

Read St. John's C.E. Primary School

Behaviour For Learning Policy



Here at Read St. John's we are proud of our vision and core values which underpin our day-to-day life.

'Sowing the Seeds of tomorrow; growing in the light of the Lord'

At Read St. John's we aim to unlock the potential for everyone to flourish whilst being rooted and grounded in God's love. We aim high, so together as one family, we can fly. This vision is underpinned by our Christian values of: Trust, Friendship, Compassion, Perseverance, Forgiveness, Respect, Service and Responsibility.

The purpose of this Behaviour Policy is:

To establish a consistent, trauma-informed, and relational approach to promoting positive behaviour throughout the school. It provides a clear framework that supports all members of the school community in creating a safe, inclusive, and respectful environment where every child can learn, develop, and flourish.

This policy recognises that behaviour is a form of communication and that children's experiences, relationships, and emotional wellbeing influence how they respond to different situations. The policy therefore promotes understanding, empathy, and appropriate support while maintaining high expectations for behaviour and conduct.

The aims of this Behaviour Policy are to:

- Create a safe, respectful, and inclusive school environment where every child feels valued, supported, and able to succeed.
- Promote positive behaviour through strong relationships, consistency, clear expectations, and restorative approaches.
- Recognise that behaviour is a form of communication and respond with curiosity, empathy, and understanding, particularly where children may have experienced adversity or trauma.
- Foster a trauma-informed culture in which all staff understand the impact of adverse childhood experiences (ACEs), attachment, and developmental trauma on children's behaviour, emotional regulation, and learning.
- Support children to develop emotional literacy, self-regulation, resilience, and problem-solving skills that enable them to manage their emotions and behaviour effectively.
- Ensure that all children are treated with dignity, fairness, and respect, regardless of their individual needs, backgrounds, or experiences.
- Provide predictable, consistent, and emotionally available responses from adults, helping children to feel safe and secure within the school environment.
- Promote restorative conversations and repair relationships when difficulties arise, enabling children to reflect on their actions, understand the impact of their behaviour, and make positive choices in the future.
- Work collaboratively with parents, carers, and external agencies to provide appropriate support for children whose behaviour indicates additional needs.
- Ensure that behaviour support is proportionate, individualised, and focused on teaching and developing positive behaviours rather than simply managing unwanted behaviours.
- Celebrate positive behaviour, effort, kindness, and personal achievement, reinforcing the school's values and encouraging children to make positive contributions to the school community.
- Promote equality of opportunity and ensure that behaviour practices do not disadvantage pupils with protected characteristics, special educational needs and disabilities (SEND), or those who have experienced trauma or adversity.
- Support all staff through ongoing professional development to implement trauma-informed, attachment-aware, and relational approaches consistently across the school.
- Maintain high expectations for behaviour while recognising that children require different levels of support to meet those expectations.

These aims reflect the principles of Read St. John's as a trauma-informed school by balancing high expectations with compassion, understanding, and a commitment to helping every child feel safe, connected, and ready to learn.

Our Ethos

We want children to make the most of every minute of learning time. This is achieved through the consistent use of our READ code of conduct 'do it the Read way.'

Respect

Engage

Aspire

Determined

Definitions

We have worked with all the children across school to define what each word means to us as a school.

This is what they decided:

Respect:

Treat others as you want to be treated, look after your belongings and school's belongings, be helpful and listen to others, look after the environment, follow instructions and understand that everyone is different and that is ok.

Engage:

Focus on things around you, join in with lessons, share your ideas, listen carefully, engage in your work, work with others and join with in everything even if it's not your favourite thing to do.

Aspire:

To be a role model, to do your best and try your hardest in everything you do, to be the best you can be, to achieve goals and to be what and who you want to be.

Determined:

Don't give up – keep trying, to achieve the very best we can, always have a go even when it's hard, mistakes help us to learn and the firm intention to achieve what you have decided to achieve.

Our school is a place of well-being and fulfilment. The outdoor environment has open spaces, play equipment and lovely gardens and the indoor school is well resourced and maintained. Everything is designed to enable our pupils to thrive.

We view behaviour as the ability to self-regulate with dignity and integrity, thus developing self-pride and positive self-management as qualities underpinning personal effectiveness. We support pupils to adopt an assertive approach in responding to other pupils so that relationships are constructive and equal.

Our pupils know that they have the **right** to learn in a safe environment and the **responsibility** to support the wellbeing and learning of others.

Pupils are in control of the choices they make. When they make the right choice, they enjoy high self-esteem and the many rewards that are linked to making a positive contribution to our school. When they make a wrong choice, they know that they have let themselves and others down. They are supported to think how they can put things right and how they can make the right choice next time. We always value the child, speaking well of them and to them, regardless of their behaviour.

We do not tolerate bullying or harassment of any type. We have clear procedures and allocated staff to deal with incidents. Pupils are continually reminded what to do and who to speak to if incidents arise. We log all incidents on CPOMs and/or SIMs and work in partnership with parents/carers wherever necessary so that issues are resolved at the earliest stages and never take root. Incidents are monitored by the senior leadership team.

Classroom Management

A calm climate for learning is achieved when pupils self-manage and can learn independently. This is the starting point of all activities at Read St. John's, planned for explicitly and embedded into school life. The strategies we use include:

- Providing a learning environment that is tidy and well ordered, fostering independence.
- Providing opportunities for children to work co-operatively.
- Planning pro-actively for smooth transition times in class, school, and the playground.
- Adopting a range of strategies such as choral singing to inspire joy, harmony, and focus.
- Building a team identity and incorporating team building activities into the curriculum.

Playground

We want play and leisure time to be enjoyable and relaxing for the children. We collect pupil voice for improved play and respond to their suggestions.

Children are only sent in from play or referred to a senior member of staff if they refuse to follow adult direction, are unsafe, or have been involved in a dangerous incident. Playground staff deal with incidents on the playground following the Calm Play Code and ensure that pupils enter school ready for learning. Playground incidents are never dealt with during learning time.

Principles for Effective Behaviour Management

To achieve our aim for a calm school all staff are required to manage behaviour consistently and affirmatively, remembering that behaviour is a form of communication.

Appropriate Behaviour – what we do:

Refer to the 'READ' code of conduct to manage pupil behaviour affirmatively. Are they showing respect, are they engaged, are they aspiring or showing determination?

Recognise that behaviour support is not a one-size-fits-all approach. Some pupils with SEND, neurodivergence, attachment needs, or experiences of trauma may require individualised strategies and reasonable adjustments to behaviour expectations and responses. These adaptations ensure that all pupils are supported fairly, barriers to success are reduced, and every child is given the opportunity to regulate, learn, and thrive.

Use specific reward, praise, and encouragement at every opportunity to foster self-esteem and motivation.

Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures.

Provide a role model of calm self-management in all relationships with children, parents/carers, and other staff.

Clarify the rights and responsibilities that underpin our calm, safe school:

Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect.
Everyone has the responsibility to enable this to happen.

Acknowledge any personal deficiencies in behaviour management and seek support from SLT.

Report any evidence of ineffectual or inappropriate behaviour management that compromises the well-being and progress of pupils anywhere in the school.

Employ rewards and consequences in a fair and consistent way.

Communicate pro-actively with parents/carers and show a willingness to work in a constructive partnership with them for the benefit of the child. Discuss inappropriate behaviour in private, engaging the parent/carers to support the child and the school.

In School Rewards

- Positive praise and acknowledgement of good behaviour.
- Class motivators (at teacher's discretion).
- Super star certificates presented in celebration assembly in recognition of work/academic achievement.
- Value award certificates presented in celebration assembly in recognition of demonstrating our school's Christian values.
- Headteacher's sticker given for outstanding work, citizenship/Christian service.
- Pupil of the week – a child spotted in school for 'always doing the right thing.'

At Read St. John's we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not always behave appropriately to manage their behaviour positively.

Responding to inappropriate behaviour

- At our school, we recognise that behaviour is a form of communication. While we maintain high expectations for behaviour, we understand that some behaviours may be influenced by a child's experiences, developmental stage, unmet needs, or difficulties with emotional regulation. Our responses are therefore calm, consistent, and focused on teaching positive behaviour rather than relying on punishment.
- When inappropriate behaviour occurs, staff will:
- Respond calmly, respectfully, and consistently to help maintain a sense of safety for all pupils.
- Seek to understand the possible reasons behind the behaviour by considering the child's emotions, needs, and circumstances.
- Use de-escalation strategies where appropriate, including calm communication, offering choices, reducing demands, allowing processing time, or providing a supportive space to regulate.
- Reinforce clear boundaries and expectations while maintaining positive relationships.
- Support pupils to regulate their emotions before discussing the incident, recognising that meaningful reflection is most effective when children are calm.
- Use restorative conversations to help pupils understand the impact of their behaviour, repair relationships where appropriate, and identify strategies for making better choices in the future.
- Teach and model appropriate behaviours, emotional regulation skills, problem-solving, and conflict resolution.
- Apply consequences that are proportionate, reasonable, and directly related to the behaviour where appropriate.
- Record, monitor, and review patterns of behaviour to identify any underlying needs or triggers and to inform appropriate support.
- Work in partnership with parents, carers, and relevant professionals when concerns about behaviour are ongoing or indicate additional support may be required.
- Where behaviour presents a risk of harm, staff will always prioritise the safety of pupils and adults, following the school's safeguarding procedures and any individual risk assessments or behaviour support plans. Restrictive physical intervention will only ever be used as a last resort, in line with statutory guidance and school policy.
- Our goal is for every behavioural incident to become an opportunity for learning, personal growth, and the strengthening of positive relationships.

Involvement of Senior Staff

If the child refuses to comply, where appropriate, another adult or trusted child will be sent to a senior member of staff for help who will come promptly.

School leaders monitor behaviour and take action in a holistic way, involving staff and parents/carers to achieve desired outcomes. **Only the Headteacher can make decisions about loss of badges/clubs/trips/privileges/exclusions. Threats are never to be issued by members of staff.**

Children who need more specialised support will be identified and assessed in order to support them.

- Children will be identified by their class teacher as needing extra support and cause for concern form will be completed.
- This may result in a child receiving support from our Emotional Literacy Support Assistant (ELSA).
- Staff will log incidents online using CPOM's and/or SIMs ensuring the context of the situation is always taken into account.
- Negative behaviours should always be seen as a child making a wrong choice, rationalisation should be about the behaviour, not the child, for example, 'I don't like that choice you just made.'
- Children should be supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children know they are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to the child.

The SENDCO will organise a parents/carers meeting which involves the class teacher and ELSA to:

- Identify what skills, strengths or positive elements exist and where support is needed.
- Initiate target setting and support.

The SENDCO will also consider whether the continuing challenging behaviour might be the result of unmet educational or other needs. At this point the SENDCO will consider accessing support from external agencies.

Bullying

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

Bullying is, therefore:

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

Bullying can include:

Bullying can be physical or emotional, and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example, because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties). Consequences will be applied fairly, consistently and reasonably taking account of any special education needs or disabilities that the pupils may have and taking into account the needs of the vulnerable pupils. School will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Please see the Anti-Bullying Policy for further information.

Read St. John's CE Primary School has a zero-tolerance approach to abuse, including child-on-child abuse.

St John's CE Primary School will follow the guidance set out in *Keeping Children Safe in Education*, Part Five: *Child-on-Child Sexual Violence and Sexual Harassment*, alongside Lancashire safeguarding procedures, including Section 5.31: *Peer Abuse* (Procedures Online), to inform its approach to managing and responding to incidents of peer-on-peer abuse.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online.

All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can manifest in a variety of ways, including:

- Bullying (including cyberbullying and prejudice-based or discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse, which may include an online element that facilitates, threatens and/or encourages such behaviour;
- Sexual violence, which may include an online element that facilitates, threatens and/or encourages such behaviour;
- Sexual harassment, including online sexual harassment, which may occur as a standalone incident or as part of a broader pattern of abuse;
- Causing another child to engage in sexual activity without consent;
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- Upskirting;
- Initiation and hazing-type violence and rituals, which may involve harassment, abuse or humiliation as a way of initiating a person into a group, and may also include an online element.

All staff will report any incidents to the DSL’s and know the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils are aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.

Roles & Responsibilities

The Governing Body

The Governing Body are responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Board will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents/Carers

Parents/carers are expected to:

- Follow the calm school code.
- Support their child in adhering to the Pupil Code of Conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical Intervention and Reasonable Force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing injury to themselves or others;
- Committing a criminal offence;
- Causing serious damage to property;
- Prejudicing the maintenance of good order and discipline at the school.

Any use of reasonable force will:

- Only be used as a last resort;
- Be proportionate, reasonable and necessary in the circumstances;
- Involve the minimum amount of force for the shortest possible time;
- Be applied in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment.

All incidents involving the use of reasonable force will be:

- Recorded on the school's safeguarding system (CPOMS);
- Reported to parents/carers as soon as possible, in line with statutory guidance;
- Monitored by senior leaders to ensure appropriate use.

Safer Positive Handling

Physical force should only be used within the strict safety guidelines of the Positive Handling Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times. The policy is always available on the teacher drive

Confiscation

Any prohibited items found in a pupil's possession will be confiscated in line with statutory guidance. These items will not be returned to the pupil.

The school may also confiscate any item that is harmful or detrimental to school discipline. Where appropriate, such items may be returned to pupils or parents/carers following discussion with senior leaders.

Searching, screening and confiscation will be carried out in accordance with the Department for Education's most recent guidance.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Behaviour management will form part of continuing professional development.

Monitoring Arrangements

This Behaviour Policy will be reviewed by the Headteacher and Governing Board annually at the least. At each review, the policy will be approved by the Headteacher.

Links with Other Policies

This Behaviour Policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Anti-Bullying Strategy

This policy was written in September 2026 and will be reviewed annually.

To be reviewed September 2027