



## Behaviour Policy

August 2025

Next review: September 2026

This Behaviour policy should be read in conjunction with the following policies:

[Safeguarding and Child Protection Policy](#)

[Anti-Bullying Policy](#)

[Cyberbullying Policy](#)

[Acceptable Use Policy](#)

[Physical Restraint and Use of Reasonable Force Policy](#)

[Searching and Confiscation Policy](#)

[Disability Policy](#)

*The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities.*

*This policy has been drawn up using advice from [Behaviour and Discipline in Schools: Advice for Headteachers and School Staff](#).*

#### **Aims:**

- To promote good behaviour, self- discipline and respect
- To promote an environment where everyone feels safe, valued and free to learn to their best ability
- To prevent bullying

#### **School Rules**

The school does not have a complex set of rules, with a fixed scale of associated sanctions. Rather, we follow the simple rule that we should treat others as we would wish to be treated and base our pastoral expectations on the application of this rule to any particular circumstances.

#### **Promoting Good Behaviour**

The helpful examples set by adults both in the ways in which they conduct themselves, the respect they demonstrate to each other and the children, and in their consistent and collective expectations of the children, is a key ingredient in teaching good behaviour. Our Emotions for Learning curriculum and principles underpin the way in which we promote good behaviour, being based on understanding how we build strong and secure relationships with children. As well as staff acting as positive role models and working to build connection with the children, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- **Courtesy:** Pupils will be expected to be polite at all times. Impolite language or behaviour will be drawn to children's attention.
- **Respect:** Pupils will be expected to treat other people as they wish to be treated, with kindness and respect.
- **Dress:** Pupils will be expected to come to school dressed appropriately in the correct uniform without adornment, with tidy clothes, clean shoes and combed hair.
- **Lessons:** Pupils will be expected to await the arrival of the teachers before lessons in a calm manner outside the classroom. They will enter quietly and before leaving they will stand behind their desks until the teacher dismisses the class together. Pupils are expected to be silent whenever requested by the teacher to do so.
- **Property:** Pupils will be expected to respect their peers' property and the school's property at all times. Any acts of vandalism will be fully investigated and parents will be expected to make a contribution towards the cost of damages. Boarders must report any accidental damage to house property to staff immediately. No sports equipment (including balls, racquets and bats) should be kept in dorms and there should be no eating or drinking in dorms.
- **Use of Lockers:** Pupils will be expected to use their lockers responsibly. Pupils are not allowed to go into other pupils' lockers for any reason.
- **Older pupils** will be expected to be good role models for younger pupils and to set helpful examples of good behaviour and respect. This is particularly important in the boarding house when younger pupils need help getting used to the boarding routine.
- **Privacy:** Boarders are not allowed to go into other boarders' dorms and must respect the privacy of the other boarders in their dorms and their possessions.

- **Safety:** Boarders must not walk alone between school and the boarding house and must use North Drive when entering or leaving Senior House. Boarders can only return to the house in threes during the school day and must sign out with the Senior House Secretary. After school, Form 5 and 6 Boarders may move between SH activities and the Boarding House in pairs, providing they have let the member of staff on duty know and they let the next member of staff know once they arrive back at the House / activity. Members of staff will alert the receiving member of staff to expect them. Ball games are not permitted outside the Boarding House due to the proximity of the road.
- **Technology:** Mobile phones are not allowed in the boarding house. Any technology such as MP3 players, kindles and tablets must be declared and must not access the internet or be loaded with games, gaming apps, movies or music videos.

### **Resolving incidents and conflicts**

The school strongly encourages children to resolve and problem-solve issues for themselves where possible, and we teach them how to do this using our Emotions for Learning Curriculum, starting with our youngest pupils in KG. In KG they are taught three initial steps to problem solve which are:

- Stop and calm down
- Say the problem
- Say the feeling

In T1 two further steps are added which are:

- Think of a goal
- Make a plan

From T2 upwards the children are encouraged to add the two remaining steps which are:

- Try your plan
- Say how your plan worked

We call this process with the children, 'Calm, Explore, Do' (and with the adults it is 'Connect, Explore, Act').

### **Managing Transitions**

The school is aware that transitions can be times of anxiety for pupils. This includes both normal transitions around the school site during the day and the more significant changes of teachers and classrooms that happens at the end of the year. Boarders and choristers are more vulnerable so extra consideration will be given to their needs.

In Pre-Prep, children are supervised when they are moving around the school building. In Forms 1 and 2, children are sometimes trusted to move to another space within the school unsupervised, providing that their behaviour is appropriate. Children are only allowed in an outdoor space if there is a member of staff on duty.

At Senior House children are afforded more independence and are free to move around the buildings and grounds. All outdoor spaces are supervised by a member of staff.

At the end of each academic year children who find managing the transition to a new form difficult are identified and a plan is put in place to manage the transition. Handover meetings are held between the current tutor and new tutor so that any necessary information is transferred early on.

In the Boarding House each child has an individual boarder's plan, written by the Head of Boarding, detailing all the actions put in place to ensure the child has as much support as possible being away from home. This will include such things as dealing with homesickness and any support needed for learning or pastoral needs. This is particularly important for choristers who have a heavier workload.

Children who are new to the school are inducted into the behaviour expectations through our pastoral network, which includes: regular meetings with the tutor; PSHEE and E4L lessons; Assemblies.

### **Support Systems for Pupils**

The school has an excellent pastoral system where the pupils are actively encouraged to share their worries with an adult. Each child has a safety network of adults to whom they can go with a worry and this work is revisited at the beginning of each term. Each child has a tutor whom they see regularly and each tutor discusses their tutees at a weekly meeting with a senior member of staff to ensure all is well. The Head and the Deputy Head are kept informed of all pastoral issues.

### **Rewards**

While some of our pastoral work is naturally and properly devoted to discovering and resolving concerns, the majority of our time should be spent recognising, acknowledging and promoting all that is positive within the community.

It is important always to look for opportunities to praise and encourage, within and beyond the classroom. The cumulative effect of such an approach is very powerful. As a school that prides itself on the care of the individual we need to ensure that we praise and encourage each child, regardless of age and ability. We recognise that there is a scale of motivation from intrinsic to extrinsic and favour those that are aimed at nurturing intrinsic motivation. We believe that children are motivated to achieve well in learning through intrinsic motivation of mastery, relatedness and autonomy. In lessons, teachers employ various strategies to intrinsically motivate children in these areas, including:

- **Praise:** Praise for children's efforts will foster self-esteem and perseverance and is a key factor in children's academic and general progress. This could come in the form of praise for endeavour in the classroom, on the sports field, in the boarding house or for acts of kindness around school. At Byron House, the pastoral concerns notice board includes a section for 'quiet congratulations'. Any member of staff may write up kind acts, positive mindsets for learning or achievements for particular children so that other members of staff can congratulate them quietly.
- **Written Comments:** Positive written comments give the children tangible feedback for their efforts. In Byron House, this may include 'Mindsets for Learning stickers', which are used to draw a child's attention to the fact that a piece of work or attitude has been noticed as exhibiting one of our school 'Mindsets for learning'.
- **Activities off-site** for the whole boarding house may be used to develop the comradery and community feel within the boarding house.
- **Congratulations:** The School's primary concern is to ensure that children learn how to get the best out of themselves. For this reason, when there are successes in public scholarships in whatever discipline, there is much discrete congratulation of the child concerned but there is not a public ceremony of congratulation.
- **Celebration of work:** good pieces of work are shared with the class during lessons, or through display. They may also be shared with a member of the Senior Leadership Team.
- **Compliments:** as part of the Emotions for Learning curriculum, children are actively taught and encouraged to give compliments to each other.
- **Challenge by choice:** giving children autonomy over the level at which they are working.
- **Children leading in learning:** involving children in choosing the topics they would like to learn, or following their lead in how they learn or present their learning; play-based learning in the Pre-Prep; giving children a choice of how they present their learning.
- **Purpose:** making the purpose of learning clear to the children and where possible giving them a real purpose for their learning.
- **Progress:** employing different strategies to help children to understand, see and celebrate their progress in learning. This might be through 'growth mindset' grids, start and end of unit self-assessment, peer assessment, the teaching of the editing process or success criteria such as 'mark ladders'.
- **Relationship:** giving opportunities for collaborative learning, as well as nurturing secure relationships between staff and children.
- **Feedback:** including peer and self-assessment, as well as teacher-led feedback that focusses on mindsets for learning as well as the content of work and shows children both what they have done well as well as what they can improve.

At the end of Form 6, there is a 'Form 6 celebration and speech day' in which the contribution of each child to St John's is celebrated as a community. Children's particular strengths are shared and remembered and they are each awarded a book. Some individuals who have achieved particularly highly in each subject are recognised with a prize, which is for the purpose of celebration (rather than motivation).

Sometimes, a child's individual needs may mean that more extrinsic motivations are needed and where this is the case a behaviour or learning plan will be written detailing the strategies to be used in the form of an 'Assess-Plan-Do-Review' document that is shared with parents and reviewed on a termly basis.

## **Sanctions**

### **The school will NEVER**

- **Use corporal punishment or threaten to use corporal punishment.**
- **Use unacceptable, excessive or idiosyncratic punishments including any punishment intended to cause pain, anxiety or humiliation, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter to parents or any appropriate independent listener or helpline' or require pupils to wear distinctive clothing as a punishment.**
- **Withhold medical, optical or dental treatment as a punishment.**
- **Deprive a pupil of sleep.**
- **Lock or isolate a pupil in an area or room of a building**

The following are the sanctions the school will use which reflect the seriousness of an incident and convey a deterrent effect:

- Minor incidents may only need a private and informal word with the child or children involved.
- Restorative justice: children may be asked to give up some of their free time to give back to the community. This could be helping a teacher, litter picking, arranging a lunchtime activity or planning and running a charity event. This will be recorded on the child's electronic action plan (on 3Sys).
- Loss of free time: if a child does not complete a piece of work because they have not been behaving appropriately, they will be asked to stay in for a period to complete a satisfactory amount of work. At Byron House this will be in their classroom. At Senior House, this will be in detention in Room 9. This will be recorded on the child's 3Sys record for monitoring purposes.
- Loss of privileges: a child who misuses a facility may be banned from it for a period of time. This will be recorded on the child's 3Sys record.
- A child who causes upset may be banned from an area in the school for a period of time. This will be recorded on the child's 3Sys record.
- Detention: at Senior House children who misbehave in lessons or around school may be sent to a lunchtime detention which is 30 minutes long. This will be recorded on the child's 3Sys record. Where a detention is given, this will be for situations in which work has been disrupted due to the behaviour. The teacher should therefore set work for the child to complete in the detention, ideally linked to the work they have missed in class.
- SATIS: A child may be put on SATIS to help them to improve their behaviour. This involves the child having targets set on the card which is carried around by them and signed by staff. Most children find this a helpful and positive experience.
- Behaviour plans: a child who has more complex or serious behavioural difficulties will have a behaviour plan (using the 'Assess-Plan-Do-Review' format). This will be reviewed on a termly basis or sooner if appropriate and will always involve the parents.
- In an extremely rare case of a serious breach of discipline, a child may be given 'time out' in agreement with the parents, for parents to discuss the situation with the child and for the child to reflect on his or her behaviour. Such an absence can only be authorised by the Head or the Deputy Head.

## **Boarding Sanctions**

Sanctions for boarders will take place during evening activity time and, wherever possible, on the same evening as the sanction is given. This might be an issue for choristers as their free time is limited and therefore the sanction may need to be delayed to a more appropriate time. The sanctions in the boarding house are similar to the day school in that they reflect the seriousness of an incident and convey a deterrent effect with the emphasis

being on restorative justice. All sanctions in the boarding house are recorded in the sanctions log. The following sanctions may be used:

- If a boarder is found to have a mobile phone or to be using technology inappropriately, the equipment will be confiscated and parents will be asked to come to school to pick it up.
- Restorative justice: this may include litter picking, bin emptying, tidying of communal areas, laundry, cleaning glass mirrors and surfaces, helping with wall displays, reading to younger children or charity work.
- Loss of free time: this could involve missing an activity to write a letter of apology or to learn a poem.

### **EYFS Sanctions**

Many minor incidents in EYFS will be dealt with by using the 'Plan to resolve conflicts' which is set out above. However, the following sanctions may be used in KG.

- Supervising the child in a quiet area and helping them to calm down
- Having a quiet word with the children involved
- Asking children to apologise to each other
- Asking children to either draw or make something to say sorry to another child or adult
- Creating a behaviour plan, which is always explained to the child and of which parents are always made aware.
- In extreme cases, and only if we feel the child is too exhausted or overwhelmed to manage their behaviour for that day, we may ask parents to collect their child. This would only be agreed by the Head or the Deputy Head.

### **Temporary and Permanent Exclusion**

Suspension and exclusion fall within the authority of the Head only. This would only happen as a consequence of a child's failure to respond to the measures outlined above, in which case parents would have been warned in advance, and in writing, of this possibility, or as a result of a disciplinary breach of very serious proportions.

- Exclusion for behavioural reasons would only follow at least one period of temporary exclusion unless the breach of discipline (within or beyond school) was so serious that the expulsion of a child was deemed to be in the School's best interests or those of the child or other children.
- Reasons for suspension and exclusion of a child may include the bullying (including cyberbullying) of other pupils, persistent non-attendance of the pupil without good reason, possession of or use of alcohol or illegal substances, persistent refusal to conform to the school's behavioural expectations or the school's inability to guarantee the safety of the child or other children or the school. Pupils who make a malicious accusation against a member of staff will fall into this category.
- In such circumstances, the school would act fairly and properly in deciding whether a pupil must be suspended or excluded from the school and wherever possible would seek the agreement of the parents before a decision was taken.

### **Physical Intervention**

- All staff with responsibility for children's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring minimal risk of injury to pupils and staff.
- Staff must follow the guidelines set out in the [Physical Restraint and Use of Reasonable Force Policy](#).

### **Removal from the classroom**

Children will be asked to leave the classroom if:

- Their behaviour is disrupting the learning of others and they do not respond to the teacher
- They need further support from another member of staff if they are not in control of their actions or are overwhelmed.

Children may be given the opportunity to have a movement break (either independently for older children or with a Teaching Assistant for younger children) and return to the classroom to talk quietly to the teacher before resuming work. Alternatively, they may be asked to go to a Senior Member of staff or member of the Learning Support team who will be able to de-escalate and support the child to calm and return to the classroom or to meet with the teacher to re-set the relationship and expectations of behaviour. Removal from

the classroom is not in itself a sanction as it may be part of a child's behaviour plan or in recognition that the child has become overwhelmed.

### **Searching and Confiscation**

- There may be times when a member of staff needs to search a pupil or a pupil's belongings because something has gone missing and there are reasonable grounds to conduct a search. In such circumstances staff must follow the guidelines set out in the [Searching and Confiscation Policy](#)
- There is a list of items prohibited in school. These items are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - 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)
- In addition to the statutory Prohibited items, there are certain items banned by the School in the Boarding House, for which search may be made following the guidance: electronic devices with Sim cards or internet access; sweets and sports equipment in the dormitories.

### **Record of Sanctions:**

- All sanctions in the day school and Boarding House will be recorded on the child's action plan on 3Sys.

### **Record of Serious Sanctions**

- All serious sanctions will be recorded on My Concern as well as being held centrally by the Head for monitoring purposes.

### **Child-on-child abuse**

At its more extreme, negative behaviour may become child-on-child abuse. Our Safeguarding Policy outlines the measures we put in place to prevent and deal with child-on-child abuse.

### **Responding to Prejudice Related incidents**

Prejudice related incidents are defined as any incident that is perceived by the victim, or another person, to be prejudiced towards an individual due to one or more of the protected characteristics as outlined in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Prejudice related incidents can take a variety of forms, which include but are not limited to: use of prejudicial language; ridicule and jokes; verbal abuse; physical assault; graffiti or damage to property; discriminatory behaviour e.g. refusing to work with a person; incitement to behave in a prejudicial manner; bullying, including cyber bullying.

Prejudice related incidents are taken extremely seriously, recognising the effect they have not only on the individual(s) but also the wider school community, which we aim to be one of respect, kindness and celebration of diversity. We recognise that just because someone may not have intended to offend it does not mean that the incident did not cause harm. Our response will always be to educate so that everyone understands the potential harm that can result from such behaviour.

Effective preventative education is key in reducing the chance of prejudice related incidents occurring. We seek to educate children on prejudice, stereotypes, respect for others and celebration of diversity in a range of ways including through: our Emotions for Learning Curriculum; our PSHE curriculum; assemblies; inviting in speakers from a range of backgrounds and experiences; ensuring our whole curriculum, across all subjects, reflects our diverse world.

We will investigate, record and report all incidents, following the guidance set out in this policy and in the 'Dealing with a Pastoral Incident' guidance for staff. Any incident that is found not to be prejudice related will be logged on 3Sys, along with details of the investigation. Any incident that is found to be prejudice related will be logged on 3Sys, on My Concern (the School's safeguarding information management system) and to the Local Authority through the online Pride reporting system, 'Prejudice Reporting for Education' (PRfE). PRfE is an online reporting tool and every incident logged in PRfE captures details on the nature of the incident, type of prejudice, details of the victim and perpetrator and what actions were taken by the school. All incidents logged in the system are anonymised and do not include data that could identify individual pupils. This allows trends to be analysed by the school and the Local Authority.

Where investigation shows that an incident has been prejudice-related, we will:

- Inform parents of both the victim and perpetrator. Parents will be informed wherever possible on the day that the incident is brought to the attention of the member of staff, even if the investigation is not yet complete. We will make every effort to complete the investigation on the day that we are made aware of the incident.
- Ensure that the victim has appropriate support in place.
- Put in place educative and restorative sanction or consequence for the perpetrator. Sanctions will be on 3 levels, depending on the nature of the incident and circumstances:
  - 1) If the incident is a first time offense for the perpetrator, or done without intent or understanding, the perpetrator will give up some of their time to engage with educative resources and materials related to the nature of their action. This learning will be discussed with a member of staff (their teacher, tutor or a Senior Member of staff).
  - 2) If the prejudice-related behaviour is repeated, the child will be required to attend a meeting about their behaviour with their parents and a Senior Leader and then give up a significant amount of time to engage in restorative justice tasks, such as giving up some of their lunchtimes each day for a week to prepare an assembly on the topic to deliver to the class, year group or school.
  - 3) Repeated reoccurrence of prejudice related behaviour will result in suspension from the School (depending on the nature and context of the behaviours).
- In all cases, the perpetrator will be given the opportunity to be involved in repairing and resolving the situation.
- In all cases, staff dealing with the situation will ensure that all children involved (and their parents), including witnesses, understand what is being done to address the incident and the reasons for this.
- The member of staff dealing with the incident will follow up with the children involved after an agreed period of time, following our normal practice for problem solving behavioural incidents.
- Where appropriate, incidents will also be followed up with additional focussed curriculum work with the class or year group to develop their understanding of prejudice and discrimination.

Logs of 'Pride' related incidents are analysed on both a termly and annual basis by the Designated Safeguarding Lead. Where any trends are identified, action is planned to address the specific behaviours through further education.

#### **Liaison with Parents and other Agencies**

- The school actively encourages parents to keep in contact and to keep the lines of communication open. The more we communicate, the better we can look after our pupils. Parents will be kept informed of any serious behavioural issues regarding their child. If a Behaviour Plan needs to be put in place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies in order to gain advice or to work in tandem to provide the best support for a child.
- The policy is made available to parents at all times on the school website.
- The policy will be reviewed annually. However, if any amendments are made at other times of the year, parents will be informed via the parent Portal on the school's website.



### **Staff Training**

- Staff will receive annual training on this policy so they have a clear understanding of the systems and procedures and their legal responsibilities.
- Our Emotions for Learning programme is at the heart of behaviour management in the school. All new teaching staff have a detailed induction into the E4L programme and all staff have refresher sessions on a cycle.

### **Roles and responsibilities**

The Head is responsible overall for the behaviour in the school, supported by the Senior Leadership Team and all staff members. All Senior Leaders should be highly visible in the School, engaging children, parents and staff on setting and maintaining the behaviour culture in the School, ensuring an environment where everyone feels safe and supported. Specific responsibility for certain areas is delegated to:

- Deputy Head: reviews and updates the Behaviour Policy; analyses and reports to SMT (termly) and governors (annually) on behaviour trends in the school with following actions; ensures staff have an appropriate level of training; supports staff in behaviour management; induction of staff new to Byron House and Senior Leaders; liaising with therapists and other specialists in mental health
- Assistant Head Pastoral (SH) and Deputy Head of Byron House: induction of new staff; supporting staff in managing more serious behaviour incidents; contributing to the Deputy Head termly reports on behaviour analysis; supporting with training staff in behaviour management and culture
- Head of Learning Support: training and support for special educational needs and disabilities; liaising with experts such as Educational Psychologists or the Therapists.
- Heads of Year: support for teachers to understand and meet the needs of individual children; co-ordinating and reviewing EHCPs; analysing triggers for behaviour in SEND children so that support can be put in place.
- Director of Studies: responsibility for the induction of ECTs; responsible for the observation and monitoring cycle, feeding any concerns about individuals or behaviour management issues to other members of SMT; supporting staff in behaviour management such that children are free to learn.
- All staff are expected to uphold this behaviour policy, modelling behaviour to children and working to establish secure relationships and a positive culture. This responsibility extends around the whole school environment, not just within their classroom, such that each individual member of staff will notice and correct behaviour around the school. This will be done through noticing and connecting with the child before correcting.

### **Parents**

The School is a community in which we work together to help children become their best selves. Working closely with parents is crucial in ensuring that children feel safe and cared for, which is fundamental to good behaviour. We work together with parents to support positive behaviour in a number of ways, including:

- Presentations annually on our Emotions for Learning programme, as well as other aspects of school life that affect the pastoral well-being of the children
- Running support groups for parents
- Communicating with parents early on where children's behaviour is showing that something is not right for them
- Meeting with parents at least half termly where a child is on a behaviour plan
- Meeting with parents every two to three weeks where there is a possibility of a managed move to another school, or the behaviour is leading to possible suspension or exclusion.

### **The Designated Safeguarding Lead, Prevent Strategy Lead and Online Safety Lead is:**

Lisa Bedford, Assistant Head (Pastoral), (01223 272718)

### **The EYFS Designated Safeguarding Lead and Domestic Abuse Lead is:**

Althea Pipe, Senior Deputy Head and Head of the Junior Department (01223 272729)

### **The Deputy Designated Safeguarding Leads are:**

Tristan Igglesden, Director of Studies (01223 272705); Althea Pipe, Senior Deputy Head and Head of the Junior Department (01223, 272729); Clare Gorick, Head of Boarding (01223 272771).