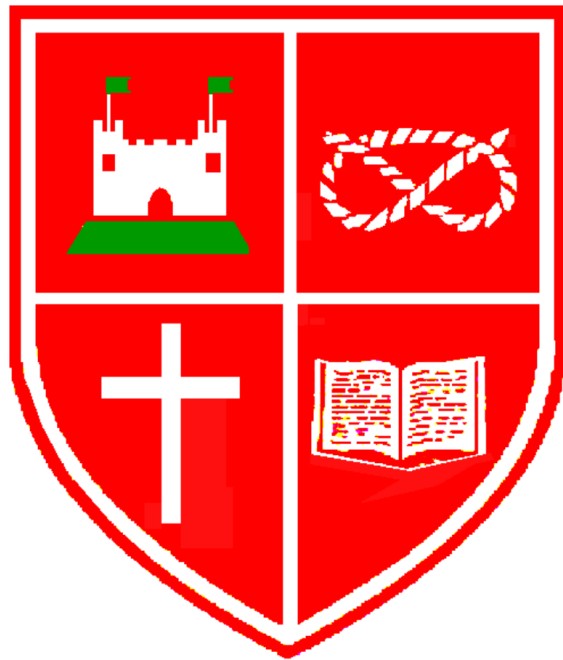




St John's CE Primary Academy

Behaviour Policy

September 2026

Date of current policy: September 2026

Date of Next Review: September 2027

St John's CE Primary Academy Behaviour Policy

1. Rationale

At St John's CE Primary Academy, we encourage mutual respect, care and concern for others. We want our children to develop a clear view of right from wrong and to feel safe, secure and valued.

Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us, this means that pupils are always ready, respectful and safe.

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour and explicitly teaching behaviour expectations, we promote strong relationships throughout the school built on trust and understanding, and through the use of this policy we support our children in developing a high level of individual and social responsibility.

2. Aims

- To create a culture of exceptionally good behaviour: Ready for Learning and Ready for Life
- To ensure all children are treated fairly and shown respect
- To promote self-respect and respect for others
- To build a community which values kindness, inclusion, care, good relationships and empathy for others
- To encourage children to have a sense of pride and ownership in their school
- To celebrate good behaviour
- To prevent bullying, racism and anti-social behaviour.

3. Legislation and Statutory Requirements

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

- Behaviour in Schools – Advice for Headteachers and School Staff (Feb 2024)
- Searching, Screening and Confiscation – Advice for Schools (July 2023)
- Equality Act 2010: Advice for Schools (May 2014)
- Restrictive Interventions, Including Use of Reasonable Force In Schools (April 2026)

4. Guidelines

1. This Behaviour policy is designed to recognise, promote and celebrate that our children behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned. The 'St John's Way' is taught as part of the Curriculum so that children know and understand what good behaviour looks like, and what is expected of them at St John's CE Primary Academy.

4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to “punishment” or “sanction”. Instead, children understand that there is always a consequence to their behaviour.
6. When restrictive intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Staff have a legal power to use restrictive interventions and reasonable force, when absolutely necessary (DfE – Restrictive Interventions, Including use of Reasonable Force in Schools, April 2026)
8. Each class will have a copy of the pocket principles, Fantastic Listening, Fantastic Walking, STEPS and SHAPE displayed in class.
9. Staff will work closely with the Senior Leadership Team, the SENDCo and the Family Liaison Officer to ensure that pupils at risk receive specialist support when necessary.

5. Definitions

5.1 Misbehaviour is defined as:

- Disruption of lessons and learning, whether in the classroom, in corridors between lessons or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to work
- Incorrect uniform/PE kit
- Moving unsafely on the school grounds
- Disrespecting others - including staff, pupils and visitors.

5.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying – Child on Child Abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

5.3 Three Pocket Principles

At St John’s CE Primary Academy we have three simple principles that underpin our behaviour policy.

These are –

- Be Ready
- Be Respectful
- Be Safe

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders.

6. Staff Consistencies

All staff follow the St John's Way curriculum in order to manage behaviour consistently across the academy. We also expect every adult to:

- **'Meet and greet'** at the door
- Refer to **'Ready, Respectful, Safe'**
- **Model** positive behaviours and build relationships
- Give **first** attention to best conduct
- **Plan** lessons that engage, challenge and meet the needs of all learners
- Use **visible recognition** throughout every lesson
- Be **calm** and give 'take up time' when going through the consequences map
- **Never ignore** or walk past pupils who are making the wrong choice
- **Praise** the behaviour they want to see in the classroom

7. The Fantastics

As outlined in the St John's Way behaviour curriculum, all pupils are deliberately taught and expected to follow the principles of Fantastic walking and Fantastic Listening. STEPS highlight the polite and courteous behaviour all children are expected to demonstrate.

Fantastic walking is:

Facing forwards

Walking at a steady pace, on the left side of the corridor

In a straight line

With hands behind your back or by your sides

Without talking

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other.

Fantastic Listening is:

Face Forward with hands together

Always sit up straight

Never interrupt

Track the Speaker

STEPS

Steps teaches children how to be polite. Someone who is polite has good manners and behaves in a way that is not rude to others.

Steps to politeness:

Smile

Thank you

Excuse me

Please

Sorry

SHAPE

Shape teaches children to speak loud and proud so that everyone can hear what they are saying.

S – Full Sentences

H – Hand away from Mouth

A – Articulate

P – Project

E – Eye contact

Teach Like a Champion Techniques

At St John's CE Primary Academy, our intention is to manage behaviour by building school culture – making school a place where pupils work hard, model strong character, are polite and attentive, and strive to do their best.

We want to ensure that we have 100 percent of students, 100 percent of the time, 100 percent of the way.

We will step in to address distractions at an early stage, fixing it non-invasively, without breaking the thread of instruction.

Wherever possible, we will use the following techniques so that we know when to step in to fix behaviour, without anyone else recognizing a potential issue:

Technique	Description
Positive Framing – narrate the positive	Describe the positive actions that students are making e.g. 'I can see Sam has put his pen down and is ready to listen' 'I can see Isla has nothing in her hands and is showing fantastic listening'.
Be Seen Looking	Scan the room in a highly visible manner. Ensure all students know that you are looking.
Least Invasive Intervention	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signaling.
Pastore's Perch	Stand in a position in the room where you can see all of the students easily.
Means of Participation	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'
Brighten Lines	Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g., 'Everybody ready to start in 3,2,1... Go'
Live in The Now	State what the pupil should be doing now, rather than what they have done wrong in the past. Deliver in a neutral tone, it is not a telling off.

8. myHappymind

At St John's, we believe that positive behaviour is best promoted through proactive teaching, early intervention and the development of children's emotional wellbeing, rather than solely through reactive responses to behaviour incidents.

As part of this approach, we use the myHappymind programme, a whole-school, NHS-backed mental health and wellbeing curriculum that equips pupils with the knowledge, skills and strategies to understand their emotions, develop self-regulation, build resilience and strengthen positive relationships.

Through explicit teaching, shared language and regular practice, pupils learn how their brains work, how to recognise and manage their feelings, and how to make positive choices when faced with challenge or conflict. This preventative approach supports pupils in developing the emotional literacy and self-awareness needed to engage successfully with learning and contributes to a calm, respectful and inclusive school culture.

9. Recognition

We will recognise positive behaviour with:

- Smiles
- Words – specific praise (to both pupils and parents)
- House points (recorded on Bromcom and MCAS)
- House Point Certificates
- Values stickers
- Values certificates presented in Celebration Praise (and highlighted in the Headteacher's Newsletter)
- Attendance certificates
- Prizes for achievement and effort
- Postcard home
- Phone call home
- Whole class rewards
- House rewards and events
- Termly celebration events
- Termly celebration assemblies
- Headteacher's Special Awards

The staff at St John's CE Primary Academy make the following commitments to their pupils:

- We will aim to manage behaviour using positive reinforcement rather than negative comments
- We will adopt a warm strict approach to behaviour management
- We will try to catch children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this)

10. Child on Child Abuse - Bullying

We define bullying as 'Behaviour by an individual or group, usually repeated

over time, that intentionally hurts another individual or group either physically or emotionally.' Bullying is, therefore:

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

We take a zero-tolerance approach to child on child abuse. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. Stopping harm and ensuring immediate safety is St John's Primary Academy's first priority. Our PSHE curriculum provides opportunities for children to explore relationships and the types of behaviour that are inappropriate and potentially damaging.

10.1 Logging incidents on CPOMS

If an incident is reported as bullying, this is classed as child on child abuse, and should be logged on CPOMS as Child on Child abuse. Appropriate investigations will then take place, and the outcome recorded on CPOMS.

Incidents of sexualised behaviour should also be recorded on CPOMS under the category of harmful sexual behaviour.

11. Challenging Behaviour

Occasionally children will show more challenging behaviour and do not follow the St John's Way. This could be disrupting the learning of others on a number of occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period. Teachers should inform the Senior Leadership Team as soon as they become concerned that a child is not responding to their high expectations. At this stage parents will be called into school for a meeting with the class teacher and Mr Slater. At this meeting it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of a suspension from the academy. An individualised behaviour plan will be discussed and expectations will be clarified, including support from parents. Actions implemented at this stage may be:

- Behaviour contract
- Use of timer to measure disengagement from Learning
- Lost Learning catch-up time during break/lunchtimes
- Team around the child meeting including SENCo and Lead Behaviour Professional
- Referral to external support
- SEND/Behaviour referral
- Structured timetable for Lunchtimes
- Daily contact with parents
- Behaviour report card

12. Recording serious incidents

Serious incidents that are not classed as child on child abuse, are to be recorded on Bromcom using the behaviour module. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on Bromcom (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to self or an adult
- Swearing/use of foul/abusive language
- Refusal to take part in learning for a significant period of time
- Defiance – refusing to follow an instruction

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

13. Suspension and Exclusion

Suspension and/or exclusion is a last resort at St John's CE Primary Academy. The decision to suspend or exclude a child from St John's can only be made by the Headteacher. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Headteacher will follow the most recent DFE guidance outlined in the document '*Suspension and Permanent Exclusion from maintained schools*' (July 2026).'

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, ie. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

14. Searching, Screening and Confiscation

Should the school identify the need to screen or search a pupil, the July 2022 DFE advice outlined in the document '*Searching, screening and confiscation – Advice for Schools*' will be followed.

The Headteacher and staff authorized by them have the statutory power to search a pupil at St John's Road without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff authorized by the Headteacher to search or screen a pupil without consent at St John's are: The Deputy Headteacher, the Assistant Headteacher (SENCO), and the Family Liaison Officer.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco and Cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence, or
- To cause personal injury to, or damage to the property of any person (including the pupil)

The school also prohibits the following items:

- Lighters
- E Cigarettes

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children who walk to and from school. Therefore, children who walk to and from school can bring a mobile phone into school and hand it in immediately to their class teacher for safe keeping during the school day. Mobile phones will then be returned to pupils at the end of the school day.

15. Restrictive Interventions/Use of Reasonable Force

At St John's we follow the Department for Education (DfE) guidance *Restrictive Interventions, including the Use of Reasonable Force, in Schools* (April 2026). The guidance makes clear that all school staff have a legal power to use reasonable force where necessary, proportionate and in the best interests of safety. This may include preventing injury, serious damage to property, criminal behaviour, or serious disruption.

Reasonable force must never be used as a punishment. At St John's we prioritise prevention, de-escalation and positive behaviour support, with any restrictive intervention used only as a last resort and for the shortest time necessary.

Significant incidents involving force, restraint or seclusion will be recorded and reported in line with statutory requirements.

Restrictive interventions can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

remove disruptive children from the classroom where they have refused to follow an instruction to do so;

prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

restrain a pupil at risk of harming themselves through physical outbursts.

Appendix 1

Reward systems and consequences

Appendix 1 – Reward System and Consequences

House Points

At St John's Primary Academy, we understand the importance of recognising, praising and rewarding pupils in a way that is meaningful to them. We follow a positive behaviour policy where children can earn House Points throughout the school day, both inside and outside of lessons, for going above and beyond the behaviour outlined as the 'St John's Way' and by demonstrating our core values of *respect, aspiration, resilience, kindness and inclusion*.

All pupils from Year 1 onwards belong to one of four Houses: Castle, Infinity, Unity and Wisdom. Throughout the year, pupils earn House Points that contribute both to their individual achievement and to their House's overall score.

House points are recorded as a running total on Bromcom and parents have access to these through the My Child at School (MCAS) app. Children also have the opportunity to spend their House points by exchanging them for prizes at our *aspiration* store. These prizes include stationery, books and vouchers.

The House Point system operates according to the following principles:

- House Points must be earned, not expected. Recognition is given when pupils go above and beyond what is routinely required
- Point inflation is avoided
 - One point represents the standard recognition for a notable action
 - Two points signal exceptional aspiration/resilience/respect/kindness/inclusion
- Pupils must not ask for points, and points must never be exchanged for following instructions
- Points are never removed. Once awarded, they belong to the pupil

Behaviours that merit a House Point (Examples include but are not limited to:)

- Supporting a peer through a difficult moment
- Showing outstanding effort in learning or homework
- Welcoming a new pupil or visitor
- Demonstrating creativity in solving a problem
- Speaking up with courage
- Offering an excellent contribution during a discussion
- Resolving conflict maturely
- Inspiring or uplifting others
- Showing resilience following a setback

Behaviours that do not merit a House Point

These are considered expected behaviours and form the foundation of a positive school culture:

- Lining up or walking sensibly in school
- Wearing uniform correctly
- Bringing correct equipment
- Using good manners
- Completing homework on time
- Sitting appropriately during assemblies
- Following instructions or routines

Consequences

At St John's we recognise that consequences need to be in proportion to the misbehaviour and that consistency is crucial. The school may use one or more of the following sanctions in response to behaviour that falls below the standard expected:

- **Consequence 1** – If a child has to be reminded about appropriate behaviour, they will receive a polite reminder (staff referring to the St John's Way and Ready, Respectful, Safe principles)
- **Consequence 2** – If the behaviour persists, they will be given a warning (staff will again refer to the St John's Way and Ready, Respectful, Safe principles). Children will again be given the opportunity to correct their behaviour.
- **Consequence 3** – Further misbehaviour will result in a child being sent to a designated 'Quiet Area' to calm down and reflect. The pupil will be asked to identify which part of the St John's Way they have not followed.
Teacher Actions:
 - Have a restorative conversation with the pupil before they return to learning
 - Record the incident on Bromcom
 - The pupil will miss 5-10 minutes of their break/dinner to catch up on lost learning
 - Class teacher must phone home to inform parents
- **Consequence 4** – Continuing misbehaviour will lead to a removal. If behaviour continues after the stage 3:
 - Pupil is sent to Phase Lead (Mrs Trubshaw or Mrs Carnell)
 - Pupil completes work set by the class teacher
 - Extended break/lunchtime detention
 - Lesson removal logged on Bromcom and parents informed
- **Consequence 5** – For serious breaches of the behaviour policy, defiance or aggression to others/self, pupils will be sent straight to the headteacher (Mr Slater). Consequence could include:
 - Internal suspension
 - Suspension for a fixed-term
 - Permanent exclusion - for repeated serious breaches of the behaviour policy, and when all other avenues have been exhausted, a permanent exclusion can/will be considered.

Between each of these steps, staff use de-escalation techniques and positive regard in order to avoid progression through the behaviour system.

Positive Behaviour Promotion: Alongside this plan, staff should actively encourage and reward positive behaviour:

- **Verbal praise and specific recognition "I like how you're sitting ready to learn. I can see that you're ready now."**
- **Stickers, house points, certificates.**
- **Sharing good work with SLT.**

The warning system is restarted each day and does not carry over. These steps are followed consistently throughout the school day, other than at lunchtime.

- Some behaviour may warrant an immediate removal or a Staff Help call (for example, violent/aggressive behaviour or running away from the classroom)

Where a child's behaviour continues to cause concern, alternative steps may be implemented.

- Once a child has had two removals in a week and a phone call home has been made, any further removals in the same week will be referred directly to SLT, who will consider a half-day, internal exclusion.
- Extreme behaviours or multiple removals in a week on a regular basis may lead to the child moving on to a behaviour support plan, this will be agreed upon following discussion with the behaviour lead.
- Extreme or consistent misbehaviour may lead to a referral to the Inclusion Team, where alternative provision or strategies may be implemented.
- Consistently aggressive and/or physically violent and/or dangerous (putting other children, staff or themselves in danger) behaviour may lead to a fixed term or permanent exclusion.