



We are a 'light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.



Positive Behaviour and Anti Bullying Policy

Date Agreed	March 2025
Review Date	March 2026
Type of Policy	School based policy



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Introduction

As a Christian school, our approach to behaviour is based on our school vision and belief that we should 'Love, learning and love one-another, as God loves us'. We have many ways to encourage a love of learning through praise, rewards and celebrations. Where poor behaviour choices are made, our approach is one that emphasises the importance of reflection and restoring the situation, including asking for and receiving forgiveness.

The light shines in the darkness, and the darkness has not overcome it.
John 1:5

Our Academy Christian values are:



Visions and Values

Written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children 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 children and staff
- Children are helped to take responsibility for their actions
- Pro-social behaviour is essential for effective teaching and learning



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

Aim

This policy aims to:

1. Outline how children are expected to behave.
2. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
3. Provide a consistent approach to behaviour management.
4. Outline our system of rewards and sanctions.
5. Outline additional considerations or circumstances.
6. To foster a caring and nurturing atmosphere in which teaching and learning can take place in a happy safe environment

Central to our approach is the promotion and fostering of positive relationships, enabling everyone to work together with a shared purpose of helping each individual flourish and achieve their potential. We recognize the importance of a sense of shared responsibility for our school's climate and therefore hold high expectations of behaviour for every child, member of staff, and family.

In order to ensure fairness and consistency, we treat all children equitably and apply our behaviour policy consistently across the school. The primary aim of this policy is to provide a safe and secure environment where children can grow, learn, and become positive, responsible, and increasingly independent members of our school community. By upholding our Christian values and maintaining high expectations of behaviour, we create a positive school culture that fosters the holistic development of our pupils.

At St John's Meads, we believe that every child is unique and so are their needs, experiences and opportunities. We aim to provide a fair learning environment by ensuring that every child is provided with what they need; and accepting that this will not always be the same. It is our belief that behaviour is a form of communication which has a function or purpose. Our behaviour management systems:

- Strives to analyse behaviour and look for the root cause of the feeling or experience through the use of Zones of Regulation, taking into consideration when a behaviour is conscious; planned/ chosen, or subconscious; unplanned/uncontrolled.
- Model, teach and promote pro-social behaviours; these are characterised by a concern for the rights, feelings and welfare of other people.



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Expectations

At St John's Meads, we have some child-friendly rules that help us create a positive and caring environment. These rules are based on our Christian values:

Love one another and God - Be kind and caring towards yourself and others. Treat everyone with love and understanding

Independence - Be brave and encourage others to be brave too. Stand up for what is right and help others when they need it

Generosity - Being kind and giving to others without expecting anything in return. Sharing what you have, time, toys or love, to help others feel happy and cared for.

Honesty - Treat yourself, your classmates, teaching staff, volunteers, and the school environment with respect and honesty. Listen to others and value their opinions.

Teamwork - Working together to reach a goal. Helping each other, sharing ideas, and doing your part to make things easier for everyone.

What do we expect from our pupils?

Pupils will be expected to:

- Arrive on time and ready to learn.
- Take responsibility for the choices that they make and communicate their feelings to a trusted adult.
- Tell an adult if they see something is wrong.
- Move quietly and sensibly about the school, never running or shouting.
- Greet, and welcome all adults and other children throughout the school day.
- Hold doors open for others.
- Wear their uniform with pride.
- Show respect for the opinions and beliefs of others.
- No rough, boisterous play or contact is permitted, ensuring that children will respect each other's space.

What do we expect from our staff?

All staff are expected to:

- Teach, demonstrate and model our school Christian vision and values
- Maintain an organised learning environment, consistently applying the behaviour policy
- Staff to actively display and promote Zones of Regulation.
- Build positive relationships with children, parents and carers
- Recognise, praise and rewarding pro-social behaviour
- Personalise and adapt their approach for children with additional needs
- Appropriately deal with and record behaviour incidents and concerns promptly using Arbor.



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- Promote the safe use of the internet, particularly social media, and raise any safeguarding concerns on the safeguarding system.
- Respect pupils and listen to their views without discrimination.

What do we expect from parents / carers?

Parents and guardians are expected to:

- Work in partnership with staff to ensure positive behaviour is developed
- Support and encourage their children to follow the St John's Meads values.
- Discuss any behavioural, wellbeing or safeguarding concerns with class teacher promptly
- Inform the school of any changes in circumstances, which may affect their child's behaviour or wellbeing
- Ensure their children attend school daily, on time, in full school uniform with the correct equipment

Headteacher and Senior Leadership Responsibilities

The Headteacher and Senior Leadership team are responsible for:

- Establishing and maintaining a happy, safe, secure and well-maintained school environment
- Monitoring and reviewing the Behaviour Policy
- Ensuring that pro-social behaviours are modelled, encouraged consistently throughout the school and that staff manage difficult and dangerous behaviour effectively
- Providing regular training for all staff
- Recording and monitor behaviour across the school including incidents of a serious nature and taking steps to ensure that they do not recur

Transition Board/Governing Body responsibilities:

Transition Board members are responsible for:

- Ensuring the policy supports the school's vision and values
- Monitoring the impact of this behaviour policy in conjunction with the Headteacher
- Evaluating the policy's implementation and effectiveness

Positive Behaviour Management Strategies

Listed below are a range of strategies which have proven to be effective in positive behaviour management. As a staff team we recognise it is important to vary approaches and strategies depending on the situation, the child and any other relevant factors.

Praise good behaviour

Acknowledge: notice and describe the pro-social behaviour
Approve it: say why it is good/ positive/ helpful
Affirm: "Thank you for tidying up so quickly - you are a great helper!"

Positive Repetition

When you give a direction, ask a child who knows what to do to repeat it and praise the children who carry out the instruction (rather than focusing on children who don't).



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Verbal Reminder Tell the children what you want them to do, not what you don't want them to do, e.g. "Walking, thank you" instead of "stop running." Avoid saying, "don't" or "stop".	Non-verbal Cues Hand gestures, finger on the lips, the "look," eye contact, point to visual reminder, proximity and presence, hand on shoulder, point to a resource
Give Take-up Time Give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.	Re-direction Repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
Tactically Ignore Ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering: pick your battles!	Tone Changing the tone of your voice (lower and slower) can be effective in making children understand that you mean what you say and that their behaviour is being observed.
Distraction/ Diversion Give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.	Where/ What? "Where should you be?" (In my seat) What should you be doing? (My work).
Choices "Put your (e.g. toy) on my desk or in your bag - which are you going to do?"	Broken Record Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
Private Reprimand A quiet word rather than a public confrontation.	Physical Proximity Move closer to a disruptive pupil.
Validation Validate children's feelings, e.g. "I can see that you are looking angry because..." You can acknowledge the child's feelings – but be very careful not to validate poor behaviour.	Thank You Using 'thank you' instead of 'please' shows the clear expectation that your instruction will be followed, e.g. "Sit down, thank you!" Children want you to be in control.
Whisper In order to reduce the volume of children, instructions may be given quietly or in a whisper so that the class/ specific children need to quieten in order to hear what is happening.	Notice and Praise By praising the good behaviour of other children, children can become aware of their own behaviour and see what they need to do to be praised.
Repair & Rebuild As soon as possible after a reprimand, find an opportunity to say something positive about the child: catch them being good!	Pause & Reset Child given time to take a pause in the 'calm area' in order for them to reset their behaviour.

Supporting Behaviour

Clear Routines - We recognise that children respond well to routine; it allows them to feel safe and secure. We ensure children know what the expectations are, and that they will be challenged when they are not met. Staff are clear on the routines and expectations and establish these early in the school year. Visual timetables using communicate in print to support our pupils to know the routines and events in the day. Adaptions are made where pupils require additional support with following routines.

Relationships - Staff actively foster positive relationships with pupils in their classrooms to create the atmosphere in which children learn and behave. Staff get to know the children well so that they



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understand what can be used to motivate and interest the children and support pro-social behaviour. This is used to help to avoid triggers to unsocial behaviours.

Recognition & Praise

We aim to promote and increase feelings of success for all children by providing regular:

- Verbal praise, thanks and acknowledgement for showing or exceeding our school expectations/ values
- Positive comments written in pupils' books
- Giving children certain responsibilities in class or around school
- Awarding certificates or stickers
- Showing work to Headteacher
- Sending work home to show parents & guardians
- Weekly Headteacher awards
- Positive praise shared with parents (verbal, email or call home)
- Whole class collective rewards, for example; marble jar
- Displaying work, homework or artwork in classrooms and shared areas
- Special mentions in the weekly newsletter for achievements
- House points
- Awards in assembly

Zones of Regulation

At St John's Meads, we recognise the importance of promoting positive mental health and emotional wellbeing to our children and their families. We aim to create an open culture around the discussion of feelings and emotions and to empower our children to be able to regulate their emotions.

By implementing the Zones of Regulation in every classroom, we aim to teach our children to identify feelings in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

The Zones of Regulation is a range of activities to help your child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control.

The Zones of Regulation is based around the use of four colours to help children self-identify how they are feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns.

The children learn different strategies to cope and manage their emotions based on which colour zone they are in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.



Anti-Social Behaviour

Anti-social behaviours are likely to cause harm, distress or injury. They can be defined as 'difficult' or 'dangerous.' This behaviour is disruptive to the progress of the lesson and the learning of other children.

Difficult behaviour	Dangerous behaviour
- Refuses to follow instructions or make a choice. - Hides (e.g. under a table) to avoid responding to adult requests / joining in activities. - Refuses to attempt their work. - Distracts other children in their group. - Wanders around the classroom. - Makes an attempt to leave the classroom. - Leaves the classroom. - Repeatedly calls out during a teacher input. - Damage to property or the property of others. - Verbal insults towards adults or peers.	- Leaves the building/school grounds. - Punches a wall in frustration or anger. - Physically aggressive towards peers / staff. - Attempts to leave the school site through unsecured exits. - Hurts an adult or child physically. - Jumps off high furniture. - Pushing or throwing chairs or tables. - Verbal aggression or threats towards other.



Consequences

It is the responsibility of class teachers to deal with **difficult behaviour** which occur in the classroom. Prevention is key to diffusing situations and preventing escalation.

If any of the above become persistent incidents or are multiple, frequent **difficult incidents** they must be recorded via Arbor and passed on to a SLT member.

Unacceptable behaviour in this category includes: persistency of minor incidents as above, rudeness to staff, verbally aggressive behaviour to another pupil, being continually off-task, verbally aggressive behaviour to another pupil.

Most serious incidents (dangerous behaviour) can be dealt with by the teacher, but must also be recorded on Arbor and raised with a senior leader if it is very serious. It is the responsibility of the Senior Leadership team to monitor pupils' behaviour across the school. They will become involved if a pupil's behaviour is causing concern. They may then take appropriate action to support the class teacher.

Serious incidents include: extreme rudeness to staff, aggressive behaviour, refusal to comply with other sanctions, theft, bullying, racist language. Incidents of this nature should be shared with the Headteacher.

If a child is not meeting the school expectations following the staff member using positive behaviour management strategies, then follow these principles to address and support the child. See below:

1st Incident – Verbal Reminder referring to the rules and clearly identifying which has not been met. This may make the difference between escalation and the child getting back to work.

No consequences for this. Then allow them some take up time.

2nd Incident – a second reminder. Provide two choices of the proactive strategies to try to improve the behaviour

3rd incident - Pause and Reset child is sent to the pause and reset area with a pause and reset card and 10 minute timer



If the behaviour continues, we expect staff to see a behaviour, see the child, gauge the context and act using professional judgement. **Adults** should try to understand the behaviour and what the child is trying to communicate. Adults will use their understanding of the child, the behaviour and what is being communicated to select the most appropriate consequence.

- **Relocation** 10 minutes (with timer) in another classroom. To be logged on Arbor and communicated to parents
- **Headteacher / SLT** Repeated difficult behaviours or serious incident of dangerous behaviour
- **Sometime during break or lunch** to complete work or reflect and think about their actions.
- **Support discussion, If any of the above have been applied then the child also needs to be kept in for 5mins of their playtime to have a support discussion** in order for the child and adult to understand the specific difficulties and to empower the child to engage in the problem solving process so that they come up with a solution for themselves. This will enable longer term changes to behaviour. This discussion needs to take place with the adult involved.
- **As above, parents notified and recorded on Arbor**

At the start of each lesson the child should know it is a fresh start.

If a serious incident occurred (aggression, defiance or abusive language) the above scale of sanctions may be bypassed and a member of the Senior Leadership team or Headteacher should be involved immediately to decide an appropriate course of action. The parents would be involved as soon as possible.

Break and Lunchtimes

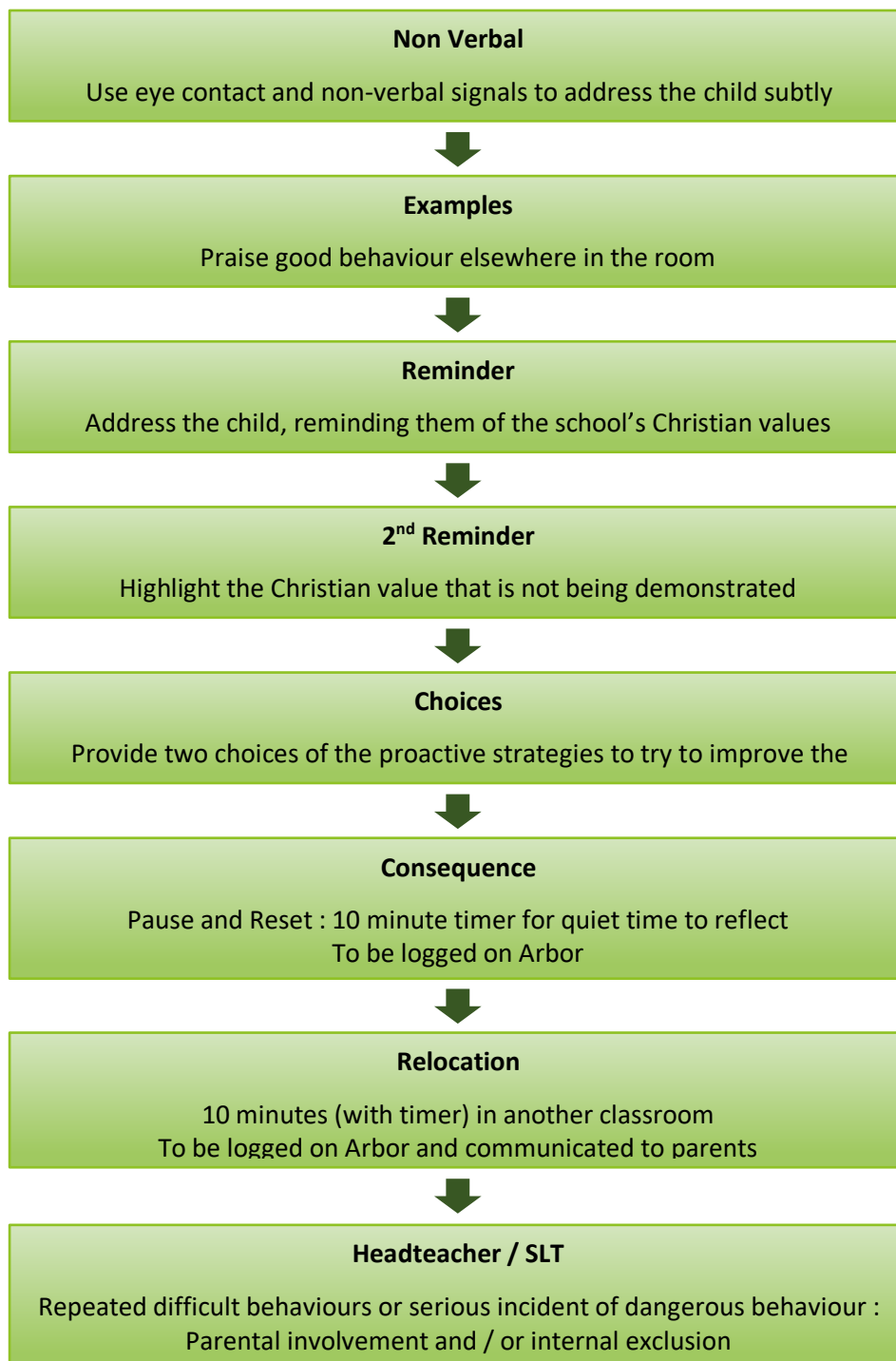
Consequences for the playground should follow the same routine as the classroom.

1. **Verbal reminder** with an explanation of what they have done wrong linked to school rules.
2. **Second verbal reminder** with an explanation of school rules and what they have done wrong.
3. **Pause and Reset** standing at the side of the playground for 5 mins.

At the start the next class session following break or lunchtime the child should know it is a fresh start.

Flowchart of stages and interventions

A child can enter at any stage depending on the severity of the behaviour. Stages of intervention when behaviour does not meet expectations. Use this formal system alongside less obvious stages, to uphold consistent expectations.





Alternative Behaviour Pathway: SEND / EYFS

Specific children to be seen by SENCO if appropriate. As part of our whole school approach to positive behaviour all staff will encourage and support children to develop a sense of right and wrong by helping children to cooperate at school. Staff will always try to explain, reason with and calm the child. The children will always be encouraged to apologise and reflect on antisocial behaviour. Any incidents will be brought to the parent/carers attention and discussed with them.

Support Structures for Pupils

The following structures exist within the school to support pupils whose behaviour is causing increasing concern and previous actions have not successfully improved behaviour. This list is not exhaustive and a combination of strategies may be used tailored to individual needs. In all cases parental involvement is essential.

Positive Behaviour Report/Plan (*appendix 2*)

These plans are for pupils whose behaviours have declined or not improved.

Pupils are involved in identifying the area of need and strategies and interventions required to change the behaviour.

Placement on the SEN Register

Pupils on the register are monitored by the SENCO and appropriate interventions are put in place. It may involve a referral to an outside agency.

Bespoke Provision

When behaviours have deteriorated to such a level that it impacts on others learning and could result in exclusion the decision may be made to remove the pupil from class for a fixed time to receive nurture and a tailored curriculum. The benefits of this are it provides continuity and connection with the school with the ultimate aim of reintegration. This is alongside an identified support plan.

Anti-Bullying & child-on-child abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Child-on-child abuse includes bullying and occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline.

We aim to educate against bullying and child-on-child abuse and to prevent its occurrence through our PSHE curriculum, participation in National Anti-Bullying Week, and the development



of cross phase friendships through roles of responsibility for older children.

However, we recognise that bullying and child-on-child abuse may still occur. If a child feels they are being bullied or abused, this can be reported directly to a trusted adult or through the class 'worry box'. If a parent has concerns about bullying, they should discuss this with the class teacher in the first instance, but this may be escalated to the Leadership Team.

Actions following an allegation of bullying or child-on-child abuse:

- Specific incidents will be investigated
- Relevant staff will be notified in order to monitor the situation going forward
- Any further incidents and actions will be logged
- Additional support strategies may be implemented (class circle time, pastoral support groups, additional adult supervision)
- The school will work in close collaboration with parents until the issue is resolved

Sexual violence and sexual harassment

At St John's Meads CEP, we take a zero-tolerance approach to all kinds of abuse, including incidents of child-on-child abuse that are classed as sexual violence or sexual harassment.

Any allegations of sexual violence and/or harassment are taken very seriously. These incidents will never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". We recognise that such attitudes can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that it is more likely that girls will be victims and boys will be perpetrators, but that all child-on-child abuse, sexual violence and harassment is unacceptable and will be taken seriously. We also recognise the increased risk for pupils with SEND to become victims of sexual violence and abuse.

Steps school will take:

1. Victims will be reassured and supported to not feel ashamed or worried that they will be criminalised
2. A DSL will be informed immediately
3. All disclosures, reports, discussions and decisions will be written and logged on My concern
4. Decisions will be made regarding the best way to manage the incident 1) internally, 2) through Early Help, 3) with a referral to children's services, 4) by reporting to the Police
5. Should an allegation be found to be unsubstantiated, unfounded, false or malicious, consideration will be made to whether any support or disciplinary action is needed.
6. The school's ongoing response will include safeguarding and supporting both the victim and perpetrators – including working closely with parents and carers.

Positive Handling & Reasonable Force

There is, on extraordinary occasions, the need to use Restrictive Physical Intervention techniques to prevent a child causing or sustaining injury, damaging property, disrupting good order or



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committing a criminal act. Linked to the Manual Handling Regulations 1992, Violence at Work Act 2003, and The Children's Act 2004, The Use of Reasonable Force Guidance 2013 (England) allows staff to use 'reasonable, proportionate and necessary' force under these circumstances. St Johns Meads has a number of staff trained to use restrictive physical intervention techniques. A decision to use physical intervention is only ever used as a final resort when other de-escalation techniques have not been successful.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

Fixed Term Suspensions and Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfE, September 2022).

Only the Headteacher has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

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



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The Headteacher informs the Chair of the Transition Board about any permanent exclusions, and about any fixed-term suspension beyond five days in any one term. The Transition Board itself cannot either exclude a child or extend the suspension period made by the Headteacher. The Transition Board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of Transition Board members. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the Trust, and consider whether the child should be reinstated. If the Transition Board appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Following a suspension the school holds reintegration meetings with the parent and pupil. These meetings provide an opportunity to support the pupil with reintegrating back into school and ensure that they have a full understanding of what is expected of them.

Further details regarding suspensions and exclusions can be found in separate the Suspension and Exclusion policy on the St Johns Meads school website.

Searching & Confiscation

The Headteacher and other authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for. Banned items do change over time so it is difficult to produce an extensive list. In general children are not to bring into school items which could be used to harm others. Children should only carry into school the items needed for the days learning and should avoid bringing in items of value.

Searching and screening pupils may be conducted in line with the DfE's latest guidance on searching, screening and confiscation:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Searching, Screening and confiscation advice February 2014.

In line with this guidance parents will be notified if any new items become banned during the course of the year. However, we would only search pupil's property if we had concern that they may have with them items which may be dangerous to themselves or other pupils, or where there was a concern that pupils had property which was potentially stolen. Removal from class On rare occasions it may become necessary to ask pupils to come out of class if they are behaving in a way which is dangerous or detrimental to the learning of other children. If pupils are not able to make this choice an adult will assess whether it is safer to remove the pupil or to move the class to continue their learning to an alternative space. The decision to do this will always be based on the safest option for the children and adults involved.



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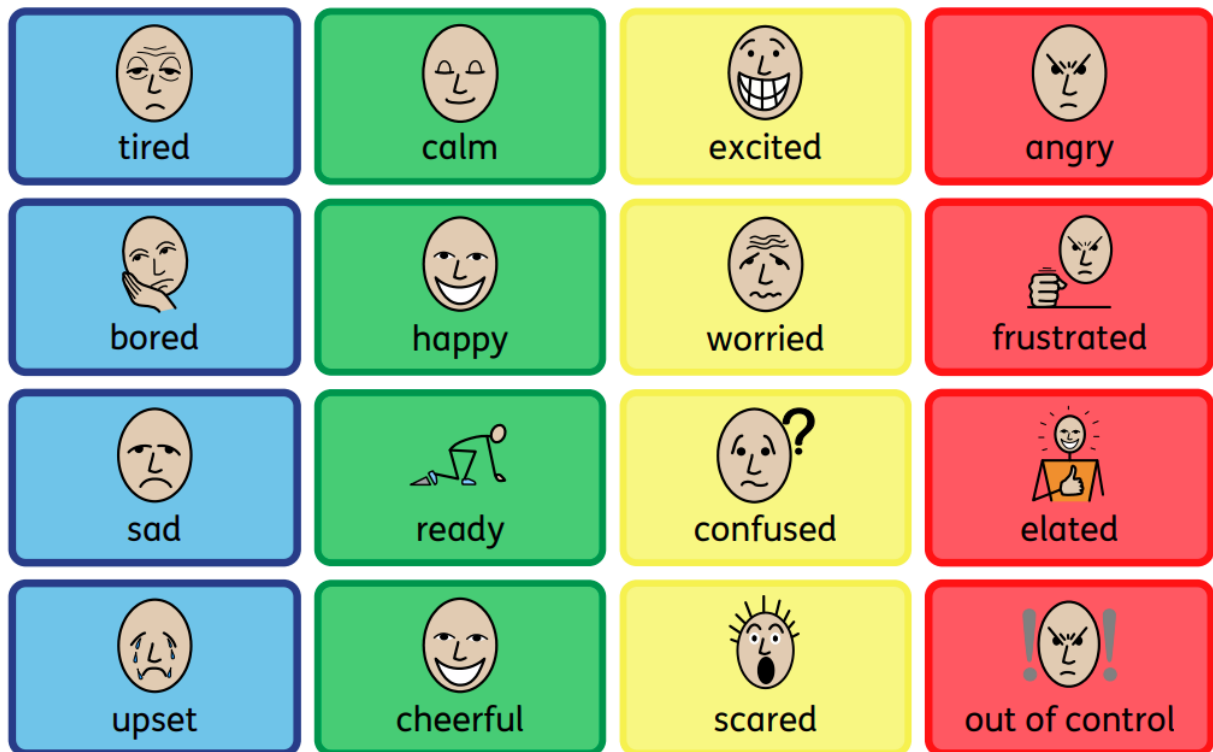
Links with other policies

This policy is linked to the following:

- Child Protection and Safeguarding policy
- SEND Information Report & Policy
- Wellbeing Policy
- PSHE & RE Policies
- Exclusion and Suspension policy

Appendix I

Zones of Regulation: How is your body feeling?



Appendix 2

Positive behaviour card

Date:

Name:

Class:

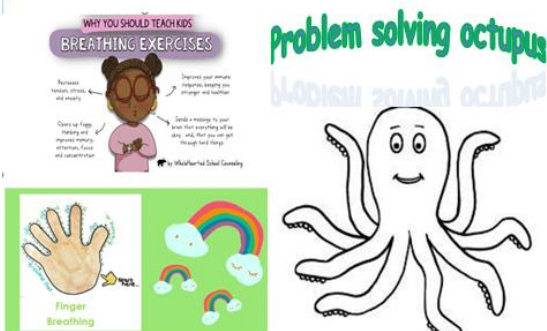
Behaviour we want to see:

1.

2.

3.

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1					
Break					
Session 2					
Lunch					
Session 3					
Rewards	★	★	★	★	★



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
sad	happy	frustrated	angry
tired	calm	worried	terrified
sick	feeling ok	silly	yelling
bored	ready to learn	excited	hitting
I can try...	I can try...	I can try...	I can try...
stretch	drink water	deep breaths	take a break