

St John's Primary School

Behaviour Policy

PSJP16



Approved by: Governors

Date: Autumn 2025

Last reviewed on: Autumn 2025

Next review due by: Autumn 2026

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Behaviour Policy

"Good behaviour is a necessary condition for effective learning to take place."

In line with our vision of **'being your best version'**, the staff and Governing Body recognise that exemplary behaviour is critical in delivering the best possible educational provision. We seek to create a caring and respectful environment in the school, underpinned by our core Christian values (love, honesty, faithfulness, kindness, forgiveness) and the knowledge that we are all God's children and of equal worth. This encourages and reinforces high standards of behaviour and effective relationships. At St John's Primary School, we value the importance of positive reinforcement and praise, ensuring that all achievements are acknowledged and celebrated. We hold high expectations of behaviour, and ensure routines and behaviour expectations are taught and constantly reiterated throughout the school year. The curriculum we offer supports our children's personal development, respect, empathy, acceptance, self-regulation and independence. We aim for all children to leave our care as mature young people ready to positively contribute to society.

We believe excellent behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Hard-working
- Respectful and tolerant
- Positively contributing to our school ethos
- Highly motivated

AIMS OF THE POLICY

- To define acceptable standards of behaviour
- Ensure the school's expectations and strategies are widely known and understood
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To encourage the involvement of both home and school in the implementation of this policy

SCHOOL ETHOS

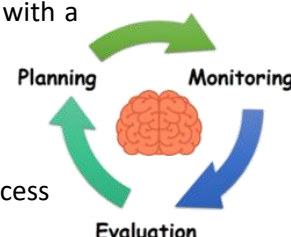
The adults encountered by the children at school have an essential responsibility to support Christian values and model high standards of behaviour, both in their dealing with the children and with each other, as their example has an important influence on the children. Therefore, St John's aims to:

- Create an environment that is underpinned by Christian values
- Promote a positive climate with realistic expectations
- Emphasise the importance of tolerance and being valued as an individual within the group
- 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 for the efforts and contributions of all

METACOGNITION AND SELF-REGULATION

To support our school ethos, we implement a metacognitive approach to learning. When faced with a task, pupils are expected to plan how to undertake it, work on it while monitoring the strategy to check progress, and evaluate the overall success. Self-regulating learners know their strengths and limitations and the strategies they use to learn. They can motivate themselves to engage in learning and develop strategies to enhance their learning and improve.

We want to develop independent learners who are motivated to reflect upon their learning process and employ strategies to improve their behaviours further.



RESPONSIBILITIES

St John's is committed to encouraging excellent behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

The responsibility of staff:

- To respect each individual.
- To set high standards and expect them to be met.
- To offer children a balanced curriculum and to ensure that the work provided is related to each child's level of learning and potential.
- To ensure that lessons are interesting and stimulating.
- To inform parents of their child's educational progress and their attitude to learning.
- Treat each school community member equally regardless of race, creed, gender or sexual orientation.
- To encourage and reward good effort and positive attitudes to learning and behaviour.
- To create a safe and pleasant environment that is purposeful and well-organised.
- Make known the rules of the school, classrooms and playgrounds.
- To follow the school's policy and use rules, sanctions and reward systems clearly and consistently.
- To be excellent role models.
- To make children aware of the Christian values in their everyday lives.
- Ensure that children are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour.
- Hold regular class assemblies and circle times that support good behaviour, respect, British values, etc.
- To work together as a team to support children's positive behaviour.
- Be vigilant during Computing lessons to ensure appropriate, effective, and safe pupil use. (Refer also to the E-Safety Policy)
- To support one another as a cooperative staff team.
- Be punctual when on duty and when picking children up after play and lunch times.
- To have self-discipline in emotional reactions to situations that arise.
- To use positive praise to reinforce excellent behaviour.

Responsibilities of the Headteacher

Under the School Standards and Framework Act 1998, it is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, setting the standards of high expectations of behaviour, and supporting staff in implementing the policy. They monitor records of reported serious incidents of misbehaviour.

The Headteacher is responsible for giving fixed-term suspensions to individual children for serious misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. At each stage of exclusion, the Headteacher will inform the school governors.

Responsibilities of the Governors

The Governing Body is responsible for setting these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines, and the Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

The responsibility of Parents

- To support, cooperate and foster a good relationship with the school.
- Be aware of the school rules and expectations and support the school in implementing these.
- Ensure that each child attends school daily, is ready for learning (i.e., well rested and fed), arrives punctually, and is collected on time. Nursery AM starts at 8:30 a.m. and finishes at 11:30 a.m. Nursery PM starts at 12:10 p.m. and finishes at 3:10 p.m. Reception/KS1 begins at 8.45 a.m. and finishes at 3.15 p.m. KS2 starts at 8.50 a.m. and finishes at 3.20 p.m.
- Encourage each child to make the most of the opportunities presented at school and take pride in their achievements.

- Encourage children to do their homework and offer support.
- They should speak to the class teacher about any concerns and share information with the school that may impact their child's learning or behaviour.
- Always speak to a school staff member if you are unhappy about something.
- To set a firm foundation at home, encourage high standards of behaviour and good manners and promote independence.
- To ensure that contact details are up to date, for use in an emergency.
- To encourage independence and self-discipline.
- Act as good role models for their children.

The responsibility of Pupils

- To follow the school and class rules.
- Aim to be their best version every day.
- To accept responsibility and the consequences of their actions.
- Respect the adults they work with and be tolerant and understanding of others.
- Be kind, helpful and caring for others, especially on the playground.
- To respect other peoples' property and the schools'.
- They must work hard in class and do their homework to the best of their ability.
- Positively contribute to the school ethos.

BEHAVIOUR AND WELL-BEING AMBASSADORS

Our Behaviour and Well-being Ambassadors act as role models within our school and help to promote and positively impact our school rules, values and ethos. They demonstrate our values in all they do and play a vital role in implementing the school rules. Their role is to help, monitor, encourage and reward excellent behaviours in learning in and outside of the classroom. With support, the Behaviour Ambassadors help engage the younger children in games and encourage them to play collaboratively. The ambassadors meet with the Behaviour Lead each half-term to set tasks and goals to be achieved.

SCHOOL RULES

We aim to work towards the following rules;

Indoor

- Use the school's Christian values to be your best version.
- Walk quietly and sensibly around the school.
- Keep the cloakroom areas tidy, and put all your things in lockers or hang up coats and bags so that people won't trip over them.
- Never touch anyone else's property.
- No one may return to the classroom at break or lunchtime unless supervised by an adult or with special permission.
- No valuable property, sweets or chewing gum should be brought to school.
- No jewellery is to be worn except small studs.
- No extreme haircuts or non-natural colours.

Outdoor (Playground)

- Respect for all adults and each other at all times.
- No foul language (including swearing and derogatory language.)
- No fighting, play fighting, judo, karate, or kickboxing at any time.
- No bullying.
- No racist, homophobic, nationalist or sexist remarks or behaviour.
- When the bell/whistle goes off, stand in silence. Wait until the second bell/whistle, then walk quietly and sensibly to the line.
- All problems should be reported to the adult(s) on duty so that they can be addressed immediately and amicably. If of a severe nature, this is to be passed on to the class teacher.

Classroom

Our vision statement, displayed in each classroom, guides classroom behaviour. Staff use various strategies to maintain positive behaviour, including the behaviour ladder, Christian value beads, dojos, thinking time, time out, restorative conversations, circle time, etc.

BEHAVIOUR LADDER

Each classroom uses a behaviour ladder to encourage positive choices and reflect our school's vision. Every child begins the day on "Ready to learn and take on challenges." The ladder helps celebrate excellent behaviour and also guides children in reflecting on poor choices. Depending on how they behave, children move their names up or down the ladder. The wording on the ladder is carefully chosen to promote intrinsic motivation and support metacognitive skills.



REWARDS FOR POSITIVE BEHAVIOUR

Our positive approach to behaviour reinforcement means praising children who are well-behaved, polite, hard-working and following our school rules. In addition to verbal praise, praise may include any of the following:

- Children having their name moved up the behaviour ladder in the classroom for going 'over and above' and being their 'best version'.
- Dojo points will be awarded, and the children will receive bronze, silver, or gold certificates depending on the number of dojos they earn.
- Children may receive a 'value bead' for demonstrating the school's Christian values. As their team's jar fills, the beads are accumulated as a reward.
- Certificates and stickers may be given to children at the discretion of the class teachers to reward positive behaviours/efforts and exceptional work.
- Children who have completed exceptional work will be asked to share it with the Headteacher. These pieces may be displayed on the Headteacher's 'Wow Wall'.
- A certificate of achievement for each class will be presented at the 'Sparkle and Shine Assembly' on a Friday.
- Half-termly hot chocolate reward with the Headteacher for those pupils who have received a certificate of achievement.

DISCIPLINARY PROCESS

The vast majority of our children behave well and respond to our system of positive behaviour reinforcement. However, some pupils do not always follow school rules. This is unacceptable, and a range of sanctions and consequences are necessary. The purpose of the disciplinary process is to encourage reflection and reconciliation, provide a restorative environment, and help pupils make good choices to behave appropriately.

Children may sometimes need to be reminded of the school rules. Still, if misbehaviour persists, the following may be applied depending on the nature of the misbehaviour and the level of response will be determined. Staff will judge the seriousness of an incident and apply sanctions accordingly. Children are made aware that they are responsible for their actions. Poor behaviour is dealt with consistently throughout the school.

Sanctions are progressive as follows:

- An initial disapproving look or gesture.
- A verbal reminder of expectations.
- Moving a name to 'Refocus and Reflect'.
- Loss of playtime/lunchtime, loss of privilege/responsibility (monitors, after-school club).
- A 'Reflecting on Behaviour' form is completed if a child continues to make poor behaviour choices. These forms are designed to help pupils think about their actions and consider how they can make better choices in the future.
- Remove child/children within a class, within the key stage, or to a senior staff member.
- Behaviour discussion with a member of the senior leadership team.
- Parents are contacted, and the incident is discussed.
- Parental involvement – For persistent problems, the child may have a home school diary, where day-to-day incidents are logged, and parents are expected to sign it at the end of each week.
- Fixed term exclusion.
- Permanent exclusion.

Serious incident

To help pupils learn from an incident and prevent future incidents from occurring, pupils will be asked to verbally 'reflect on behaviour'. This will then form the basis of a restorative conversation with an adult. Pupils will also complete a 'Reflecting on behaviour' form (see appendix 2) to consider how they can improve their behaviour. Following a serious incident, staff and pupils will receive support through a restorative and supervised conversion to help deal with the incident. They will receive the appropriate support they need to move on from the incident. Parents will be informed of serious incidents immediately.

Most instances of inappropriate behaviour are relatively minor and can be dealt with on a day-to-day basis, as shown above. Where antisocial, disruptive or aggressive behaviour is frequent, sanctions and reprimands alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and application of the whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice may be sought from the Inclusion Team/SENCO/Learning Mentor, who, in turn, may consult the educational psychologist, behavioural support team, or CAMHS if necessary.

COMMUNICATION WITH PARENTS

If a child's behaviour is concerning, teachers will contact parents. Teachers may speak with a parent when collecting their child from the classroom at the end of the day, once all children have been dismissed, or by phone if they are not routinely collected at the end of the day. If a longer appointment time is required, this will be arranged. This should be done as soon as possible following a concern. This should be discussed with the Headteacher and logged on CPOMS. Following this meeting, if there are still concerns, then a meeting should be scheduled with the parent, the Headteacher and SENDCo. Staff should endeavour to answer questions and concerns and will deal with issues as quickly as possible. However, it should be noted that there are some issues which a teacher will need to investigate further.

The aim is to ensure that all issues can be dealt with calmly and positively, in line with the school's vision of 'being your best version'.

Any unacceptable parental behaviour will result in a meeting or phone call with the Headteacher and may result in parents/carers being banned from the school premises for a period of time.

Serious incidents of unacceptable behaviour in pupils will be referred directly to the Headteacher, the Inclusion Team or another senior leader. It is essential to involve parents at an early stage. It may be necessary to involve outside agencies such as the Educational Psychologist, behaviour support team or CAMHS. In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour while fostering positive self-esteem within a child.

FIXED-TERM AND PERMANENT EXCLUSIONS

Whilst the school does not wish to exclude any child from school, very rarely, this may be necessary. The DfE has published the Exclusions Guidance (2012, updated in 2023), and the school will refer to this guidance in any decision to exclude a child from school. In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that threatening behaviour, persistent bullying or harassment (including sexual), possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, they may exclude a child permanently. If the circumstances warrant it, the Headteacher may also convert a fixed-term exclusion into a permanent exclusion.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent and fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot exclude a child or extend the exclusion period made by the Headteacher. The Governing Body has a discipline committee which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governor's appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling. Exclusion from the school on a temporary or permanent basis will be a last resort and will follow the LA Policy on exclusion.

SEARCHING

The DfE has published 'Screening, Searching and Confiscation' guidance (2014, updated in 2023), which the school will refer to if a pupil or group of pupils are suspected of possessing items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items, but we will communicate regularly with parents about this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search occurs and does not need to seek consent.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Headteacher will consider the situation's context and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If you have bullying-related concerns, please notify the Headteacher immediately. See the Anti-bullying policy.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school does not tolerate sexual harassment or sexual violence. If we discover that there is evidence of sexual harassment, sexual violence, or intimidation of a sexual nature has taken place, we will act immediately to stop any further occurrences of such behaviour. We will treat the incident extremely seriously, gaining the support of the police and Barnsley Safeguarding Team if a criminal act has taken place. If you have concerns of a sexual nature, please notify the Headteacher as soon as possible.

SAFEGUARDING

At Penistone St John's Primary School, children are effectively safeguarded from potential harm. Their safety and well-being are the highest priority in all aspects of the school's work.

The school maintains an ethos whereby staff, pupils, parents, and governors can articulate any concerns comfortably and safely, knowing that effective action will be taken as appropriate. The School Child Protection Policy is read in conjunction with Working Together to Safeguard Children and Keeping Children Safe in Education September 2023. See the Safeguarding policy.

S.E.N.D

Our school is committed to the development of the whole child within a Christian setting. We believe that:

- All pupils are of equal value regardless of gender, age, race, sexual orientation, culture, creed, faith or ability.
- All pupils are entitled to a high-quality learning experience in a stimulating, safe, secure environment that encourages confidence, independence, and respect.
- Enjoyment of learning, positive attitudes and a healthy lifestyle are fostered by celebrating achievement and applauding good behaviour.

Mrs Foster, Special Educational Needs and Disabilities Co-ordinator (SENDCo), is responsible for the management of provision for SEND children. The SENDCo will also support and coach teachers and other staff to enable them to provide appropriate focused provision for children in their class with SEND. However, all teachers are teachers of SEND and, as such, provide quality teaching that considers the particular needs of SEND pupils within the classroom. See the SEND policy.

USE OF REASONABLE FORCE

All staff members are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force', published in 2013. Staff will only intervene physically to restrain a child if the child is at risk of causing harm to themselves or others. Any incidences of restraint will be recorded on CPOMS and discussed with the Headteacher. Further information can be found in our Positive Handling Policy.

PARENT'S HOME SCHOOL AGREEMENT

At the beginning of their time at St John's, parents will be asked to sign a home-school agreement. This agreement details what the school can expect of pupils and families and what they can expect of the school. A hard copy can be requested from the school office or viewed on the school website.

MONITORING AND EVALUATION

This policy will be monitored yearly.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected and 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 permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated.

Appendix 2: Reflection form

Restorative Sheet

Date: Name:

Who or what was affected?

School equipment	Someone’s things	A person’s body	A person’s feelings

What happened?

How **were** you feeling when it happened?


Happy


Angry


Sad


Frustrated


Sneaky


Scared


Surprised


Shy


Bossy


Sleepy


Embarrassed


Mean


Proud


Nervous


Silly


Disappointed


Confused


Impatient


Curious


Kind


Obnoxious

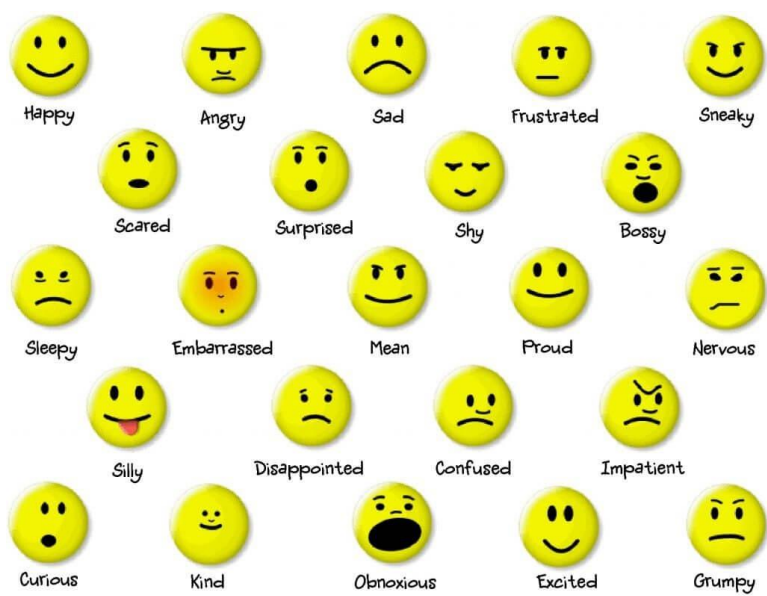

Excited


Grumpy

Something else

What can you do to make it right?

How are you feeling **now**?



Signed by student _____
Signed by teacher _____

Appendix 3: Behaviour flowchart

