

Saint
John's

college school

Behaviour Policy

August 2026

Behaviour Policy

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Behaviour Policy

1. Aims

- To promote positive 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
- To nurture children's internal moral compass, empathy and ability to self-regulate

2. School Rules

St John's College School ("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.

3. Core principles

- *Relationships:* We are an attachment and trauma aware school, believing that secure relationships and unconditional positive regard for children is the foundation on which childhood is built. Emotional well-being arises from a deep connection with others, which is nurtured through our care for children. If we care about children, we will wish to notice and respond to a need, spot and develop a talent, discover and resolve an unhappiness. If we evidence this care, children will feel secure and valued, and will value themselves and others. We see school as an extension of family life and aim to know, understand and care for the families from which our children come and to work with families in each child's best interests.
- *Unconditional positive regard:* whatever the behaviour, each child needs to feel that adults have an unconditional positive regard for them. We are firm on the behaviours, but have a deep belief in and respect for the child, communicating that our role is to help them to be their best self. We often use the trauma-informed methodology of 'PACE': interactions that are Playful, Accepting, Curious, Empathetic (see below).
- *Adults as role-models:* 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, is a key ingredient in teaching positive behaviour.
- *Empathy:* the focus of our approach to behaviour management is to develop empathy, self-understanding and self-regulation. By understanding the effects of actions on others and developing empathy for them, children learn to act in ways that show kindness. When adults model this empathy through attuned listening, unconditional positive regard and forgiveness, they set the culture and expectations of the whole school.
- *Consistency:* the consistent and collective expectations of the children, are essential to positive behaviour in a school. Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel noticed and cared for on a deep level, they respect adults and accept their authority. Part of this consistency is ensuring that all negative low-level behaviour is picked up on and corrected consistently, fairly and in line with this behaviour policy. The most effective ways of

preventing poor behaviour will come through the immediate attention given by staff collectively to any inappropriate behaviour or any very positive behaviour. There is no system which can act as a substitute for the care evidenced by the staff overall in such matters. If the children see that the expectations of one member of staff differ significantly from those of another, they will properly understand this as hypocrisy.

- *Emotions for Learning:* Our Emotions for Learning curriculum and principles underpin the way in which we promote positive behaviour. E4L is based on relational theories including attachment theory. It is an approach based on understanding how we build strong and secure relationships with children, which nurtures an internal moral compass, ability to self-regulate and to problem solve.
- *Behaviour as communication:* we view all behaviours as communication. Consequently, at all points we ask ourselves, 'What does this behaviour show us about what a child needs?' and we work with the child on problem solving. Behaviour does not happen in isolation. For many children there are a variety of reasons why their behaviour may reflect feelings of uncertainty, perceived threat, or unmet emotional needs rather than deliberate defiance. The adult's role is to respond with curiosity, consistency and connection.
- *Restoration and repair:* we believe that the best way of helping children to have a strong moral compass, behaving with kindness and care, is through a restorative approach. We use the language of 'consequence' rather than 'sanction' to reflect the focus on repair rather than punishment. We aim wherever possible to **connect before we correct**.
- *Explicit teaching:* children need to be taught explicitly how to develop compassionate, kind behaviours not only in the moment of being corrected but in more regulated times. We teach learning behaviours, emotional regulation and compassion in a number of ways including our Emotions for Learning curriculum, Executive Functions lessons, compassion lessons and through weekly assemblies and Personal, Social, Health and Emotions lessons (PSHE).

4. What positive behaviour looks like

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:** to be polite at all times. This includes staff and children greeting each other around the building.
- **Respect:** to treat other people as they wish to be treated, with kindness and respect.
- **Listening with heart:** respect includes listening with heart and speaking kindly to the teacher and each other. Listening with heart is taught explicitly in our Emotions for Learning curriculum and includes making eye contact (except for neurodiverse children who are not expected to make eye contact but rather show listening actively in the other ways), not interrupting, asking good questions, showing with our bodies we are listening and really listening rather than waiting for one's turn to speak. It is something that we model as teachers in our relationships with each other and with the children. It is taught explicitly every year in EYFS – F2 and then children must be reminded of it throughout Senior House.
- **Self-regulation:** to practise the tools for self-regulation that are taught at a developmentally appropriate level.
- **Dress:** to come to school dressed appropriately in the correct uniform without adornment, with tidy clothes, clean shoes and combed hair.
- **Lessons:** 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.
- **Moving around the buildings:** to walk around the buildings quietly and calmly, noticing their environment and caring for it (such as picking up litter if they see it, or putting things back onto pegs).
- **Property:** 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.

- **Privacy:** Pupils are not allowed to go into other pupils' lockers for any reason. 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.
- **Role-models:** Older pupils will be expected to be good role models for younger pupils and to set helpful examples of positive behaviour and respect. This is particularly important in the boarding house when younger pupils need help getting used to the boarding routine.

Routines

Routines are used to teach and reinforce the behaviours expected of all pupils, promoting positive behavioural norms and certainty on consequences. This includes, for example, expectations for moving around school quietly, calm entry into assemblies, and orderly conduct in the brasserie. All staff are expected to be aligned and insist on this during all points of the school day. Although we have only one rule, which is show kindness in treating others as we would wish to be treated, there are a number of routines that are in place to ensure the School operates smoothly, with predictability and consistency for the children. Full details of these routine expectations can be found in Appendix A.

5. Universal Support

All staff

All staff should:

1. Meet and greet at the door.
2. Refer to treating others with kindness as we would want to be treated ourselves
3. Model positive behaviours and build connection.
4. Plan lessons that engage, challenge and meet the needs of all pupils.
5. Follow any personalised strategies for support for individuals.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Connect before correcting.
8. Follow up every time, retain ownership and engage in reflective dialogue with pupils.
9. Use consistent school approaches when dealing with any behaviour, whether this is in their lesson or around school.

Leaders

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Leaders will:

1. Meet and greet pupils at the beginning/end of the day.
2. Be a visible presence to encourage appropriate conduct.
3. Support staff in managing behaviour and having restorative conversations.
4. Ensure staff training needs are identified and targeted.
5. Use behaviour data to target and assess interventions.
6. Regularly review provision for pupils who fall beyond the range of written policies.

All children are supported to behave kindly and learn well through:

Behaviour demonstrated by the teacher	Actions to support all learners in the School to maintain good wellbeing and be successful learners
Quality First Teaching	• Can every child understand today's Lesson Objective? • Are instructions visible as well as spoken? • Have I planned for reasonable adjustments where needed? • Is my classroom organised such that a pupil can regulate in the room without having to leave? (e.g. calm basket, quiet corner / area)

	Have I checked whether any of the children I am going to teach has an Assess-Plan-Do-Review (APDR)/risk assessment/Behaviour Support plan?
Behaviour demonstrated by the teacher	Actions to support all learners in the School to maintain good wellbeing and be successful learners
Quality First Teaching	- Are there any children who might need some short additional relational support due to Adverse Childhood Experiences (ACEs), trauma, attachment differences, adoption, current difficult situation? - Are the Quality First Teaching strategies in place: Subject Specific vocabulary (highlighted, given in advance, available for reference); explicit learning objectives and outline (First-Next-Then); modelling (scaffolding / chunked instructions / guided practice)?
Explicitly teach expectations, practice and rehearse these	In addition to our E4L / PSHEE lessons and assemblies, teachers will: - Revisit expectations after every break (half term, start of term) - Know the expectations and consistently ensure alignment - Notice expectations being met and praise these e.g. 'That strategy helped you stay ready to learn / Thank you for starting straight away / You kept going even when it became difficult' - Develop a sense of belonging and team spirit
Clarity of instructions	- Ensure you have the children's attention - Give one clear instruction - Pause for children to follow it - Check understanding (what are you doing first) - Praise children who respond promptly without having to repeat
Clarity of expectations	- Be clear regarding expectations - Refer frequently to the School Rule of showing kindness in treating others as we would wish to be treated - Have expectations clearly displayed in the classroom - Be consistent – use praise, sanctions / consequences as in line with the policy and take ownership for following these through whenever behaviours are noticed around the School, not just within lessons - Be succinct rather than over-explaining
Excellent modelling and celebrating of expected behaviour	- Notice, name and praise expected behaviours (with older children it will usually be more effective to do so quietly and privately, or with parents) - Point out the positives of expected behaviour: it is so quiet everyone can really focus - Aim to make 4 positive comments to 1 negative comment for every child. Examples: "That was great sharing – so kind!" "Thank you for stopping & listening" "Oh my goodness – you tidied up without me asking!"
Have non-verbal strategies and routines	- Expect (and practise) children to come into the classroom quietly and stand behind chairs - Refer to classroom expectations by pointing to required behaviour on posters (such as the class agreements in Byron House)

	• Using a bell/chime/stop signal when you want children to stop talking • Have a posture or position that shows you are waiting • 123 Magic • Noise meter / expected noise volume charts may be used.
Behaviour demonstrated by the teacher	Actions to support all learners in the School to maintain good wellbeing and be successful learners
Calmness	• Use a clear, firm voice when needed but never shout. Very occasionally, a raised voice briefly to get attention if noisy is acceptable • Be prepared and organised • Start lessons with lights off, gentle music on and a mindful moment. • Be aware of yourself: if you begin to feel triggered by behaviour yourself, take a moment to calm (it can be good practice to model this to the children) or, if needed beyond the immediate calming moment, call another adult so that you can step away and regulate yourself.
Use of voice	• Vary voice speed, tone, pitch and volume to create a desired effect • Quiet, low and slow whisper to engage to calm, fast and higher pitch to inject energy • Use a slower, deeper and quieter voice to bring about calm
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. • Byron House: supervise children when they are moving around the school building. Model and expect quiet walking in the line, holding doors for each other and thanking those holding doors. Children should be expected to line up quietly and in straight lines in the playground and the class should not be taken in until they are ready. • At Senior House children are afforded more independence and are free to move around the buildings and grounds, but they should line up quietly outside the classroom before their lesson begins. • Ensure plans are in place for children who need extra support with transition at the end of a school year. • Greet pupils individually with warmth at the door when they come into class or into school. • In Byron House, use songs, chants and rhymes to support with transition. • Model, teach and expect children to notice as they walk around school e.g. model / point out to children if litter has been left that no-one has been picked up, or coats / bags / snack boxes left out, or someone needing a hand with holding a door or carrying something. • Model greeting others around school as you pass them and teach and expect children to reply politely.
Behaviour demonstrated by the teacher	Actions to support all learners in the School to maintain good wellbeing and be successful learners
Use of Emotions for Learning	• Use Emotions for Learning Language and tools as an embedded part of daily practice e.g. 'Listen with heart', 'Calm, Explore, Act', Thought-Action-Feeling triangle, compliments, Mindfulness, Stillings. • Remind children of breathing strategies.

Seating plans and partner work	• In Byron House, have a clear line order that should be used at all times when lining up. • Byron House should have set 'talk partners' for the term. It is not always essential to use these specific partners, but they are part of a known routine and can help when behaviour needs it. • All classes should have clear seating plans. These do not have to be used in every context, but are there if needed and are a familiar routine – they are likely to be used more regularly for the younger children. • The majority of the time, avoid children choosing their own partners / groups to work in but set these yourself.
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6. 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 EYFS. The process used is called '**Connect, Explore, Act**' (or for the children, '**Calm, Explore, Do**') and specifically teaches a connected way of communicating that empowers children to tune in to themselves, listen deeply to others, and speak openly and with integrity. It encourages thoughtful reflection and independent problem-solving, helping children to navigate challenges with confidence and compassion. Through this approach, children learn to engage with the world around them with curiosity, clarity, and purpose, building the foundations for respectful dialogue and collaborative action.

Connect supports children by helping them to feel safe, understood and valued, creating the conditions they need to regulate their emotions. Through positive, attuned relationships, children can develop greater trust, empathy and social connection. Consistent use of Connect helps children to feel calm, regulated and supported when emotions become overwhelming. Used throughout everyday interactions, Connect strengthens relationships over time and builds a foundation of trust. It is also particularly valuable when children are distressed, dysregulated or facing a problem, helping adults to co-regulate through their calm presence, attuned body language, gentle verbal responses, a quiet space and simply being there. This helps children feel safe enough to regain emotional balance before they are ready to think, reflect or communicate. This important shift from 'not OK' to 'OK' is a valuable experience for children, helping them learn what they need to feel emotionally balanced again. Over time, children develop a toolkit of strategies and an understanding that difficult feelings can be managed and that they can return to a state of calm, ready to be curious about their experience and move forward.

Explore helps children to understand and make sense of their thoughts, feelings and actions. It gives adults a non-judgemental framework for discovering what has happened from the child's perspective, while modelling the process of exploring and understanding their inner world. Through curious but sensitive questions, validation and reflection, children learn to identify what is happening in their mind and body, recognise how feelings can change over time and develop a deeper awareness of themselves and others. Over time, this process helps children build the capacity to pause, reflect and respond thoughtfully to difficulties rather than reacting impulsively. Explore empowers children to understand that there is a reason behind their feelings, thoughts and behaviours, and that by becoming curious about their experiences they can learn from them and move forward positively.

Do (Act) supports children to become independent problem solvers by helping them develop a sense of agency and belief in their ability to influence events in their world. Once children feel calm and have explored what has happened, adults guide them through a structured problem-solving process without rescuing or providing the answers. Through wondering, scaffolding and encouragement, children learn to identify their goals, generate

ideas, make plans and evaluate outcomes. This growing sense of agency is a powerful experience for children. Rather than becoming dependent on adults to solve problems for them, they learn that they can think about challenges, consider different options and take positive action. Through repeated experiences of Do (Act), children begin to internalise the problem-solving process for themselves. They develop resilience, confidence and the understanding that when difficulties arise, they have the tools to respond effectively and create change in their own lives

In EYFS they are taught 'Catcurl' and 'Calm, Explore, Do'

- Curl up and calm down
- Say the feeling in your mind and in your body
- Say the problem

In T1 children are taught 'Calm, Explore, Do':

- Calm: catcurl; quiet space; breathe
- Explore: feelings and problems
- Do: make a plan

From T2 upwards the 'Calm, Explore, Do' is developed as children are given some additional steps:

- Calm: catcurl; quiet space; breathe
- Explore: feelings and problems; listen with heart
- Do: make a plan; try your plan; repair

Dealing with a Pastoral incident

Our procedure for dealing with pastoral incidents is intended to model for the children a way of dealing with things from which they can learn. While situations may differ, the staff member will ask themselves the following questions and follow the steps set out below when an incident occurs:

Step 1: Ask the Audience:

Do you really know what happened? Do you have accounts from the victim/s, the perpetrator/s and, if possible, any independent witness?

Have you arrived at an account with which all concerned can agree and have you informed them of this?

If a parent has reported a concern, the staff member will explain that it would be inappropriate to get back in touch until they have a clear picture of events. The staff member should say when they will get back to the parent and should honour that commitment.

Discussion with a *victim* should take place in a suitably calm place, where the child will feel comfortable. He/she may like to bring a friend. At this point, the child needs to understand how you will then proceed to investigate and resolve things, and what the timing of this will be. Make sure the victim is being looked after while you pursue things further.

You should not assume guilt before you have heard *the aggressor/s account*. It may be best, if there is more than one, to see them individually. You should give as much time to the aggressor/s account as to the victim's, the above approach should be used re space and companions, and you should say what you will now be doing and when.

If there is someone who was an *independent witness* of the problem, he/she may be able to give a clearer account than those directly involved. It is important to reassure the child concerned that he/she is helping to resolve things. It may, of course, be that an adult was a witness and, if this is the case, there should be discussion with the adult concerned.

In some situations, the victim/s will be happy to dialogue together with the aggressor/s, using our problem-solving 'Connect-Explore-Act' process. Whilst this is encouraged where the child is comfortable, we recognise

that in other situations it is not appropriate, or the victim/s do/es not feel comfortable discussing together and this should be respected

Step 2: Phone a friend Are you sure that you know how best to proceed?

Always seek advice before proceeding with any action. At the earliest possible stage, inform a Senior Manager (or the Head of Boarding with regard to incidents in the Boarding House). In any case, discuss things with a colleague so that you can feel confident that the next steps will be the right ones.

Step 3: Final answer

Once you have made your decision:

The *victim* should now be informed of what is to be done. A calm place, the offer of a companion etc, should be used. It may be necessary to re-explain the event in the light of what you have heard. In such circumstances, avoid any suggestion of lying. What a child perceives as having happened may not be accurate but it is the reality as he/she sees it. If appropriate, get the child's agreement to your proposed action. Reassure the child that this will be resolved positively and that there will be a point of review to check that all is well.

The *aggressor/s* should now be seen and told what is to be done. They should agree that the action is fair. Action should normally include an apology or apologies as appropriate, and putting something back into the community from which they have 'taken' something (see below list of consequences). The loss of time/privileges or some other sanction may be appropriate but, in general, the aim should be to make things better rather than simply to punish for punishment's sake.

A meeting of victim and aggressor/s will often be appropriate at this point, so that all concerned can agree that the account of events is clear, that the action taken is fair, that the matter will be reviewed at a given point and that, thereafter, it can be deemed to have been resolved.

Step 4: phone home

Ideally, all of the above will have been concluded before contact with home is made, so that parents can be assured of our care and be clear about our action.

Likewise, the above steps should have been concluded before a child phones home. A child has every right to phone home whenever he/she feels the need to do so but it is unhelpful to the child and to the parents if a child phones home in a confused and unhappy situation. If you explain things to a child clearly at the outset, they will most probably be very happy to resolve things before ringing home.

When 'phoning home, be clear about what action we would like from the parents. In many cases, it will be most appropriate to say that this has been dealt with in school and there is no need for parents to do anything. In other cases, it would be helpful for parents to follow up with discussion with the child at home.

The parents of all children directly concerned need to be phoned.

All of the above steps should have been completed before the end of the day on which the incident comes to light. Where this is impossible (for example, where an incident has taken place at the end of the day), contact with all the parents involved should be made to let them know that you are investigating it and when you will get back to them.

- Step 5: Finish the job

Does everyone know who needs to know?

Complete a 'pastoral record' on Veracross, including the names of each child concerned, recording the accounts given, the steps taken etc. Make sure that you inform all relevant people of the existence of the notes. Set a date for review. Note that boarding house incidents should also be recorded on 3Sys.

Is everyone now o.k.?

Check, the next day, that things are o.k. – check the victim and the aggressor/s. You may need to check in again after a week to ensure that any plan is now working.

Have you followed it through?

Stick to the agreed date of review, to ensure that all is well. Make it clear, if all is indeed well, that this is now in the past. As appropriate, congratulate those concerned on sorting it out. Only close the record on Veracross once it has been reviewed to ensure that any plans made have worked and that any unkind behaviour has stopped.

The guidelines are intended to cover the ‘normal’ situations that might arise within the day school or the boarding house. If there is a particularly serious problem, a member of the Senior Leadership Team, as appropriate, must be informed immediately and may take over the management of the situation.

Any matter that may have child protection implications must be referred to the Head or to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately, following the guidelines that are set out in the handbook.

7. 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 fortnightly 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. In Byron House, each classroom has a ‘worry box’ for children to write down worries if that is easier and at Senior House children can use an online tool through ‘My Concern’ to share worries.

Maslow’s hierarchy of needs demonstrates that growth, or learning, cannot take place effectively until several other needs have been met.



Many of the approaches outlined above help to ensure that children’s needs will be consistently met, but children’s home and family circumstances may mean that individual children face challenges and difficulties at certain times in their lives that will affect their wellbeing and learning. Any child whose basic physiological needs are not being met on a regular basis would be of significant concern and would necessitate staff using the Safeguarding and Child Protection Policy. Where children’s individual needs are not being met in any way, the School’s responsibility is to work with parents to ensure that this is rectified. This might include, for example:

- Working with parents to ensure that children have good sleep at home
- Ensuring that children eat breakfast either before school or at school, so that they are not too hungry to learn
- Running pastoral groups to support children to build social connections and repair relationships as needed
- Working to fill children’s ‘emotional cup’ by providing positive input and building self-esteem

The School will work to understand what unmet need or lagging skills might be driving a child's behaviour, rather than resorting firstly to punishment. Teachers and members of pastoral care teams will follow a collaborative approach, using Emotions for Learning 'Connect-Explore-Act' and discussions with parents, to understand and help behaviourally challenging students in ways that are nonpunitive, non-adversarial, skill building, relationship enhancing, collaborative, proactive, and—most important— helpful.

8. Celebration

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. Rather than a system focussed on rewards, where even kindness becomes a competition, we believe that children are motivated to achieve well in learning through intrinsic motivation. In lessons, intrinsic motivation is nurtured through mastery, relatedness and autonomy (as seen in the research of Self-Determination Theory). In wider behaviour, intrinsic motivation is nurtured through secure and positive relationships, self-awareness, values and belief systems that lead to an internal moral compass. Staff 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. Praise should be descriptive, with how it is helpful being explained (e.g. You put down your pencil and looked to the front, which showed your team you were ready to listen; that was helpful.) Praise may be for endeavour and positive mindsets for learning 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. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. Expected behaviour is clearly defined and communicated to all pupils. Prosocial behaviour is valued, and the system of positive praise is used to encourage and motivate pupils.
- **Written Comments:** Positive written comments give the children tangible feedback for their efforts. Written comments may be through feedback on Mindsets for learning in work, written in a child's book, or written comments in an email to parents.
- **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. Relationships are also key in self-regulation, compassion and developing a growing self-awareness.

- Feedback to parents: teachers may share moments of kindness, or positive mindsets in the classroom, with parents either in conversation or through email.
- Feedback to the child: 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.
- Explicit exploration of belief and value systems: through our E4L/PSHE lessons, RPE lessons (Religion, Philosophy and Ethics) or assemblies.
- Explicit reflection on the consequences of positive behaviour. For example, adults will draw a child's attention to how they have made the adult or another child feel, whether as a result of a spontaneous behaviour or as a result of an apology / restorative task.

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.

9. Choices and Consequences

Choices

Where a child is struggling to follow an instruction, it can be helpful to give them some choices

- Their name may be said and then the instruction repeated clearly. The desired behaviour is always described, rather than the undesirable behaviour being described. E.g. Child's name, put your pencil in the pot, rather than Child's name, don't throw pencils at people.
- Two positive choices may be given. E.g. You may put your pencil in the pot, or you may put your pencil next to your book; which is best for you? These should be repeated (in a calm tone) until the child chooses one of the two options.

If the child does not make a positive choice when offered two options, then a positive choice and a consequence may be given. For example, 'Child's name, you have a choice. You may put the pencil in the pot or if you continue to throw pencils at other children, you will have to stay in and tidy all the things on the floor at breaktime.' If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken should be recorded on the School's monitoring system. Depending on the incident, parents will be informed.

Consequences – principles and process

As a school, we believe that use of natural consequences, linked to repair and restoration, is more powerful for nurturing a child's internal moral compass than a punitive approach of sanctions as punishment. Where sanctions focus on punishment, deterrence, authority and the child's role on both sides is minimal, a restorative and consequence based approach focusses on repair, healing, collaboration, understanding and the child's voice on both sides. Restorative justice encourages dialogue, accountability and empathy. Where sanctions answer, 'What rule was broken and what is the punishment?', restorative justice asks, 'Who was harmed, how can we fix it and what can we learn?'

- All consequences are proportionate to the incident and dealt with on a case by case basis.
- Restorative approaches link the consequence as closely as possible to the behaviour. Wherever possible, they should try to teach the child something about the type of appropriate behaviour being sought.
- Wherever possible, they should be given and overseen by the teacher who observed the behaviour. In this way the relationship with the teacher and respect for the teacher is developed.
- Where a more significant consequence is needed (Step 2 or more in the Behaviour Steps table below), it will usually be best to inform a child that this matter is being considered, then discussing with a Senior Leader thereby avoiding hasty judgements and ensuring all sides of a story have been heard.

- Sometimes, an adult will not be able to follow through with the consequence at that time due to going on duty or another lesson. Consequences do not have to be done in the moment, though they will usually be done on the same day (unless a longer project is given).
- If a behaviour incident is being managed by another member of staff, before intervening, read the room or ask the member of staff if they would like support. Many people and voices can often be overwhelming and intimidating for many of our children.
- All the examples below should be recorded on a child's action plan on Veracross. It is the responsibility of the adult who raised the concern to record the details and ensure that follow up notes are added to the record.
- It will often be the case that the time spent in repair is itself the consequence of the behaviour. However, if there is an additional consequence the teacher will need to help the child to repair the situation either with themselves or with the other child. This might for example be through verbal or written apology, through doing something together or through helping out with a job such as tidying the classroom at the end of the lesson, for which the child should be thanked and praised, with the teacher telling them how helpful this has been.
- Where a child has not been able to make a positive choice, the School's process of 'Connect-Explore-Act' should be used (as below).
- It is important that all is restored to happiness after a consequence has been administered, that children, as far as possible, understand the sanction to have been appropriate and that they likewise understand that the matter is now behind them and that we still have faith in them.

Consequences - examples

- Minor incidents may only need a private and informal word with the child or children involved at break time. Similarly, sometimes a genuine apology from one child to another or to an adult is sufficient.
- Helpful jobs: children may help a teacher out with, for example, tidying the classroom, sorting out some resources, washing paint brushes, filing.
- Letters/cards: a child may be asked to write a letter of apology, in age appropriate detail, to the person they have affected. Alternatively, they may choose to write a compliments list, make a card or draw a picture.
- Presentation/poster: if a child is talking in assembly, for example, they might appropriately be asked to stay behind and apologise. But if they repeat this behaviour, they might be asked to plan an assembly / choose and read a prayer. A child might also be asked to make a poster / flashcard for themselves or for others in the class in relation to their behaviour e.g. strategies for calming / rules for using the table tennis tables.
- 'Guardian angel': a child may be asked to find opportunities in a quiet way to help the child /adult they have affected e.g. leaving an unsigned compliment in their drawer / locker; holding doors open for them; inviting them to play; choosing them to be their partner or in their team first.
- If a child has dropped litter they may be asked to spend a lunchtime collecting it around the School.
- Helping others in school: a child may be asked to help out during their lunchbreak with a younger class; or to arrange a lunchtime activity or plan and run a charity event.
- Work completion: if a child does not complete a piece of work because they have not been behaving appropriately, they may be asked to problem solve how it will get done to the required standard. They might be given some choices: to do it at home for the next day; to do it in the Library at lunchtime; to do it with the teacher in their break or lunchtime.
- Educational: a child may be asked to complete a piece of work in relation to their behaviour. For example, they might complete some reading and answer questions on the use of certain language. The reading may also be a social story or comic strip to help a child visualise how others in the situation feel. Or a child who has sworn may be asked to learn and recite a poem to improve their use of language.
- Reflection sheet: For repeated / more serious, restorative conversation might include working through a reflection sheet (e.g. what happened, what were you thinking, who was affected, how did they feel, what could you have done differently, how can you repair etc). This could be done as a comic strip.
- SATIS: a child may be put on a 'SATIS' card (report card) to help them improve their behaviour. This involves setting targets with a child and recording them on a card that they carry around between

lessons. Each teacher reflects with the child on their progress towards the target in the lesson and writes a comment. The use of SATIS cards is always communicated to parents and usually the card (whether online or hard copy) will be sent to parents at the end of the week.

In addition, a natural consequence might involve a loss of privileges. For example, a child who misuses a facility may be banned from it for a period of time; a child misusing equipment may be banned from using the equipment for a period of time; a child who uses their phone during the day will have it confiscated and will have to hand it in each morning at Reception for a period of time; a child misusing the chromebooks may have to complete work on paper.

Consequences within the Boarding House

Consequences for boarders will take place during evening activity time. Wherever possible, these will be on the same evening as the behaviour is identified. This might be an issue for choristers as their free time is limited and therefore the consequence may need to be delayed to a more appropriate time. For a child who still spends many of their free evenings or weekends at home, it can be particularly challenging to find a time for the child to complete a consequence. In this situation, a discussion should be had with the child first and then the parent about when the consequence will be done: either time given to it with the support of parents at home, or the child will go home for a reduced amount of time / not go home that evening in order to complete the task in school.

The possible consequences 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 on the School's Information Management System, Veracross. The same examples of consequences in the day school may also be used in the Boarding House. In addition:

- 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.
- Helping in the House or with others e.g. bin emptying, tidying of communal areas, laundry, cleaning glass mirrors and surfaces, helping with wall displays, reading to younger children, polishing shoes or charity work.
- Loss of time at a special event e.g. movie night / town trip / popcorn evening and give that time to a helpful or restorative activity.
- Bedtime: early beds will NOT be used as a consequence for behaviour, unless it is directly to do with solving a behavioural problem. For example, a child who is taking too long to get ready for bed on more than one occasion may go up early in order to increase the time for preparation; a child who is not getting up in the mornings may go to bed early to give them more sleep for tiredness. Usually, such decisions will be made as part of a problem solving dialogue with the child e.g. 'This is the third time you have been late down in the morning; what do you think the reasons for this might be? How could this be solved?

Age and severity of behaviour

Consequences should reflect the age of the child, their developmental stage and the severity (or repetition) of the behaviour. The same types of consequence as listed above will be used for the younger children as well as the older ones, but in proportion. For example, their letter of apology might simply be a drawing; the length of time is likely to be less.

If a child's behaviour is repeated despite consequences, or the behaviour is higher level, the time given to any given consequence will be greater. For example, they may spend a week of their lunchtimes in community service rather than just one lunch break (see table below).

Detention:

At Senior House children lunchtime detention may be used as a space to complete a reflection if the teacher is unable to carry this out on the day or the day after. It may also be used for:

- Completion of work
- Misuse of chromebooks

- Part of a child's agreed behaviour plan

The teacher giving the detention is responsible for setting the work or reflection to be completed in the time.

After school supervision

Where a child is repeating the same behaviours (see Step 3 in behaviour process below) they may be asked to stay after school for a supervision with a Senior Leader. This will be a time of reflection, education and problem solving with a clear plan for changing the behaviour. It will be communicated to parents.

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.

(Please see stages of Behaviour process below for further information)

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**.

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.**

10. Additional Support

Some children need additional support to help with positive behaviour and emotional regulation. There are two levels of support:

Support level 1 (Waves 2-3 of SEND intervention):

Some children need some simple ongoing strategies and support to help them regulate and make positive behaviour choices. Following discussion in pastoral meetings, strategies will be discussed and then a plan made with the child. This will be recorded on the child's Action Plan on Veracross, as well as strategies recorded on the Learning Support Provision map. Inclusion of strategies on the provision map does not mean that the child is on the Special Needs register, but it serves as a central log of strategies so that teachers can quickly view a summary of the class. Examples of possible strategies that may be used are in **Appendix B**.

Parents will be made aware of any specific longer term (over half a term or more) strategies that we are using in this way.

Note: staff may use any of these strategies informally as they feel is beneficial for the children, but if they are used across classes or found to be needed regularly then they must be discussed and recorded so that all can use them consistently.

Support Level 2 (Wave 4 of SEND intervention):

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 half-termly basis and will always involve a detailed meeting with the parents. A behaviour plan aims to look at the root causes of behaviours and agree strategies with the child and parents that address these causes.

SEND

Staff will sometimes need to consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the Learning Support team and then the pupil's parents accordingly.

Children with identified Special Educational Needs are mostly still required to follow the School's behaviour expectations, but support and adjustments are made in order for them to achieve this. For example, they will still be required to focus and work quietly, but they might be given more frequent movement breaks or fiddle tools in order to help them do this. A child with SEND that significantly affects their behaviour will always have a behaviour plan that will be circulated to teachers and discussed and agreed with parents.

Occasionally, a particular expectation is not possible for a child and reasonable adjustments are made. These will always be recorded on the Learning Support provision spreadsheet. For example, a child with strong sensory needs may be permitted not to wear a tie or to wear leggings instead of tights.

St John's is fully inclusive and recognises that additional needs, in some cases, are classified as a disability. We want all students to have the best possible chance to reach their potential in our school. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Assess, Plan, Do, Review' cycle.

At St John's, the process of understanding a child's needs is described in 'Waves'. Please see our Learning Support Policy for further details.

In applying sanctions, especially those with serious consequences, the School undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010. Specific reference is made to how the behaviour of pupils with SEND will be responded to including where additional support will be provided to ensure pupils can achieve and learn as well as possible. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

Trauma

We recognise that some children in our community have had Adverse Childhood Experiences (ACEs), whereby they carry with them different degrees of unprocessed trauma. Where we know that a child has been through ACEs we will add them to our 'Vulnerable children' register so that all staff are aware. For children who have experienced significant trauma, any degree of shame can reinforce the trauma and make the behaviours or mental challenges worse. The behaviour policy therefore needs to be adapted for such children, depending on

experiences, and this will be recorded on a child's action plan. In particular, it will be essential not to shame the child or speak harshly, but to connect before gentle correction.

All staff are trained in trauma-aware practices. This includes use of 'PACE', which is also beneficial for all children:

- Playful: creating moments of lightness, humour, and interest so that children and young people feel safe and relaxed, and less defensive.
- Accepting: of the emotion that lies beneath a child's behaviour (but not of inappropriate behaviour itself). Actively communicating to the child that you accept, without judgement, the child's inner life.
- Curious: children often know that their behaviour was inappropriate. True curiosity is a simple desire to understand what an experience was like for a child. It helps children to know that adults are compassionate.
- Empathic: empathy is a way of connecting with a child or young person so that they know that they are not alone when they are in struggle. It is a way to connect to the emotion that another person is experiencing.

Teachers and other adults in school will use positive, curious interaction strategies such as W.I.N.E:
I Wonder I Imagine I Notice with Empathy.

Contextual Safeguarding

When implementing the School's Behaviour Policy, staff will always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Where a safeguarding concern is suspected, this may affect the consequence given to the child and how the situation is dealt with. Staff should follow the Safeguarding Policy and discuss with Designated Safeguarding Leads if they have any concerns or safeguarding questions. Also, if staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead, without delay.

11. 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 PSHEE 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 offence 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.

12. Behaviour Steps

Steps	Example of Behaviours	Actions
Re-Direction (Least intrusive intervention)	• Not showing kindness • Interrupting learning time & low level disruption • Wasting time during learning and transition times • Some off task behaviour • Pushing in the line/Shouting • Talking back to adults	• Gentle encouragement and re-direction, a 'nudge' in the right direction, small act of kindness, remind of previous positive behaviours – refer to kindness in treating others as we would wish to be treated • Non-verbal sign e.g. hand signal / sharp pause / eye contact • Praise first opportunity of child correcting behaviour • Use preventative strategies (below)

Steps	Example of Behaviours	Actions
Re-Direction (Least intrusive intervention)	<i>For Pre-Prep including EYFS also:</i> • Throwing an object • Using a tone of voice that comes across as rude • Name calling (other than PRIDE related) • Snatching	<i>In addition for younger children:</i> • 'I hear you. We can talk when your voice is calm / kind.' (Then ensure you address the tone of voice later when prefrontal cortex properly online.)
Reminder	Continuation of re-direction behaviours	• A clear, verbal reminder of the expectations, delivered privately wherever possible • De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. • Use preventative strategies (below)
Step 1: Short Reflection	Continuation of reminder behaviours after opportunity to reset and preventative/deescalation strategies have been used, with the addition of: • Disrespectful behaviour • Unkind hands and feet (developmental stage and severity to be considered) • Eating sweets/chewing gum	• CHECK IN – is the child regulated? Are they using their thinking brain? Is there a clear reason for their behaviour? If not regulated, use de-escalation strategies (below) • SPACE: - either the child may need a chance to reset away from the class e.g. movement break / 1-5 mins in calm corner / time regulating with TA. - OR, the child may simply need to be moved to another table / area. In some cases it will be helpful to offer the child a choice of where to work e.g. another table / area in a quiet space - If at playtime, 5 mins re-set in a separate area of playground e.g. Forest Garden / Quiet garden / bench - Use 30 second intervention – see below • CONNECT-EXPLORE-ACT: Child remains for 5 or more minutes after the lesson/returns at break to dialogue and repair • CONSEQUENCE and repair (as in examples of consequences). At this stage consequence is likely to be small e.g. it might be enough for the child to dialogue this /help put a few things away after the lesson • COMMUNICATE: who needs to know? Probably the child's teacher / tutor should be informed and the incident recorded on Veracross. Depending on child, age and incident, parents may be informed at this stage. However, if a child is on a behaviour plan, communication will be agreed with parents and might be weekly rather than daily. Parents will certainly be informed if a child has repeated behaviours twice in one week.

Steps	Example of Behaviours	Actions
Step 2: Time away from class / playground; referral to HoY	Continuation of Step 1 behaviours after opportunity to reset and preventative/de-escalation strategies have been used, with the addition of: • Inappropriate language • Challenging authority • Not keeping hands and feet to themselves (though no significant injury caused) • Treating classroom without respect • Obstructive behaviour in refusing to participate • Refusal to learn/work • Leaving the classroom without permission (unless part of the agreed personalised plan)	• CHECK IN – is the child regulated? Are they using their thinking brain? Is there a clear reason for their behaviour? If not regulated, use de-escalation strategies (below) • SPACE - Where there is an assistant in the room, the child should be taken to the Hub / Puffin Nest with work. TA to give regulation time / choices before completing work (EYFS / KS1 to complete up to 10 mins of work once regulated; KS2 / 3 to complete up to 20 mins of work. Where there is no assistant in the room, pastoral support should be called for (child may be sent to the person on duty, or radio used**) - If during playtime, time in Hub / Puffin Nest will include reflective sheet / conversation with adult on duty once calm • CONNECT-EXPLORE-ACT: Adult must use this E4L process with the child once regulated • CONSEQUENCE and repair: In addition to the time away from class, there must be an appropriate consequence, which will be longer in length / severity than for Step 1 (e.g. it may involve several days of restorative justice rather than 1 break) (see list above), including repair with the adult / other child affected. It is likely at this point that the Head of Year will be speaking with the child • COMMUNICATE: the child's tutor/ teacher must be told. Parents must be informed at this stage, either over the phone or through a meeting in person.
Step 3 Referral to Senior Leader	Continuation of Step 2 behaviours after opportunity to reset and preventative/ de-escalation strategies have been used, with the addition of: • Defiance towards adults • Disrespecting property/school property • Screaming / shouting • Serious fighting • Hitting someone with an object. • Name calling • Serious and deliberate rudeness or aggression • Highly disruptive behaviour	• CHECK IN – is the child regulated? Are they using their thinking brain? Is there a clear reason for their behaviour? If not regulated, use de-escalation strategies (below) • SPACE - The pupil will be referred to a Senior Leader (usually Head/Deputy Head of Juniors or Assistant Head Pastoral at SH). Note: if the Senior Leader is not immediately available, the time will be spent out of class with the person on pastoral call until the Senior Leader is free. The pupil will spend time with the Senior Leader for the remainder of lesson, break or lunch (internal exclusion). The teacher will provide the learning • CONNECT-EXPLORE-ACT– Senior Leader will use the E4L process • CONSEQUENCE and repair: Consequence and repair will be agreed. Consequence will be more significant in time / nature than for the previous steps e.g. is likely to involve a week of giving breaks to restorative / education justice. At Senior House, after school supervision may be used as a consequence.

Steps	Example of Behaviours	Actions
		COMMUNICATE: let the child's tutor/teacher know. A full meeting will be held with the child's parents, which may include the child as part of the meeting, and is likely to include a Middle or Senior Leader. A Behaviour plan is most likely to be put in place at this point if it has not been considered before.
Step 4 Referral to Head / temporary exclusion	Continuation of Step 3 behaviours after opportunity to reset and preventative/ de-escalation strategies have been used or a 'serious breach' (as below)	Strategies as above, but in addition referred to Head and consider temporary exclusion (or warning of temporary exclusion). Following any temporary exclusion, a re-integration meeting will take place and an action plan will be written which will be discussed and agreed with parents. All serious sanctions will be recorded on My Concern as well as being held centrally by the Head for monitoring purposes.

For regular occurrences and concerns, a behaviour support plan (see below) may need to be implemented. This will be completed together with the pupil, parent/carer, class teacher and other relevant staff members, e.g., SENCO or Pastoral Lead.

30 Second intervention

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the consequence of their action is (e.g. moving their seat / staying behind after the lesson). Refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away from the learner; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later.

Preventative strategies

Is there a reason for behaviour? Try CARE before we correct:

C – Consider: Stay calm; what is the behaviour communicating? What possible barriers (task demands, communication, regulation, sensory needs, anxiety, other)?

A – Adjust: reduce unnecessary language, apply reasonable adjustments, ensure personalised plan followed

R – Respond and Repair: calm and consistent, prioritise regulation and safety, repair relationships

E – Evaluate: reflect on what worked / didn't and what barriers remain; share any concerns if needed

You notice	Possible reason	Try first
Refuses work	Task feels overwhelming	Reduce the first step and model it
Walking away	Needs regulation	Offer space and a planned return
Arguing	Anxiety / loss of control	Use calm choices rather than confrontation
Silence	Processing time	Wait before repeating

Wave 1

To support children in making positive choices, teachers will use preventative strategies to ensure that behaviour does not escalate to the stage where a consequence is required.

- Non-verbal cues – agreed signals with children so they see they are making the right choice and to remind them of the school rules.
- Verbal strategies – positive praise given to ‘catch them being good’ being specific so the child can repeat the positive behaviour. Physical resources – visual timetables to be up on whiteboards, in all classes, and any reward charts to be used to support positive attitudes to learning.
- Environmental controls – teachers will ensure the children are seated so they can focus on their learning and provide a safe place where suitable. When these strategies are not effective, Secondary Preventative Strategies may be required.
- ‘Have a go and I will come back in 2 mins’

Wave 2

- Directed choice – giving the child a choice to encourage them to make a positive decision (e.g. ‘you can either put the toy away in your bag or leave it on my desk’).
- Distraction – distracting a child by using topics that they enjoy
- Use of Calm basket / area within room
- Movement break to re-set
- Calm space– the child working in an alternative designated space of their choice e.g. partner class, Hub / Puffin Nest, table outside the room if there is one, table outside staff workroom at BH.
- ‘Let’s do the first question together first’

De-escalation strategies

- Movement break
- Reminder of breathing activities
- 5 mins in Calm corner / basket / with drawing
- Time to check in and dialogue
- Re-set time in Hub or Puffin Nest / to a safe space
- Distraction (e.g. carry heavy item to secretary if heavy lifting needed, or suggest a drink of cold water)
- Respect child’s space needs: this might be to give them personal space or, especially with younger children, it might be they need close proximity e.g. a hug / arm on the shoulder
- Validate feelings
- Offer choices
- Give take-up time
- Useful script: ‘I’m here to help. We don’t need to solve everything right now. Let’s get calm first’

Use of radios

Radios may be used to call for someone on duty to support if a child refuses to leave a room.

When using the radio, staff should be mindful of what is communicated and how:

‘This is Mr/s X. Please could I have pastoral support in Room Y’? (There is no need to mention the child’s name or behaviour over the radio.)

Connect-Explore-Act

Connect supports children by helping them to feel safe, understood and valued, creating the conditions they need to regulate their emotions. Through positive, attuned relationships, children can develop greater trust, empathy and social connection. Consistent use of Connect helps children to feel calm, regulated and supported when emotions become overwhelming. Used throughout everyday interactions, Connect strengthens relationships over time and builds a foundation of trust. It is also particularly valuable when children are distressed, dysregulated or facing a problem, helping adults to co-regulate through their calm presence, attuned body language, gentle verbal responses, a quiet space and simply being there. This helps children feel safe enough to regain emotional balance before they are ready to think, reflect or communicate. This important shift from ‘not OK’ to ‘OK’ is a valuable experience for children, helping them learn what they need

to feel emotionally balanced again. Over time, children develop a toolkit of strategies and an understanding that difficult feelings can be managed and that they can return to a state of calm, ready to be curious about their experience and move forward.

Explore helps children to understand and make sense of their thoughts, feelings and actions. It gives adults a non-judgemental framework for discovering what has happened from the child's perspective, while modelling the process of exploring and understanding their inner world. Through curious but sensitive questions, validation and reflection, children learn to identify what is happening in their mind and body, recognise how feelings can change over time and develop a deeper awareness of themselves and others. Over time, this process helps children build the capacity to pause, reflect and respond thoughtfully to difficulties rather than reacting impulsively. Explore empowers children to understand that there is a reason behind their feelings, thoughts and behaviours, and that by becoming curious about their experiences they can learn from them and move forward positively.

Act (Do) supports children to become independent problem solvers by helping them develop a sense of agency and belief in their ability to influence events in their world. Once children feel calm and have explored what has happened, adults guide them through a structured problem-solving process without rescuing or providing the answers. Through wondering, scaffolding and encouragement, children learn to identify their goals, generate ideas, make plans and evaluate outcomes. This growing sense of agency is a powerful experience for children. Rather than becoming dependent on adults to solve problems for them, they learn that they can think about challenges, consider different options and take positive action. Through repeated experiences of Act (Do) children begin to internalise the problem-solving process for themselves. They develop resilience, confidence and the understanding that when difficulties arise, they have the tools to respond effectively and create change in their own lives

Serious breach

Below are examples of a 'serious breach', which would escalate immediately to the Head / Head of Junior Department for younger children, as well as the Designated Safeguarding Lead:

- Persistent refusal to follow the school rules and expectations/defiance to instructions/refusal to comply
- Profuse verbal aggression/swearing
- Deliberate and significant physical violence
- Any form of repeated bullying
- Serious property damage
- Seriously injuring another child deliberately
- Drug abuse/ activity or the possession of drugs or the use of any illegal substances or materials (including pornography)
- Child has already had a fixed term suspension
- Serious threats
- Carrying an offensive weapon
- Arson
- Extortion
- Criminal behaviour
- Sexual abuse

These incidents will be fully investigated and will result in at least one of the following:

- Letter/phone call home
- Meeting with parents
- Related sanction proportionate to the behaviour/pupil
- Internal suspension
- Short fixed term suspension (0.5-5 days)
- Longer fixed term suspension (6-15 days)
- Permanent exclusion

The consequence will be dependent on:

- Severity of the incident
- Impact on staff/children
- Frequency of the incidents
- Age/needs of the child

13. Partnership 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 every two years. 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.

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
- Signposting further help for families where needed
- 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

14. Fixed term and Permanent Exclusion

Fixed term and permanent 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 fixed term exclusion unless the breach of discipline (within or beyond school) was so serious that the permanent exclusion of a child was deemed to be in the School's best interests or those of the child or other children. An example of when a permanent exclusion may apply for a one-off offence could be a serious physical assault resulting in hospitalisation/significant harm to another.

Reasons for exclusion

Reasons for any 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 temporarily or permanently excluded from the School and wherever possible would seek the agreement of the parents before a decision was taken.

SEND

The Head and Governing Body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

Investigation

Any exclusion will only follow a full investigation of the incident, speaking to all involved and all witnesses.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence
- The likelihood of re-occurrence (including a consideration of the student's previous behavioural record – taking care to be clear what behavioural incidents the pupil is actually being excluded for)
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, child on child abuse, harassment)
- Support/or adjustments previously provided
- The Behaviour Policy, Special Educational Needs Policy and equality law obligations

Notification

Once a decision to exclude has been made, parents will be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by an email signed by the Head, or designated teacher in charge. The key points in the email will address the reason for the exclusion and what the next steps will be.

Reintegration following fixed-term exclusion

Where a child has had a fixed term exclusion, s/he will be asked to come to a reintegration meeting the morning of their return to school. A reintegration meeting will:

- be positive, supportive and aims to ensure the child feels welcome back at school, rebuilding and repairing relationships
- outline with the child the support in place to help them as well as the targets for change
- give opportunity for the child to share any worries and make suggestions about support
- be held with appropriate adults depending on the situation. This will usually be the child's class teacher with a Senior Leader or Learning Support Teacher.
- include the parent(s)/carer(s) if the child would like them to be present
- be age-appropriate

An action plan will also be written for the parents that outlines the support already received, the targets, new support to be put in place, communication processes and possible outcomes.

Appeal

We aim for exclusions to be carried out in agreement with the parents wherever possible, acting in the best interests of all the children. However, where parents disagree with a decision to exclude a child they should:

1. Write to the Head to request a reconsideration, giving the reasons.
2. If the Head upholds the exclusion, parents may appeal to the Governing Body within 15 days of the exclusion.

Managed Moves

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil. Managed moves will only be offered as part of a planned intervention. It will always follow use of a Behaviour Plan, which will include indication about the possibility of a managed move.

15. Specific Behaviour Issues

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. All staff have been trained on the importance of challenging all inappropriate language and behaviour between pupils. Any incidents are logged specifically on My Concern and are monitored by the School's safeguarding team and patterns are analysed during termly behaviour monitoring.

Behaviour incidents online

This behaviour policy applies to all activity online including all forms of social media and it also applies to online activity for both school purposes and personal use that may affect the School, pupils or staff in any way.

Instances of prohibited use could include:

- damage to the School or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the School's behalf
- using school logos or trademarks.

Where a pupil behaves inappropriately online whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the School when the pupil is identifiable as a member of the School or if the behaviour could adversely affect the reputation of the School.

Any incidents of misuse of social media should be reported to the Head and will result in disciplinary sanctions. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity. Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

16. 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.

17. Monitoring and Review

As part of the School's monitoring of behaviour, behavioural issues are regularly monitored to evaluate the effectiveness of the behaviour policy. This helps the School consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

18. Roles and responsibilities

Governing Body	Responsible for ensuring Behaviour Policy is in place, meets all statutory requirements and is communicated to the whole SJCS community. Read and review the annual behaviour analysis, questioning and supporting the Senior Leaders in developing and implementing the behaviour policy. Holding the Head and Senior Leaders to account for implementing the behaviour policy.
Head	Responsible overall for the behaviour in the School Records and reports records of serious incidents to the governors
All Senior Leaders	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; Support staff in consistent implementation of the behaviour policy;
Senior Deputy Head (in addition to the above)	Reviews and updates the Behaviour Policy; analyses and reports to SLT (termly) and Governors (annually) on behaviour trends in the School with following actions; ensures staff have an appropriate level of training; induction of staff new to Byron House and Senior Leaders on implementation of behaviour policy; liaising with therapists and other specialists in mental health; Liaising with Learning Support Department on behaviour in relation to SEND and on behaviour plans and action plans; Devise and implement strategies to improve behaviour where needed; Supporting staff in writing, reviewing and discussing behaviour plans with parents (for children who are not on the Special Needs register).
Assistant Head Pastoral (SH) and Deputy Head of Byron House (in addition to All SLT responsibilities)	Induction of new staff; Contributing to the Deputy Head termly reports on behaviour analysis; supporting with training staff in behaviour management and culture; Supporting with devising and implementing strategies to improve behaviour where needed. Liaising with Learning Support Department on behaviour in relation to SEND and on behaviour plans and action plans; Supporting staff in writing, reviewing and discussing behaviour plans with parents (for children who are not on the Special Needs register).
Head of Learning Support, with BH LS Lead and Co-ordinator and Learning Support team	Training and support with behaviour strategies for children with special educational needs and disabilities; liaising with experts such as Educational Psychologists or the Therapists; Writing, reviewing and discussing behaviour plans with parents in relation to children with SEND
Heads of Year	Support for teachers to understand and meet the needs of individual children; Modelling consistent implementation of behaviour policy and supporting their year group team members in implementing it; Supporting teachers in discussions with parents as needed.

All staff	All staff are responsible for the consistent implementation of this behaviour policy, modelling behaviour to children and working to establish secure relationships and a positive culture in which every child is known, noticed and cared for. 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. All staff are responsible for implementing personalised behaviour plans where needed. All staff should be empowered to manage behaviour without delegating. They should feel supported by colleagues and middle and senior leaders and take the time needed to discuss behaviour management choices, such as appropriate consequences or positive strategies.
Parents	The School is a community in which we work together to help children become their best selves. Parents are asked to work in partnership with the School in ensuring that children feel safe and cared for, communicating any changes at home that could affect behaviour in school and supporting their child in adhering to the behaviour expectations of the School.
Pupils	Pupils are expected to follow the behaviour expectations of the School, practising kindness and care for others. Where mistakes are made, they are expected to take responsibility for their behaviour and let the adults help them to repair and improve. They are also expected to be upstanders, speaking to adults where they or someone else is observed being mistreated.

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).

19. Related Policies

- Safeguarding and Child Protection Policy
- Anti-Bullying 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 in Schools: Advice for Headteachers and School Staff (February 2024).

20. Appendix A: Expectations in detail

Moving around school

We show kindness by respecting that this is a shared space.

Expectation	Suggested consequence (where specific)
Walking feet and quiet voices	Go back to start and repeat correctly
Notice: if things are on the floor pick them up; does someone need help?	
Greet adults as you pass them and let them through doors first.	
Hold the doors for one another	
Keep left	Go back to start and repeat correctly

Classroom behaviour

We show kindness and respect to others and to the teacher by listening with heart and focusing in lessons.

Expectation	Suggested consequence (where specific)
Line up quietly outside the classroom / in playground before a lesson until the teacher is ready and enter quietly, sitting ready for mindfulness.	Practise lining up / go back outside to line up again if noisy.
SH - bring the correct equipment ready for each lesson	Tutor discussion to find out reason not happening and implement actions to change / support dependent on reason.
Listen with heart and Respect the views of others	
BH - water bottles to be kept at the side not on desks (unless very hot); allow children a short time at lesson start for a drink, but then they should not get up for a drink during carpet time.	
Avoid toilet breaks in lessons unless there is a medical need.	
Put chromebooks away at the end of the lesson and plug them in.	
Tidy workspace, tuck in chairs and wait quietly until the teacher dismisses the class.	

Snacks

We show kindness to our bodies, others and the environment by the way in which we eat snacks.

Expectation	Suggested consequence (where specific)
Snacks to be eaten outside unless the weather is too bad to be outside.	If repeatedly eating snacks inside, make slides/poster for assembly/class to explain why we don't eat snacks inside
Put rubbish in the bin	If littering, spend time litter picking at breaks
Eat healthy snacks	
Only eat your own snack	

Dining Room

We show kindness and respect to others as they are eating by having good manners and keeping calm.

Expectation	Suggested consequence (where specific)
Line up quietly and walk into the dining room.	If running, go to back of line. If noisy / physical in line then go away and return to line later.
Line up smartly with uniform being worn correctly	
Stay sitting in the place you start at	
Talk quietly to the people next to you / opposite you	If the whole room is too noisy, turn lights out and remind children to use 'partner' voices. If a second

	reminder is needed, eat mindfully in silence for 1 minute. If third, silent eating for 2 or more minutes.
KG - F1 must put up their hand to ask if they can move on to pudding / clear	
Remember manners: please and thank you, particularly to catering staff; use cutlery (unless on burger/hot dog/pizza day	
Clear your space before you leave	If repeated reminders are needed, they can return to wipe the tables / sweep the floor at the end of lunch.

Note: only let 5 children into the dining hall at a time. At BH, outside line no further than the first pillar.

Assembly

We show kindness and respect by coming into the assembly hall with a 'reflecting' mindset.

Expectation	Suggested consequence (where specific)
Enter and leave in silence, remaining in silence unless invited to discuss.	Teachers to be vigilant if children are talking. If they are, they should remain at the end to apologise to the person leading assembly. If repeated, they should miss a break to e.g. choose a prayer / write an assembly etc
SH: bring hymn books and join in with the singing, closing books and putting them down quietly	

Note: F6 may sit on benches at the back (unless privilege lost through talking); staff to sit down the sides and be vigilant for any talking / being disrespectful.

Homework (SH)

Expectation	Suggested consequence (where specific)
Must be completed and handed in on time.	Ask child how they intend to get the work completed. If they can't answer, give choice of in the Library at lunch, at home that evening or in detention. If a child seeks the teacher out to apologise about incomplete homework, an extension may be given. A child struggling may speak to their tutor for help / flexibility if needed.

Uniform

We show respect to the School to which we belong and to others by being appropriately dressed and well presented.

Expectation	Suggested consequence (where specific)
Clean nails and face (no nail varnish / make-up)	See secretaries immediately for nail varnish remover / make-up remover.
Black shoes with correct socks (no trainers or trainer socks)	Tutor or Form teacher to email home if incorrect shoes; see secretary for correct socks if trainer socks worn and email home.
Shirts with ties to be tucked in for lessons / dining room (fine to be out at break)	
Top buttons to be done up if wearing ties	
Hair longer than shoulder length should be tied up in red, white or black cloth ties	See secretaries for hair ties if hair is not up / wrong colour
Plain spherical earrings in gold, white, black or red only and these must be covered for sports.	Remove any dangling, hoops or decorative earrings (e.g. no hearts, stars or other shapes)

Analogue watches only (no fitbits, apple watches or even digital watches)	Any non-analogue watches will be handed to the reception desks to be collected at the end of the day.
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Absence from a lesson

We show kindness and respect to a teacher by excusing ourselves from their lesson if we are going to be absent (e.g. for a music lesson).

Expectation	Suggested consequence (where specific)
Ask to be excused from a lesson if you are going to be absent (e.g. for a music lesson)	If repeatedly not doing this, letter of apology to be written to the teacher.
Arrive to lessons on time. If unavoidably late, apologise.	If late after reminder and no valid excuse, detention to complete set work.

Walking between sites

We show kindness and respect to others using Grange Road by walking calmly and noticing those who are passing. We also show respect for the teacher by using the time to put ourselves in a positive learning mindset.

Expectation	Suggested consequence (where specific)
Single file only (unless more than one year group)	Practise at the end of the lesson.
Be aware of and respectful to other people using the pavement and take care crossing Clarkson Road.	
BH: walk in register order (unless other order given)	
Walk in straight line facing forwards and stay close to the person in front	Practise at the end of the lesson.
Stay alongside the hedge rather than in the middle of the pavement / towards the road and leave the hedge alone	Practise at the end of the lesson.
Walk around benches	Go to back of the line if climbing over the bench.
Use quiet voices, listening and looking	
Silence when crossing the road	Go to back of line if talking crossing the road.

Use of play equipment, including table tennis

We show kindness and respect for others by playing in an encouraging way and caring for the equipment.

Expectation	Suggested consequence (where specific)
Respect the equipment e.g. bats only for playing, no bashing on the table; equipment not to be thrown over the fence but used for constructive purpose	Children not allowed to play with that equipment for the rest of the play or longer if misusing/being unkind / not tidying. Please ensure tutor knows and this is recorded on Veracross.
Play encouragingly not jeeringly.	
Agree rules of the game at the start (where relevant).	
Tidy up without being asked	
Equipment, including climbing frame / tree, clear after school.	

Forest Garden (BH)

We show kindness to others and to the environment by using the Forest Garden in a way that is calmer, collaborative and caring.

Expectation	Suggested consequence (where specific)
Be gentle with each other and nature	If repeatedly not gentle, ask them to play in a different playground.
Keep the space calm – no running games	One reminder, then children must play in another area for duration of break if playing running games in Forest Garden.
Sticks longer than arm length must have one end staying on the ground.	

Keep Forest circle sitting logs in the centre of the ring	
Swings: 1 child at a time (and only 1 pushing) - Not hitting the trees - Timer used for turns - Keep the space around the swing clear	Children will not be allowed to use the swing for the remainder of the play if they continue after one reminder (or week if repeated).
Tidy at 1.20pm: - Mud kitchen utensils in mud kitchen area - Blocks back in the shed - Forest circle logs in a ring	If children run off without tidying, they will be asked to return and tidy all of the area themselves whilst the others go and play.
Keep all parts of body, including hands, below the yellow lines and only climb on trees with yellow lines	
Keep spades in P2 (digging in Forest Garden is with sticks or natural objects)	
Keep voices and objects in the Forest Garden (no shouting or throwing things over the fence)	Children not allowed to use the Forest Garden for a week if they are throwing things over the fence.
Sticks longer than arms length must keep one end on the ground	

Playground 1 (BH) / Green Court (SH)

We show kindness to each other by following rules that allow games to be played safely and as a good sportsperson.

Expectation	Suggested consequence (where specific)
Follow the rota for the year group / game to be played each day.	
Teacher on duty to get football (basket for BH)	
Football only on the horseshoe area (BH) or Green Court (SH) not in surrounding areas / other parts of the playground.	Possible ban from P1 / Green Court
BH: keep heads below the top of the hedge	
Keep ball lower than shoulder height.	20 seconds time out
Respect the plants (BH) - don't trample on them or pull them	

Playground 2 (BH)

We show kindness to each other and the equipment by using resources carefully and collaboratively.

Expectation	Suggested consequence (where specific)
Trikes may only be used by Pre-Prep	If they continue to use trikes after 1 reminder, they will need to play in another playground for the remainder of the playtime.
Adults only in the shed	
Climbing frame / wall only for breaks	
Sand and sand toys stay in the sandpit	
Equipment only for the correct purpose e.g. space hoppers only for hopping on, not throwing or kicking or hitting	If they misuse equipment after one reminder, they should do a restorative job such as sweeping the sand around the sandpit or tidying the lego.
Only staff to ring the bell at the end.	
Teacher rings bell first time and waits until all are quiet and still, then rings second time and children walk to the line	

Equipment should stay in the correct playground (and not be thrown /posted over fence)	If children are throwing items over the fence on purpose, they will spend the playtime writing a letter of apology to the maintenance team and then will help to rescue the items in the next available break time.
Respect nature: don't bounce on trees or pull them	If continue after reminder, research to be completed on an environmental issue such as importance of trees.
Keep all parts of body, including hands, below the yellow lines and only climb on trees with yellow lines	If they continue after a reminder, they will not be allowed to climb the trees for the rest of the play time.
Ball games are allowed, but not football	
Keep away from verandah outside T1 and T2 (unless doing quiet table top games such as drawing)	
Climbing frame for climbing and gymnastics only (e.g. not 'it' or catching games)	
Climbing should only be on the wall, frame or banded trees (not the fence)	

Locker rooms (SH)

We show kindness to each other and the environment by keeping calm in the locker rooms and treating our own and others' belongings with respect.

Expectation	Suggested consequence (where specific)
Eat and drink outside only (except F6)	Children clean and tidy in the locker rooms if eating after a reminder.
Keep the area calm (not for playing in)	Banned from the area for the rest of the break
Keep your hands to yourself and only go into your own locker	Apology written to other child if you go into their locker.
Keep feet on the floor	
Use lights, doors, lockers for intended purpose (no playing with light switches / swinging on doors / climbing on lockers etc)	Cleaning / tidying jobs to be given if the space is misused.

Quiet garden, Piazza and main garden (SH)

We show kindness to each other and the environment by using the gardens respectfully, calmly (for the quiet area) and safely.

Expectation	Suggested consequence (where specific)
Respect the quiet of this space as well as the plants and animals in it	If noisy after a reminder, they will be asked to leave the area; if harming the environment (e.g. throwing stones into the pond) they will be given restorative justice task e.g. litter picking.
Don't walk on the grill on the pond	
Keep fountain on	
Be respectful while there are lessons in the classrooms around the piazza	Banned from the area for the rest of break
Walking only, but games e.g. four square, skipping, connect 4 are allowed in the Piazza.	
Planters and benches are for sitting on not standing and running on.	
All body parts to stay below the yellow bands	Children not allowed to climb tree for duration of break if they continue to climb above bands after a reminder.
Tree is for climbing, sitting only (e.g. no 'it' or chasing or catching games)	
Follow instructions on the grass (e.g. 'keep off the grass')	
No jumping off the platforms	

21. Appendix B: Examples of actions for a child on Support Level 2

Behaviour demonstrated by the child	Possible strategies
Demanding teacher attention all the time	• Notice the child explicitly; give them something to look after for a while / keep nodding / smiling or giving thumbs up to them • Give child responsibilities for things • Ignore the disruption, praising when doing the 'right' behaviour • Provide boundaries around time – delayed attention – I am going to check in with you in 10 minutes – provide a timer (visual) and they know you are coming. This is on your terms not their terms. • Provide them post-it notes to record thoughts they want to share with the teacher. The teacher will make sure they visit the child and read the notes left periodically.
Poor concentration, higher level of fidgeting	• Arrange seating carefully away from distractions • Movement/water break instigated by adults within the class • Focus tool, bands on chairs • Individual now and next board • Small step differentiation • Timer to divide tasks • Maintain firm boundary through non-verbal reminders and praise • Assess whether the children have been seated for too long and the lesson needs to move on
Dysregulation	• Pupils recognise when things are getting too much and can take time out to an agreed safe space (with a timer) • Morning check-in to meet with an emotionally available adult, to talk, validate feelings, or co-regulate before the day begins • Wellbeing champion, check-ins: opportunities for pupils to meet with an emotionally available adult to talk, validate feelings, or co-regulate • Intervention (please see SEND Waves of support for process needed): sensory circuits, social communication groups, Zones of Regulation • Movement breaks instigated by the adults within the classroom • Co-regulation & Self-regulation: co-regulation is a supportive process where another person helps the pupil manage their emotions and behaviours, important when a pupil is unable to self-regulate • Use of 'My body feels... I need...' cards to help a child identify what is going to help them. • Safeguarded quiet time/decompression time each day, e.g. with Lego • Feelings wheel • Scaling the problem tool • Give a choice of 2 things e.g. you can do this work on the computer or on paper / you can work on your own in a quiet space or with a partner etc
Finds it hard to accept praise	• Notice rather than praise. 'I notice you stopped immediately, thank you.' • Do praise but do not be too effusive and be specific

	• Offer engagement and your time and presence rather than praise – e.g. ask questions instead about the child or their work, use small physical action (smile), share a joke, create a moment of ‘special time’ instead through 1:1 conversation • Be mindful that private praise might be more acceptable to some children • Try reframing it to make it about you: “That piece you played on the piano made me feel so calm and serene”; “Your smile made my day!” • Be specific: “I liked how you handled the questions during your presentation today. You really helped the group find a solution that benefits everyone.” • Sneak it in there. Indirect compliments can build someone up without them feeling like they should deflect what you said. Ask for the recipe if you like their cooking or ask for advice. Find something, they know about and ask them to explain it. They will feel valued. • Play the compliments game as a class. • Be genuine. Fake compliments are often easy to recognise, and faking flattery will make you seem untrustworthy • Focus on people's good qualities • Give them a little encouragement. "I can tell that was hard for you. Maybe this time didn't go so great, but I bet it'll get easier with practice. I have faith in you."
Constant calling out that is disruptive	• Give post-it notes or a notebook to write down thoughts then ensure you check in periodically to read what has been written • Tell the child when you will hear them (e.g. I am going to listen to x then it is your turn’ • Agreed visual reminder e.g. tally written discretely on the table as a reminder • Increase the use of think-pair-share
Low self-esteem leading to disruptive behaviour	• Use of frequent praise, either publically or privately • Home-school positive book • Book of celebration: photos of the child doing well at things, to be used as both a reminder and celebration • Find ways to celebrate their strengths e.g. helping in a class with younger children / leading a club / leading assembly / responsible job • Find ways to celebrate work e.g. displays / assembly performance / share with parents / share with SLT

22. Appendix C: E4L tools



Catcurl

Curl up and calm down

Say the feeling in your mind and in your body

Say the problem

Problem Solving

calm



- catcurl
- quiet space
- breathe

explore



- feelings
- problems

do



- make a plan

Problem Solving

calm



- catcurl
- quiet space
- breathe

explore



- feelings
- problems
- listen with heart

do



- make a plan
- try your plan
- repair

23. Appendix D: Reintegration meeting agenda

This is an example agenda for a reintegration meeting. It will be adapted according to the age, needs and circumstances of the child.

1. **Introduction:** Welcome the child back warmly. This is the key time to ensure the child feels they are a good person, with a fresh start and will be supported. They should feel valued and that their behaviours are not an obstacle to success.
2. **Questions:** chance for the child to ask questions
3. **Reasons for behaviour:** briefly go through your understanding of what happened. Is there anything missed? What makes things difficult? How do you feel about the support you are receiving? Who do you talk to when upset / angry? What support helpful when away from school?
4. **Targets:** what needs to happen? Child to contribute to this.
5. **Support** offered in school: what we are doing? What does the child need?
6. **Support outside school:** where relevant and appropriate to discuss
7. **Agree strategy** together
8. **Plan in frequent check-ins** and explain to the child how this will happen. They might like to choose the person and place for check-ins.

Once this meeting is complete, it should be recorded on Veracross and an email summary sent to parents. Parents should also be sent an Action plan. Action plan template:

Name	
Date of Plan	
Class teacher	
Other supporting staff in the team	
Summary of concerns	•
Strengths and interests	•
Other supporting factors	•
Support already received (past and present)	
Key behaviour targets	
Support strategies	
How will the child be involved?	
Parent partnership (How will school and home work together)	<i>Agree communication systems between home and school</i>
Monitoring and recording	
Review dates	<i>When will these be?</i>
Possible outcomes	• If x is able to..... then.... • If there is another x.... then

24. Appendix E: Version Control Information

Behaviour Policy

Amendment History

Document Name	Ver No.	Modified by	Regulation Date	Regulation Para. Ref.	Change required	Summary of change	Date Approved
Behaviour Policy	5.0	Senior Deputy Head	05/01/2015	ISSR Pt 3 para 9 & ISSR Pt 6 para 32	Complete rewrite	Comprehensive review completed. Formatting updates, TOC added, version control added.	28/09/2026

Document Information:

Document Title:	Behaviour Policy
Owned By:	Senior Deputy Head
Reviewed By:	Senior Deputy Head
Approved By:	Full Governing Body, by written resolution
Date Reviewed:	August 2026
Review Frequency:	Every two years
Next Planned Review:	August 2028
Current Version No:	5.0
Website location:	https://www.sjcs.co.uk/sites/default/files/2026-06/Behaviour%20Policy.pdf
Link to Published PDF:	SharePoint > Policies > Documents > 2026 Policies_Final Versions
Network Location of Working Copy:	SharePoint > Policies > Documents > 2026 Policies_Final Versions