



Behaviour Policy



Royston St John's CE Primary School Enhance Academy Trust September 2025

Contents

1 Vision and values	2
2 Active ingredients of our behaviour strategy.....	2
3 School rules and expected behaviour.....	3
4 Setting and maintaining social norms.....	4
5 Creating a feeling of belonging.....	5
6 Enabling success	6
7 Expectations of adults.....	6
8 Recognising positive behaviour.....	7
9 Responding to inappropriate behaviour.....	7
10 Reasonable Adjustments	12
11 Right to Search a Pupil.....	12
12 Behaviour outside of school	13
13 Exclusion.....	14
14 Record keeping	16
15 Home-school agreement.....	16

1 Vision and values

At Royston St John Baptist CE Primary School, we strive to create a secure and happy environment for all. We are a Christian community who delights in learning, inspires high aspirations and broadens experiences. We learn to love our neighbours as ourselves and stand up for what we believe is right. Through our values and actions, we bring hope into our community and to the future of our world.

Our theological vision is rooted in the parable of The Good Samaritan in which we should “go and do likewise” Luke 10:37.

Christians believe that all are wonderfully and individually made in the image and likeness of God. It is therefore important that everyone at St John’s enjoy an equal dignity. Accordingly, based on our Christian vision, St John’s is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone’s gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation.

2 Active ingredients of our behaviour strategy

- Consistent, calm adult behaviour
- First attention to the best conduct
- Equality of adult authority
- Reasonable adjustments
- Positive language choice
- Relentless routines, taught and practised
- Enable success because success breeds motivation
- Every child has unlimited potential for us to unlock

3 School rules and expected behaviour

Exceptional behaviour is at the heart of effective learning. In order for St John's to have a calm and purposeful atmosphere, we have three rules:

- be ready
- be safe
- be respectful

A calm and purposeful atmosphere relies on more than rules though. Adults clearly explain what desirable behaviour looks like and below are examples related to our rules:

Ready	Respectful	Safe
Come to school on time.	Greet adults politely when we arrive each morning.	Move calmly around the school and outside.
Look at and listen to the person talking.	Thank the adults that we work with at the end of the day when we leave.	Use play equipment properly.
Follow instructions the first time.	Pick up after ourselves and others.	Kind hands and feet.
Start work straight away.	Do things for others because it feels good.	Tell an adult if something is wrong.
Wear the correct uniform.	Work hard in lessons.	Play only in the places allowed.
Line up promptly.	Notice when others have done something for me.	Use technology responsibly.
Come to school with the correct equipment.	Hold doors open.	Wash hands regularly.
	Win gracefully.	Catch and bin coughs and sneezes.

4 **Setting and maintaining social norms**

Good behaviour is taught, not told so adults teach children how to behave. We use routines, rewards and sanctions to encourage children to do the right thing. Adults will:

- Explain clearly what you expect, provide examples and model it.
- Tell them why good behaviour is important and get them to explain it to each other and the group.
- Narrate positive recognition for children doing the right thing.
- Frame instructions using positive language.
- Gain attention, pause, then give an instruction.
- Only talk when the group is silent and looking at you.
- Have a signal for silence such as a bell.
- Stand still to speak and give good eye contact.
- Explain expectations before they follow an instruction.
- Break expectations into small chunks and provide lots of practice
- Arrange furniture with a clear purpose.
- Have a lining up order and instruct line leaders to stop at given points.
- Keep expectations at all times – don't ease off.
- Reboot expectations regularly.

They will also:

- Avoid asking 'why' questions when dealing with misbehaviour.
- Use partial agreement (maybe, but) to stop conversations going off on a tangent.
- Draw attention to the majority meeting expectations rather than the minority not doing so.
- Give conditional permission when children ask to do something When you have started your work, then I can come over and help you.
- Narrate the reason for tidying up: If we leave this room like this, someone will have to stay later and see their families later. That isn't right. Let's do this together now...
- Narrate the reason for not wasting food: It has taken three hours to cook the food and putting it in the bin is not right. Eat all you take.

5 Creating a feeling of belonging

If we do not show children that they belong to our community, they will find somewhere else to belong. What adults say to children and about children makes them feel like they belong:

- 'I'm telling you this because I have very high expectations and I know that you can reach them.'
- Highlight interests and experiences you and children have in common.
- Narrate how lucky children are to have adults that care about them to hold them to high standards.
- Tell children how hard you work for them preparing lessons etc.
- Show kindness as the default in every situation.
- Show a genuine interest in children's lives.
- Emphasise the similarities, shared values and common identity between children.
- Narrate what makes St John's special regularly.
- Narrate a child's value to the group.
- Tell children that they belong to the group.

Adults teach children important social interactions which make a group more cohesive:

- Teach children to notice when someone has done something for them.
- Encourage new friendships.
- Involve children in choosing awards for their peers (such as the recognition board).
- Encourage children to take joy in the success of others and to appreciate their hard work.
- Encourage humility in success.
- Encourage children to see their peers' points of view.

Adults set tasks for children that bring a group together as a team:

- Children greet teachers politely each morning / first time they see them.
- Children thank teachers at the end of each day.
-
- Involve children in choosing awards for their peers (such as the recognition board).
- Get children to think / write / talk about values important to them.
- Develop a collective activity e.g., song / dance / game.
- Children write termly thank you letters.

6 Enabling success

Success breeds motivation so children need to feel successful if they are going to commit to working hard and taking risks. To enable success, adults:

- Give positive recognition.
- Provide lots of practice.
- Explain why the work is important.
- Understand that different children are motivated by different things (pleasing adults, wanting to be the best etc.).
- Explain that they were successful because of their own efforts.
- Provide clear explanations and modelling.
- Give short, clear instructions (consider pictorial prompts).
- Have a clear outcome in mind.
- Show an example of what excellence looks like.
- Give timely and useful feedback.
- Provide scaffolds.
- Prevent disruption.
- Break tasks into small steps.
- Make it easy to start the work.

7 Expectations of adults

Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children.

Adults' expectations of behaviours for learning are a self-fulfilling prophecy, so at St John's:

- we expect that through great teaching, great tasks that are scaffolded where appropriate, and given time, all children can learn age related content;
- we expect that all children will attempt work independently,
- TAs do not sit with the same child or group of children each lesson, instead TAs are deployed to children or groups of children based on needs in each individual lesson,
- we talk about children who have quickly grasped a concept or those who are new to it and
- we do not label children or groups of children by their perceived ability.

Positive adult / child relationships are crucial. We understand that to change children's behaviour or mood, we may need to change our own. We're pleased when they get it right and calm if they get it wrong. Behaviour is functional, predictable and changeable, so:

- we influence children's moods to be more positive and
- we invest time in building trust and relationships with all children

We operate a clear approach to how we can gather a class back together/ larger groups together quickly. The following process is to be used by all staff.

Raise your hand

Then say...

STOP.
EVERYTHING
DOWN.
EYES ON ME.

When in the hall
adults should say ...

STOP.
EYES ON ME.

8 Recognising positive behaviour

Adults acknowledge the meeting of expectations and praise children for exceeding expectations. We use intrinsic rewards such as attention, praise, informing parents or granting privileges and are aware that extrinsic rewards can distract from learning and use them sparingly and with professional judgement.

We use positive recognition to encourage the behaviours that we expect from children. Each class has a recognition board and desirable behaviours are celebrated by children's names being added to the recognition board. This is refreshed regularly at the teacher's discretion.

Other ways that adults reinforce positive behaviour include:

- telling parents,
- sending the child to other staff to celebrate success,
- a special mentions certificate in assembly,
- receiving a postcard from senior staff or
- representing the school in external events.

9 Responding to inappropriate behaviour

Adults expect that instructions are followed the first time. At St John's we expect equality of adult authority. Inappropriate behaviour can be classified as low level or serious:

Low level	Serious
Not listening to the speaker Interrupting others Distracting others from working Slow to line up Dropping / walking past litter	Swearing Insulting others Bullying Defiance Violence

Any sanction that is applied by adults are done so with the goal that it will make the inappropriate behaviour less likely to recur.

Sanctions

We also accept that there will be times when the behaviour of our children does not meet our expectations. When this is the case, we will explore the negative behaviour with each child and ensure that the behaviour is discussed and remedied using a restorative approach and a suitable sanction. The restorative approach encourages children to take responsibility for their own behaviour and 'put right' their wrongs.

The school may use one or more of the following sanctions in response to unacceptable behaviour: We follow the consequences system.

Stage	Key Stage 2	Early Years & Key Stage 1
	Verbal Reminders*	Verbal Reminders*
Stage 1	Warning	Warning
Stage 2	5 minutes loss of playtime/lunchtime/lunchtime (whichever comes first)	5 minutes time out + restorative conversation
Stage 3	Loss of whole playtime or 15 minutes of lunchtime (whichever comes first) <i>Logged on CPOMS under 'Stage 3 Behaviour' and Parents informed</i>	Repeat of 5 minutes time out + restorative conversation <i>Logged on CPOMS under 'Stage 3 Behaviour' and Parents informed</i>
Stage 4	Loss of playtime and lunchtime (+ sent to SLT) <i>Logged on CPOMS under 'Stage 4 Behaviour' and Parents informed</i>	Timeout with member of SLT <i>Logged on CPOMS under 'Stage 4 Behaviour' and Parents informed</i>
Stage 5	Internal Isolation (Decided by SLT) <i>Logged on CPOMS under 'Internal Exclusion' and Parents informed</i>	Internal Isolation (Decided by SLT) <i>Logged on CPOMS under 'Internal Exclusion' and Parents informed</i>
Stage 6	Suspension (Decided by SLT) <i>Logged on CPOMS under 'Suspension' and Parents informed</i>	Suspension (Decided by SLT) <i>Logged on CPOMS under 'Suspension' and Parents informed</i>

*There is no fixed number of verbal warnings. This needs to be decided by the adult teaching the class.

	Example behaviours that would lead to each stage (this is not an exhaustive list)
Warning / rule reminder	Swinging on furniture Shouting out General 'carrying on' Poor levels of work Talking to another student across the classroom Distracting others
Stage 1	Continuation of above behaviours
Stage 2	Continuation of above behaviours
Stage 3	Refusing to do work – pupil to complete missed work during playtime until an acceptable amount of work has been done Being disrespectful to an adult / refusal to comply Destroying school property Continual disruption of lessons Physical aggression
Stage 4	Physical fighting Swearing Sexualised language and behaviour (to be decided by SLT on a case-by-case basis) Continuation of Stage 1- Stage 3 behaviours
Stage 5	Persistent disruption Refusal to follow the school rules
Stage 6	Unprovoked physical assault to staff member or pupil Severe damage to school property Severe verbal assault Extreme refusal to comply

Refusal Some children in school struggle to manage their behaviour and may refuse at first to do what is asked. Rather than jumping straight in with a Verbal Warning, the below steps need to be used to encourage the child to do what is asked.

Step 1	<p>Encourage the student in a light-hearted, smiling way: "Hey you can do this. Let's get you started."</p> <p>Don't make a big deal out of it and escalate the situation. Don't tell yourself, 'Here we go again. This child never does any work.'</p> <p>Don't get all riled up. Stay upbeat, and don't show that you're frustrated or discouraged.</p> <p>Explain what the child needs to do and then say, "I'm going to come back in 2 minutes and I know that you'll have made a start."</p> <p>Just say, "Alright, great, you've written the date. What's the next step?" and point the student toward getting started.</p>
Step 2	<p>If that doesn't work, find out what the problem is in an empathetic way e.g., "I notice you're still not writing. Is this difficult? Can I help?"</p> <p>Say this quietly, while kneeling down or sitting so you're at eye level with the student. Give the student a chance to express frustration or anything that's bothering him or her.</p> <p>Use phrases such as "I can see that something is upsetting you – let me try and help" or "I am here to help"</p> <p>With some children, the use of distraction may work (e.g. – asking them to come with you/TA to do a job etc"</p> <p>DO NOT SAY IN FRONT OF THE CHILD – "he / she is refusing again" or "That's a Stage 3... for refusing" (we will still be consistent with consequences but by saying them in this way will just escalate the situation)</p>
Step 3	<p>If that doesn't work, explain the natural consequences that will happen e.g., "You need to get started, or you're going to run out of time. Let's go." or "You need this paragraph finished by 10:15 (use of a sand timer etc). What part can I help you with?" or "Are you ready to work on your own?"</p> <p>You're not upset or showing frustration at this point, but your tone is very serious. There's no more smiling now. You're calm, but you mean business.</p>
Step 4	<p>If that doesn't work, let the student experience the consequences and talk to him or her about it This is something that's best done one-on-one, too, i.e. "I have to take break time away for....., which is super disappointing.</p> <p>What can we do next time to make sure you're able to get the work done?"</p>

It is made clear to both the parents and the child that any further inappropriate behaviour may result in a fixed term exclusion. Fixed term and permanent exclusion are at the discretion of the Headteacher only.

10 Reasonable adjustments

Where a child has a mental health condition that amounts to a disability and this adversely affects their behaviour, we make reasonable adjustments to our policies, the physical environment, the support we offer and how we respond in particular situations.

11 Right to search a pupil

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarettes and vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

The Headteacher and authorised staff will also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A search may be conducted with the consent of the pupil but can also be conducted without consent if there are reasonable grounds to suspect a child is carrying a prohibited item. A search should be conducted by a same sex member of staff unless there is serious risk that someone will come to harm if the search is not conducted immediately. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of this policy.

For further detail, please refer to Searching, screening and confiscation at school (DfE, January 2018).

12 Behaviour outside of school

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

13 Exclusion

Internal exclusion

It may be necessary for a child to be separate from their class for a period of time as a sanction for persistent low-level behaviour or a serious incident. SLT will take responsibility for supervision of the child while the teacher will provide work. The teacher or teaching assistant will check in with the child regularly to repair relationships and prepare for reintegration. All internal exclusions are recorded, including the date, duration and reason.

Fixed term exclusion

Exclusion from school for a fixed time period is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2015).

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.

The purpose of exclusion may be to allow:

- a cooling off period,
- time for thought and discussion,
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parents/carers.

A pupil may be excluded for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the exclusion and their rights to have their views taken into account. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the exclusion lasts for more than 5 days. An early meeting with the Headteacher may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

Permanent exclusion

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Headteacher's discretion, a case conference may be organised. The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

Notifying appropriate bodies regarding exclusions

The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

14 Record keeping

Persistent low-level misbehaviour and serious incidents are recorded on CPOMS. Senior leaders maintain records of internal, fixed term and permanent exclusions to analyse patterns.

15 Home-school agreement

We believe in an effective and meaningful partnership between home and school. To this end, St John's will:

- explain our behaviour policy and home-school agreement to parents and children when they first come to our school and at parent interviews when necessary;
- make contact with parents before serious situations develop whenever possible;
- at appropriate times involve parents in managing children's behaviour and
- reaffirm the home-school agreements every 2 years.

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies,
- co-operate with the school in maintaining good behaviour and
- be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing, and the school is able to suggest local parenting courses to parents.

Last reviewed in September 2025

Next Review due by September 2026

