Positive Behaviour Policy

St John's
CofE Primary School

Approved by:	LGC	**Date:** 08.10.25	
Last reviewed on:	October 2025		
Next review due by:	October 2027		

RATIONALE

At St John's C of E Primary School our approach to behaviour is both positive and restorative. Positive behaviour should be the outcomes of positive, consistent and defined relationships between staff and pupils. At St John's Primary School, we promote a calm and positive atmosphere underpinned by our Christian ethos. Our aim is to establish the highest possible standards of behaviour at St John's. This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish and children feel happy, safe and secure.

We want to develop a culture of intrinsic motivation whereby children make positive behaviour choices because it is important to them rather than because of the rewards they receive. We recognise that children may not make a good choice at times, but we aim to utilise these as a learning experience for the pupil so that they grow up understanding the impact of their behaviour on others.

At St John's we have an expectation that children are caring and compassionate individuals who are respectful, tolerant and kind towards others. The aim of this policy is to provide guidance and support for staff in nurturing and developing the positive behaviours that we expect within our school and our community as well as explaining the processes and procedures which will be followed when any behaviour does not meet our expectations. Consequently, this will support our belief that everybody should have the right to feel safe, valued and respected at our school.

We recognise that learning to behave appropriately in a school environment and in the wider community is an important part of early education. We aim to work with parents/carers and the community; ensuring children grow up with a clear view of what is right and what is wrong. We aim to help the children realise that they make choices that affect others within the school and community and that they must take responsibility for the consequences of their actions. As adults we should behave in such a way as to provide good positive role models for the children we interact with on a daily basis.

Through the application of this policy, we ensure the consistency of all adults across the school in managing behaviour. This is consistent with our Christian Ethos and with legal requirements of the Equality Act. Built into all stages of our approach is the requirement to listen to all children involved and apply the behaviour policy with fairness. To support this, we use a system called 'Restorative Justice' in relation to any incidents between pupils. This allows all pupils to talk about their behaviour and the consequences of their actions with other children and adults.

AIMS

- To create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive learning environment.
- To outline the expectation and consequence of behaviour.
- To provide a consistent whole-school approach to behaviour management that reflects the Christian values of the school.
- To promote self-esteem, wellbeing, self-discipline and positive relationships built on respect.
- To ensure individuals build their ability to recognise responsibility for their actions.
- To provide the tools for children to manage their emotions when dealing with 'conflict' with others.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To use a restorative Justice approach to behaviour which creates a safe and supportive learning environment for all children and the values of reflection, forgiveness and growth are recognised.

LEGISLATIONS, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- **Behaviour and discipline in schools: advice for headteachers and school staff, 2016**
- **Behaviour in schools: advice for headteachers and school staff 2022**
- **The Equality Act 2010**
- **Keeping Children Safe in Education**
- **Exclusion from maintained schools, academies and pupil referral units in England 2017**
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022**
- **Use of reasonable force in schools**
- **Supporting pupils with medical conditions at school**
- It is also based on the **Special Educational Needs and Disability (SEND) Code of Practice.**

DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, collective worship, break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

TEACHING POSITIVE BEHAVIOUR

At St John's C of E Primary School all interactions between both staff and pupils are underpinned by our Core Values. We have derived a set of behaviours which make explicit our expectations of positive behaviour and have organised these into the core values of our curriculum:

RESPECT, OPPORTUNITY, COLLABORATION, ASPIRATION

Our curriculum offers opportunities for children to discuss these values or complete work related to these. It is therefore hoped that the personal attributes/positive behaviour is supported through curriculum work.

The positive behaviours linked to our core values that have been agreed by the whole school community are visibly displayed around the school (see Appendix 1). Our three rules are:

Be Ready

Be Respectful

Be Safe

All conversations will children about conduct will refer back to these three rules.

We believe that staff, parents and visitors can contribute to actively helping children develop these personal attributes. They can be promoted in various ways by:-

- Modelling the personal attributes directly;
- Setting appropriate boundaries for children's behaviour;
- Showing empathy and understanding of children;
- Listening to children;
- Showing respect and understanding to everyone in the school community;
- Providing feedback in an informative way to children;
- Using positive consequences to encourage the learning of appropriate behaviour;
- Using negative consequences to discourage the learning of inappropriate behaviour;
- Linking our core values to acts of Collective Worship and thus encourage whole school reflection of positive behaviours.

We believe that:

All behaviour is communication so every effort must be made to understand it; children are given the opportunity to take responsibility for explaining their behaviour and supporting to learn new ways to express themselves. In addition, emphasis is placed on using de-escalation techniques and consistent use of positive language in order to ensure children are supported to manage and improve their own behaviour.

All consequences must be viewed as a conversation – appropriate responses that aim to support a child's behaviour to improve; reminders are used to ensure children are clear of expectations and understand what behaviour we hope to see them display.

All responses to unwanted behaviour should be immediate and consistent – allowing other children to see that negative behaviours are noted promptly and dealt with fairly across the school.

BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

All incidents of bullying must be reported immediately to a teacher or member of staff. Staff will carefully monitor reported incidents, and if a pattern of behaviour emerges, the matter will be escalated in line with our behaviour policy to ensure appropriate action is taken. Our priority is to maintain a safe, respectful, and supportive learning environment for every child.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of Violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

ROLES AND RESPONSIBILITIES

The Local Governance Committee (LGC)

The LGC is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour incidents is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
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Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMs
- Challenging pupils to meet the school's expectations

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

The pupils will have the following responsibilities:

- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions and others

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

The role of visitors to the school

It is the responsibility of visitors to support the implementation of this behaviour policy fully.

THRIVE

Thrive is a structured, evidence-based approach used in education and care settings to support the social and emotional development of children and young people. It helps practitioners identify developmental gaps and provide targeted support to help children become more emotionally resilient, better regulated, and ready to learn.

Key Elements of the Thrive Approach:

Developmental Framework
Thrive is based on neuroscience, attachment theory, and child development research. It maps emotional development across six stages, from birth to adulthood, and helps identify where a child may need additional support.

Assessment and Action Planning
Practitioners use a tool called the *Thrive-Online* (TOL) to assess a child's social and emotional development. It highlights areas of strength and need, and generates personalised action plans and strategies.

Targeted Support
Children receive either:

- Whole-class approaches: Embedding Thrive principles into daily practice to benefit all children.
- Targeted interventions: For children with specific emotional or behavioural needs
- 1:1 sessions: With a trained Thrive Practitioner focusing on emotional regulation, resilience, and relationships.

Relationship-Based Practice
A core principle of Thrive is the importance of safe, trusting, and secure relationships in helping children feel understood and supported.

Training and Practitioner Role
Staff trained in Thrive become *Thrive Practitioners*, skilled in identifying emotional needs and delivering supportive interventions.

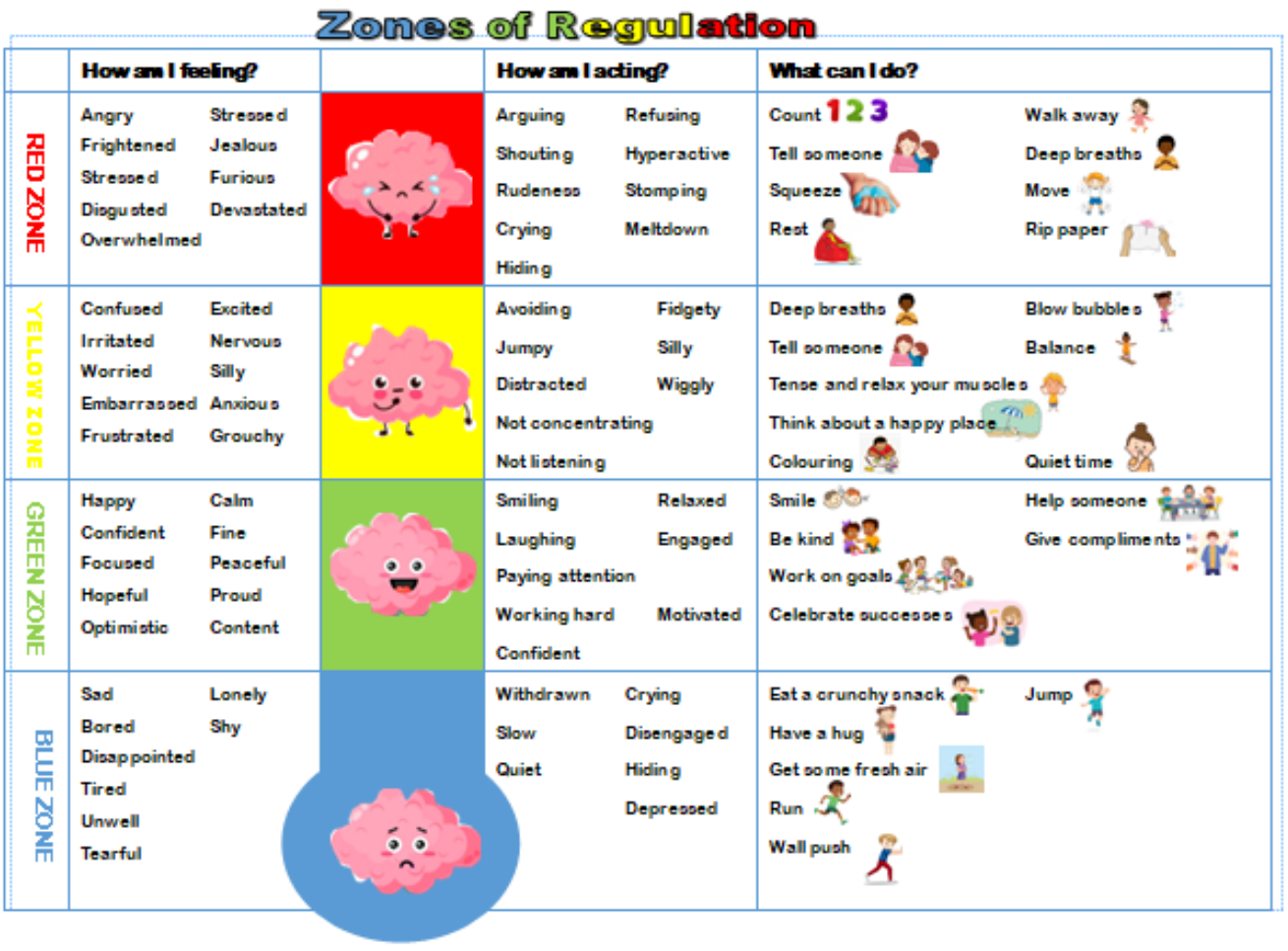
ZONES OF REGULATION

At St John's, we have introduced the Zones of Regulation to help children understand their feelings and learn how to manage them positively.

The **Zones of Regulation** is a framework used in primary schools to help children understand and manage their feelings, behaviours, and energy levels. It uses four colour-coded zones:

- **Blue Zone** – low states of alertness (e.g., tired, sad, bored, sick).
- **Green Zone** – calm, focused, ready to learn (the ideal learning state).
- **Yellow Zone** – heightened emotions or energy (e.g., excited, silly, nervous, frustrated).
- **Red Zone** – extreme emotions or loss of control (e.g., anger, panic, rage).

Children are taught that all zones are normal, but they learn strategies to move between zones and regulate themselves. The aim is to build emotional awareness, self-control, and problem-solving skills to support positive behaviour and learning.



RESPONDING TO GOOD BEHAVIOUR

When a pupil's behaviour meets the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. We praise and reward children for positive behaviour in a variety of ways which may include the following:

- Verbal praise relating to the school rules and values
- Written praise relating to the school rules and values
- Celebration certificates for attitudes to learning awarded in our weekly Celebration Assembly.
- Above and Beyond certificates for demonstrating our school values awarded at the end of each school term.
- Visits to a member of SLT to show good work or a positive attitude to learning
- Visits to the Head teacher to show good work or a positive attitude to learning
- Positions of responsibilities, such as School Council, Eco-leaders, Spiritual Leaders
- Postcards home to communicate between school staff and parent/guardian about good work or attitude to learning
- Housepoints awarded relating to positive attitudes to learning and school values.

RESPONDING TO MISBEHAVIOUR

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

It is important at St John's that we implement reasonable adjustment where necessary, following advice from professionals and external agencies. This may include adaptations to our behaviour policy on a case-by-case basis while ensuring the same intended outcome of being **ready**, **respectful** and **safe**.

For children not following the School rules, here are our levels (See Appendix 2). This sheet will be displayed on the teacher's desk:

Verbal or visual reminder

Warning – name removed from 'green card'

-Positive behaviour resumes; move back to 'green card'

-Negative behaviour continues; move to Level 1

Level 1 – private 1:1 discussion with an adult, referring to the school values and school rules about the behaviour. 5 minutes thinking time, verbal restorative justice with teacher and child (see Appendix 3 and 4 for restorative questions to use)

Level 2 – miss 5 minutes of play (stand with Teacher/TA/SMSA), verbal restorative justice with teacher and child

Level 3 – Lose all of break and 15 minutes of lunchtime class teacher phones home. Written restorative justice with teacher and child

Level 4 – Lose all of break and lunchtime (lunch to be eaten in the reflection room.) Written restorative justice (see Appendix 5a/5b for written restorative justice sheet) with Pastoral and Learning Support Mentor/member of SLT (all parties who are involved) and behaviour plan in place (where appropriate). Miss a whole day's play and lunchtimes – spend with a member of SLT

Level 5 – Written restorative justice with Pastoral and Learning Support Mentor/member of SLT (all parties who are involved) and behaviour plan in place (where appropriate). Miss a whole week's play and lunchtimes – spend with a member of SLT

Child removed from the classroom; or class removed from classroom if child refuses to move.

All occurrences of children being placed on level 3 or above, need to be recorded on CPOMs.

Behaviour plan put in place in discussion with all adults who work with that child to ensure consistent approach, e.g. class TA, PPA cover, class teacher.

We use an Emotion Coaching style of discussion with children that looks at reasons why certain behaviours may be displayed and offer solutions to these.

It is very rare that children progress through all stages above. Where appropriate, the behaviour is discussed, and children are supported to make positive changes by considering the impact on themselves and other learners.

If the teacher feels the incident is serious enough, children may move straight to level 3, 4 or 5. Appendix 6, gives examples of what behaviours are deemed serious enough to move children straight to level 3, 4 or 5.

If children persist in not following School Rules, there will be a joint classroom observation by the teacher and a member of SLT and a Behaviour Plan will be drawn up. Parents will be invited to discuss this with their child and the class teacher.

Adaptations are made for children with additional learning needs and who may have explicit targets, rewards and sanctions as part of a Support Plan.

An example of a strategy that has proved significant success is the implementation of 20:20:20 for lunchtime. This is a technique for children who may find the unstructured time of lunchtime challenging, this breaks it up into manageable parts. 20 minutes eating, 20 minutes play, 20 minutes calming (e.g lodge).

Parents will be informed about low level behavioural incidents that are becoming more frequent or about one-off incidents that require follow up discussions at home. These are recorded on class trackers which enable teachers to notice reoccurring behaviours or a pattern of behaviours and act upon these early to ensure the best outcom

In the case of re-occurring poor behaviour:

- If a child reaches Level 2 more than once a week – the teacher will make an informal call to parents on the Friday of the same week to share concerns – are there any issues at home, have they seen similar behaviour? Is child tired etc.?
- If behaviour continues (into a second week) – the teacher will meet the phase leader and call the parents on the Friday of the same week to explain the next strategy at school. The teacher will discuss with the parent the behaviour chart and rewards – this can be in school or at home. The reward for a positive week will be discussed with parents. This could be a reward at home if parents are engaged – aiming for this would be beneficial.
- Behaviour chart continues until improvements are seen in behaviour – weekly communication with parents to update.
- If the behaviour doesn't improve and the child has completed 3 weeks of behaviour charts – the teacher will book a meeting with the pastoral learning support mentor. The teacher will bring to this meeting: concerns and behaviour chart. The teacher will share what support they feel the Pastoral Learning Support Mentor can bring – e.g. aims/things that have or haven't worked and evidence of behaviour. The Pastoral learning support mentor will update the headteacher weekly

The importance of language in responding to behaviour

The language staff use when responding to behaviour is crucial in setting the tone and maintaining consistency across the school.

Clear, calm, and respectful language helps de-escalate situations and ensures that expectations are understood by all pupils. Using short, neutral scripts such as *"feet on the floor"* or *"thank you for listening"* avoids confrontation, reduces ambiguity, and keeps the focus on the behaviour rather than the individual.

This approach helps pupils to quickly recognise what is required of them and supports a positive, predictable learning environment. By modelling professional and respectful communication, staff reinforce the values of the school and guide pupils towards making better choices.

Through our implementation of Thrive, we are focusing on the use of language when interaction with children. This includes:

WIN Language

These are starters designed to encourage pupils to reflect on how they feel and how that connects with their behaviour. For example:

- *"I wonder …"*
- *"I imagine …"*
- *"I notice …"*

VRFs (Vital Relational Functions)
These are ways staff can attune to children emotionally. Language and responses that use VRFs will aim to:

- *Validate* feelings ("I can see this is difficult for you …")
- *Contain* distress (e.g. "We'll sort this together.")
- *Soothe / regulate* ("Let's take a breath together.")
- *Attune* (noticing how the child is feeling, matching calmness)

Across the school, adults use consistent and clear instructions through scripts. These include but are not limited to:

- Feet on the floor
- Kind hands and feet
- Appropriate language

POSITIVE BEHAVIOUR AROUND THE SCHOOL

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays. Classes will have monitors with various responsibilities to ensure the classroom remains tidy and well-organised. These may include the following

- Taking care of the cloakroom
- Taking care of the classroom resources
- Taking care of the book corner (where appropriate)
- Ensuring the floor is clear

The school building

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Collective Worship

Staff and children are expected to enter and leave the hall silently, unless choosing to sing along to any music being played and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly and wish to issue instructions to children in assembly should usually do this using signs rather than speech and should lead their class in and out of assembly from the front of the line.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework.

SUSPENSIONS (previously called Fixed Term Exclusions) AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from St Johns School Primary School. However, where we feel that this is necessary we adhere to all DfE and LA Guidelines and Procedures (see policies section of our website.)

In the case of suspensions, the Head teacher may exclude a student for up to 45 days in any one academic year. Exclusions are operational decisions made by the Head teacher who then informs the Local Authority and Governing Board / Academy Trust about any permanent exclusion made. The Head teacher must also inform the Governing Board / Academy Trust about any suspension beyond five days in any one term. The Board will form a discipline committee which is made up of three members, as appropriate. This committee will consider any exclusion appeals on behalf of the Board. Any student who is excluded for more than 15 days in a term must have this reviewed by a panel of governors (when these 15 days are an accumulation of days for one incident). The decision to permanently exclude is reviewed by an exclusion panel and is then either upheld or overturned.

Suspensions and permanent exclusions are used for severe breaches of St Johns School's Positive Behaviour policy. It is possible for the Head Teacher to convert a suspension into a permanent exclusion if the circumstances warrant this. The Head teacher may decide to permanently exclude for one of the following reasons: In response to serious or persistent breaches of the school's behaviour policy consistently demonstrating negative behaviours as described in Appendix 6; or where allowing the pupil to remain in school would seriously harm the education of welfare of the pupil or others in school.

These may include, but are not limited, to:

- Verbal abuse towards a member of staff;
- Bullying (which may include online bullying/ comments made on social media); Homophobic, sexist or racist incidents language (which may include online/ social media incidents);
- Assault/ fighting or the encouragement of others to do so;
- Persistently disruptive behaviour;
- Persistent failure to follow the school positive behaviour policy;
- Pupil is beyond the care and control of staff at St Johns Primary School.

Before reaching a decision to suspend or exclude permanently, the Head teacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's expectations of Core Values/Behaviours and Equal opportunities policies;
- Allow the pupil to give his/her version of events;
- Check whether the incident may have been provoked, for example by racial, homophobic or sexual harassment;
- Consult others where appropriate, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Local Governing Committee who may sit at the exclusion meeting. Ultimately, however, the decision to exclude is an operational decision made by the Headteacher.

Alternatives to suspensions/exclusion will always be explored and where possible, interventions put in place to support a pupil at risk of exclusion.

They include:

- Pastoral Support Plans
- Individual mentoring, coaching and behaviour support
- Direction off site – this allows for a child to reset before being reintergrated into the school community.
- In reach/outreach placements
- Working with parents/ carers
- A managed move or negotiated transfer
- Assessment of SEND, including SEMH needs
- Allocation of a key adult when possible
- Access to Nurture provision
- Counselling
- Restorative Practice methods
- Peer mentoring
- Referral to CAMHS or to the Educational Psychologist.

A 'Reintegration' meeting must always be held following any suspension (both internal or external) in order to reflect on the initial incident, gain the views of both parents/ carers and child and to establish a risk assessment of the child. This meeting will also provide a useful forum to identify resources and support needed to provide the necessary support for the child moving forward. These actions will then feed into class provision/ additional action plans.

POSITIVE SAFE HANDLING

A number of staff within St John's CE Primary School have undertaken positive safe handling training which will be regularly renewed as and when necessary.

As a school, although Thrive, Zones of regulation and de-escalation is our first approach, we have to acknowledge that, on occasion, we may find ourselves in unforeseen or emergency circumstances when trained staff have to use positive safe handling techniques for the safety of the child or the safety of others including teachers/adults.

These techniques will be used as a last resort after all other de-escalation strategies have been considered.

Parents/carers will be fully informed if these techniques have to be implemented and safe handling techniques will be written into a structured risk assessment.

If a safe handling situation occurs, all staff involved will discuss the incident with the Headteacher. The incident will be formally recorded on a safe handling report using CPOMS which parents may request to see.

Parents will be informed if such an incident has taken place.

DEBRIEFING CHILDREN AFTER WITNESSING SAFE HANDLING

We will positively reassure children as soon as possible after any safe handling incident using the most appropriate person/s within the school at this point in time.

We will remove other children away from the incident prior to safe handling.

MANAGING SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDRREN

Sexual violence and sexual harassment are never acceptable and will not be tolerated at St John's Primary School.

If during the triage, processing or investigation of an incident it is reported or suspected that the incident involves sexual violence and/or sexual harassment, the designated safeguarding lead (or a deputy) must be informed.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, the designated safeguarding lead (or a deputy) will take a leading role and coordinate a considered appropriate response.

The victim(s) will be reassured that they are being taken seriously, and school will keep them safe, they will also be given as much control as is reasonably possible regarding how any investigation will be progressed.

St John's Primary School may be supported by other agencies, such as children's social care and the police as required.

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident using our behaviour policy, this would include the consideration of permanent exclusion.

Where a criminal investigation into sexual assault leads to a conviction or caution the school will consider any suitable sanctions in light of our behaviour policy, including consideration of permanent exclusion.

INVOLVING PARENTS, AGENCIES AND OTHER STAFF

In handover meetings, class teachers are asked to communicate the behavioural needs of children in their class in order to ensure effective transition can take place.

In addition, SEND staff meetings are held three times a year, where class teachers review and evaluate the support that is offered to individuals or groups of children, before setting new targets and outlining strategies in place to enable them to achieve these. These targets are further informed by the views of both parents and children. In addition to these meetings, the Headteacher and/or Inclusion Leader will meet with teaching staff as required in order to talk through individual behaviour concerns and to offer practical strategies through the inclusion team.

Children with ongoing behavioural concerns which need more support/intervention than can be offered by a class teacher as part of general classroom management 13 are referred to the Inclusion Leader. Here, a solution-focused approach is used, children working with staff to create a clear action plan highlighting key targets and detailing useful strategies to apply to help them achieve these. Action plans must be shared with the child and reviewed during an agreed timescale. These will be managed by the inclusion leader. If Behaviours continue to escalate, despite support in place, the Inclusion Leader in liaison with the Headteacher will decide whether or not outside agencies need to be involved for support/guidance and will inform the parents of concerns.

If the child is at risk of suspension/exclusion, an individual plan will be put in place. "At risk" means that a pupil is not responding to the school's normal range of strategies and support (repeated suspensions might be an indicator) and that the intervention of external agencies may be required. The aim of the plan is to involve the pupil in the shared challenge of improving his/her behaviour and social skills. Meetings to implement and review the plan will look at positive points and main issues. The pupil

should be involved in helping set his/her targets and these should be closely monitored (lesson by lesson) and reviewed every 2/4 weeks. The plan should not be used to replace Support Plans or Special Educational Needs assessment process; pupils should still be taken through the appropriate stages of the SEN Code of Practice.

MONITORING AND EVALUATING SCHOOL BEHAVIOUR

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspension
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the Senior Leadership Team. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

The Positive Behaviour Policy links to:

- Child Protection Policy
- Inclusion Policy
- Anti-bullying

APPENDIX 1 – School Rules

St John's
CofE Primary School

Be Ready

Be Respectful

Be Safe

APPENDIX 2 – Behaviour Levels

Level 5 – Lose a week of break and lunchtimes
Level 4 – Lose break and lunchtime (lunch to be eaten in the reflection room)
Level 3 – Lose all of break/15 minutes of lunchtime
Level 2 – Lose 5 minutes of break time
Level 1 – Reflection Time

APPENDIX 3 - The Restorative Questions:

What happened?

Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that?

What each person was thinking and feeling at the time, before and since.

Who has been affected and how?

Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

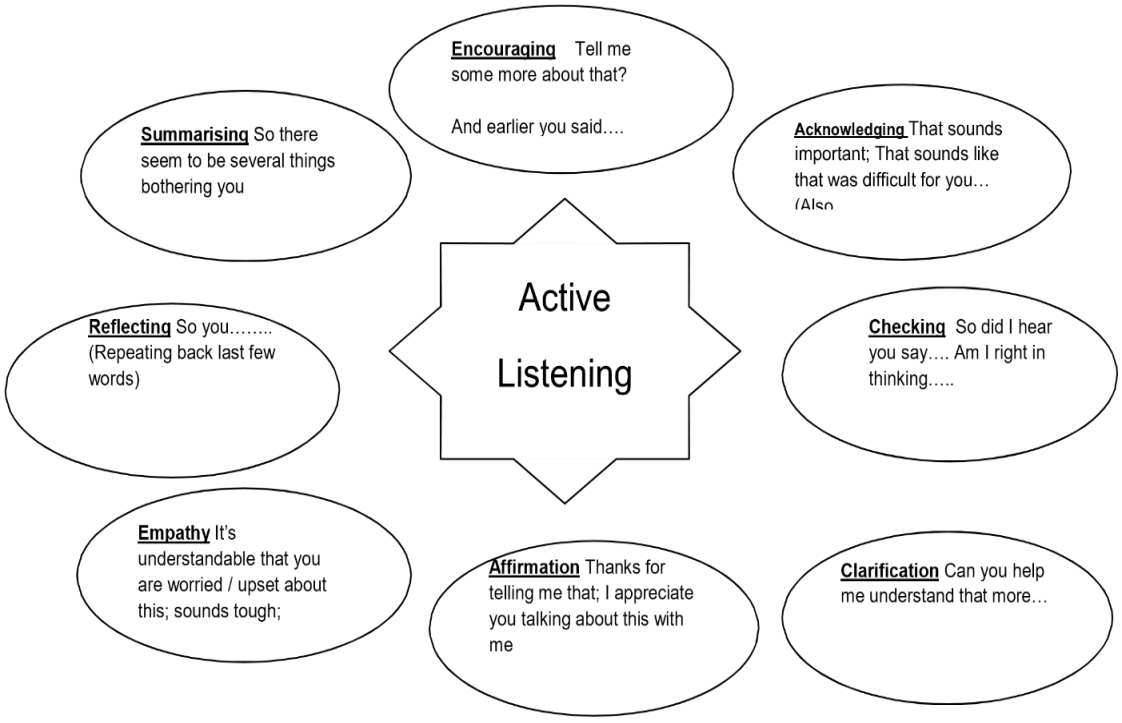
What are the needs of those involved?

What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community?

How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children need to consider how they can make appropriate amends with the high expectations of the school community. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



APPENDIX 4 - Restorative Justice Lanyards

St John's CofE Primary School

Restorative Justice Questions

- What happened?
- How did you feel at the time/how do you feel now?
- How did you feel before/what was it like before the incident?
- What would you like to see happen to move forward?
- Have you been listened to and had a chance to share your views?

St John's CofE Primary School

Restorative Justice Questions

- What happened?
- How did you feel at the time/how do you feel now?
- How did you feel before/what was it like before the incident?
- What would you like to see happen to move forward?
- Have you been listened to and had a chance to share your views?

St John's CofE Primary School

Restorative Justice Questions

- What happened?
- How did you feel at the time/how do you feel now?
- How did you feel before/what was it like before the incident?
- What would you like to see happen to move forward?
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St John's CofE Primary School

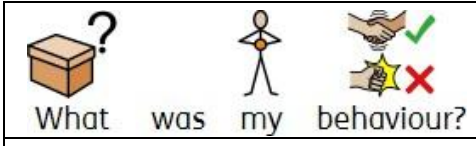
Restorative Justice Questions

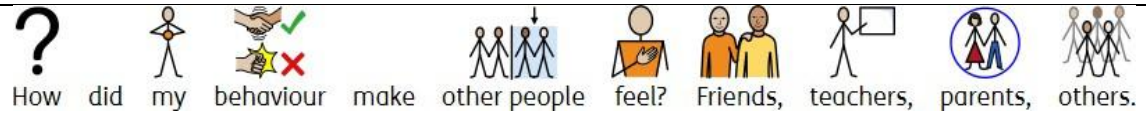
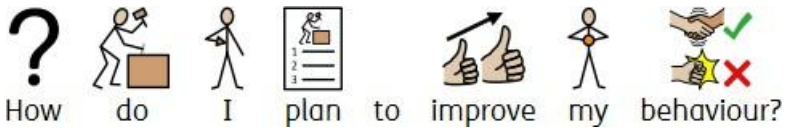
- What happened?
- How did you feel at the time/how do you feel now?
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- What would you like to see happen to move forward?
- Have you been listened to and had a chance to share your views?

APPENDIX 5A – BEHAVIOUR REFLECTION

Name: Date:

You have made a choice to do something that means you need to stop and think about the following things:



SLT Staff member:

Incident recorded on CPOMS ☐

APPENDIX 5b – Behaviour Reflection

BEHAVIOUR REFLECTION

Name: Date:

You have made a choice to do something that means you need to stop and think about the following things:

What was my beahviour?
What were the reasons for me behaving like this?
How did my behaviour make other people feel? Friends, teachers, parents, others.
How do I plan to improve my behaviour?

SLT Staff member:

Incident recorded on CPO ☐

APPENDIX 6 - St Johns C of E Primary School Behaviour Guide

Low level behaviour		Serious behaviour – Log on CPOMS	
✓ Swinging on chairs despite reminders to stop ✓ Wearing inappropriate clothing in school despite being reminded, e.g. hats inside. ✓ Wandering around the classroom ✓ Irritating noises ✓ Chewing gum, eating sweets or crisps ✓ Inappropriate fidgeting/ rummaging ✓ Dropping litter ✓ Calling out or shouting ✓ Persistently bringing in toys to school without permission ✓ Talking over or interrupting others in class despite reminders ✓ Play fighting ✓ Talking in assembly ✓ Not doing as asked first time ✓ Not supporting team activities in the classroom, e.g. tidy up time despite being asked ✓ Chatting to others at inappropriate times or about inappropriate subjects. ✓ Lateness into class during the day ✓ Wasting resources or not looking after resources	✓ Making fun of another child's work or efforts ✓ Telling lies ✓ Interfering with another person's property or taking things ✓ Purposeful antisocial, crude behaviour (passing wind, spitting [not directly at somebody] and belching) ✓ Name calling ✓ Responding abruptly or rudely towards requests from adults ✓ Swearing as part of general conversation ✓ Not engaging in their work or having a poor attitude to learning ✓ Dangerous play ✓ Unsafe behaviour in the corridors and around the site, e.g. running ✓ Unhelpful, uncooperative behaviour, e.g. being obstructive in activities ✓ Poking, pushing, pinching or prodding ✓ Misuse of toilets and wash areas ✓ Teasing or deliberately 'winding up' other children ✓ Refusing to do work	✓ Refusal to follow important safety instructions including running out of class/school *(could be L4+ if on school trip and/or it puts someone else in danger)* ✓ Writing graffiti or defacing walls, desks, books or work ✓ Answering back or arguing with an adult ✓ Throwing or flicking objects in the classroom or out of the window (without directly aiming at others) ✓ Swearing <u>at</u> another person ✓ Making inappropriate comments related to gender, sexual orientation or appearance ✓ Making insulting remarks about another person's family members ✓ Disruptive behaviour including inciting disruptive behaviour of others ✓ Clear breach of school values despite reminders ✓ Deliberately unkind behaviour which leads to others feeling isolated or upset	✓ Threatening or intimidating behaviour ✓ Vandalism of school site ✓ Age-inappropriate sexualised touching of self-to cause offence or embarrassment to others ✓ Stealing (a serious case may lead to Level 5) ✓ Stone-throwing ✓ Refusing to go to the HT or designated person ✓ Spitting at/on someone ✓ Bullying (<u>repeated</u> and persistent, threatening, intimidating or harming behaviour) ✓ Racist, homophobic or discriminatory behaviour (if the behaviour is with intent) ✓ Age-inappropriate sexualised touching of others ✓ Physically violent behaviour (fights or attacks on others) including biting ✓ Throwing furniture or equipment across the classroom (inc. aiming items towards somebody) ✓ Persistent and continual disruption of learning (attributed by an escalation of any other level behaviour