St John the Baptist Primary School

Behaviour Policy

Reviewed Summer 2023 – updates in line with DfE Behaviour in Schools
Reviewed Summer 2024 – No changes
Reviewed Aut 25 – added Tiered approach and references to sexual abuse/harassment
Reviewed Feb 26 added mobile phones and seclusion guidance

Reviewed Spring 2026
Governor Approved - Yes
Next Review due Spring 2027
Safeguarding Policies

Our Shared Vision

Our school community encompasses all of our children, parents, staff, families, Governors and members of the Parish Church. Our vision sees St John's school at the heart of this community, with God at the centre of what we do with and for each other. Through our Christian ethos and worship, we will embed the Christian Values in our children, to live as Jesus taught us to.

We will encourage all in our community to value learning. We will provide opportunities for all to develop self-confidence, self-discipline and self-esteem so that they will have the courage to be open to new ideas, to try new experiences and aspire to be the best they can be.

We want all in our community to experience kindness, grow in faith and develop a 'healthy minds and bodies' lifestyle.

We will offer a creative, enriched and challenging curriculum - that develops RESPECT for themselves and others, RESILIENCE to tackle challenges and READINESS for the next stage and their aspirational futures - to meet the needs of all learners through a highly inclusive and inspirational approach.

We will encourage each other to become tolerant, forgiving and honest, promoting perseverance, confidence and respect for all people everywhere.

Above all we will ensure that everyone feels welcomed, safe and loved – that they belong.

St John the Baptist CE VC Primary School
Everyone different, everyone loved.

Aims

We aim to create a welcoming, caring, safe environment where relationships are based on respect and Christian values. St John's are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline using trauma informed principles. It echoes our core values where relationships are based on respect and Christian values. It is important that children know they will be forgiven and a fresh start given.

Our approach is grounded in the following trauma-informed principles:

Safety – Physical, emotional and psychological safety for all.

Connection – Relationships are central to behaviour support.

Predictability – Clear, consistent routines and responses help reduce anxiety.

Empowerment – Students are active participants in their regulation and repair.

Equity over equality – Fairness means meeting each student where they are.

We aim to:

- Promote respect for ourselves, each other and authority
- Create a culture of exceptionally good behaviour: for learning, for community for life
- Build a community, which values kindness, care, good humour, good temper, obedience and empathy for others.
- Promote self-discipline and help learners take control over their behaviour and be responsible for the consequences of it.

To help children remember, school rules are concise and positive and link to Christian values. They are universal expectations, consistently taught and modelled across the school:

Our Golden Rules/Christian Values:

Golden Rule	Christian Value	What it looks like
Be Ready	Wisdom and trust	Be on time, have materials, follow routines, show good listening.
Be Respectful	Friendship and forgiveness	Hands and feet to self, kind words, follow adult instructions. Use appropriate tone, language, and listen to others.
Be Resilient	Perseverance and courage	Keep trying, ask for help, adapt to change

Behaviour Curriculum

Our school ethos promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection and inclusion. We strongly believe that responding to the social, emotional and mental health needs of children is not the responsibility of a few staff in school; it is everyone's responsibility.

We expect all children and adults to foster a culture of mutual respect and this to be evident in the way they speak and act towards all members of the school community and treat property. We recognise that, at times, school may be challenging for pupils and this can be seen in their behaviour. Resilience to deal with these situations is key in being a successful member of the school community.

All children have the right to learn in a calm and purposeful environment. This environment is actively promoted and we expect all children to complete the work set for them in a supportive way, while promoting independence.

Routines and consistency are vital in achieving an environment of positive behaviour. We use approaches in school such as visual timetables, key adults and regulation to ensure routines are embedded making the school day more predictable for children.

Children should expect that behaviour is rewarded and dealt with in a consistent manner. We expect consistency across school in the way adults create the culture at St John's. For example to gain attention staff will use the same signal of a raised hand and a count down to 5.

When moving around school, children are asked to show respect by being 'straight, smart and silent'. Staff will use 'thank you' at the end of a request to signal it is an expectation and not an option e.g 'Put your pencil down, thank you.'

Rewards and sanctions

When children are not showing us the expected behaviours:

- We refer to our Golden Rules and help children to understand which rule they have broken.
- We help children to resolve conflicts with other children using a restorative approach.
- We want children to understand how they were feeling as well as how the other person was feeling. We use the zones of regulation to help.

Rewards

- Praise will be used positively to improve both work and behaviour
- Stamps and stickers will be used by all staff.
- A daily certificate will be given to one child in each class (who consistently demonstrates expected behaviour)
- Praise Pad notes will be given to pupils to recognise progress in their behaviour and attitude
- Children will be encouraged to show good work/talk about good behaviour to other members of staff.
- Good behaviour and attitudes will be recognised in the weekly Celebration Worship.

Sanctions

Responding to behaviour: A Clear, Trauma-Informed System

We use a 3-tiered response model based on the function of behaviour and student need.

Tier 1 – Universal (All Students)

For minor behaviours (calling out, off-task, low-level disruption) staff will:

Remind – Gentle verbal reminder using school rules.

Redirect – Reframe with clear expectation: "I need you to..."

Regulate – Offer tools (break card, calm corner) if dysregulation is noticed.

Repair – restorative conversation

All repairs are:

Planned, calm and private

- *What happened?*
- *What were you thinking/feeling at the time?*
- *Who has been affected?*
- *What do you need now?*
- *How can we fix this? What needs to happen?*

For a major (unusual and one off incident e.g. a fight, a flight response etc):

A restorative conversation needs to happen – to understand why it happened. This will happen in 'break/non teaching time' (missing their break time to have this conversation)

As part of the restorative conversation, the sanction for the child may be to – write a sorry note, miss more break times to keep everyone safe, this will be proportionate to the child/incident/context.

Tier 2 – Targeted Support

For students with repeated behaviours or known stress responses:

As Tier 1 plus:

Children will be added to the SEND register under SEMH. SMART targets recorded on children's SEND plan

Track for patterns to inform SEND plan targets

Emotion Coaching – WIN

Adult mentor / check-in person daily

Calm zone access plan – identified safe spaces to de-escalate

Tier 3 – Intensive Support

For students with high levels of need or trauma history:

As Tier 2 plus:

Children will be on the SEND register for SEMH. Consideration of request for EHCP

Class team co-regulates and supports restorative work

Key adult assigned

Child may access the Thrive Hub

Thrive profile

Use of a personalised timetable if appropriate (eg soft start to day)

Inclusion

Needs	Adaptations

Speech, language, and communication needs	Visuals, social stories, explicit outcomes, clear, concise language
Cognition and learning	Direct instruction, supported/ structured interaction, processing time, visual support
Social, Emotional and Mental Health	Anticipation of events and challenges that may trigger poor behaviour choices, reduced demand in times of high anxiety, time in to support the child in preparation or time out to regulate before addressing the behaviour.
Sensory and/ or physical needs	Increased regulation activities throughout the day to maintain a calm sensory system.

St John's will endeavour in all cases not to exclude any child. To support this the DHT and the SENCO are non-class based and we have a pastoral team who can offer additional support to families. In the case of extreme behaviour, children may be managed in school with appropriate work provided or may need an alternative curriculum or adapted timetables if things are too overwhelming for a child.

When children pose a physical risk to themselves, other children or staff a risk assessment will be put in place and agreed with parents.

The school's approach to the physical handling of children is outlined in our Reasonable Force Protocol (see extract appendix 2).

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a sanction that will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised and will be removed until calm and safe to return to the classroom.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with key adults

- Use of support staff/pastoral team
- SEND support plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

Children leaving the school site
If a child leaves the school site, either during lessons or during a break/lunch time, staff should observe in which direction the child may have gone and immediately report to a senior member of staff, who will decide on the most appropriate course of action. Staff should keep the child in eyesight from a distance so as to not escalate the situation.

Protected Characteristics

Racial Incidents

Any racial incidents will be reported to the Headteacher and recorded in a specific file as well as on CPOMS. These incidents will be reported to the L.A. and to Governors annually.

Bullying

Any continued incidents of bullying will be investigated thoroughly and recorded on CPOMS.

Homophobic, biphobic and transphobic (referred to as HBT)

Homophobic, biphobic or transphobic (HBT) bullying is any form of bullying directed towards a person because of their real or perceived sexual orientation or gender identity, or because of their association with people who are LGBT. HBT bullying is widespread in UK schools; over half of children who identify as LGBT have experienced bullying relating to their gender or sexuality (Guasp, 2012). Furthermore, homophobic language is used in schools on a regular basis, with many children not realising the offence it can cause, and few teachers punishing those who use it (Guasp, 2014).

Taken from the Anti-Bullying Alliance.

As a school we will challenge any incidents where HBT language is used. We will endeavour to discover whether this language was used with a deliberate intent to cause offence i.e with understanding of what the specific language means in a negative context, which will then be dealt with in line with our behaviour policy, or whether the children do not understand what the language means and how it will cause offence. Children will be educated about what a family/carer set up can look like in modern society and how this can include same sex relationships.

Any incidents from adults who work in school will be dealt with in line with school policy.

Sexual violence, harassment or online sexual abuse.
All pupils are expected to treat others with respect and uphold our school values at all times.
The school has a zero-tolerance approach to sexual harassment, online sexual abuse and sexual violence, consistent with KCSIE 2025. These behaviours will not be dismissed as “banter” or “part of growing up Victims will be offered ongoing support, and alleged perpetrators will receive support that reflects their age and needs, as recommended in DfE advice.

In line with KCSIE 2025 and RSHE expectations, the school will provide:

- age-appropriate teaching on respectful behaviour, boundaries, and online safety,
- education to address stereotypes, harmful norms and gender expectations,
- clear messages that sexual harassment and violence are never the victim's fault

If a child reports something or staff notice worrying behaviour:

- We take every report seriously and deal with it sensitively.
- A child who has experienced harm is always supported, kept safe and listened to.
- We do not blame the child—KCSIE stresses that it is never the victim's fault.
- We act quickly, which may include contacting parents, safeguarding professionals or the police depending on the situation.
- We support all children involved, including those who may need help to change their behaviour.

Through our curriculum—including Relationships Education—we teach children about:

- respecting others,
- personal boundaries, and
- how to speak up if something feels wrong.

This aligns with RSHE expectations linked to KCSIE 2025.

Mobile Phones in school

The use of **mobile phones (or smart watches)** is not permitted during the school day.

Expectations

- Pupils must not bring mobile phones or smart watches into school.
- If a pupil **do** bring a mobile phone to school for any reason (e.g., independent travel):
    - The phone must be switched off upon arrival.
    - The phone must be handed in to the school office at the start of the day.
    - Phones will be returned to pupils at the end of the school day.
- Smart watches with internet access, messaging, or camera functions are not permitted in school under any circumstances – as with mobile phones, if brought they will be stored safely in the school office.
- Basic, non-connected wristwatches are allowed.

Rationale

This is in place to:

- Safeguard pupils by preventing unauthorised photography, filming, or online activity.
- Reduce distractions and promote positive learning behaviours.
- Ensure equal access to learning and prevent issues related to social media use.
- Protect children's wellbeing, privacy, and safety.

Sanctions

If a mobile phone or smart watch is brought into school without permission:

- The item will be confiscated and stored securely.

Responsibility

The school cannot accept responsibility for lost, damaged, or stolen devices.

Teachers' Powers

(taken directly from DfE guidance)

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headteacher says otherwise)) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose a detention outside school hours
- Teachers can confiscate pupils' property.

Outside the School gate (including online behaviour)

(taken directly from the DfE guidance Behaviour in Schools 2024 p25)

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Schools should collaborate with local authorities to promote good behaviour on school transport.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Roles & Responsibilities

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Teachers are responsible for:

- The behaviour of the children in their class
- Creating and maintain a stimulating environment that encourages pupils to be engaged
- Displaying their classroom rules
- Developing a positive relationship with pupils, which should include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Using positive reinforcement

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 and behaviour support plans 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
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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 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 sanctions 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

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.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Working with local agencies

To support children with managing their behaviour we will work refer to/work with any agencies involved with the child. This includes, but is not limited to:

- Help & Support
- Social Care
- CAMHS
- Youth Direction
- Youth Preventions
- Educational Psychologist

Links to other policies and legislation:

- Written Statement of Behaviour Principles
- Child Protection
- Searching, Screening and Confiscation
- Anti-bullying
- Child on Child Abuse
- Equality
- Online Safety
- KCSIE
- Missing Children
- Racial Incidents
- Confidential Reporting
- Reasonable Force Protocol
- Equality Act 2010
- Children and Families Act 2014
- DfE Behaviour in Schools 2022

Thrive Approach:

We are a THRIVE school. This means that supporting children's emotional wellbeing is at the heart of our school values, and THRIVE principles are used throughout the whole school day and across our setting.

The THRIVE Approach helps us to identify children's emotional and developmental needs at an early stage. This allows staff who work closely with each child to put the right support in place quickly. By meeting emotional needs effectively, THRIVE helps children feel safe, understood and ready to learn, making learning more accessible, more successful and more enjoyable.

THRIVE is based on well-established research, including neuroscience, child development, attachment and learning theory. It helps children to develop emotional understanding, confidence and resilience, which are important skills for both learning and everyday life.

Supporting emotional development is especially important for children who may have experienced challenges or disruptions in their early lives. For pupils who have had difficult experiences or time away from school, the THRIVE Approach helps staff understand what lies behind a child's behaviour and respond in a calm, supportive and consistent way. This support helps children to develop the skills they need to manage their emotions, rebuild trust and re-engage with learning.

The THRIVE Approach provides practical tools and strategies for staff, supported by an online assessment and action-planning system. This system helps us to understand a child's emotional development across six key areas, ensuring support is tailored to each child's individual needs.

Appendix 2

Physical control and restraint

All members of paid staff have the responsibility and the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. This should always be reasonable, proportionate and necessary.

Head teachers and authorised staff may also use reasonable force to conduct a search without consent for the following suspected items:
Knives, weapons, alcohol, drugs, stolen items, tobacco/cigarette papers, fireworks, pornographic images or articles that have been/could have been used to commit an offence/cause harm.

Several members of staff are trained in Team Teach at level 2.

All incidents of physical restraint will be recorded on CPOMS.

St. John's School has an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff hope that parents and pupils will feel free to discuss any concerns with them.

See supporting documentation

- Stockton-on-Tees Children's Trust – Protocol on the use of Reasonable Force in Schools and Settings
- DfE Use of Reasonable Force – Advice for head teachers, staff and governing bodies
- DfE Screening, searching and confiscation – Advice for head teachers, staff and governing bodies