



St. John's C. of E.

Blackpool's First Free School 1817

Behaviour & Relationships Policy

'In everything, do to others what you would have them do to you.'
Matthew 7:12

Be Kind

Be Forgiving

Be a Good Friend

Be Honest

Love One Another

Be part of our St John's family!

Purpose and aims

Our vision statement is simply:

“Everyone matters in God’s world”

and we follow the Golden Rule: so in everything, do to others what you would have them do to you. Matthew 7:12

In line with our mission statement, the school aims to promote Christian standards of behaviour. There is a potential for good in everyone and each child should be allowed the opportunity to take responsibility for their own actions and be encouraged towards self-discipline.

This Relationships Policy is based on the Trauma Informed principles and Behaviour Management: safety; trust; choice; collaboration; empowerment.

At St. John’s Church of England School, we aim to be proactive rather than reactive.

How Do We Achieve This?

- ✓ By creating an environment that is safe, caring, calm, happy and welcoming.
- ✓ Having positive attitudes where everyone is valued and respected
- ✓ Maintaining high expectations that trusts everyone will do their best.
- ✓ Following daily school routines to promote a sense of security.
- ✓ Celebrating the success of our achievements.
- ✓ Staff having high expectations of behaviour, recognising examples of good behaviour and modelling appropriate expectations of politeness and manners.
- ✓ By having clear rules, procedures and boundaries.
- ✓ Working collaboratively to achieve our best.
- ✓ Enabling everyone to make choices in their behaviour and supporting them if things go wrong.

*For most children
‘praise’ and ‘recognition’
is the best proactive approach towards good behaviour.*

Our Caring Rules

- We listen carefully when others are speaking.
- We get on with our work sensibly.
- We are polite at all times.
- We move around our school quietly.
- We are kind and friendly to everyone.
- We look after our school and everything and everyone in it.

Class rules are agreed by children and staff at the beginning of the academic year and are revisited frequently. They are displayed in all classrooms so that children, staff and visitors are clear about class expectations. The language used is age appropriate but the meaning remains unchanged.

At St John's



**Everything we do underpinned
by Christian Principles**

At St John's



Every child to be nurtured.

Reward Routines

In EYFS

Immediate praise is given with verbal acknowledgement, positive facial expression and positive body language. Stickers are used occasionally for rewards, but usually the immediate praise routines are the preferred incentive of the children.

Key Stage 1

'Star cards' are given out in 'Celebration' assembly on Monday and then taken to the Head Teacher for a further reward!

Immediate praise is given through the use of stickers, verbal acknowledgement, 'thumbs up', or an acknowledging look.

Special achievements are praised and rewarded by the Head Teacher or another chosen member of staff.

A text/ postcard/ Tapestry post may be sent home to parents to let them know of their child's achievement.

In Key Stage 2

House points are given throughout Key Stage 2 and are displayed on the classroom walls. The winning house has a special house party at the end of each term and a yearly cup is presented to the winning house.

Star of the Week is awarded every Monday as a reward in each class.

Immediate praise is given through the use of stickers, 'pat on the back', verbal acknowledgement, 'thumbs up', or an acknowledging look.

A text or postcard is sent home to parents to let them know of their child's achievement and a photograph may be put on the school website.

Each teacher devises their own reward class system, based on both the academic and behavioural achievements, of individuals/groups/teams.

Special achievements are praised and rewarded by the Head Teacher or other chosen members of staff.

House points are awarded to a child who has worked/behaved to the best of their ability.

- ✓ 25 points = bronze certificate
- ✓ 50 points = silver certificate and pencil
- ✓ 75 points = gold certificate and pen
- ✓ 100 points = platinum certificate
- ✓ 125 points = titanium certificate

All staff in school give rewards for good behaviour.
Texts and postcards home share and celebrate success.
All children are rewarded, **especially** those who **always** behave appropriately!

School Values

Children are recognised for living out our school values of:

Love, Friendship, Kindness, Honesty and Forgiveness

Each week at Celebration Assembly, children are awarded a Values Certificate and held up as an example to others. This is then praised and rewarded by the Head Teacher and the children have their names added to the 'Values Tree' in the hall.

If Things Go Wrong

For most children the proactive approach will be effective, however **individual** instances of disruptive behaviour may occur at times.

A range of strategies are employed so that surface behaviour does not become a major concern

- Ignore the child behaving inappropriately and praise the child behaving appropriately
- Moving closer to the child behaving inappropriately is often enough
- Take an interest in what the child is doing
- Remove temptations before they become problems
- Remove the child from the classroom without any punitive overtones to prevent behaviours escalating e.g. send the child on an errand

Use Set Responses e.g.

- ✓ What should you be doing? (Do not ask the why? Question).
- ✓ 'Finish the map please Ben. Thanks.'
- ✓ Blocking – keep repeating the same statement over and over.
- ✓ 'If you stop others from learning, you will be moved.' (Give the child a simple choice that puts the responsibility back on to the pupil).
- ✓ Rule reminder – simply restate the appropriate rule – do not get caught up in a discussion.

Home School Relationship

Working in partnership with families is fundamental to ensuring all children achieve their full potential in school.

- Informal chats with parents on both good and bad days to foster and maintain an effective partnership.
- Follow up phone calls or meetings if appropriate to ensure the parent is fully involved.
- More formal behaviour charts as required – further information later in this policy.

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Everybody to work together to find solutions.

Dealing with Disruptive Behaviour

Rights

Teachers have a right to teach
Pupils have a right to learn
All have a right to feel safe and be treated with respect!

One disturbed and disruptive child can affect a whole class and indeed the school.

Criticise the behaviour, never the child

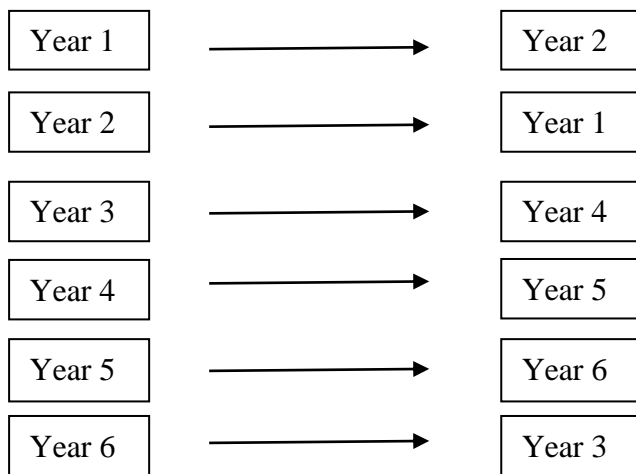
Teachers need to:

- Assess objectively reasons for poor behaviour.
- Restore order quickly – for the benefit of the other children.
- Consider whether a different approach would be more beneficial to preventing further occurrences of the same incident in the future.
- Speak to Key Stage Leader if further advice/support is needed.

Send to the next class up

Follow the school procedure for dismissing a child from the room. This serves positive results:

- It sets an example to their peers.
- It allows peers to learn without further distraction.
- It allows the teacher and child time to 'breathe'.
- It tells the child you will not tolerate inappropriate behaviour.



At St John's
Every one to have a
voice and be valued as
unique

Behaviour Records

Unacceptable behaviour that is offensive or puts the safety of others at risk should be recorded on 'Safeguard'.

All incidents are monitored by the Head Teacher, Family Engagement Manager, DDSLs including SENCO

Reports are shared with the staff regularly.

If the behaviour persists, parents are informed and an individual pupil diary established to monitor the timing and frequency of unacceptable behaviour. It is essential to ensure

parental understanding of the behaviour and to request their full support so that targets or action plans can be shared. A behaviour chart/book could be used and sent home with the child each night for the parent/carer to see, or regular phone calls and meetings. Charts can be devised by the class teacher to suit the needs of the individual child, or can be received from the Family Engagement Manager.

SENCO

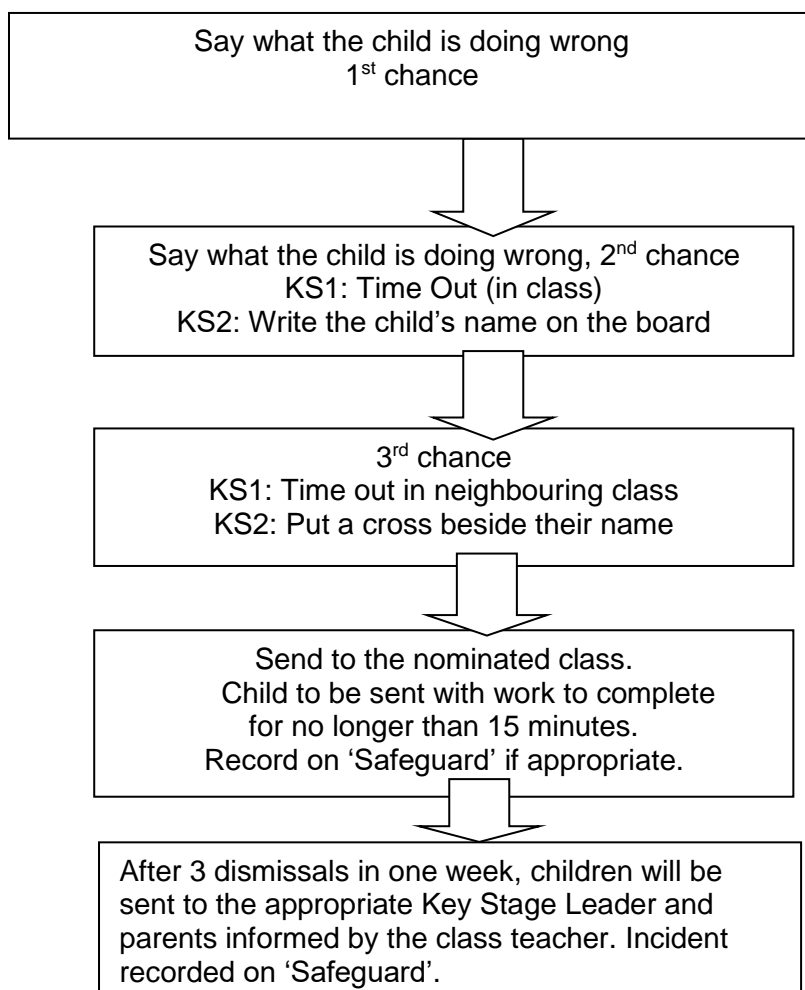
Where there are serious concerns about behaviour the SENCO should be informed. Appropriate strategies may be put in to place supported by Family Engagement Manager and SSA's

Evidence will be gathered from all appropriate staff using the 'Safeguard' system and individual diaries and charts. Further recording and monitoring sheets are available from the SENCO if further action is to be taken e.g. a referral to the Inclusion Team.

The Inclusion Team monitors the frequency and emerging patterns of behaviour to inform further strategies or referrals. As a result of a meeting where there are regular serious concerns about a pupil's behaviour, further referrals may be appropriate. This could be to the family G.P, the School Nurse, CAHMs, Social Services, Family Support, Behavioural Advisory Teacher or the Educational Psychologist.

Trauma Informed Principles will be used to ensure the emotional and physical safety of an individual is addressed as the first important step.

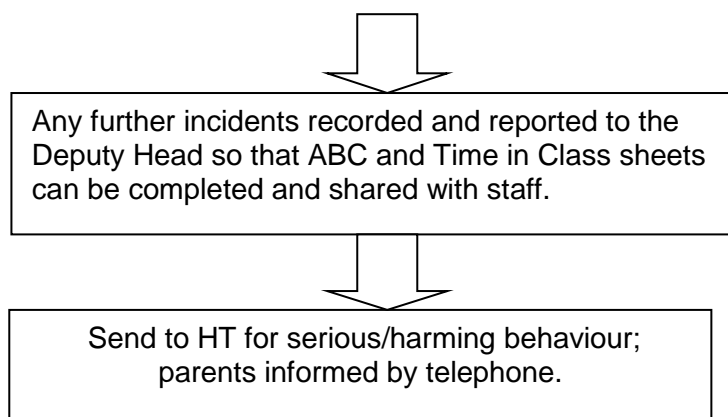
Procedure for Dismissing a Child from the Classroom



At St John's
Every child a self-confident resilient learner who understands what it means to be a good learner and applies these principles to all learning opportunities in school.



At St John's
Every child to face change with confidence and experience success at transition points in their lives.



Strategies for Dealing with Challenging Behaviour

Details of how to deal with this type of behaviour can be found in the 'Care and Control of Pupils Policy'.

Formal warnings are given verbally to the pupil followed by a letter and phone call to the family. Each letter states how many warnings have been issued. The second letter explains that the next formal warning will result in an exclusion for a complete day or for part of a day e.g. lunchtime if this has been the focus of concern.

Unacceptable behaviours are outlined in Appendix 1.

Lunchtime Sanctions

If a pupil displays behaviours that are considered to be inappropriate, staff will inform the class teacher at the end of lunchtime. If that behaviour is disrespectful or aggressive to members of staff or other children, the pupil may be sent to write an account of the incident. A member of the Senior Leadership or Inclusion Team will be available to support the children with this. The principles of a Trauma Informed approach will be used:

Is the child physically and emotionally safe?

What happened?

Have you hurt or upset anyone?

How do you feel?

How do you think they feel?

How can you put things right?

What could you do next time?

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Everybody with a growth mind-set.

Class teachers will be informed if a member of their class needs support; parents should be made aware of this by home time when they collect their child or by phone.

If a pupil is sanctioned three times in a half term, then a formal behaviour warning issued and parents informed. Three warnings in a term will result in a lunchtime suspension.

Serious incidents of violence or insolence may lead directly to a lunchtime suspension at the Head Teacher's discretion.

3 formal behaviour warnings will result in 5 lunchtime suspensions.

Suspension is a strategy we employ in the last resort for dealing with very challenging behaviour. If the Head feels it is necessary to suspend a pupil the parent will be informed immediately by telephone, this will be followed up with a formal letter giving the reasons for the suspension and informing parents of their rights of appeal. The Chair of Governors and the suspensions officer for Blackpool Borough Council will be informed as soon as is possible and certainly by the next working day. Work will be provided for children who have been suspended from school. If the suspension is for more than 2 school days then parents

will be asked to attend a meeting with their child, the Head teacher or Deputy, to discuss the child's successful reintegration into school.

If repeated suspensions occur, the SENCO will liaise with parents, pupil and relevant support services to implement a Pastoral Support Programme with agreed targets. A review meeting will be held in 6 weeks to monitor progress.

The Head Teacher monitors the use of suspension and reports back to the governing body as appropriate.

Views of Children

Views of children about behaviour and feeling safe in school are canvassed by means of surveys and questionnaires. Their views inform school development planning and policy. School council are asked to evaluate and discuss behaviour concerns that arise over playtimes on a termly basis. Suggestions are taken seriously and problem solving is actively encouraged.

Pupil voice includes Worship Council; School Council; Wellbeing Warriors; Eco Council.

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Every child to have developed their spirituality and relationship with God.

At St John's



Everyone to put learning and children at the heart of every decision and be guided by what

Appendix 1

Serious Unacceptable Behaviour

1. Introduction

At St John's, we are committed to fostering a safe, respectful, and nurturing learning environment, guided by our Christian values. We believe that every child has the right to learn and thrive in a setting free from disruption, harm, and intimidation. To uphold this standard, we have a clear approach to addressing serious unacceptable behaviour.

2. Unacceptable Behaviour

The Headteacher, staff and governors consider the following behaviours to be unacceptable:

2.1 Violent and Aggressive Behaviour

- Deliberate violent behaviour or physical aggression towards anyone in the school community, including but not limited to fighting, kicking, biting, scratching, strangling, or any other action intended to cause harm.
- Threatening behaviour, including intimidation, bullying, and coercion.

2.2 Verbal and Emotional Abuse

- Use of offensive language, including swearing, racial or homophobic slurs, or derogatory remarks towards anyone in the school community.
- Persistent rudeness or insolence when reminded of appropriate behaviour.

2.3 Property Damage and Theft

- Deliberate damage to school or personal property.
- Theft of any kind, with repeated offences potentially involving police consultation.

2.4 Discrimination and Harassment

- Racist, sexist, homophobic, or any other discriminatory behaviour.
- Harassment, including behaviour that is unwanted, offensive, and affects the dignity of an individual.
- Any form of bullying, including physical, verbal, emotional, and cyberbullying.

2.5 Persistent Disruptive Behaviour

- Persistent refusal to follow instructions from school staff.
- Behaviour that disrupts the teacher from teaching and prevents the children from learning
- Non-compliance that endangers the health and safety of the child or others.

2.6 Possession of Prohibited Items

- The possession of banned items, including but not limited to knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic materials, or any item that may be used to cause harm.

The school aims to work collaboratively with parents/carers to prevent and address serious behaviour issues, ensuring a positive learning environment for all pupils. The Headteacher reserves the right to apply necessary sanctions to maintain the safety and well-being of the school community.

3A. Response to Serious Behaviour Incidents in School

Step 1: Immediate Response

- Ensure the safety of all pupils and staff.
- De-escalate the situation where possible and remove immediate threats.
- Provide first aid if required.

Step 2: Reporting and Recording

- All serious incidents must be reported to a member of the Senior Leadership Team (SLT).
- The incident must be recorded in the school's behaviour log for future reference.
- Parents/carers will be informed of the incident verbally at the end of the day, by phone, or in a scheduled meeting.

Step 3: Consequences and Support

- The school will apply appropriate sanctions, which may include:
 - Reflection time or loss of privileges.
 - Parental involvement in behaviour discussions and interventions.
 - Restorative justice approaches to repair relationships where appropriate.
 - Written Behaviour Warning
 - Temporary internal exclusion or supervised isolation.
 - Fixed-term suspension for serious or repeated offences.
 - Permanent exclusion in extreme cases, in line with DfE guidelines.

B. Incidents Outside of School Hours

The school reserves the right to act for incidents occurring outside school premises if they:

- **Affect the school's reputation**, such as behaviour in uniform or during school trips.
- **Target another pupil or staff member**, including online threats, harassment, verbal abuse or bullying.
- **Pose a safety risk**, including gang-related behaviour or violence in the community.

Possible consequences include:

- **Discussions with parents** and written warnings.
- **Loss of privileges**, such as participation in school trips.
- **Referrals to external support services** if the behaviour is part of a wider safeguarding concern.
- **Involvement of external authorities**, including the police, where appropriate.

4. Additional Considerations

- **Safeguarding:** All incidents will be managed in accordance with safeguarding policies and statutory guidance.
- **SEND Support:** Where a pupil has special educational needs or disabilities, reasonable adjustments will be made to ensure they receive appropriate support.
- **Cyberbullying and Online Safety:** Incidents involving online abuse will be addressed in accordance with the school's ICT and safeguarding policies.

Specific Expectations & Organisation of the School

1. Start of the School Day

- The school doors open at **8:40 am** to allow pupils to enter calmly and quietly.
- Pupils are expected to **walk sensibly** to their classrooms and hang up their coats, where a member of staff will supervise them.

2. Assemblies & Collective Worship

- Pupils are encouraged to actively participate in **assembly and collective worship**, listening respectfully and joining in appropriately.
- When leaving the hall, pupils must **exit quietly and in an orderly manner** to prepare for their next lesson.

3. Classroom Behaviour & Learning Expectations

- At the start of each academic year, every class **agrees on a set of rules** based on our **school values and guiding principles**. These rules promote respect, cooperation, and responsibility.
- Pupils are expected to:
 - **Follow classroom rules** and work quietly when required.
 - **Show respect** for staff and peers.
 - **Engage positively** in learning and cooperate with others.
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- **Managing Disruptive Behaviour:**
 - Disruptions affect both teaching and learning. Pupils will receive a **verbal reminder** or a **non-verbal signal** (e.g. eye contact) to stop the behaviour.
 - If the behaviour persists, a **formal warning** will be given as per the school's behaviour policy.
 - Repeated disruptions may result in **removal from the classroom** and escalation to a **Senior Leadership Team (SLT) member**.
 - Persistent disruptive behaviour may lead to further interventions such as **behaviour monitoring (ABC Chart/Behaviour Plan)**.
 - **Severe incidents** will be immediately referred to the **SLT** and recorded in the school's **behaviour management system**.

4. Playtimes & Lunchtimes

- Pupils are expected to **maintain high behaviour standards** during playtimes, following routines for:
 - Entering and leaving the playground.
 - Playing safely in designated areas.
 - Lining up calmly when playtime ends.

- **Wet playtimes** are supervised by the class teacher, with pre-arranged activities available.

Lunchtime Supervision

- Welfare Staff, Play Leaders, and Teaching Assistants are responsible for **supervising pupils while they eat and play**.
- They are encouraged to:
 - Engage with pupils in conversation and games.
 - Promote positive behaviour using school behaviour expectations.
 - Address **minor misdemeanours** with reminders and cooling-off periods.
- **Serious incidents** must be reported to the **class teacher** at the end of lunch. If behaviour is persistently disruptive or serious, a **member of the SLT** will be informed, and the incident will be recorded in the **school's Safeguard system**.
- **Persistent poor lunchtime behaviour:** The **Headteacher has the authority to suspend a pupil from lunch breaks** if their behaviour continues to be unacceptable.

5. Physical Education (PE) & Swimming Lessons

- High behaviour expectations apply during **PE, games, and swimming**, particularly due to **safety risks**.
- If a pupil's behaviour at the **swimming pool** presents a **safety risk**, the **Headteacher will conduct a risk assessment**.
- The **Headteacher reserves the right** to withdraw a pupil from swimming if their behaviour poses an **unacceptable risk** to staff and pupils.

6. Educational Visits & Residential Trips

- Pupils are expected to behave responsibly and respectfully when representing the school on **off-site visits**.
- **Behaviour on school trips:**
 - Pupils who struggle to meet behaviour expectations may require a **risk assessment** to determine if they can safely attend.
 - If a pupil is deemed a **high risk**, the **Headteacher reserves the right** to withdraw them from the trip.
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- **Residential visits:**
 - Parents will be informed before the trip that **serious or persistent disruptive behaviour** may result in their child **being sent home**.
 - If a pupil needs to be removed from the trip, parents must **arrange for their child to be collected**. If this is not possible, **two staff members will escort the child home**.