Control and Restrain Pupils, any member of school staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Policy for Positive Handling and Use of Reasonable Force to Control and Restrain Pupils.

After an instance of physical intervention, the Record of the Use of Reasonable Force Form will be completed and signed by a member of SLT. Parents will be informed if reasonable force has been used.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

### Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure that the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary consequences, will not jeopardise the police investigation.

### Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy when managing behaviour in regard to smoking and nicotine products.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

In addition, the school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the appropriate procedures outlined in the Child Protection and Safeguarding Policy.

### Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Policy for Positive Handling and Use of Reasonable Force to Control and Restrain Pupils. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

Year 6 pupils are permitted to bring a mobile phone to school if the relevant consent form has been completed by a parent/carer. Pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the office at the beginning of the school day, to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

### Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The school rules apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can give consequences to pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also give consequences to pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

**Any** bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously.

### Working with parents and carers

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour. We endeavor to welcome parents/carers into school, make them feel valued and develop good communication between us all. Working with parents/carers is an important part of supporting children with their behaviour. The school values the importance of home school partnerships. This is promoted through the school's Home School Agreement when a child joins the school whereby parents/carers are encouraged to sign to show a commitment to the ethos and work of the school and continued throughout a child's time at the school.

Through working closely and openly with pupils and their families, it is our aim at St. John's to resolve behavioural issues at the earliest possible stage. Staff welcome early contact if parents/carers have a concern about their child's behaviour or fear that they are being upset by others. Likewise, staff will approach parents/carers if we have a concern about the behaviour a child is presenting in school as this will be likely to be affecting the learning of them/others. If parents/carers and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

In an instance when behaviour gives cause to suspect that a child is suffering or is likely to suffer significant harm, we will follow the school's Child protection and Safeguarding Policy. When there is continuing disruptive behaviour, staff will consider whether there may be an unmet educational or other need, and will then abide by the SEND policy, taking into consideration whether a multi-agency assessment is necessary.

### Consent

It is vital that all children learn about consent and respect for each other. Through 'Be Safe' week activities and specific lessons in RHE, we teach children about consent and respect, including how to look out for the signs that indicate a person wants to engage in an activity and actively demonstrates this verbally and physically. We teach children that not saying 'no' is not giving consent. In primary-aged children, teaching about consent may take a variety of forms such as asking to play or join in with a game or asking to use equipment. If consent is not clearly given, or is given and then subsequently retracted, this decision must be respected. Children will be taught how to ask for permission, as well as about giving and seeking permission and personal boundaries.

**Appendix 1:** Examples of behaviour, suggested behaviour management strategies and possible consequences.

<b>LOW-LEVEL INAPPROPRIATE BEHAVIOUR</b>			
Example of low-level inappropriate behaviour	Possible behaviour management strategies	Possible consequences	Key personnel
<ul style="list-style-type: none"> <li>▪ Calling out</li> <li>▪ Inappropriate laughter</li> <li>▪ Playing with objects at the 'wrong' time</li> <li>▪ Running in school</li> <li>▪ Lacking correct uniform/equipment/ not wearing it correctly</li> <li>▪ Disturbing others</li> <li>▪ Interfering with /spoiling someone else's game</li> <li>▪ Getting out of their seat at an inappropriate time</li> <li>▪ Talking over a teacher or other adult</li> <li>▪ Purposefully being in the incorrect place</li> <li>▪ Refusal to follow instructions immediately</li> <li>▪ Bringing to school disallowed items such as toys, cards, money</li> <li>▪ Interfering with /spoiling someone else's game</li> </ul>	<ul style="list-style-type: none"> <li>▪ Agree a specific sign to warn the child that the behaviour is inappropriate</li> <li>▪ Say the child's name – QUIETLY</li> <li>▪ Praise desirable behaviour</li> <li>▪ Use of house points to praise other children</li> <li>▪ Ensure that the child understands the instructions/can do the task</li> <li>▪ Trust the child with a task/give responsibility</li> <li>▪ Warn the child of unacceptable behaviour</li> <li>▪ Move to stand beside/behind the child</li> <li>▪ Set up a quiet area where the child can play less active games</li> <li>▪ Phrase rules/directions in positive language e.g. 'Walk down the corridor' rather than 'don't run'.</li> <li>▪ Tactical ignoring</li> <li>▪ Maintain eye contact</li> <li>▪ Offer a choice – 'you can either choose to do what you've been asked or you can choose ... 'whatever consequence is appropriate</li> <li>▪ Reframe by distracting or diverting</li> <li>▪ Shorten the amount of time for which the child has to follow a specific instruction, so that they can achieve success more often</li> <li>▪ Use the rule reminder script: 'It is not Ok to ...': 'I am reminding you that the rights and responsibilities are ...': 'This is your ... reminder'</li> <li>▪ Use of class rewards</li> </ul>	<ul style="list-style-type: none"> <li>▪ The 'LOOK'!</li> <li>▪ A quiet reprimand</li> <li>▪ Moving the child away from the group they are working/playing with</li> <li>▪ Temporary isolation <u>in the classroom</u></li> <li>▪ Visual reminder (name on the board)</li> <li>▪ Part of playtime or a portion of lunchtime to be missed (may include being in the playground and spending time with an adult who is on duty)</li> <li>▪ Part of lunchtime activity to be missed e.g. Football</li> <li>▪ Confiscation of items until the end of the day</li> </ul>	<p>Teacher</p> <p>TA</p> <p>Lunchtime Supervisor</p>

## MEDIUM-LEVEL INAPPROPRIATE BEHAVIOUR

Repetitive low-level inappropriate behaviour can be as undesirable as more serious wrongdoing and therefore needs to be dealt with by using stronger consequences.

Example of medium-level inappropriate behaviour	Possible behaviour management strategies	Possible consequences	Key personnel
<ul style="list-style-type: none"> <li>▪ Dishonesty</li> <li>▪ Disrespectful attitude towards children, staff, parents or visitors</li> <li>▪ Insulting or 'cussing' other children or their family or friends</li> <li>▪ Interfering in incidents that do not concern the child</li> <li>▪ Use of inappropriate language</li> <li>▪ Incompletion of assigned work</li> </ul> <p><b>Repeated</b> examples of low-level behaviour.</p> <ul style="list-style-type: none"> <li>▪</li> </ul>	<p><i>In addition to those at low level (which should still be used consistently)</i></p> <ul style="list-style-type: none"> <li>▪ Warnings</li> <li>▪ Rights and responsibilities reminders</li> <li>▪ Set up a quiet area where the child can do a quiet, independent activity</li> <li>▪ Use 'planned' ignoring tactics, overtly accepting contributions from children behaving correctly</li> <li>▪ Use of class rewards</li> <li>▪ With discretion, ask the child about anxieties</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflection sheet</li> <li>▪ Apology letter</li> <li>▪ Home – school contact book</li> <li>▪ Conversation with parent carer (by phone if they do not collect after school)</li> <li>▪ Time out (5-10 mins. max) outside the classroom</li> <li>▪ Complete unfinished work at lunchtime or take it home to be completed as deemed appropriate by the teacher</li> <li>▪ Confiscation of items to be collected by a parent at a given time</li> <li>▪ Missing longer period of lunchtime/break time</li> <li>▪ Send to relevant Senior teacher</li> <li>▪ Recording on the 'Watch Your Communication' ladder</li> </ul>	<p>TA</p> <p>Teacher</p> <p>Lunchtime Supervisor</p> <p>Parents/ carers</p> <p>SLT</p>

## HIGH-LEVEL INAPPROPRIATE BEHAVIOUR

Where a child's attitude and behaviour is not responding to any of the strategies or steps mentioned in previous levels and/or there are persistent inappropriate behaviour(s), the strategies and consequences listed below should be considered. It may also be necessary to consider whether there are underlying Special Educational Needs issues. Please see the school's SEN policy. (It could be that examples of this misbehaviour occur without necessarily observing behaviours from previous levels).

Example of serious unacceptable behaviour	Possible behaviour management strategies	Possible consequences	Key personnel
<ul style="list-style-type: none"> <li>▪ Persistent behaviour from previous levels</li> <li>▪ Ganging up on others</li> <li>▪ Deliberately distracting/disturbing others when they are working</li> <li>▪ Defiance /refusing to undertake a task</li> <li>▪ Ignoring reasonable request</li> <li>▪ Rudeness to another child or to a member of staff</li> <li>▪ Bullying/threatening other children including cyber bullying (<i>see also Anti Bullying policy</i>)</li> <li>▪ Deliberately hurting others, fighting or being rough (rough physical contact)</li> <li>▪ Answering back</li> <li>▪ Swearing</li> <li>▪ Racist or homophobic remarks</li> <li>▪ Repeated/ deliberate improper or dangerous use of equipment including throwing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Give a warning of the action you will take if the behaviour persists</li> <li>▪ Clear use of language of choice to make it clear to the child how he/she is in control of changing their behaviour</li> <li>▪ Observe the child at play – it may give a clue to reasons for behaviour</li> <li>▪ Get family support if behaviour persists</li> <li>▪ Move child from trouble spots/triggers (areas of the environment/other children)</li> <li>▪ Change the activities available to the child to avoid trigger points</li> <li>▪ Identify/celebrate achievements in the classroom/ playground</li> <li>▪ Individual behaviour chart/book to record specific examples for each play/lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflection sheet</li> <li>▪ Apology letter with copy sent home to parent/carer</li> <li>▪ Entry in to Red File and subsequent communication with parent/carer.</li> <li>▪ Time out (10 - 15 minutes max.) inside or outside the classroom</li> <li>▪ Moving the child to another classroom on a temporary basis</li> <li>▪ Exclusion from the playground at break/lunchtime for a portion of time or the whole time</li> <li>▪ Send to DHT</li> <li>▪ Movement up the 'Watch Your Communication Ladder'</li> </ul>	<p>Class teacher</p> <p>Other teachers</p> <p>Deputy Headteacher</p> <p>Parents/carers</p>

## SERIOUS INAPPROPRIATE BEHAVIOUR

It is possible that repeated instances of this type of behaviour could result in a fixed-term exclusion, if there was no indication that the behaviour strategies and consequences used had resulted in improvement. (It could be that examples of this misbehaviour occur without necessarily observing behaviours from previous levels).

Example of inappropriate behaviour	Possible behaviour management strategies	Possible consequences	Key personnel
<p><i>This could include more severe or repeated instances of any of the behaviours from previous levels. In addition:</i></p> <ul style="list-style-type: none"> <li>▪ Assault</li> <li>▪ Defiance</li> <li>▪ Damaging property deliberately including graffiti</li> <li>▪ Taking school property or someone else's belongings without permission</li> <li>▪ Leaving the school site without permission</li> <li>▪ Misuse of the internet or mobile phones</li> <li>▪ Dangerous climbing up or jumping off furniture, equipment or buildings etc.</li> <li>▪ Inappropriate sexual language</li> <li>▪ Malicious accusations (of a less severe nature)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Give the child agreed/specific, manageable targets to improve their behaviour and give them a prompt card with targets on</li> <li>▪ Provide a weekly session with a mentor</li> <li>▪ Undertake a risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Send to Head/Deputy</li> <li>▪ Exclusion from the playground at break/lunchtime for a portion of time or the whole time</li> <li>▪ Exclusion from a school visit</li> <li>▪ Entry in to Red File and subsequent communication with the parent/carer</li> <li>▪ On report for two weeks, with negotiated home reward see appendix 4</li> <li>▪ Introduce an individual 'consequence ladder'</li> <li>▪ Internal exclusion with appropriate support and supervision</li> <li>▪ Fixed term exclusion</li> </ul>	<p>Head</p> <p>Deputy</p> <p>Parents/carers</p> <p>Outside agency</p>

<b>EXTREME INAPPROPRIATE BEHAVIOUR (INTERNAL, FIXED OR PERMANENT EXCLUSION)</b> (It could be that examples of this misbehaviour occur without necessarily observing behaviours from previous levels).			
Example of inappropriate behaviour	Possible behaviour management strategies	Possible consequences	Key personnel
<p><i>This could include more severe or repeated instances of any of the behaviours from previous levels. In addition:</i></p> <ul style="list-style-type: none"> <li>▪ In possession of: <ul style="list-style-type: none"> <li>an illegal drug</li> <li>alcohol</li> <li>a weapon of any type (including an imitation)</li> <li>pornography</li> </ul> </li> <li>▪ Serious actual or threatened violence against another pupil or a member of staff or the school building (including arson).</li> <li>▪ Sexual misconduct</li> <li>▪ Serious misuse of the internet or mobile phones</li> <li>▪ Malicious allegations against staff (any allegation will be thoroughly investigated) or another child of an extreme nature</li> </ul>	<ul style="list-style-type: none"> <li>▪ Risk assessment</li> <li>▪ Mentoring/counselling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internal exclusion</li> <li>▪ Fixed term exclusion</li> <li>▪ Permanent exclusion</li> <li>▪ Involvement of police</li> <li>▪ Referral to Social Services</li> </ul>	<ul style="list-style-type: none"> <li>SLT (Head)</li> <li>Police</li> <li>Social Services</li> <li>Parents</li> <li>Outside Agency</li> <li>Governors' Discipline Committee</li> </ul>

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary consequences to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary consequences are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## Appendix 2

### 'Watch Your Communication' consequence ladder

