



We are a 'light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.



Behaviour in School Policy

Date Agreed	November 2025
Review Date	November 2026
Type of Policy	School based policy

Aims



We are a 'light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.



The primary aim of this policy is to provide a safe and secure environment where children can grow, learn, and become positive, responsible, and increasingly independent members of our school community.

By upholding our Christian values and maintaining high expectations of behaviour, we create a positive school culture that fosters the holistic development of our pupils.

At St John's Meads, we believe that every child is unique and so are their needs, experiences and opportunities.

We aim to provide a fair learning environment by ensuring that every child is provided with what they need; and accepting that this will not always be the same. It is our belief that behaviour is a form of communication which has a function or purpose.

Central to our approach is the promotion and fostering of positive relationships, enabling everyone to work together with a shared purpose of helping each individual flourish and achieve their God-given potential.

To ensure fairness and consistency, we treat all children equitably and apply our behaviour policy consistently across the school.

This policy aims to:

- Outline how children are expected to behave
- Summarise the roles and responsibilities of different people in the school community
- Provide a consistent approach to behaviour management
- Outline our system of rewards and sanctions
- Outline additional considerations or circumstances.
- To foster a caring and nurturing atmosphere in which teaching and learning can take place in a happy safe environment

Introduction: Vision and Values



We are a 'light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.



St John's Meads is a caring and inclusive church school with high standards of personal behaviour and a strong Christian ethos. We believe our school vision and values should underpin every aspect of school life. Our approach to behaviour is based on our school vision and belief that: 'We are a Light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential. We aim to 'love learning and love one-another, as God loves us'.

Our view is that children, parents, and the school are jointly responsible for encouraging and demonstrating positive behaviour.

Our school values support us to have child-friendly rules that help us create a positive and caring environment.

Our values are:

Love one another and God - Be kind and caring towards yourself and others. Treat everyone with love and understanding.

Independence - Be brave and encourage others to be brave too. Stand up for what is right and help others when they need it.

Generosity - Being kind and giving to others without expecting anything in return. Sharing what you have, time, toys or love, to help others feel happy and cared for.

Honesty - Treat yourself, your classmates, teaching staff, volunteers, and the school environment with respect and honesty. Listen to others and value their opinions.

Teamwork - Working together to reach a goal. Helping each other, sharing ideas, and doing your part to make things easier for everyone.



We believe that:

- Children come to the school to learn in a safe, caring and secure environment
- We should behave in a caring, respectful way towards other people
- We should recognise that everyone is different and that their contributions are valuable
- Problems should be discussed with honesty, trust, courtesy and co-operation
- Everyone should understand the agreed school rules and appreciate the rationale on which they are based. This is achieved by working with the children in their classes at the start of the year to set class rules and responsibilities
- Through encouraging Christian values and respect for each other, children may be helped to develop their future lives and become positive contributors to society
- The use of praise and rewards and where necessary sanctions, have a part to play in developing positive attitudes and behaviour
- Our principles should be fairly and consistently applied, with sensitivities to the needs of individuals
- Equality of opportunity for everyone is central to our principles
- We should treat property, school buildings and equipment with respect

It is important that in our church school community we:

- Act with respect and follow instructions
- Be kind, considerate of others and show politeness
- Be generous and willing to help



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- Be respectful to others, equipment and the school environment
- Be resilient and never give up
- Be willing to reflect on our behaviour

All staff have a responsibility to model these expectations and support pupils in developing the skills to work restoratively with each other. We believe that poor behaviour can be an outward sign of other difficulties the child is experiencing.

Our behaviour management systems aim to:

- Analyse behaviour and look for the root cause of the feeling or experience, taking into consideration when a behaviour is conscious; planned/ chosen, or subconscious; unplanned/uncontrolled.
- Model, teach and promote pro-social behaviours; these are characterised by a concern for the rights, feelings and welfare of other people.

Expectations

What do we expect from our pupils?

Pupils will be expected to:

- Arrive on time and ready to learn.
- Take responsibility for the choices that they make and communicate their feelings to a trusted adult.
- Tell an adult if they see something is wrong.
- Move quietly and sensibly about the school, never running or shouting.
- Greet, and welcome all adults and other children throughout the school day.
- Hold doors open for others.
- Wear their uniform with pride.
- Show respect for the opinions and beliefs of others.



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- No rough, boisterous play or contact is permitted, ensuring that children will respect each other's space.

What do we expect from our staff?

All staff are expected to:

- Teach, demonstrate and model our school Christian vision and values
- Maintain an organised learning environment, consistently applying the behaviour policy
- Staff to actively display and promote Zones of Regulation.
- Build positive relationships with children, parents and carers
- Recognise, praise and rewarding pro-social behaviour
- Personalise and adapt their approach for children with additional needs
- Appropriately deal with and record behaviour incidents and concerns promptly using Arbor.
- Promote the safe use of the internet, particularly social media, and raise any safeguarding concerns on the safeguarding system.
- Respect pupils and listen to their views without discrimination.

What do we expect from families?

Families are expected to:

- Work in partnership with staff to ensure positive behaviour is developed
- Support and encourage their children to follow the St John's Meads values.
- Discuss any behavioural, wellbeing or safeguarding concerns with class teacher promptly
- Inform the school of any changes in circumstances, which may affect their child's behaviour or wellbeing
- Ensure their children attend school daily, on time, in full school uniform with the correct equipment

What do we expect from the leadership team?

The Senior Leadership team are responsible for:

- Establishing and maintaining a happy, safe, secure and well-maintained school environment
- Monitoring and reviewing the Behaviour Policy
- Ensuring that pro-social behaviours are modelled, encouraged consistently throughout the school and that staff manage difficult and dangerous behaviour effectively
- Providing regular training for all staff



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- Recording and monitor behaviour across the school including incidents of a serious nature and taking steps to ensure that they do not recur

What do we expect from the Transition Board/Governing Body?

Transition Board members are responsible for:

- Ensuring the policy supports the school's vision and values
- Monitoring the impact of this behaviour policy in conjunction with the Headteacher
- Evaluating the policy's implementation and effectiveness

Supporting Behaviour

Adults should try to understand the behaviour and what the child is trying to communicate. Adults will use their understanding of the child, the behaviour and what is being communicated to select the most appropriate consequence.

Relationships - Staff actively foster positive relationships with pupils in their classrooms to create the atmosphere in which children learn and behave. Staff get to know the children well so that they understand what can be used to motivate and interest the individual and support pro-social behaviour. This is used to help to avoid triggers to unsocial behaviours.

Clear Routines - We recognise that children respond well to routine; it allows them to feel safe and secure. We ensure children know the expectations and understand that they will be challenged when these are not met. Staff are clear on the routines and expectations and establish these early in the school year. Visual timetables using widgeit symbols are used to support our pupils to know the routines and events of the day. Adaptions are made where pupils require additional support.



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Positive Behaviour Management Strategies

As a staff team we recognise it is important to vary approaches and strategies. Find below a range of strategies proven to be effective in positive behaviour management.

Praise good behaviour

Acknowledge: notice and describe the pro-social behaviour
Approve it: say why it is good/ positive/ helpful
Affirm: "Thank you for tidying up so quickly - you are a great helper!"

Verbal Reminder

Tell the children what you **want** them to do, not what you don't want them to do,
e.g. "Walking, thank you" instead of "stop running." Avoid saying, "don't" or "stop".

Give Take-up Time

Give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

Tactically Ignore

Ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering: pick your battles!

Distraction/ Diversion

Give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

Choices

"Put your (e.g. toy) on my desk or in your bag - which are you going to do?"

Private Reprimand

A quiet word rather than a public confrontation.

Validation

Validate children's feelings, e.g. "I can see that you are looking angry because..." You can acknowledge the child's feelings – but be very careful not to validate poor behaviour.

Whisper

In order to reduce the volume of children, instructions may be given quietly or in a whisper so that the class/ specific children need to quieten in order to hear what is happening.

Repair & Rebuild

As soon as possible after a reprimand, find an opportunity to say something positive about the child: catch them being good!

Positive Repetition

When you give a direction, ask a child who knows what to do to repeat it and praise the children who carry out the instruction (rather than focusing on children who don't).

Non-verbal Cues

Hand gestures, finger on the lips, the "look," eye contact, point to visual reminder, proximity and presence, hand on shoulder, point to a resource

Re-direction

Repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.

Tone

Changing the tone of your voice (lower and slower) can be effective in making children understand that you mean what you say and that their behaviour is being observed.

Where/ What?

"Where should you be?" (In my seat) What should you be doing? (My work).

Broken Record

Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.

Physical Proximity

Move closer to a disruptive pupil.

Thank You

Using 'thank you' instead of 'please' shows the clear expectation that your instruction will be followed, e.g. "Sit down, thank you!" Children want you to be in control.

Notice and Praise

By praising the good behaviour of other children, children can become aware of their own behaviour and see what they need to do to be praised.

Pause & Reset

Child given time to take a pause in the 'calm area' in order for them to reset their behaviour.



Recognition & Praise

We aim to promote and increase feelings of success for all children by providing regular:

- Verbal praise, thanks and acknowledgement for showing or exceeding our school expectations/ values
- Positive comments written in pupils' work books
- Giving children certain responsibilities in class or around school [Student Leadership Groups, classroom jobs, whole school jobs and responsibilities]
- Awarding certificates or stickers
- Showing work to the Headteacher
- Sending work home to show families
- Headteacher awards [with this information being sent to parents on Arbor]
- Positive praise shared with parents [positive points sent to parents on Arbor]
- Displaying work, homework or artwork in classrooms and shared areas
- Special mentions in the weekly bulletin and termly newsletter for achievements
- House points
- Awards in collective worship

Zones of Regulation

Promoting Emotional Wellbeing at St John's Meads

At St John's Meads, we are committed to supporting the mental health and emotional wellbeing of our children and their families. We foster an open culture where feelings and emotions are discussed freely, empowering children to understand and regulate their emotions.

To support this, we implement the *Zones of Regulation* curriculum in every classroom. This programme teaches children to recognise emotions in themselves and others, fostering self-regulation and emotional control by equipping them with a range of strategies to manage their feelings and enhance wellbeing.

The *Zones of Regulation* use four colour-coded zones to help children identify and categorise their emotions. It also supports understanding of sensory needs, thinking patterns, and emotional responses.

Through this approach, children learn to:

- Select appropriate coping strategies based on their emotional zone
- Recognise personal triggers

- Interpret facial expressions
- Solve problems effectively
- Understand how their behaviour impacts others

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
sad tired	happy calm	frustrated worried	angry terrified
sick bored	feeling ok ready to learn	silly excited	yelling hitting
I can try... stretch	I can try... drink water	I can try... deep breaths	I can try... take a break

Anti-Social Behaviour

Anti-social behaviours are likely to cause harm, distress and/or injury. They can be defined as 'difficult' or 'dangerous.' This behaviour is disruptive to the progress of the lesson and the learning of other children.

Difficult behaviour

Dangerous behaviour



- Refuses to follow instructions or make a choice.
- Hides (e.g. under a table) to avoid responding to adult requests / joining in activities.
- Refuses to attempt their work.
- Distracts other children in their group.
- Wanders around the classroom.
- Makes an attempt to leave the classroom.
- Leaves the classroom.
- Repeatedly calls out during teacher input.
- Damage to property or the property of others.
- Verbal insults towards adults or peers.
- Leaves the building/school grounds.
- Punches a wall in frustration or anger.
- Physically aggressive towards peers / staff.
- Attempts to leave the school site through unsecured exits.
- Hurts an adult or child physically.
- Jumps off high furniture.
- Pushing or throwing chairs or tables.
- Verbal aggression or threats towards other.

Unacceptable Behaviour

- Persistent low-level disruption
- Rudeness to staff
- Verbal aggression towards peers
- Being consistently off-task

Serious Incidents

- Extreme rudeness to staff
- Physical or verbal aggression
- Refusal to comply with sanctions
- Theft
- Bullying
- Use of racist or discriminatory language



Behaviour Consequences

At St John's Meads, we believe in proactive behaviour management and early intervention. Class teachers are primarily responsible for managing behaviour within their classrooms, using positive strategies to prevent escalation and support pupils effectively.

If a child is not meeting expectations despite positive behaviour strategies being used, staff should follow the steps below. *[Please note a mark given next to a child's name will be discreet and between the teacher and pupil]*

1. **First Incident – Verbal Reminder [first mark next to name]**
 - a. Calmly refer to the relevant school value and explain what expectation has not been met.
 - b. Allow the child time to adjust their behaviour.
2. **Second Incident – Choice of Strategies [second mark next to name]**
 - a. Offer two proactive strategies from the Zones of Regulation strategies cards to help the child re-engage and improve their behaviour.
 - b. Child will reflect with the class teacher for 5 minutes at playtime.
3. **Third Incident – Reflection time with SLT [third mark next to name]**
 - a. The child will spend 15 minutes with a member of SLT at lunchtime to reflect on the behaviour and discuss positive choices/behaviour expectations

Additional Guidance

- If a serious incident has occurred (aggression, defiance or abusive language) then immediate escalation will occur, and the above scale of sanctions bypassed. A member of the Senior Leadership team will be involved immediately to decide on an appropriate course of action. The parents would be involved as soon as possible.
- Children will be given a fresh start at the beginning of each session with marks recorded removed [morning and afternoon being a session.]

Recording and Escalation

- Behaviour incidents must be logged on **Arbor**
- The Senior Leadership team monitors behaviour reports on Arbor across the school and will support staff when a pupil's behaviour becomes a concern.
- Parents will be informed of behaviour incidents as appropriate.



Removal from Class

Sometimes, it may be necessary to ask a pupil to leave the classroom if their behaviour is unsafe or is stopping others from learning. If a child is unable to make the choice to leave calmly:

- An adult will decide whether it is safer to remove the pupil or to move the rest of the class to another space.
- This decision will always be made with the safety and wellbeing of all children and staff in mind

Positive Handling & Reasonable Force

At our school, the safety and wellbeing of all children and staff is our highest priority. On rare and exceptional occasions, it may be necessary to use Restrictive Physical Intervention to prevent serious harm or disruption.

This action is guided by national legislation and statutory advice, including:

- Manual Handling Regulations (1992)
- Violence at Work Act (2003)
- The Children's Act (2004)
- *Use of Reasonable Force Guidance* (DfE, 2013)

When Might Physical Intervention Be Used?

Physical intervention may be considered if a pupil is:

- At risk of harming themselves or others
- Causing serious disruption to the learning environment
- Damaging property
- Committing a criminal offence

Such intervention is only ever used as a **last resort**, when other calming and de-escalation strategies have not worked.

What Is 'Reasonable Force'?

'Reasonable force' refers to the use of physical contact that is:

- **Necessary** to prevent harm or disruption
- **Proportionate** to the situation



- **Minimal**—only the amount of force needed is used

Staff are trained to use these techniques safely and responsibly.

Who Can Use Physical Intervention?

Only staff who have received appropriate training in Restrictive Physical Intervention may use these techniques. All incidents are recorded and reviewed, and parents/carers will be informed if physical intervention has been used with their child.

SEND

We understand that some children may need additional support to manage their behaviour. When concerns persist and previous strategies have not led to improvement, we take a personalised and compassionate approach. A combination of strategies may be used, tailored to each child's needs. **Parental involvement is essential** at every stage.

Positive Behaviour Plan

- Used when a pupil's behaviour has declined or is not improving
- Pupils are actively involved in identifying areas for growth and choosing strategies that will help
- Plans include clear goals, supportive interventions, and regular reviews

Placement on the SEN Register

- Pupils may be added to the Special Educational Needs (SEN) register if their behaviour is linked to underlying needs
- The SENCO monitors progress and coordinates appropriate interventions
- This may include referrals to external agencies for further support

Fixed Term Suspensions and Exclusions

At our school, we aim to support every child to thrive and succeed. Exclusion is always a last resort, used only when necessary to protect the safety and wellbeing of pupils and staff, or to maintain a calm and respectful learning environment.

We follow the national guidance *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfE, September 2022), and the standard list of reasons for exclusion.

Who Can Exclude a Pupil?



Only the Head of School or Executive Headteacher has the authority to suspend or exclude a pupil. They may:

- Issue a **fixed-term suspension** for up to 45 days in a school year
- Decide on a **permanent exclusion** in exceptional circumstances
- Convert a fixed-term suspension into a permanent exclusion if the situation warrants it

What Happens When a Child Is Excluded?

- Families are informed immediately and given the reason for the exclusion
- They are also told how to appeal the decision to the Transition Board, and the school provides guidance on how to do this

Oversight and Appeals

- The Headteacher informs the Chair of the Transition Board about:
 - Any permanent exclusions
 - Any fixed-term suspensions longer than five days in a term
- The Transition Board cannot exclude a pupil or extend a suspension, but it has a **discipline committee** (3–5 members) that reviews appeals
- The appeals panel considers:
 - The circumstances of the exclusion
 - Any representations from parents/carers and the Trust
 - Whether the pupil should be reinstated
- If the panel decides the pupil should return to school, the Headteacher must follow this decision

Reintegration Support

After a suspension, the school holds a **reintegration meeting** with the pupil and their parent/carer. This meeting helps:

- Support the pupil's return to school
- Ensure they understand what is expected of them moving forward

For more information, please refer to the full **Suspension and Exclusion Policy** available on the St John's Meads school website.

Anti-Bullying & child-on-child abuse

Please see our Friendship and Anti-bullying Policy



Sexual violence and sexual harassment

At St John's Meads CEP, we are committed to creating a safe, respectful, and inclusive environment for all children. We take a **zero-tolerance approach** to all forms of abuse, including child-on-child abuse that involves **sexual violence or sexual harassment**.

Our Commitment

- All allegations of sexual violence or harassment are taken **extremely seriously**
- Such behaviour will **never** be dismissed as "banter," "just having a laugh," "part of growing up," or "boys being boys"
- We understand that these attitudes can create a culture of unacceptable behaviour and make children feel unsafe

We recognise:

- That girls are statistically more likely to be victims, and boys more likely to be perpetrators
- That **all** forms of child-on-child sexual abuse are unacceptable, regardless of gender
- That pupils with **Special Educational Needs and Disabilities (SEND)** may be at greater risk of harm

How We Respond

- The **Designated Safeguarding Lead (DSL)** will be informed immediately
- The victim will be **reassured and supported**, and never made to feel ashamed or blamed
- All disclosures, decisions, and actions will be **recorded and logged** securely on *MyConcern*
- The school will decide the most appropriate course of action, which may include:
 1. Managing the incident internally
 2. Involving Early Help services
 3. Referring to Children's Social Care
 4. Reporting to the Police

If an allegation is found to be **unsubstantiated, unfounded, false, or malicious**, we will still consider whether support or disciplinary action is needed for any of the pupils involved.

Ongoing Support

We are committed to safeguarding and supporting **both the victim and the alleged perpetrator**. This includes:

- Working closely with parents and carers



- Ensuring appropriate pastoral support is in place
- Monitoring the wellbeing and safety of all children involved

Searching & Confiscation

At our school, we are committed to keeping everyone safe and ensuring that learning can happen without disruption. In line with the Department for Education's guidance on Searching, Screening and Confiscation (February 2014), staff may confiscate items that are not allowed in school, or that could cause harm or disruption.

The Headteacher and other authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for. Banned items do change over time so it is difficult to produce an extensive list. In general children are not to bring into school items which could be used to harm others. Children should only carry into school the items needed for the days learning and should avoid bringing in items of value.

Searching and screening pupils may be conducted in line with the DfE's latest guidance on searching, screening and confiscation:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Confiscation of Items

- School staff have the right to take away any banned or inappropriate items found during a search.
- They may also confiscate any item—whether found during a search or not—if it is considered harmful or likely to affect the good order of the school.
- If any new items become banned during the school year, we will inform parents and carers.

We will only search a pupil's belongings if we have a genuine concern that they may be carrying something:

- That could be dangerous to themselves or others
- That may have been stolen

Links with other policies

This policy is linked to the following:



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- Child Protection and Safeguarding policy
- Friendship and Anti-bullying Policy
- SEND Information Report & Policy
- PSHE & RE Policies
- Exclusion and Suspension policy