



St. John's Church of England VA Primary School  
*Finding the light in ourselves and each other*  
Inspired by the Gospel according to John (chapter 8, verse 12)

*An aspirational school that encourages every child regardless of their background to 'soar on wings like eagles' in their learning and personal development (Isaiah 40:31)*

# Pupil Behaviour Policy

## (including racial harassment and bullying)

|                 |                                |
|-----------------|--------------------------------|
| Approved by:    | Quality of Education Committee |
| Issued:         | Summer 2026                    |
| To Be Reviewed: | Summer 2028                    |

*A truly inclusive school that is built upon the values of  
Hope - Joy - Love - Forgiveness - Faith - Goodness*



## 1. Legislation, statutory requirements and guidance

The following documents are all relevant to this policy.

- [Behaviour in Schools: Advice for headteacher and school staff](#) (DfE, February 2024)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE, August 2024)
- [Searching, Screening and Confiscation: Advice for schools](#) (DfE, July 2022)
- [Evaluating behaviour and attitudes; School inspection handbook](#) (Ofsted, September 2024)
- [Keeping children safe in education 2024](#) (DfE, September 2024)
- [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, January 2015)
- [Equality Act 2010, Part 6: Education](#) (April 2010)
- [Education and Inspections Act 2006, Section 89](#) (November 2006)

## 2. Definitions

**Behaviour:** anything that individuals say and do.

**Valued behaviour:** anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in the section 6 below titled 'Valued behaviour'.

**Detrimental behaviour:** anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at St John's can be found in the section 7 below titled 'Detrimental behaviour'.

**Dangerous behaviour:** a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

**Being Therapeutic:** an approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

**Discrimination:** any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

**Protected characteristics:** as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

**Bullying:** the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and St John's response can be found in Appendix 2.



## St. John's Church of England VA Primary School

**Abuse:** a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

**Special educational need (SEN):** a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

**Protective consequences:** necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at St John's can be found in Section 7c.

**Educational consequences:** the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

### 3. Aims

At St John's Church of England VA Primary School (**St John's**) we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

#### St John's Church of England VA Primary School

##### Golden Rules

- Do Be Safe
- Do Be Responsible
- Do Aim High

**We are proud of our school**



## 4. Staff training and development

At St John's we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

### a. Induction

- *Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
- *Peripatetic staff and external providers* routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see [Appendix 1](#)), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.
- *Agency / supply / ad hoc staff* will be asked to read and accept a summary document (see [Appendix 1](#)) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

### b. Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

### c. A culture of learning and support

At St John's we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

### d. Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague



- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

### 5. Roles and responsibilities

#### a. Governors

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

#### b. Headteacher

In addition to all elements of Section 5a and 5d, the Headteacher is responsible for:

- Reviewing and approving (with governors) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

#### c. School leaders

In addition to all elements of Section 5a (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- Addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support St John's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff (see Section 4a)
- Creation and review of a behaviour curriculum
- Ensuring staff have access to training or support to develop skills and understanding



### **d. All members of staff**

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

### **e. Parents and carers**

Parents and carers, where possible, should:

- Collaborating with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the relevant member of staff
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

### **f. Pupils**

Pupil are reminded annually the following:

- They will be taught about valued behaviour at St John's, and that by attending the school they will understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.



## 6. Valued Behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

### a. Behaviour Curriculum – Intent

At St John's, our core values are Love, Hope, Joy, Forgiveness, Faith and Goodness. These values underpin all aspects of school life and help to foster a positive environment in which every pupil can flourish. Each value is linked to the attitudes and behaviours we seek to nurture, with clear examples of how it can be demonstrated through words and actions. Further information can be found in the school's Behaviour Curriculum document.

#### Inclusion

We want children to feel safe, comfortable, seen, and heard. Effective inclusion is when pupils are supported and enabled to:

- Attend school regularly and arrive on time.
- Share their experiences.
- Ask for help when they need it.
- Express how they are feeling.
- Use non-verbal communication effectively (e.g. nodding, open body language)

#### Ambition

We want children to develop a love of learning, optimism, and confidence. Pupils are supported and enabled to be ambitious by:

- Attempting learning tasks and maintaining concentration on these.
- Striving to achieve their targets.
- Using topic specific vocabulary when talking about what they are learning.
- Recognising their own strengths.
- Trying to help themselves when they are stuck or facing a challenge.
- Accepting that making mistakes is a way to learn and improve.

#### Collaboration

We want children to feel valued, trusted, and appreciated. Pupils are supported and enabled to be collaborative by:

- Speaking confidently with adults and peers.
- Asking questions.
- Taking part in debates and discussions.

#### Pride

We want children to feel proud, content, and develop a sense of belonging. Pupils are supported and enabled to be proud by:

- Taking part in two-way conversations.
- Taking care of resources and equipment.
- Greeting adults and peers.
- Moving calmly around the school.



## St. John's Church of England VA Primary School

- Responding promptly to adults' instructions.
- Speaking calmly to all adults and peers.
- Giving thanks.

### **b. Behaviour Curriculum – Implementation**

#### Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At St John's we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs.

There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at St John's are likely to include some of the following (more detail can be found in the school's behaviour curriculum document):

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel), class marble jar rewards or other whole-class reward systems
- Contact with home i.e.: postcards, phone calls, invitation to visit school to share learning/ hear praise
- Celebration awards: merits (termly), weekly celebration certificates, house points, headteacher awards

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

#### School routines

##### *Arriving at and leaving school*

Children can enter the school site from 8:30am. Before school starts at 8:40am children are not allowed to play on the play equipment or play with balls/equipment.

When the school bell rings, pupils in EYFS, Year 1 and Year 2 line up and enter the building in an orderly manner, where they are welcomed by a member of staff. Pupils in Key Stage 2 walk sensibly and independently to their classrooms.

When pupils are leaving the school at 3:25pm, teachers will acknowledge a known adult before allowing a child to go home. Pupils in Y6 have the option to walk home independently, if permission has been given by their parent/carer.

After school children are not allowed to play on the play equipment or play with balls. Pupils should leave the school site as soon as the supervising adult has arrived, or, in the case of Y6 pupils walking home independently, as soon as dismissed by the teacher.





## St. John's Church of England VA Primary School

### *Starting and finishing lessons*

Each class has a visual timetable and a class clock so that children can see what lessons they will participate in during the school day. All children are expected to be seated, quiet and ready to learn at the start of each lesson. At the end of the lesson, the pupils are encouraged to tidy away any equipment used before the next lesson begins.

### *Securing the attention of groups of pupils*

Teachers use a range of strategies to gain the attention of students which may include: a count down from 10/5, Hand on top - that means stop/ Are you listening? -Yes we are, clapping a rhythm that the pupils clap back etc.

### *Movement around the school*

All pupils are expected to walk around the school in a calm and sensible manner, being mindful that school is a place of learning and an atmosphere of calm should be maintained at all times.

### *Break and lunch times*

At the start of break and lunchtimes, all class teachers should guide their children out to the playground and ensure an adult is outside ready to supervise them. Pupils should always walk quietly when leaving the classroom at this time.

During the lunch break, a series of Y6 monitors keep a mindful watch on pupil behaviour in the corridors and on entering the school to wash hands for lunch.

When the whistle blows on the first blow at break and lunchtimes, children should freeze and then follow instructions to tidy up the outside spaces, putting away OPAL equipment. On the second whistle blow, the children should walk into class quietly and sensibly. We currently follow OPAL at lunchtimes, please see our Play policy for more information.

At 12:50, EYFS –Year 4 go into class to have a 10 minute down session with their TA. This could be reading, mindfulness or sharing good news. Years 5 to 6 help support tidying the playground for the next ten minutes and are supervised.

## **c. Behaviour Curriculum - Impacts**

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently



- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using 'CPOMS'
- Termly reviews of celebrations and recognitions: - All staff should record pupils who have been chosen for the termly Merit awards.
- Regular discussion in year team / key stage meetings about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times etc
- Fortnightly behaviour meetings.

### 7. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At St John's we recognise that all behaviour is a form of communication, and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7b below). For some pupils their known additional/special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

#### a. Responding to detrimental behaviour

Some detrimental behaviours may not be unusual at St John's and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
- Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.



## St. John's Church of England VA Primary School

- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. e.g. Adam, put the pen down on the table. Thank you.
- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, with the boundaries set by the adult. E.g. Adam, shall we talk here or in the corridor?
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. E.g. Adam, you can listen from there. The adult should then focus on catching the pupil getting it right.
- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour (examples above), dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined above. In addition, adults may need to:

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils.
- We follow our 7 steps of behaviour (see appendix 4). This may include one or more of the following:
  - Use of reflection time either with the class teacher/ TA or with a phase leader
  - reteaching valued behaviour during the lesson, undertaken where possible away from other pupils



## St. John's Church of England VA Primary School

- scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
- increasing adult input / supervision for a defined period of time
- use of limited choice; (e.g., 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
- increasing / adapting praise and celebration of valued behaviour when it is displayed

Under some circumstances, we may need to use physical interventions. Please see the physical interventions policy for further information.

### **b. Analysing patterns of detrimental behaviour**

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

- Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents on CPOMs (and use the numbered steps to record the incident correctly- see Appendix 4) and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.
- Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

### **c. Responding to dangerous behaviour**

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (see section 8 below)

In certain circumstances, the school may be required to follow the physical intervention policy. Please see this policy for further details.



## St. John's Church of England VA Primary School

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

**Dangerous behaviour** could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

- ***Bullying.*** Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at St John's, and the school will always take action to address it. A full description of the school's response can be found in Appendix 2.
- ***Prohibited items.*** These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. More detail about searching and confiscation can be found in Appendix 3.
- ***Prejudice and discrimination.*** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at St John's and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using CPOMS, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At St John's we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assemblies and through our day-to-day provision, modelling anti-discriminatory behaviour. More detail can be found in the school's equality, diversity, and inclusion policy as well as the schools Anti-Racism Charter. See also Section 9 below on racial harassment.
- ***Child-on-child sexual violence and sexual harassment.*** This can be defined as behaviour that is most likely to include (but may not be limited to):
  - non-consensual sexual activity
  - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
  - sexting
  - upskirting

These behaviours are never acceptable at St John's, and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and



## St. John's Church of England VA Primary School

not coming forward to report it. Further consideration of the school's response to child-on-child abuse, in addition to those outlined in section 7c above can be found in the Safeguarding policy.

### 8. Fixed Term and Permanent Exclusions

We pride ourselves on good communication and parental engagement as we believe if we work together this encourages the best outcome for our children. We do not wish to exclude any child from school and hope this will not be necessary. It must be emphasised that in most cases exclusion would only be used when all other measures have been tried. In cases where such steps and other appropriate measures have failed, the Headteacher has the sole legal responsibility for the exercise of the power to exclude a pupil on either a temporary or permanent basis, after discussion with staff working with the child. In certain instances, it may be necessary for a permanent exclusion to be given for a first offence if allowing the pupil to remain in school would seriously harm the education or safety of the pupil or others in the school.

The school recognises that exclusion is very serious and will endeavour to use all available strategies in setting up Behaviour Support Programmes, working with parents and a range of outside agencies.

In the case of exclusion, the school follows the Department for Education Exclusions Guidance and the more detailed guidance provided by the local authority. The parent, or any person who has parental responsibility for a child, who has been excluded for a fixed period of time, has the right to appeal, in the first instance to the chair of governors.

A decision to exclude would only be made in line with the provisions set out in this policy and is always made at the Headteacher's discretion.

For more information, please refer to:

- School suspensions and permanent exclusions:  
<https://www.gov.uk/government/publications/school-exclusion>
- DfE guidance on suspensions and permanent exclusions or the Hertfordshire Grid Exclusions:  
<https://thegrid.org.uk/admissions-attendance-travel-to-school/exclusions>

### 9. Racial Harassment

#### Definition

Racial harassment is recognised by St John's as:

*"Any act of expression which causes harm or offence, directed by a member of one racial or ethnic group to others where the motivation or effect is to create racial dislike or hatred".*

#### Incidents

Incidents may include:

- threatened or actual physical assault
- verbal abuse
- expressions of prejudice calculated to offend others, or to influence behaviour of others
- racist graffiti (on school furniture, walls or books)



## St. John's Church of England VA Primary School

- distributing racist literature
- wearing of badges or symbols belonging to known racist organisations
- name calling
- teasing in relation to language, religion or cultural background.

It is important to recognise that:

- racial harassment may be one aspect of an incident which also has other dimensions
- teachers may need to deal with comments made by parents or other adults as well as by children
- incidents may involve group as well as individual behaviour
- Online incidents may be included when they impact on what happens in school
- such incidents are often part of more complex interactions which may take place in school – for example, an argument about friendships may lead to racist insults
- racist incidents are not always explicit – for example, a pupil may be called 'smelly' and behind such insults may lie a racist element
- racist behaviour can occur without the wronged person being present – for example, telling racist jokes
- acts or expressions may include negative body language – for example, the refusal to sit next to, or work with, certain pupils
- white pupils may be offended by the racist behaviour of other white pupils
- racial harassment is not based on intentionality. Whether or not the perpetrator intended to harass or understands the racist content of what s/he has done, the effects of the harassment must be dealt with. The perspective of the child/adult who has been harassed should be given particular attention and motives explored as to why it happened in the first place. This could be the perception of a third party.

### Principles

The following principles underpin the school's approach to dealing with incidents of racial harassment:

- The perception of the person who has experienced harassment should be given particular attention.
- All incidents should be responded to immediately and appropriately and in line with LA guidelines:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
- All incidents of racial harassment should be treated as serious disciplinary matters.
- Consistency in dealing with incidents is essential if pupils and staff are to be clear about the school's commitment to dealing with racism.

Our pastoral system provides the children with many adults, whom they may ask for advice. Our school community is such that all staff are made aware of any potential difficulties quickly through our electronic monitoring system. Any racist incidents will be recorded on this system and reported to the designated teacher, in most cases the Headteacher, so that appropriate action can be taken and parents informed.

Please see our Equality policy and objectives and Anti Racism Charter for further information.





## **10. Links to other policies and documents**

This Behaviour Policy should be read alongside other school policies and procedures that support equality, inclusion, safeguarding and positive behaviour. Together, these documents provide the framework through which the school promotes a safe, respectful and inclusive environment for all members of the school community.

Relevant policies and documents include:

- Equality Information and Objectives
- Child Protection Policy
- Safeguarding Statement
- SEND Policy
- Inclusion Policy
- Anti-Racism Charter
- Restrictive Interventions Policy

## **11. Monitoring arrangements**

This policy will be reviewed by the Headteacher annually to ensure compliance with guidance and statutory changes and will be reviewed and approved by the Quality of Education Committee every two years.





## Appendix 1: Written Statement of Behaviour Principles

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour. Supporting pupils to reduce detrimental behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At St John's we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
  - Physical
  - Emotional
  - Mental
  - Reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour



## Appendix 2: Anti-bullying

Bullying as defined by the Anti-Bullying Alliance, 'is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Bullying will not be tolerated. The governors seek the cooperation of children, parents and staff in the early detection and reporting of bullying and children should report any incidents of bullying immediately to a member of staff. We are a "telling" school. Bullying is too important not to report. Parents should contact the class teacher or Headteacher immediately if their child reports that they have been bullied in order that the school can:

- Investigate the problem
- Contact and consult all affected parents
- Act appropriately and effectively to protect all parties

Our strategies for dealing with bullying incidents could include:

- Class/group or individual discussion
- A Learning Mentor
- Buddy system
- External support, e.g., Circle of Friends
- Pupil notes

Action to be taken:

- Every incident is followed up
- Parents meet with staff
- Agreed time frame with the parents
- Telephone reassurances
- School seen as responsive
- Child reporting bullying - to report every morning and at the end of the day.

Following a case of bullying, the issue should be discussed with both parties and then the offender(s) sanctioned in an appropriate manner. Incidents will be recorded on the electronic monitoring system, which is monitored regularly by the Headteacher and Senior Leadership Team.

### Control Measures to Prevent Bullying

- Different areas have been created in the playground to encourage calm play, using construction resources and a quiet seated area for reading or talking.
- Older children act as mentors on the playground.
- Regular discussion time is created to talk through issues and problems together.
- Children are taught how to walk away from incidents without hitting back or losing face.
- Children are aware of our Golden Rules, the school vision, and values, which are reinforced during collective worship.
- Time is given as part of PSHE lessons to discuss positive relationships, friendship, respecting differences and so on.

The implementation of these provisions will be undertaken by all staff and overseen by the Headteacher. Many daily activities in school life provide a vehicle for promoting the development of



## St. John's Church of England VA Primary School

good behaviour and self-discipline. Staff are encouraged to capitalise on every reasonable opportunity to communicate expectations by:

- example - through their own behaviour and consistency of approach to pupils and colleagues, in line with the requirements of the school Equality Information and Objectives.
- utilising day to day incidents when considerate or other desirable behaviour and academic achievements can be acknowledged and praised.
- including behaviour-related social and moral issues in curriculum planning, in particular as part of the planning of PSHE and Relationships Education.
- organising and differentiating teaching and learning activities. Children with specific behavioural difficulties are given support by the class teacher, and where practical through special needs provision.
- being alert to and dealing promptly and sensitively with bullying, harassment and any other undesirable behaviour.
- using resources available for staff in the form of up-to-date reading material on behaviour management, bullying, harassment, racial abuse and constructive playground games. The playground has been marked out to cater for draughts/ chess and other games, and areas have been designated for quiet activities.
- supporting colleagues with the development of sound and consistent approaches to rewards, sanctions and other aspects of behaviour management.



### Appendix 3: Searching and confiscation

- Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.
- The Headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).
- The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7c. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.
- Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.
- The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.
- The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Any search by a member of staff for a prohibited item listed in section 7c and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.
- Parents will always be informed of any search for a prohibited item listed in section 7c that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.



## **Appendix 4: 7 Steps for behaviours**

1. Raise the child's awareness
2. Reminder
3. Further Reminder
4. Reflection time in class
5. Reflection time in a leader's class
6. Reflection time with Deputy Headteacher
7. Reflection time with Headteacher



## Behaviour Policy

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|                            |          |                    |
| 22 <sup>nd</sup> June 2026 | Approved | QofE               |
| 8 June 2026                | Created  | Rachel de la Croix |