

St John's CE Academy

'Life in all its Fullness' - John 10:10



Positive Behaviour and Relationships Policy 25-26

Date last reviewed: November 2025

Reviewed by: Head of School and LGC

Date for next review: July 2026

Policy Statement

At St John's CE Academy, we aim for every member of our school community to feel valued, respected, and treated with dignity. We take care of each other and our environment. We are a caring community built on mutual trust and respect. Our ethos, inspired by our school vision of 'Life in All Its Fullness' (John 10:10), guides everything we do. This vision is brought to life through our values of Faith, Hope, and Love, which shape our actions and relationships. Together, we celebrate successes and life's "wows" and support one another through life's challenges, the "ows". We encourage every child to grow spiritually, socially, emotionally, and academically.

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We believe that high standards of behaviour are vital in maximising pupil engagement and providing opportunities for all pupils to succeed. We approach every child with curiosity, kindness, and empathy, enabling them to form meaningful relationships and regulate their emotions in a safe environment.

Our Positive Behaviour and Relationships Policy ensures that all members of the school community can work together in a positive and supportive way. By embedding our vision and values into daily life, we strive to do our best every day - both in learning and in our relationships. This policy underpins an environment where everyone feels happy, safe, and secure, and where children are encouraged to live out Faith, Hope, and Love in all their actions.

Legislation and Statutory Guidance

This policy is written in line with:

- Education Act 2002
- Education and Inspections Act 2006
- The Equality Act 2010
- DfE *Behaviour in Schools* (2024)
- DfE *Suspension and Permanent Exclusion Guidance* (2024)
- DfE *Keeping Children Safe in Education* (2025)
- SEND Code of Practice (2015)

Principles

Our policy is based on a set of shared principles and support systems. Pupil and staff expectations are reinforced through rewards, self-reflection, and consequences when needed. We work hard to foster a welcoming, supportive, and caring atmosphere.

This involves pupils, parents/carers, staff, and governors working in partnership. Behaviour management is not something that “just happens” – it relies on effective communication, shared principles, and consistency of approach.

Through this policy, we aim to:

- Provide an environment in which all pupils can reach their full potential.

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- Encourage respect for others and prevent all forms of bullying and harassment.
- Care for all individuals and implement consistent, fair, and proportionate consequences with opportunities for reflection.
- Promote a culture of equality, diversity, and inclusion.

Relational and Restorative Approach

At St John's CE Academy, all staff:

- Connect before we correct
- Believe in kindness and empathy
- Care and listen
- Support and challenge pupils appropriately
- Use the 'power of the pause' – regulate, relate, reason
- Stay curious – spend time unpicking the 'why' of behaviours
- Work with the pupil(s) to repair the relationship when needed

In responding to behaviour, we aim to identify individual needs so appropriate support can be provided. Pupils are helped to understand that staff care enough to let them know when behaviour is unacceptable, while also developing skills in emotional self-regulation through calm reflection spaces and structured strategies such as the Zones of Regulation and the use of restorative conversations.

School Rules and Values

Our school rules are rooted in our school vision and values, helping children to develop into people who live out 'Life in all its Fullness' John 10:10 and flourish through our values of Faith, Hope, and Love in daily life.

Our School Rules

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1. Show Faith – Be reflective, wise, honest, and respectful

- **Reflective:** Think before acting and consider consequences.
- **Honest:** Speak the truth and take responsibility for your actions.
- **Wise:** Listen carefully and respect others' ideas, beliefs, and feelings.
- **Respectful:** Care for our environment and treat everyone with respect.

2. Show Love – Be kind, inclusive, forgiving, and serving

- **Kind:** Help and support those in need.
- **Inclusive:** Welcome everyone and celebrate differences.
- **Forgiving:** Resolve conflicts peacefully.
- **Serving:** Support the school and wider community through thoughtful actions.

3. Show Hope – Be resilient, flourishing, ambitious, and courageous

- **Resilient:** Keep trying, even when things are difficult.
- **Flourishing:** Take pride in learning, celebrate achievements, and grow spiritually.
- **Ambitious:** Set high goals and work hard to achieve them.

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- **Courageous:** Be brave in trying new things and sharing ideas

Pupil Behaviour Expectations

At St John's CE Academy, we believe that behaviour is learned and can be positively taught, modelled, and reinforced. Our aim is to help every child develop the skills needed to make thoughtful, respectful, and responsible choices. Our school rules form the foundation of our high expectations and are supported by positive behaviour prompts.

Staff consistently model the behaviour we expect. Children learn by observing adults who demonstrate kindness, respect, resilience, and courage in their everyday interactions.

We follow Paul Dix's philosophy — "When the Adults Change, Everything Changes" — using positive behaviour prompts to guide and reinforce these expectations:

- **Wonderful Walking:** Encouraging calm, safe movement around the school.
- **Whole-School Silent Signals:** Using rhythmic clapping or a raised hand to gain attention and ensure all pupils are focused.
- **STAR Sitting:** Promoting focus, readiness, and engagement during lessons.
- **Terrific Talking:** Encouraging respectful, kind, and purposeful communication.
- **Lovely Lining Up:** Promoting patience, respect, and consideration for others.

Our Behaviour Curriculum explicitly teaches routines, social skills, emotional regulation, and restorative strategies. These are revisited regularly so that expectations are clear, consistent, and understood by all.

The Behaviour Curriculum is taught through explicit instruction and daily practice across all areas of school life. Teachers introduce and reinforce routines through PSHE lessons, collective worship and modelling in real situations.

Staff use praise, reflection, and restorative conversation to help children understand the impact of their choices and to promote intrinsic motivation.

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Regular reflection on behaviour is also built into class worship and reflection times, supporting pupils to connect their actions to the school's Christian values of Faith, Hope, and Love. Through this approach, children are supported to develop self-control, empathy, and positive relationships.

Staff Responsibility

All staff accept responsibility to:

- Actively build trust and positive relationships with pupils, parents and carers
- Consistently model the school values of Faith, Hope and Love
- Have high expectations of every pupil
- Make lessons challenging and engaging
- Provide a safe learning environment to enable trusting relationships to be developed
- Consistently apply rules, routines, rewards and sanctions where needed.
- Create a calm and purposeful classroom atmosphere
- Be constructive and positive, rewarding good behaviour
- Be clear about and reward positive 'Behaviours for Learning'
- Be specific about what is expected and what is unacceptable
- Deal fairly but effectively with unacceptable behaviour
- Avoid punishing whole groups for the activities of individuals
- Communicate regularly and effectively with parents

All members of staff have realistic expectations of our pupils:

- Understand that incidents of inappropriate behaviour are a normal part of child development
- Understand that creating a nurturing environment allows children to learn, grow and explore their potential
- Understand that pupils' behaviour may well be at their developmental age and not their chronological age and this is where we meet our pupils as that's where they currently are
- Understand that often behaviour can be a form of communication which indicates an underlying need or difficulty.

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Behaviour issues are dealt with as quickly and fairly as possible by:

- Not leaving incidents unresolved (to avoid unnecessary feelings of anxiety)
- Ensuring restorative conversations takes place, as appropriate
- Consistently following the stages of the behaviour management system

Rewards

We praise and reward children for positive behaviour:

- Non-verbal cues (smile, thumbs up)
- Verbal praise
- End-of-lesson recognition ("Learner of the Lesson") with dojo points
- Stickers or postcards home
- Dojo points and badges for living school values
- "Wow work" displayed in classrooms
- Weekly certificates in Celebration Worship
- Recognition of achievements outside school

Sanctions – 1-2-3 Magic and Staged Response

At St John's CE Academy, we use the 1-2-3 Magic programme to manage low-level disruption consistently and calmly. For more serious or repeated behaviours, this is combined with a stepped response to ensure fair and proportionate consequences. The steps are as follows:

| Step | Behaviour | Adult Response | Child Action |
|------|--------------------------------|--|------------------------------|
| 1 | Low-level disruptive behaviour | Non-verbal or verbal reminder of rules | Self-correct |
| 2 | Behaviour continues | "That's one, [child's name]" calmly | Pause and correct |
| 3 | Behaviour continues | "That's two, [child's name]" calmly | 5-minute classroom calm time |

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| | | | |
|---|---|---------------------------------------|---|
| 4 | Behaviour continues | "That's three, [child's name]" calmly | Miss 5 minutes of play; restorative conversation; parents informed by class teacher |
| 5 | Persistent or serious/aggressive/physical behaviour | Sent to Vice Principal | Miss additional 5 minutes of play; restorative conversation; parents informed by Vice Principal |
| 6 | Serious or persistent behaviour | Sent to Head of School | Parents contacted by Head of School; possible internal isolation – work completed in away from the classroom - further restorative conversation |

Guidance for parents:

- Steps may be adapted depending on the type of behaviour (for example, hitting or swearing) - see table in appendix.

Emotion Coaching

We recognise that at times a pupil's behaviour may escalate when they are experiencing strong or overwhelming emotions. This is a natural part of emotional development and communication. Our role is to support pupils in recognising and managing these feelings safely and respectfully.

Staff use Emotion Coaching to help children understand and regulate their emotions, particularly during moments of misbehaviour or distress.

Steps:

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1. Recognise the emotion and empathise
2. Label and validate the emotion
3. Set limits
4. Explore and agree on positive solutions

Zones of Regulation

The Zones of Regulation are displayed in every classroom's reflection/regulation space from EYFS to Year 6 (*What Zone Are You In?*). The display shows a range of emotional states in different coloured zones, helping children to recognise and regulate how they are feeling.

Pupils are explicitly taught to identify their emotional state and understand how it relates to their readiness to learn. They are also guided to apply strategies to regulate their emotions when needed, supporting effective learning and promoting good mental well-being.

Where pupils need additional support, they can use a calm reflection space and engage in restorative conversations, helping them to explore their feelings, repair relationships, and develop the skills to manage behaviour positively in the future.

This strategy helps children to:

- Identify and understand their emotions
- Rationalise worries or concerns
- Learn to co-regulate through adult modelling
- Develop independent self-regulation skills

Resources in the reflection area include: a Zones of Regulation poster, colour-coded feelings charts, calming activities, mindfulness colouring, regulation/fidget toys, and "chatter boxes" for children who prefer not to verbalise their emotions.

Restorative Practice

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Following any behaviour incident of Stage 3 or higher, staff will support pupils through a Restorative Practice approach. This ensures that time is taken to rebuild trust, repair relationships, and help pupils take responsibility for their actions in a supportive and reflective way.

Restorative Practice focuses on developing mutual respect and understanding between all those involved, encouraging pupils to recognise the impact of their behaviour and to find positive ways forward.

Restorative Conversation Steps:

- What happened?
- Who was affected?
- What were you feeling?
- What were others feeling?
- How can we make things right?

Adaptations for SEND pupils: Comic strip conversations, sand play, or “show me how you feel” strategies.

Active Listening Techniques:

- **Attune:** Match the child’s emotional intensity
- **Ask:** Clarify understanding with “I wonder...”, “I notice...”
- **Show Empathy:** Throughout the conversation

Supporting Children Who Struggle to Follow Rules

Every child is unique. If a child struggles to follow rules, staff will work with them to understand their needs.

- Individual support plans are developed with the **SLT** and **SENCo**
- Additional strategies or external referrals may be used
- Goal: help the child make positive choices, feel included, and flourish in learning and relationships

Bullying

See the school’s **Anti-Bullying Policy**. All bullying incidents are taken seriously and addressed in line with this policy.

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Recording Behaviour Incidents

- Low-level concerns: recorded on CPOMS
- Stage 4+ incidents: recorded on Arbor

In KS1 and KS2 Step 4 and Step 5 incidents are recorded and logged on Arbor. In EYFS, Step 5 incidents only are recorded and logged in Arbor. This enables the Senior Leadership Team to be aware of incidents that have taken place and report to governors on these. Arbor also enables the reporting staff member to inform parents/carers of an incident immediately, which they can then discuss in more detail at the end of the school day.

Incidents are tracked and monitored according to their category and nature of the incident which allows the SLT to analyse the information and provide support where necessary.

Recording of Safeguarding Incidents:

All incidents of racist, sexualised and homophobic behaviour (including child-on-child abuse) should be recorded on CPOMS by staff and reported immediately to the Safeguarding Team. The Safeguarding Team will regularly review any incidents of sexualised behaviour and identify and respond to any patterns seeking support from agencies when appropriate.

Exclusions

In exceptional circumstances, when the behaviour of individual pupils, persists despite interventions or places others at risk of harm, suspension/exclusion procedures may be implemented, however, further action is always taken to ensure that plans are in place to meet the needs of these individual pupils. See our Exclusion Policy for further information.

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Staff Development

All new staff, students on placement, and volunteers receive an induction session and are provided with a copy of the Staff Handbook, which outlines school expectations, routines, and practices.

Staff are also given access to all relevant policies, including this Behaviour Policy, and are offered ongoing professional development opportunities to support and enhance their practice. This includes regular training in areas such as restorative conversations, Emotion Coaching, and trauma- and attachment-sensitive approaches.

Appendix

1. Step-by-Step Behaviour Approach

1. Name the unwanted behaviour and remind of the rule.
2. If continued: "That's one, [child's name]" calmly, allowing 5–10 seconds for self-correction.
3. If continued: "That's two, [child's name]" calmly, brief classroom time-out (2 minutes).
4. If continued: "That's three, [child's name]" calmly, lose 5 minutes playtime; restorative discussion; parental contact if appropriate.
5. Persistent/serious behaviour: Sent to Vice Principal – additional reflection and restorative conversation.
6. Serious/persistent behaviour: Sent to Head of School – parents contacted; further restorative conversation. **Immediate step 4** for hitting, swearing, or dangerous behaviour.

2. Restorative Conversation Prompts

When conducting a restorative conversation, staff can use the following prompts to guide discussion:

| Question / Prompt | Purpose | Example |
|-------------------|----------------------|--|
| What happened? | Understand the facts | "Can you tell me what happened in your own words?" |

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| Question / Prompt | Purpose | Example |
|--------------------------------------|---------------------------------|--|
| Who was affected? | Develop empathy | "Who else was affected by what happened?" |
| What were you feeling? | Encourage self-awareness | "How did that make you feel?" |
| What were others feeling? | Encourage perspective-taking | "How do you think others felt?" |
| What can we do to make things right? | Promote responsibility | "What could you do to put this right?" |
| How can we prevent this next time? | Encourage reflection and growth | "What could you do differently next time?" |

3. Behaviour Examples and Staff Responses

| Behaviour Observed | Staff Response / Step |
|--|--|
| Shouting out/inappropriate comments/disruptive behaviour/not showing active listening/running in the corridors | Step 1: Non-verbal cue or reminder |
| Continuing to Interrupt / shouting out/continued Step 1 behaviours | Step 2: "That's one, [name]" |
| Minor disagreement / teasing /Refusal to follow instructions | Step 3: "That's two, [name]" 5- minute classroom calm time |
| Persistent disruption or use of inappropriate language | Step 4: "That's three [name]" Lose 5 mins play; restorative conversation |
| Aggressive behaviour/ Hitting, kicking and swearing | Step 5: Lose an additional 5-minutes taken from play. Sent to VP; additional reflection |
| Threatening behaviour / serious incident | Step 6: Sent to Head of School; parents contacted |

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4. Example Individual Behaviour Plan (SEND)

Pupil Name: _____

Class: _____

Date: _____

Review Date: _____

Background / Needs:

- Describe any social, emotional, or learning needs.
- Note any triggers or patterns of behaviour.

Targets / Goals:

1. Follow classroom rules consistently.
2. Use Zones of Regulation to identify emotions.
3. Engage positively with peers during playtime.

Strategies / Support:

- Visual timetable and behaviour cues in classroom.
- Emotion coaching during incidents.
- Restorative conversation prompts tailored to understanding feelings.
- Check-ins with designated adult during day.
- Social stories or comic strip conversations for complex situations.

Rewards / Positive Reinforcement:

- Verbal praise and recognition.
- Stickers / dojo points for demonstrating school values.
- "Learner of the Lesson" recognition.

Sanctions / Responses:

- Step-by-step 1-2-3 Magic approach with modifications if needed.
- Use of reflection space or quiet area if overwhelmed.
- Restorative conversation after incidents.

Monitoring / Review:

- Weekly review by class teacher and SENCo.
- Adjust strategies as needed based on progress.
- Parents kept informed of successes and challenges.

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