St. John's Primary School



Our Positive Behaviour through Positive Relationships Policy

Thinking Learning Caring

"You should be protected from things that could harm you."

Article 36 United Nations Rights of the Child

The United Nations Convention on the Rights of a Pupil states that:

Article 3: Everyone who works with children should do what is in the best interest of each child.

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 31: You have the right to play and rest. Article 37: No one is allowed to punish you in a cruel or harmful way.

Aims

It is our aim for our children to follow staff withdrawing the need to merely follow rules. Our focus is to build certainty in our behaviours, develop trusting relationships and remove the reliance on punishment as read in "When the Adults Change- Everything Changes by Paul Dix."
We aim to enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. To become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

Through their learning, we aim to support our children to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others. This is also the backdrop to our positive behaviour through positive relationships policy.

"Classroom Management is not about having the right rules, it's about having the right relationships."

Essential Truth for Teachers

We value learning and everyone within our community. Everyone is a learner, and everyone is deemed to have a capacity to learn. We make provision for developing the emotional learning of all of our students. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one's own feelings. The school climate aims to create a shame – free learning zone.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- Create a positive climate with realistic expectations
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

"When little people are overwhelmed by big emotions, it is our job to share our calm, not join the chaos."

L.R. Knost

We believe that a positive approach to the development of good behaviour is crucial to the overall success and effectiveness of our school. We expect all members of the school community (including teachers, LSAs, SLT, lunch time supervisors, caretaker and admin staff) to be involved in promoting positive behaviour.

St John's rules and procedures are designed to be simple for all and to be clear to the children how they can achieve acceptable standards of behaviour.

Our **School Attitudes** are:

- Kept to a minimum
- Positively stated, telling the children what to do rather than what not to do
- Encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Are consistently applied
- Promote the idea that every member of the school has responsibilities towards the whole.
- Link closely with our Core Values: **Thinking, Learning, Caring**

St John's School Attitudes:

1. We Think First
2. We are Resilient Learners and we Try Our Best
3. We Have Care and Respect our Community and Our Environment

At St John's Primary School, we believe when we all follow these three attitudes, happiness, progress and success for ALL learners will follow.

Our Goal

Following extensive research and CPD based around "When the Adults Change" written and delivered by Paul Dix our staff agreed the goal based on what we want our children to feel and therefore the role we must play.

What we want our children to FEEL...	...as adults we NEED to...
Safe	Always calm
Secure	No raised voices
Valued	Never anxious
Respected	Never giving up
Important	Reliable
Upskilled	Predictable
Kindness	Confident
Unrelenting positivity	Interested
Unconditional regard	Non-judgemental

The role of Verbal and Non-Verbal Cues

School staff verbalise and celebrate the positive behaviours which they see so that the pupil understands why what they did was the right choice. In addition, this can help other pupils to see good role models. Staff are encouraged to use verbal and non-verbal cues to celebrate and behaviours and rectify poor choices:

Routines	Verbal Cues/ Recognition	Non-Verbal Cues/ Recognition
All children to walk through the school	Thank you for walking beautifully That is beautiful walking, well done!	Thumbs up Smile
All children must line up quietly	Line up quietly, thank you Sit back down. Let's try again. Well done for lining up quickly and quietly.	Signalling children to stand up by moving palms in an upwards motion
All staff to have specific areas to greet the children in the morning and at the end of break times with kindness and warmth	Good morning! Welcome back to class. It's lovely to have you back	Always a warm smile!
All TAs to monitor cloakrooms and toilets during transition times	Thank you for hanging up your coat on your peg Well done for remembering to put your book in the box Well done for walking into the toilet quietly and sensibly	Thumbs up Smile
All children and staff must walk in and out of assembly in silence	If anything needs to be said to the children, do it with a whisper! If anything needs to be said to each other, save it for afterwards.	Hands up Fingers on lips Thumbs up
During lesson times, only one child can visit each toilet at a time	Only one child at a time can visit the toilet.	Class Team to monitor sensible use of the toilets and use signing in/out sheets if necessary
When working in the corridor, individuals and groups of children must remember to use a quiet, indoor voice	Please remember your indoor voice Thank you for using your indoor voice The other classes will appreciate you using your indoor voice. This will help them to learn.	Fingers on lips
At the end of break times, the whistle is blown. All children and staff raise their hands. The children walk into line. Teachers	Thank you for walking beautifully to line up.	Raise hands Clapping games Rhythm games

collect children from the playground at morning break.	Well done for standing silently, you are showing me that you are ready to learn. Go back and walk please.	Adult to stand at different points in the line each day
At the end of the school day, staff to send one table group at a time to get their belongings. All children then return to the classroom. Children to be released through classroom doors whilst Y5 and 6 exit through the main door. Teachers to be accessible to parents. All Class Teachers to be visible.	Staff to make a concerted effort to be visible when it is for the purpose of praise. Share wow moments from the day with specific parents. Build up a positive relationship from the offset and throughout the year.	When parents need to contacted for negative behaviours, please do this via phone or after school meeting. Always end the day with a smile!
Praise in public, criticise in private: Shaming pupils does not result in better behaviour, it simply drives resentment and damages self-esteem.		

Approaches to developing Positive Behaviours/ Learning through the Curriculum

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times
- Programmes of PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning
- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two
- Enable children to take responsibility for themselves and their actions in age-appropriate ways
- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps
- Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans
- Any plan of action is agreed and shared in a working partnership with parents and carers
- Individuals with Special Needs to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment
- Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies (MAYBO)
- Pupils need to know explicitly what behaviour is expected in different circumstances
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development

- Our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

Rewards and Incentives

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including:

Instant Verbal Praise for Teachers and Learning Support Assistants	This is given by all staff and should be explicit in what the good behaviour was, referring to our 3 attitudes and our 3 core values
Internal Reward Systems	Each class teacher has developed internal reward systems within their own class. The teacher has the right to develop this within their own setting as classes differ in age and differ in needs. E.g., stickers, certificates, Dojo Points…
Core Value Beads	Each class has 3 acrylic jars mounted on a wooden frame displaying our Core Values. When the children "show our Core Values" in their being, their work or their relationships then they are rewarded with a coloured bead to place in the corresponding jar. These jars are collated centrally, into the whole school jars displayed in the School Office, as part of our Friday assembly as part of our celebration. When a jar is sufficiently filled, the school all benefit from a reward- Golden afternoon, picnic lunch, dress down day, class swaps…
Celebrate achievements in assembly	Achievement outside of school can be celebrated in school and these are celebrated by the whole school community in our weekly Friday Assembly
Sharing work with other teachers or SLT	Where class teachers are impressed with an individual's behaviour or work (going over and above expectations) a child can go and see a member of the senior leadership team or another teacher to show them excellent learning and receive praise/certificate
Sending Good News Home- Appendix 4 *(When the Adults Change- Paul Dix)*	Purposeful postcards sent home outlining exactly what the children have done that has gone over and above expectations. As a staff we agreed to look for: ○ …authenticity. ○ …value. ○ …"over and above."

	○ ...not "over used." ○ ...not a tick list ensuring all have access!

Behaviour Consistencies and Expectations

There are numerous activities that happen across the school day whereby consistencies have been agreed to ensure that children are aware of our expectations as to "how we do it at St John's School." This will continue to be developed over time- **Appendix 4**

Responding to Behaviours

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."

The Gottman Institute

We believe that the importance of relationships within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key.

By contributing to a safe, structured, open-hearted and stimulating sequence of interactions the adult can literally engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning making.

Steps to Follow

<table>
<tr><td>Positive reminder/ reinforcement</td><td rowspan="2"></td><td>Use of the staff agreed "best two-minute intervention" drawn together following Paul Dix Learning. (When the Adults Change- Paul Dix)
<table>
<tr><td><u>Step 1</u>- Curiosity and Space</td><td>Tell me what's going on/ happening...
What can I do to help you?
You seem upset about...
Do you want to talk to me about...</td><td><u>Step 4</u>- Reset Expectations</td><td>At St. John's School you know we...
I need you to...
To move forwards positively, I ask that you...
I ask you to remember that at school we think/ we learn/ we care...</td></tr>
<tr><td><u>Step 2</u>- Accept</td><td>I can see you are struggling to make good choices...
I have noticed that... (pinpoint behaviour)</td><td><u>Step 5</u>- Offer Help</td><td>Would _____ help you?
What can I do to help you?
Have you got any ideas how to make things better?</td></tr>
<tr><td><u>Step 3</u>- Signal where we are Going</td><td>Do you want 5 minutes quiet time? Where can we go?
Would you like time in the well-being space/sensory room?
We need to seek to get back into the class...
Now we are going... Next, we will...</td><td><u>Step 6</u>- Plan to go Back In</td><td>Would you like to take a moment to freshen up?
I am going to return to class and ask you do when you feel ready...
What is stopping you from wanting to return to class? Can we remove the barriers?
Shall a friend come spend 5 minutes and then you can return together?</td></tr>
</table></td></tr>
<tr><td>De-escalation</td><td>Sit and support the child/ Provide further challenge/ Swap their seat/ Give them a job to complete</td></tr>
</table>

Supportive Chat		Take the child outside/to one side where they are not shamed in front of the class. Tell them that you care about them, and their learning and you want to help them to do their best. Discuss ways forward.
Reflection Time and then Debrief in next break in teaching		**Reflection- See *Appendix 1*** Child to sit in a safe, private space and reflect on their behaviour Who is your behaviour affecting? Which of our attitudes need you work on? How can I make this right? **Debrief** Remind them why they were asked to reflect; consider their responses to the questions and praise their ability to reflect
Communication with parents		Arrange a same-day phone call, have a chat at the door away from other parents or meeting if behaviour continues. For serious offences, move straight to step five.

Conflict Resolution and Restoration

When conflict occurs, as it naturally will- we need to give pupils and staff the best chance to get back on track. This includes inside the classroom and during break and lunch time provision. They need:

- A chance to tell their side of the story
- The chance to express their thoughts and feelings
- An opportunity to understand the perspective of others and the impact of the behaviour in question on everyone
- The space to think about how to prevent a re-occurrence of the behaviour
- An opportunity to accept responsibility for the harm caused
- The space to identify what needs everyone has
- The chance to come up with a plan to meet these needs moving forwards
- And a big MUST- Ignore secondary behaviours:
    - Chase me behaviours
    - Distract you from the primary behaviour.
    - "Useless pursuit of the unattainable"
    - If you pursue the behaviour in the moment the original issue will be lost
    - Follow up on secondary behaviours at an alternative time.
    - We are not asking for these to be forgiven BUT do forgive them at that moment in time *(When the Adults Change- Paul Dix)*

This restorative conversation will take a three-part structure (with SLT as necessary) and will include, but not be limited to, the following restorative language:

INCIDENT **What happened?**	**IMPACT** **Who has been affected?**	**RESOLUTION** **How can we move forwards**
What happened next? What has brought us here today?	Who else had been affected? How have others been affected? How do you feel now?	Do you agree with that? What do you need to move on from this? Are you OK with that?

What were your thoughts at the time? What were you thinking? What do you think about it now? How were you feeling? After that happened, what happened next? What else? At that point what were you thinking/feeling? What was in your head? What was happening before? Can you tell us more about X? Can you tell us more about the issues that have brought us here today? And then?	Can you tell us more about X? Has anyone else been affected by this? Anything else to add? If there was, how were they left feeling? Was anyone else involved? What has been the hardest thing for you? Anyone else? How have you been affected?	What will help you to move on from this? Anything else to add? What will it look like when it's done? If you can't do that, what can you do? What do you think about what has been suggested? How does that leave you feeling? When will it be done? What would that look like? Can you tell us more about X? What else needs to happen?

Recording Behaviours

Incidents of behaviours of concern are recorded on SIMS. The SLT regularly monitor this system and feedback to staff. Any behaviour concerns of a bullying or discriminatory nature are dealt with immediately (in line with the Counter-Bullying Policy), recorded and monitored.

Lunchtime Supervision

Please refer to 'Supervision Guidelines for Lunchtimes and Playtimes'

Extreme and serious behaviours

These behaviours may include:

- Physical contact with intent (e.g., purposely kicking/hitting)
- Verbal abuse with intent to cause harm
- Dangerous behaviour that puts the safety of others and/or self at risk
- Swearing or inappropriate language (racial/homophobic language)

The seriousness of these behaviours may require additional intervention to that outlined previously. The consistency of language and restorative approach after the incident are still vitally important to ensure relationships are repaired and pupils are best supported.

The staff at St John's School have MAYBO training which focuses on de-escalation techniques, and this will be used first in any serious/extreme situations.

These extreme behaviours will often require the immediate support of another member of staff, or even the SLT, to either cover the class whilst the teacher/support staff deals with the incident, or for the member of SLT to deal with the incident. It is important that the class-based adult is

seen by the pupil to deal with or be involved in the process, 'picking up their tab' and maintaining respect and relationship with the pupil.

The appropriate sanction will be dealt with collaboratively – dependent upon the need of the pupil, the consequences outlined on any Behaviour Plan already in place, the severity of the incident and, if applicable, the tariffs set out in the Positive Behaviour, Exclusions and Part Time Timetables Policy (CYPES).

A serious behaviour incident report form (see **Appendix 5**) should be completed by the lead member of staff (SLT) involved in the situation. This will then be uploaded to SIMS and sent to the relevant members of staff. A copy of this form should also be given to parents.

Managing High Level Behavioural Needs

At St John's School, we recognise that universal systems are unlikely to meet the needs of all pupils. Pupils demonstrating high level behaviours may well have experienced trauma and/or adverse childhood experiences and will need support around this. Pupils who need a higher level of support with their behaviour will have bespoke Planning around them. This will include a Consistent Management Plan, risk assessments and procedures for staff in supporting behaviour. The school rules still apply to pupil's requiring this additional support, but the approaches to helping and support the right behaviour choices requires a more bespoke approach than outlined earlier in the policy.

Consistent Behaviour Management Plan – Using the template provided by SEMHIT (after a referral), a Consistent Management Plan is designed to help support the needs of the individual through identifying baseline, rumbling, and crisis behaviours. This will be unique to each pupil with strategies that motivate the required learning and consequences that work best and meet the needs of the pupil. The plan outlines what works well for the pupil, known triggers, and effective ways of managing challenging behaviours. The plan is devised in partnership between the adults who work most closely with the pupil, the Deputy or Headteacher, and on occasions an advisor from SEMHIT. Parents should also be included in the formation and review of the plan. The plan should be reviewed after a significant incident, and at a minimum, should be reviewed half termly. A pupil at this level of behavioural support is likely to also require a risk assessment and Safer Handling Plan. Staff who feel a pupil should have a Consistent Management Plan should discuss this in the first instance with the Headteacher.

If a member of staff is faced with a potentially aggressive (physical or verbal) situation where they feel their own safety or the safety of others is at risk e.g., being in a room where a pupil is clearly emotionally heightened and aggressive, then a dynamic risk assessment of the situation is required and pupils and adults may need to leave/clear the space. The staff member would inform any member of staff as soon as possible of the situation so that help and support can be sought. This could include a phone call to a senior member of staff, calling for help or asking a pupil to get another member of staff. At this point a member of SLT would be involved.

Following any extreme incidents, the staff team involved will meet with the SLT member who supported and brief/review the incident and decision making will be shared - this could be done at lunch or straight after school. It may be at this meeting the plan is amended/adjusted in light of current concerns. At this meeting, it will be agreed who is contacting parents, how this is communicated and how it is followed up.

Also following any extreme incident, the school SLT will explore the necessity to share details of the incident with the families of those children who may have witnessed it, been impacted by it or been the target of the behaviour. We MUST consider the impact of behaviour on other's anxiety levels and ability to engage in the curriculum. Open lines of communication with parents here is vital. What was witnessed, knowledge of the incident, impact on the children and confidentiality will all be considered when deciding whether contact will be made. Any communication will always be anonymous to protect individuals.

A Serious Behaviour Incident Form (**Appendix 5**) must be completed post extreme incident and uploaded to SIMS. A copy of this will be shared with parents and the relevant members of staff.

Possible consequences of extreme and serious behaviours might include:

- Internal suspension from the classroom or playground for a fixed period of time
- External suspension from the school/playground for a fixed period of time
- Referral to education inclusion team (for persistent behaviours) at the education department
- Parent/carer meetings with head/deputy head over a period of time to agree strategies of support and monitor effectiveness and impact.

Change History

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.1	November 2022	Jamie Hazley	Replaced the previous Behaviour Policy as systems redesigned	All Staff		
0.2	September 2024	Jamie Hazley	Amendments made following extensive "When the Adults Change" CPD	All Staff		
0.3	December 2025	Jamie Hazley	Inclusion of "Extreme and Serious Behaviours" section *(including mass parental communication*) and "Our Behaviour Consistencies and Expectations for ALL"	All Staff		

Appendix 1- School Reflection Postcards

Thinking Learning Caring

REFLECTING ON OUR BEHAVIOURS AT ST JOHN'S SCHOOL

How were feeling? How are you feeling? How do you want to feel?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Who is your Behaviour affecting?	Which Behaviour Attitude do you need to work on?	How can I make this right?
ME	We think first	THINK with your BRAIN
STAFF MEMBERS	We are resilient learners and we try our best	I can be a GOOD LISTENER
CLASSMATES	We show care and respect to our community and for our environment	LOOK with your EYES

PROOF

<u>Appendix 2</u>- St. John's School Attitudes



Appendix 3- St. John's Cycle for Supporting Behaviour



Appendix 4- Sending Good News Home





<u>Appendix 4</u>- Behaviour Expectations and Consistencies for ALL

TRANSITIONS AROUND SCHOOL

- Teacher walk children to and from the playground
- Ensure all children are in the line prior to moving
- If not successful- go back and try again
- Inside voices when in the line
- Teacher at the front of the line
- Hands off one another

MANAGING THE TOILETS!

- Ensure appropriate noise level
- Consider who goes together
- Necessary visit?
- Make sure these are staffed by LSA's at transition times



STAFFING THE PLAYGROUND

- Be proactive; avoid being reactive
- Interact with children and within their play
- Facilitate play
- Identify the "needs" on the playground
- Teachers ensure external doors are locked
- Ensure respect for equipment
- Challenge physical play at source
- Staff to supervise and facilitate play within a designated zone

Appendix 5- Serious Behaviour Incident Record

Serious Behaviour Incident Record	
Date and Time	
Name of Pupil and Class	
Staff Member Name	
What was the antecedent	
What Happened	
How was the incident resolved	
Next Steps/ Actions to be taken including Restorative Actions	

Copy to Parents	
Uploaded to SIMs	
Consistent Management Plan Reviewed	
Notifiable Incident Report Required	
Follow up with Staff and Pupils Involved	