



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

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1. Policy Introduction:

St John's Meads Church of England Primary School is committed to ensuring that every child flourishes, growing in character, confidence and faith. Rooted in our Christian foundation, we are inspired by the words of John 1:5:

“The light shines in the darkness, and the darkness has not overcome it.”



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Our values of Love, Independence, Generosity, Honesty and Teamwork (L.I.G.H.T.) underpin all aspects of school life and guide our relationships, decision-making, provision, policies and procedures. Through a nurturing environment and rich learning experiences, we seek to help every child discover and develop their unique gifts, enabling them to achieve their God-given potential.

As a Church school, we aim to support children in understanding the Christian faith and encourage them to be a light in the world, making a positive contribution to their communities both now and in the future. This policy should be read and understood within the context of this vision and these values.

2. Policy Aim

The primary aim of this policy is to provide a safe, inclusive and supportive environment where all children can learn successfully and develop as positive, responsible and increasingly independent members of our school community.

At St John's Meads, we recognise that every child is unique, with individual needs, experiences and strengths. We are committed to providing an equitable learning environment where children receive the support they need to succeed, recognising that fairness does not always mean treating everyone in exactly the same way. We understand that behaviour is a form of communication and seek to understand the underlying needs, emotions or circumstances that may influence a child's behaviour.

Central to our approach is the development of positive, trusting relationships. By working together with children, families and staff, we aim to create a calm, respectful and supportive environment where everyone feels valued, safe and able to thrive.

Through clear expectations, consistent practices and a relational approach, we promote positive behaviour, encourage children to take responsibility for their actions and support them in making positive choices.

This policy aims to:

- Outline the standards of behaviour expected of all pupils.
- Provide a consistent and equitable approach to behaviour support and management.
- Promote positive relationships and a culture of mutual respect.
- Foster a caring and nurturing environment in which effective teaching and learning can take place.
- Set out the roles and responsibilities of members of the school community.
- Explain the school's systems of recognition, rewards and consequences.
- Outline additional considerations and support for pupils whose needs may impact their behaviour.

3. Behaviour and Safeguarding

At St John's Meads, we recognise that behaviour can sometimes be a reflection of a child's emotional wellbeing, unmet needs, experiences or circumstances. Changes in behaviour, emotional presentation or engagement may indicate that a child needs additional support or may be experiencing a safeguarding concern.

Staff will approach behaviour with curiosity, compassion and professional judgement, seeking to understand the reasons behind a child's behaviour whilst maintaining clear expectations and boundaries. Where



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appropriate, concerns will be shared with the Designated Safeguarding Lead (DSL) and recorded in accordance with the school's safeguarding procedures.

We recognise that some children, including those with SEND, medical needs, mental health difficulties, adverse childhood experiences or other vulnerabilities, may require additional support and reasonable adjustments. Any support provided will be balanced with the need to maintain the safety, wellbeing and learning of all members of the school community.

4. Behaviour Principles [including values]

At St John's Meads, we believe that positive behaviour is built through strong relationships, clear expectations and a shared commitment between children, families and staff. We recognise that behaviour is a form of communication and seek to understand the needs, experiences and circumstances that may influence a child's actions.

Our L.I.G.H.T. values provide the foundation for behaviour across our school community and are reflected in our expectations, routines and relationships.

Our Values in Action

Love

We show kindness, compassion and respect towards ourselves and others.

Independence

We take responsibility for our actions, make positive choices and show resilience when faced with challenges.

Generosity

We willingly help others, share our time and resources, and contribute positively to our school community.

Honesty

We tell the truth, take responsibility for our actions and act with integrity.

Teamwork

We work together, listen to others and value everyone's contribution.



We Believe That:

- Every child has the right to learn in a safe, caring and inclusive environment.
- Positive relationships are at the heart of effective behaviour support.
- Behaviour should be understood in context and viewed as a form of communication.
- Everyone should be treated with dignity, respect and fairness.
- Children should be taught, modelled and supported to develop positive behaviours.
- Clear expectations, routines and consistency help children feel safe and succeed.
- Praise, recognition and restorative approaches are more effective in developing positive behaviour than sanctions alone.
- Equality, inclusion and individual needs must be considered when supporting behaviour.
- Everyone has a responsibility to care for the school environment, resources and wider community.



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As Members of Our School Community, We Aim To:

- Act with respect and follow instructions.
- Show kindness, courtesy and consideration to others.
- Demonstrate honesty and take responsibility for our actions.
- Work collaboratively and support one another.
- Respect property, equipment and the school environment.
- Show resilience and perseverance when faced with challenges.
- Reflect on our behaviour and learn from our experiences.

All staff have a responsibility to model these expectations and support pupils in developing positive relationships and restorative behaviours. We recognise that inappropriate behaviour can sometimes be an indication of unmet needs or difficulties, and we seek to respond with both consistency and compassion.

5. Expectations

Roles and Responsibilities: Pupils

- Arrive on time and ready to learn.
- Take responsibility for their choices and communicate their feelings to a trusted adult.
- Tell an adult if they are worried about something or see something that is wrong.
- Move around the school calmly and sensibly.
- Greet and welcome adults and other children throughout the school day.
- Show kindness and consideration by helping others where appropriate.
- Wear their uniform with pride.
- Show respect for the opinions, beliefs and property of others.
- Play safely and respect the personal space of others.

Roles and Responsibilities: Staff

- Teach, promote and model our Christian vision and L.I.G.H.T. values.
- Maintain an organised learning environment and apply this policy consistently.
- Promote and utilise the Zones of Regulation to support emotional wellbeing and self-regulation.
- Build positive relationships with pupils, parents and carers.
- Recognise, praise and celebrate pro-social behaviour.
- Adapt their approaches to meet the individual needs of pupils, including those with SEND.
- Respond to, record and report behaviour incidents and concerns promptly using Arbor.
- Promote online safety and report safeguarding concerns in accordance with school procedures.
- Respect pupils and listen to their views without discrimination.

Roles and Responsibilities: Families

- Work in partnership with the school to promote positive behaviour.
- Support their child in understanding and living out the school's L.I.G.H.T. values.
- Discuss any behavioural, wellbeing or safeguarding concerns promptly with the class teacher.
- Inform the school of any changes in circumstances that may affect their child's behaviour or wellbeing.
- Ensure their child attends school regularly, punctually, in full school uniform and with the correct equipment.



Roles and Responsibilities: Senior Leadership Team

- Establishing and maintaining a safe, secure, inclusive and well-maintained learning environment.
- Monitoring and reviewing the Behaviour Policy.
- Ensuring that pro-social behaviours are modelled and promoted consistently across the school.
- Supporting staff to manage behaviour effectively and consistently.
- Providing appropriate training and guidance for staff.
- Monitoring behaviour patterns, including serious incidents, and taking appropriate action where concerns are identified.

Roles and Responsibilities: Transition Board

- Ensuring that this policy reflects and supports the school's vision and values.
- Monitoring the impact of the Behaviour Policy in conjunction with the Senior Leadership Team.
- Evaluating the implementation and effectiveness of the policy.
- Providing appropriate challenge and support to leaders regarding behaviour and pupil wellbeing.

6. Supporting Positive Behaviour

See appendix A for positive behaviour management strategies.

Our behaviour support systems aim to:

- Develop positive, trusting relationships with pupils.
- Understand and respond to the individual needs, emotions and circumstances that may influence behaviour.
- Teach, model and reinforce positive behaviours that promote the wellbeing, rights and safety of all members of the school community.
- Establish clear routines and consistent expectations.
- Support children to develop self-regulation, make positive choices and take responsibility for their actions.
- Use restorative approaches to repair relationships and rebuild trust where difficulties arise.
- Provide appropriate support, intervention and reasonable adjustments for pupils requiring additional behavioural, emotional or pastoral support.

Recognition & Praise

We aim to promote and increase feelings of success for all children through regular recognition and praise, including:

- Verbal praise, thanks and acknowledgement for demonstrating or exceeding our school values and expectations.
- Positive comments in pupils' exercise books.
- Opportunities to take on responsibilities within the class or wider school community, including leadership roles and classroom jobs.
- Certificates, stickers and other rewards.
- Sharing work with the Headteacher.
- Sending work home to share with families.
- Headteacher Awards, with achievements communicated to parents via Arbor.
- Positive points and praise shared with parents through Arbor.
- Displaying work, homework and artwork in classrooms and shared areas.
- Special mentions in the weekly bulletin and termly newsletter for achievements.



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- Dojo points.
- Celebration and recognition during collective worship.

7. 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 and supportive culture where feelings and emotions can be discussed freely, empowering children to understand, express and regulate their emotions.

To support this, we implement the Zones of Regulation curriculum in every classroom. This approach helps children to recognise emotions in themselves and others, develop self-regulation skills, and build a range of strategies to manage their feelings and promote emotional wellbeing.

The Zones of Regulation uses four colour-coded zones to help children identify, understand and communicate their emotions. It also supports children in developing an understanding of their 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 and responses.
- Identify and interpret facial expressions and social cues.
- Develop effective problem-solving skills.
- Understand how their behaviour and actions impact others.
- Build emotional awareness, resilience and self-regulation skills.

All emotions are viewed as valid and acceptable; however, children are supported to understand that not all behaviours are appropriate and that they are responsible for the choices they make.



8. 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.

See Appendix B for Anti-social behaviours.

Please note that any mark recorded next to a child's name will be done discreetly and will remain between the teacher and the pupil.

1. First Incident – Verbal Reminder [first mark next to name] a. Calmly refer to the relevant school value and explain which expectation has not been met. b. Allow the child time to reflect and adjust their behaviour.

2. Second Incident – Choice of Strategies [second mark next to name] a. Offer two proactive strategies from the Zones of Regulation strategy cards to help the child re-engage and improve their behaviour. b. The child will spend 5 minutes with the class teacher during playtime to reflect on their choices and discuss positive next steps.



3. Third Incident – Reflection Time with SLT [third mark next to name] a. The child will spend 15 minutes with a member of the Senior Leadership Team during lunchtime to reflect on their behaviour and discuss positive choices and behaviour expectations.

Additional Guidance

- If a serious incident occurs, such as aggression, defiance or abusive language, immediate escalation will take place and the above stages may be bypassed. A member of the Senior Leadership Team will be involved immediately to determine an appropriate course of action. Parents will be informed as soon as possible.
- Children will be given a fresh start at the beginning of each session. Any marks recorded during the previous session will be removed. For the purposes of this policy, a session is defined as either the morning or afternoon.

Recording and Escalation

- Behaviour incidents must be recorded on Arbor.
- The Senior Leadership Team monitors behaviour records across the school through Arbor and will support staff when a pupil's behaviour becomes a concern.
- Parents will be informed of behaviour incidents as appropriate.
- While children are given a fresh start each session, behaviour records are monitored over time to identify patterns, inform support strategies and ensure appropriate intervention where required.

Removal from Class

Sometimes, it may be necessary for a pupil to leave the classroom if their behaviour is unsafe or is preventing 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 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.

9. 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:

- Education and Inspections Act 2006
- Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies (DfE)
- Keeping Children Safe in Education 2026

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

Appropriately trained staff are trained to use these techniques safely and responsibly.

Who Can Use Physical Intervention?

All school staff have a legal power to use reasonable force where necessary.

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

10. SEND

We understand that some children may need additional support to manage their behaviour. Reasonable adjustments will be considered and implemented in accordance with the Equality Act 2010. 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. A positive behaviour plan may be introduced as a supportive measure 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 them. The plan will 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.

11. 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 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 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 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 and 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/carers.

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.

12. Anti-Bullying & child-on-child abuse



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The school recognises that children can abuse other children and that child-on-child abuse can occur both inside and outside school, including online. All concerns will be taken seriously, investigated appropriately and dealt with in line with the school's safeguarding procedures.

Please see our Friendship and Anti-bullying Policy.

13. 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
- Incidents may occur online, face-to-face or through the use of technology

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:

- Managing the incident internally
- Involving Early Help services
- Referring to Children's Social Care
- 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

14. 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 latest guidance on Searching, Screening and Confiscation, 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.

Any prohibited items will be dealt with in accordance with DfE guidance and may be passed to the police where required.

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 or that may have been stolen.

15. Links with other policies

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

Appendix A

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

Positive Repetition



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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!

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.

Appendix B

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

- 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.

Dangerous behaviour

- 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