

St John's C of E Primary School



Behaviour Policy

2025-2026

Our Academy is More Than a School—We're a welcoming and nurturing family, who love and support one another. As a school community we are inspired by the message and example of the Good Samaritan (Luke 10:25-37) and seek to live as people of hope and hospitality. We shine with resilience, strive for excellence, and embody agape—unconditional love, welcoming and enabling all to flourish.

We ask ourselves, and each other: How have you REACHed out today?

Resilience, Excellence, Agape, Community, and Hope (REACH)

Equal Opportunities

This policy will be implemented on an equal opportunities basis, ensuring that it does not discriminate in any way against and pupil group, regardless of gender, ability, disability, religious or cultural belief, or racial background.

Our Intent:

At St John's CE Primary Academy, we aim to create a safe and happy environment where exemplary behaviour enables everyone to feel secure and respected. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our REACH values of Resilience, Excellence, Agape, Community and Hope are at the centre of our practice.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. We also understand the importance of the teaching of positive behaviour and that this is vital to support pupils, particularly in the repair and restoration stage.

Our intent underpins an ethos of respect for ourselves and for others. Throughout the curriculum it is our aim to ensure that good co-operation, communication and emotional literacy skills are effectively modelled so that children can develop relationships, recognise and respond to their own emotions and repair / restore any potential conflicts.

Our core beliefs:

- Behaviour can change and every child can be successful
- Positive, targeted praise is more likely to change behaviour than blaming and punishing
- Reinforcing good behaviour helps children feel good about themselves
- An effective reward system and celebrating successes helps to further increase children's self-esteem enabling them to achieve even more
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment
- Consistency and fairness help to foster a feeling of safety and security
- Mutual respect, repair and restoration is vital to support and improve children's behaviour
- There should be a behaviour curriculum to support children to make good choices
- Children should always be shown forgiveness and be given the opportunity to make a fresh start

Introduction:

This policy sets out the expectations for behaviour at St John's CE Primary Academy. We are a caring community and aim to create an environment that encourages and reinforces good behaviour and the fostering of positive attitudes towards learning and towards one another.

This policy is designed to ensure that all members of school – pupils, staff, parents/carers and governors - can work together in a mutually supportive and consistent way.

Aims:

- To provide a consistent approach to behaviour management throughout our school.
- To ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- To encourage a calm and purposeful atmosphere where positive relationships are built and success, both academically and socially, is rewarded.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour.
- To ensure that children respect themselves and others.
- To create a healthy balance between recognition and consequences.
- To support and reintegrate pupils who are part of the schools Social, Emotional and Mental Health (SEMH) focus provision towards a positive behaviour culture.

Behaviour for Learning: The St John's Way:

Be Respectful, Be Responsible and Be Safe

We recognise that clear structures with predictable outcomes have the greatest impact on behaviour, where good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reprimanded in private.

Our school has three simple rules: 'Be Respectful, Be Responsible and Be Safe.' These rules are explicitly taught and modelled by all members of the school community.

However, we also understand that for some children, following our behaviour expectations may be beyond their current developmental level. These children will often have an Education Health and Care Plan (EHCP). In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour. This plans will be developed in conjunction with external agencies and families.

Our three simple school rules are further explored and explicitly taught in class, assemblies and through other school experiences. For example, they might be expanded as follows:

- **Be Respectful**
 - I will listen and talk politely to adults and other pupils using appropriate language, and look after equipment and other people's possessions.
- **Be Responsible**
 - I will make good choices and do the things that I am asked to do. I will think carefully about my own actions and my own behaviour.

- **Be Safe**
 - I will be kind, show kind hands and look after myself and others, following appropriate instructions from adults.

Visible adult consistencies:

These are the consistent, visible behaviours exhibited by staff to promote positive behavioural practices. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted on the playground and / or in the classroom daily by their teacher and / or teaching assistant. There will be a 'Flying Start' task ready in the classroom. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and / or support staff will also meet and greet children and parents at the gate or in other areas of school.
- Staff will be calm, consistent, predictable and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with all individuals fairly. There will be respect towards the child shown at all times.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This helps to reinforce positive behaviour and encourages children to be role models.
- Adults show 'deliberate botheredness' at all times by addressing behaviour, showing high expectations and praising good choices. They show a genuine sense of disappointment when a child lets them down. They do not let poor choices, however minor, pass because 'if I let you off, I let you down'.

Language around Behaviour:

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these circumstances. Adults should always remain professional and calm at all times. Conversations around behaviour follow a consistent, predictable structure and are never personal to the child. No child is ever labelled as 'naughty' or 'bad' for any reason. Most of the conversations around behaviour would normally be conducted, in the first instance, by the class teacher, but if a behaviour has been escalated then a member of SLT will also take part in these important conversations.

Relentless Routines:

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- **Calm Corridors:** All children are expected to walk silently in the corridors on the left side with their hands out of their pockets and by their sides. Children should walk silently but may greet adults quietly as they pass.
- **Signal, Pause, Insist:** When adults in school require the full attention of a class or group of children, they **signal** by raising their hand in the air. The adult will then **pause** in order to allow the children a short moment to adjust from their current activity to giving full attention to the adult. The teacher will then **insist** that everyone is providing the agreed response to the signal through positive recognition and correcting off-task behaviour. This ensures a quiet and calm classroom / hall where a teacher can address pupils at the same time. Often a countdown will be used to support children.
- **1, 2, 3 Sit With Me:** Mainly used in KS1 classrooms to ensure that transitions are quick, calm and highly consistent because 'every moment counts'. 1,2,3 Sit With Me will be used in all year groups to transition to and from the carpet area. This routine will ensure that children are ready to learn quickly.
- **Smooth Transitions:** Transitions between lessons will be short and smooth. At the end of a lesson the class teacher will raise their hand as a signal that the children's attention is required (Signal, Pause, Insist). The class teacher will then give an instruction to introduce the transition. The class teacher will then give specific and precise instruction to the class. They will then give first recognition to best conduct.
- **Lining up:** A script will be used for all classes when lining up to leave the classroom. The same script will be used to ensure children have a clear understanding of expectations. Praise and first recognition to best conduct will be used.

An example of one of our class scripts is as follows:

Line up: We are going to line up silently in line order (countdown from 10).

Playground: We are going to walk silently to the playground. When you are outside you will be able to play. You must follow the instructions at all times to make sure everyone reaches the playground quickly and safely without interrupting anyone else's learning.

Hall: We are going to walk silently to the hall. When we get to the hall we need to sit smartly in our rows and face the person who is talking.

Positivity & Recognition:

As a school community we recognise the value and importance of positivity; consequently, this behaviour policy is built upon positive praise and reward.

We aim to create a healthy balance between recognition and consequences, using a consistently structured approach. Part of a consequence might be that a financial contribution is requested to parents/carers towards any damage that has been caused. Pupils should learn to expect recognition for positive behaviour and fairly applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances and each pupil will be treated as an individual whilst maintaining whole school consistency. The emphasis is on positive behaviour management through recognition and praise for both work and attitude. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and group identity.

However, if a child exhibits an inappropriate behaviour, whilst a meaningful and consistent consequence is applied, the emphasis is upon 'Repairing and Restoring'. This involves working with the child and their parents / carers to resolve the conflict, repairing the harm and supporting change for the future.

Rewards:

Classroom rewards strategy

The school has a range of rewards that can be used at staffs' discretion. These allow staff to reward children on an individual basis and as a whole class. Staff acknowledge achievement, effort, significant progress, good citizenship and children's contribution to school life.

Individual rewards

- Verbal Praise - including celebrating good work, effort and showing kindness/respect to others.
- Dojo Points - an individual reward for behaviour, effort, good work and general attitude towards school and their learning. School expectation is that children will always try their best academically, socially and be responsible. The maximum number of Dojo Points that a child can be rewarded with is 2 per lesson. As children accumulate points they will be eligible for the following prizes:

Number of Dojos	Reward
25	Sticker
50	Metallic sticker
75	Temporary tattoo
100	Extra play with a friend
150	Pocket money toy
200	Badge
400	Fidget keyring
600	Hot chocolate with Mrs Brennan
800	Cooking activity

1000	Film afternoon
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(Rewards and tariffs may change.)

Parents will be able to view their child's points through the class Dojo app.

Children can choose to either 'spend' or 'save' their dojo points each half term. This encourages financial awareness as well as continued positive behaviour.

- Visit to the Executive Principal/Head of School for exceptional achievement, progress or attitude to school life.
- Certificates are awarded during Celebration Praise on a weekly basis. Parents/carers will be invited in for this. If there is a serious breach of the behaviour policy between star of the week being selected and the certificate being presented, the certificate may be withdrawn for that week so that other pupils do not see poor behaviour rewarded.

Behaviour Recovery:

A consistent and predictable system of addressing poor behaviour choices is important as part of a healthy balance of reward and consequence. All children have the right to learn free from disruption. The purpose of each stage is to give children a chance to 'recover' their behaviour at every stage.

For Reception, there will be flexibility in the application of each stage, particularly in the first half of the year as they settled into school routines. However, the sequence is the same. For Key Stage One, stages are reset at lunchtime. For Key stage Two, stages are reset at the end of each day.

Stages of Behaviour Recovery:

Stage 1-

Non – Verbal cue / reminder – 'The Look'.

Staff will give children a non - verbal cue to give children an opportunity to rectify their behaviour. Sometimes this will be a quiet correction using positive framing. Where non-verbal, this will be followed up with a brief but clear conversation at an appropriate point in order to ensure the child understands the reminder.

Verbal warning

Staff will give children a verbal warning. Staff will quietly explain why the behaviour is disruptive and unacceptable and explain the behaviour that they expect.

Stage 2 - REFLECTION

Time out in own classroom

If the disruption still continues then the child will be moved to a different seat/area within their classroom. This is to allow them time to calm down and reflect on and self-regulate their behaviours. This should be for the appropriate amount of time

and may differ depending on the time it takes for the child to reflect and self-regulate. Reflection resources will be available. The child should continue with their learning / task. A conversation will take place with the child and an adult within their classroom that focuses on the behaviour that is expected and the reason for the time out.

Class parking incidents are recorded on behaviour logs and shared with SLT weekly to be monitored. Where these incidents are happening repeatedly, parents may be invited in for a meeting to work in partnership to support the child to make positive behaviour choices.

Parents will be informed by the class teacher at the end of the school day.

Stage 3- PARKING

Within a different classroom

If a child's behaviour persists then the child will be escorted from the classroom and 'PARKED' in a neighbouring class for up to 45 minutes. Children will be given time to calm down and reflect on their behaviour. During this time the child will complete a 'Reflection sheet' without any adult interaction (KS2). EYFS/KS1 children will complete a basic reflection sheet (with the three school rules) and be given emotions cards to look through in order to prepare them for their restorative conversation.

Once the teacher feels that the child is ready to return to their own class they will do so. The child's class teachers will have a discussion with them about their behaviour and the appropriate choices they should have made.

The purpose of parking is to provide space and time to reset to avoid further consequences and 'recover' behaviour.

Paired classes for parking:

Please note, these may differ at times depending on availability.

Reception and Year 1

Year 1 and 2

Year 3 and 4

Year 5 and 6

Class teacher to inform SLT on the morning or afternoon of the parking incident.

A member of SLT will call / meet with the child's parent to discuss this.

Targets will be discussed and agreed by all parties.

These parking incidents must also be recorded on CPOMs.

Children who have 'parked' 3 times within a half term may be excluded from school visits and or after school clubs – this decision will be made by the Executive Principal or Head of School. They will also receive a formal letter home that will be attached to their school record.

Work that has been missed as a result of poor behaviour choices may be completed at breaktime to allow the child to catch up.

Break times

Where a child has not completed their work due to reflecting or parking, they may be required to do this during a break time.

Breaches of the behaviour policy at break times, that include incidents of low-level aggression, defiance or inappropriate language, but where Blue Sky or Red Sky would not be appropriate, may be dealt with through reflection at break time or lunch time. This may be limited to missing the remainder of the break, missing the next break, or missing several breaks, depending on the behaviour.

If a child has shown consistently inappropriate conduct during breaks, then they may miss one or more break times to reflect.

Blue Sky and Red Sky:

The Blue Sky and Red Sky strategies may be used if the child's behaviour has escalated or if there is a risk to others within the classroom. Additionally, Red Sky may be used where a child has gone beyond Stage 3 or as the result of a serious breach of the behaviour policy.

The main purpose of Blue Sky and Red Sky is to allow the child to reflect on their behaviour in rooms with reduced distractions and low stimulus. A member of staff will ensure that any tasks are being completed. If it proves unsafe to be in the room then the member of staff will stand outside the door until it is safe to enter. They will be able to see the child. Staff will not interact with the children during their time in the room apart from making sure they have any tasks that they need to complete or to reflect on behaviour choices. There will often be further support for the child following Blue Sky or Red Sky to help them understand their choices and to provide strategies to support them to regulate or make better choices next time.

Stage 4 - BLUE SKY

'Blue Sky' is intended to support calming and resetting. This enables pupils to self-regulate and is also vital for children to be able to reflect on, restore and be re-educated about their behaviour. Where a child is angry or heightened, but there has not been serious breach of behaviour policy, Blue Sky may be used to support them to regulate. This is used in-line with some children's individual behaviour plans.

A child will remain in Blue Sky until they are calm and ready to recover their behaviour. Where a child has a behaviour plan, this will be followed.

When the child is calm and ready, they will have a restorative conversation about the choices they have made and the child will return to their class if ready. If the child is already calm, then the conversation and reflection can happen straight away.

The child will remain in Blue Sky until they have been able to reset, reflect and understand how to correct their behaviour. The time in Blue Sky is based on the child's willingness to reflect and their readiness to learn: if they are ready to go back to class after support has been provided, then they will return to class.

Types of behaviour for Blue Sky Room:

- Moving beyond Stage 3
- Becoming heightened or upset, but where there has been no serious breach of the behaviour policy
- In-line with some children's behaviour plans

Blue sky incidents must be recorded on CPOMs by the member of adult supporting the child in Blue Sky. If any positive handling is used then this will also be recorded on the paperwork that is in place and parents will be informed. A member of SLT will speak to the child's parents about the incident.

Stage 5- RED SKY

Children are placed in Red Sky for serious breaches of the behaviour policy or moving beyond Blue Sky. Where a child is heightened, the Blue Sky strategy will be used first to support them in regulating, so that they are calm and ready to reflect – connection before correction. They will then move to the Red Sky strategy.

If a child's behaviour has escalated or there is a risk to others in the classroom they will be escorted from the classroom and taken to Red Sky. Trained staff may need to use positive handling to ensure that the child and others in the classroom are kept safe, but this will only be used as a last resort and where there is a danger of harm to the child or others.

While the child is in Red Sky:

Once calm, the pupil will be given relevant curriculum work to complete during their time in Red Sky with little or no interaction with staff in the room. This will be pitched a level that the child is able to complete independently. This is to provide time for the child to reflect and process the incident, whilst ensuring they do not lose learning time.

If in Red Sky, the child will be taken outside for fresh air at separate times to the breaks of the other children. Usually, the child will have separate break and lunch times, even when it is a half session.

The child will usually remain in Red Sky for **a school session (this is an AM or PM session) or a whole day**. If the incident occurred later on during the school day (pm) then the child may spend a session in Blue Sky on the following day in order to repair, restore and re-educate. However, for the most serious incidents, additional sessions may be used as an alternative to suspension or exclusion.

Types of behaviour for Red Sky (this list is not intended to be exhaustive):

- Serious threatening behaviour

- Serious and sustained disruptive behaviour e.g. throwing furniture or damage to property
- Moving beyond Stage 3 in the behaviour system
- Use of discriminatory language
- Serious or repeated unkindness that may or may not be linked to bullying

When a child is sent to Red Sky it will be at the discretion of the Head teacher to decide if a formal fixed term exclusion is imposed or in severe cases a permanent exclusion may be appropriate. **Only the Executive Principal can make the decision as to whether or not to suspend or exclude a child.**

Red Sky incidents are recorded on CPOMs. If any physical intervention is used then this will also be recorded on the paperwork that is in place.

SLT will meet with parents and class teacher to discuss the 'Red sky incident'.

Parent/Carer concerns:

Parents/Carer's first point of contact concerning behaviour will usually be the child's class teacher. If an issue is not resolved, then a parent may ask to see a member of SLT.

SLT will speak to a parent/carer regarding their child's behaviour wherever necessary and will contact parents as detailed within this policy. However, in the case of concerns, if the class teacher has not been contacted, and where appropriate to do so, SLT may redirect the parent to the class teacher in the first instance.

If there are any unresolved issues, then parents/carers should refer to the school complaints policy.

Restorative Conversations:

Following incidents of poor behaviour, it is imperative that the member of staff who initially dealt with the behaviour (supported by a colleague or member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so that the children learn early on in the school life that their actions have an impact on others and also consequences for them.

Follow up, Repair and Restore

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. hurt / upset for KS1 children)

6. How have they been affected?
- 7. What should we do to put things right?**
8. How can we do things differently in the future?

The number of questions to be asked MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

The restorative conversation will be included in the incident record on CPOMs in order to ensure that this vital conversation takes place.

Extreme Behaviours:

Although extremely rare at St John's, we recognise that some children exhibit particular behaviours which may be based on early childhood experiences and family circumstances. As a school, we understand that the behaviour may be a way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke Behaviour Plans, Risk assessments and an Emotional Toolbox. All of these documents detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. Restraint will not be used for extreme behaviours that do not place the child or others in danger. The school will record all incidents of extreme behaviour and these will be filed (policy and system in place).

Examples of extreme behaviours include: violence (physical contact), spitting at others and absconding.

Following extreme behaviours, Red Sky, suspension or exclusion may be used.

School Exclusion:

The school uses the classification for extreme behaviour and severe breaches of the school's behaviour policy as outlined in Sandwell Exclusions: Good Practice Guide. A child can also be excluded from a class day trip/residential trip for extreme behaviour as outlined in the national guidance for 'Off-site & Out of Hours Educational activities', where extreme poor behaviour gives rise to concerns for the child's own safety or the safety of their peers.

There are three types of exclusion that the school can sanction for extreme behaviour: Lunchtime Exclusions, Suspensions and Permanent Exclusion.

- **Lunchtime Exclusion:** Children whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period for a fixed period of time.

- **Suspensions:** A decision on suspension (exclusion for a fixed term) should be taken, on balance of probabilities, only in response to breaches

of the school's behaviour policy where these are not serious enough to warrant permanent exclusion. These should be for the shortest time necessary. However, for continued disruptive behaviour a number of fixed term exclusions can be given as outlined in Sandwell Exclusions: Good Practice Guide.

The school will endeavour to support a child and family to avoid a suspension where possible.

After any suspension a reintegration meeting will be held with parents, the child and a member of SLT. This meeting will support the child to return to school successfully.

• **Permanent Exclusion:** This decision can only be taken by the Executive Principal. A decision to permanently exclude should be taken only:

- (i) in response to serious breaches of the school's behaviour policy: and
- (ii) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Roles and Responsibilities

The Role of the Executive Principal and Head of School:

It is the responsibility of the Head Teacher, under the Schools Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

In addition, the Head Teacher ensures that; Section 175 of the Education Act 2002 is being carried out (a duty of care in respect of safeguarding and promoting the welfare of the child) Section 157 of the Education Act 2003 is being carried out through "Keeping Children Safe in Education" It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children, staff and visitors to the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher, where serious incidents have led to exclusion, has the responsibility for giving suspensions to individual children for serious breaches of the school rules. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child in consultation with the school governors. For both suspensions and permanent exclusions the Head Teacher will follow the Local Authority adopted policy on Exclusions.

The Role of Parents/Carers:

We fully expect parents/carers to support their child's learning and behaviour and to co-operate with the school. We try to build a supportive dialogue between home and we will communicate with parents immediately and regularly inform them of any concerns which the school may have.

The Role of Governors:

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

It is the responsibility of the Governing Body to monitor the rate of fixed and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Monitoring and Evaluation:

The school's Leadership Team will monitor the effectiveness of this policy at least once per year (initially on a termly basis) and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow up.

All concerned parties will be kept informed of any review and any actions that will need to be taken.

Date policy was written: October 2024

Reviewed: October 2025