

St John's CE Primary

Behaviour policy



“Use your God-given gifts to serve others” 1 Peter 4:10

Approved by:	BASS Committee
Last reviewed on:	Autumn Term 2025
Next review due by:	Autumn Term 2026

All different, all equal, all growing together

1. ~~4.~~ Our Vision and Values

St John's is a Church of England primary school where every member of the school is welcomed, valued and loved. Each person is different; they come with different life experiences, different opinions, different talents and different expectations but in our eyes each one is equally valued and deserves to be given the opportunity to grow academically, socially, emotionally and spiritually. Our behaviour management policy shows a commitment to serving these needs to enable each person to thrive

We follow 12 Christian Values which are woven into all areas of school life: our collective worships, our curriculum, our behaviour management approach, our communication with the community. We want all of our school community to be able to talk about them and understand them, but we also want to see how living by them enriches all areas of our lives.

Our core values

Four of these values are regarded as being central to our behaviour policy:

Respect	We respect everyone - including ourselves
Truth	We always tell the truth - even when it is hard
Perseverance	We keep going and don't give up - even when it is difficult
Service	We strive to serve others- no matter who they are

Our school rule

We have one rule at St. John's:

"Treat others as you want to be treated." Matthew 22 v.34-40

This means that are expectations are:

Respect	We use kind words and actions.
Truth	We are honest and brave and stand up for what is right.
Perseverance	We keep trying to be the best versions of ourselves
Service	We serve others.

2. How we promote positive behaviour

We encourage our pupils to develop our core values, follow the school rules and succeed in school by:

Verbal recognition and praise	Issued for on-task behaviour and general good behaviour. To create a positive classroom climate, we aim to publicly acknowledge positive behaviour 5 times more often than negative behaviour.
Individual reward – stickers, Golden stickers, ticks, dojos, Star of the week certificates	These are awarded to individuals for positive learning behaviours, quality of work and positive social interactions.
Value champion awards – certificate/sticker, recorded on class value challenge	These are issued for positive social interactions in line with our school values of: respect, perseverance, truthfulness, compassion, forgiveness, friendship, generosity, justice, service, thankfulness, trust and courage.
Team points	These can be awarded by any adult in school who sees children living out the school values or doing something really positive. The idea of team points is that children feel like they belong to the wider community of the school and share a bond with children in other classes and Year groups. Team points will also be given as rewards for team activities e.g. sports days There will be a weekly celebration of team points in collective worship.

There are also a range of additional ways in which we may celebrate positive behaviour that teachers may choose to use (Appendix A)

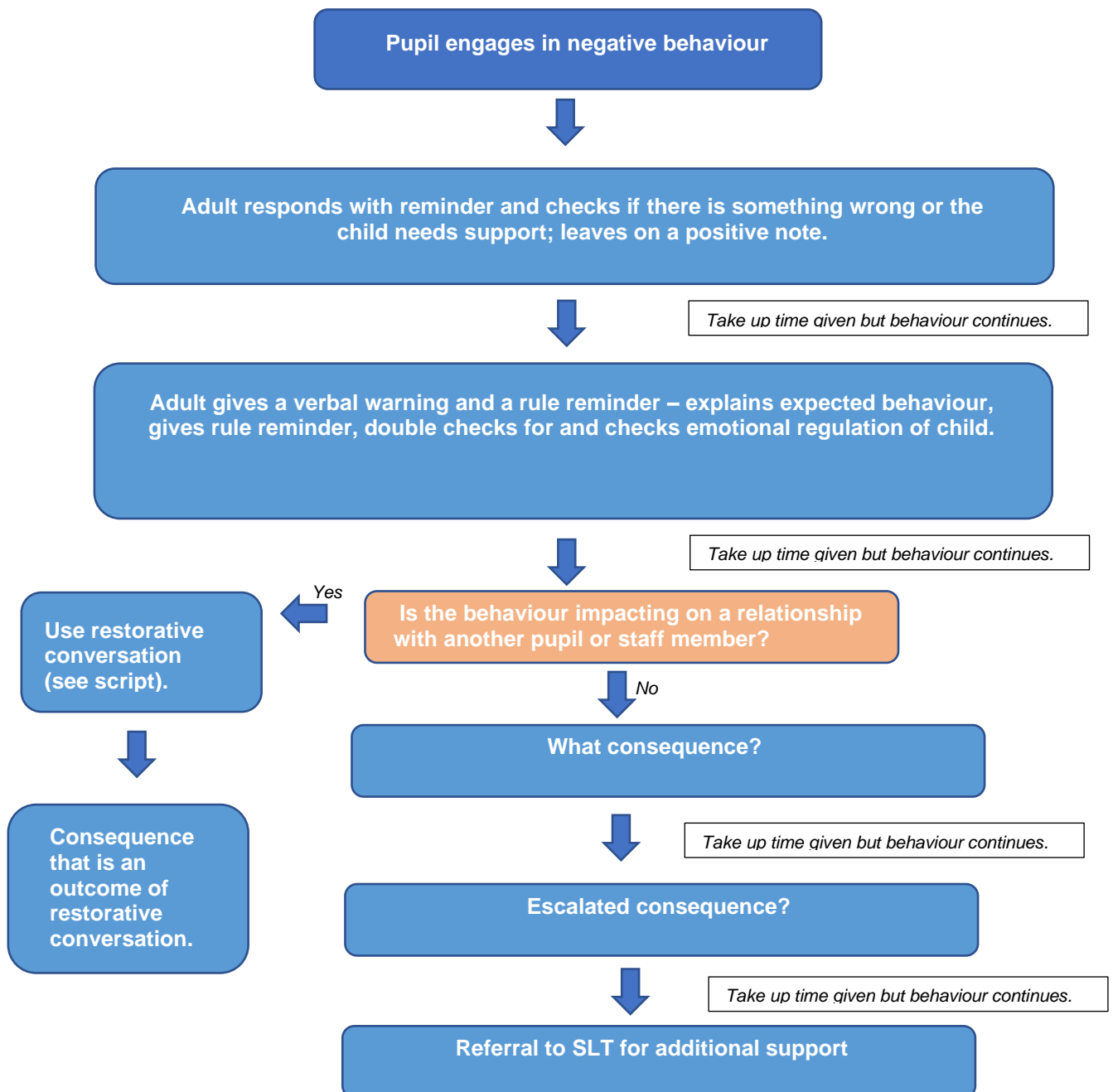
We also encourage our pupils to take pride in their achievements by displaying work on our 'Shine like a light boards' and publicly celebrating it each month in our newsletters.

We also encourage pupils to develop their character through taking on positions of responsibility. These may be school wide roles such as School council, sports council, House captain, Collective worship crew, Values Team, Lunchtime monitors or class roles such as light monitor, door monitor, points monitor or milk monitor (this list is not exhaustive).

3. How we reduce negative behaviour

When a student engages in a behaviour that is not in line with our values, we will respond in one of two ways:

- If the behaviour has damaged a relationship, we will manage the behaviour through a restorative conversation (see the appendix C for a sample script for a restorative conversation). This should result in a natural, proportional consequence to discourage this behaviour in the future - and help the pupil understand the impact on their actions on the people around them.
- Otherwise, we will respond using a consistent system of consequences. Between each consequence, the child will be given “take-up time” to think about their actions and improve their behaviour. (See Appendix B for consequences)
- In both of these situations, the staff member will adopt a nurture approach and use the zones of regulation where appropriate.



IMPORTANT: Where the child's behaviour relates to an underlying SEND need, we will follow the strategies outlined on their support plan.

For unsafe behaviour, earlier steps in the process may be skipped, depending on the adult's professional judgement.

In the event of very serious incidents, the head teacher reserves the right to use fixed-term suspensions and permanent exclusion as a consequence. When this happens, we will follow the guidance set out by government and the local authority.

4. Supporting our children with Special Educational Needs

We recognise that some of our pupils will require additional support with their emotions and behaviour to succeed in school. We identify those children through teacher referral, parental referral, child self-referral - and through reviews of behaviour data collected through CPOMS.

We support those pupils through assessments, written behaviour plans and specific programmes of support based on their individual needs. These may be contributed to by parents and external professionals who support our school.

Where pupils have high levels of sustained need, this process may result in an application for an EHCP which provides for the child's needs on a long-term basis. To ensure equality of opportunity, the strategies in a pupil's support plan will take priority over the rewards and sanctions on the previous page.

5. Related policies

This behaviour policy should be read alongside our:

- Anti-bullying policy
- Equal opportunities policy
- Safeguarding policy
- Special needs policy

This policy was written after consultation with Teachers, TAs and Inclusion Support Assistants in April 2024, following SLT training with Beacon Behaviour Consultancy. It was reviewed with staff in Sept 2025 and amendments were made to the appendices to include examples of routines and expectations. It will be reviewed in September 2026.

Appendix A:

There are some ideas that staff have put together to show different ways in which we can promote positive behaviour. Staff do not have to do everything off this list but may like to do some in addition to the whole school approach outlined in the policy.

Individual

Stickers
Stamps
Prizes
Golden stickers
Certificates
Non-curriculum challenges to do in holidays with badges/prizes
Afternoon tea with HT/ Hot chocolate (the always club for children who always live out the values)
Compliment cards
Phone calls home
Well done cards
Mentions in newsletter

Class

Appreciation board
Golden time
Marble jar
Points for tables

School:

House points
Play leaders
Wall of fame

Appendix B:

Here are some ideas that staff have put together for suggested consequences.

Consequences:

Time out - age related
Lose a dojo or a point (must be discreet and not public)
Do an activity with a teacher
Move carpet space, table, position in the line
Separate table
Time in another classroom or place
Miss time from lunch or break – not standing on fence or on ipad!
Conversation with parents
Loss of a treat/ motivator (this cannot happen if this treat is part of an agreed behaviour plan where it is specified that it happens regardless of behaviour)
Opportunity to have reflection time (with a timer and activity/ focus)
Removal of ipad/ chromebook
Time off golden time/ treat time - must not be for the whole session, timed in minutes.
Community service – if something has been graffitied, clean it.
Apology notes
Working under adult supervision e.g. not in shared area

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Appendix C:

Here is a scaffold which you can use for a restorative conversation. Adapt the sophistication of the vocabulary to meet the needs/ age of the child.

Tell the story

- What happened?
- Why do think it happened? What did you want? (identify the need/ find the trigger)
- How did it make you feel? (recognise emotions using Zones of Regulation)
- Is it ok to want _____? (validate the need)
- What do we believe at school about _____? (link to our Golden Rule)
- Did your behaviour follow the Golden Rule?
- What could you try next time that would work for you? (replacement behaviour)
- Who could help you with that? (support)

Explore the harm •

- Who has been affected by this behaviour?
- In what ways?

Repair the harm •

- How do you feel about what has happened? (Again, use Zones of Regulation. Some children are not able to empathise easily or are not in a position to e.g. too angry still. You can add in narrative 'Some children feel sad/ guilty/ upset when they have hurt others' feelings. They want to make it better again. If a child is not ready to have this conversation, give them time and space to process.)
- Are you willing to solve the problem with _____?
- What could you do to fix the problem with _____?
- What else could you do?

Reach an agreement

- What do you need to do from now on?
- Are you willing to fix the problem with _____? (Link to our school value of forgiveness. You cannot force a child to apologise or make amends – it must be led by them).

Follow-up/monitoring

- When would be a good time to check in with you to see that you have fixed the problem with _____ and you are doing what we agreed?
- How are you feeling now?

Appendix D:

A statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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This written statement of behaviour principles is reviewed and approved by the governors annually.

Appendix E:

Widget posters to outline routines and expectations

Teachers are asked to clearly display the routines and expectations established in their classrooms. This provides a scaffold for children to reinforce expectations and support understanding as well as ensure consistency in approach amongst staff. An example of this can be seen below:

