



St. John's Gosport C of E Primary School

Behaviour Policy and Procedure

Publication Date:	September 2021	Headteacher: Chair of Governors:	Mrs Carolyn Wilkinson Mrs Jean Watson
Reviewed:	September 2025	Headteacher: Chair of Governors:	Mrs Carolyn Wilkinson Mrs Jean Watson

This policy has been updated in accordance with guidance from the DFE 'Behaviour in Schools' September 2023 and KCSIE 2025

School Vision:

St John's Gosport C of E Primary School endeavours to provide a happy, safe, caring community rooted in Christian values; where everyone is valued and grows to their full potential.

John 10:10 – I came so that they may have life – life in all its fullness

Mission Statement:

At St John's Gosport C of E Primary School we aim to achieve our vision by providing a broad balanced curriculum and learning experiences that develop our children in body, mind and spirit; setting high standards for all, confident that we can achieve success. Thus ensuring that when our children leave us they are independent learners, who are well equipped to be responsible citizens of the future and reach their potential.

Safeguarding at St John's Gosport C of E Primary School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

Choice Chance Consequence

At St John's Gosport C of E Primary School we believe that positive behaviour is an essential condition for effective learning and teaching and so that all children can reach their full potential. We also believe that pupils and staff have the right to learn and teach in an environment which is calm, safe, friendly, peaceful and fair. Integral to this are our Christian Values of Love, Courage and Respect.

The school has high expectations of pupils' conduct and behaviour at all times. Senior leaders will support staff in managing pupil behaviour through following the Behaviour Policy and it is an expectation that all members of the community assume responsibility for applying this will all pupils.

Behaviour support for staff and pupils in school	
Headteacher and DSL	Carolyn Wilkinson
Deputy Headteacher	Gemma Havey
Deputy DSLs	Daphne Rose, Gemma Havey, Sarah Chambers
Senior Leaders	Gemma Havey, Andrew Norris, Fran Dickinson, Sarah Chambers
Key Stage Leaders	Francesca Dickinson (KSI),
Behaviour Support Lead	Daphne Rose
SENCO and Inclusion Lead	Sarah Chambers
Family Support Worker	Liz Blanksby
Attendance Officer/ELSA	Sarah Hyndman

All new staff receive induction training on the school's behaviour policy and there is regular training for all staff throughout the academic year. New pupils are introduced to the school systems and procedures by their class teachers.

The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. St John's encourages this by building pupils mental, emotional, social and strategic resources, allowing them to enjoy a challenge, use their learning powers and cope well with uncertainty and complex scenarios. We believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Helpful to each other
- Respectful and tolerant
- Polite and friendly
- Quiet and hardworking

Acknowledging Behaviour – General Principles

Acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that children learn how to behave quickly and effectively.

Behaviour we encourage:	Unacceptable behaviour includes:
<ul style="list-style-type: none"> • Respect for other people, their views and their work. • Attentiveness. • A sense of right and wrong. • Self-respect. • Respect for the environment. • Working co-operatively. • Honesty and trust. • Fairness. • Self-discipline. • Politeness and good manners. • Setting a good example 	<ul style="list-style-type: none"> • Harassment. • Violence and aggression. • Hurting other people’s feelings. • Threatening behaviour including bullying. • Dishonesty. • Deliberate disobedience. • Discrimination. • Lack of respect. • Using unacceptable language. • Deliberately damaging property. • Disrupting teaching and learning. • Taking things that do not belong to us.

Aims of our Behaviour Policy

This policy exists to provide a framework for supporting the aims of St John’s Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a safe, calm, purposeful and happy environment within school to ensure that teachers can teach and children can learn.
- Promoting our school Christian values of Love, Courage and Respect.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Helping children to recognise and respect the rights and responsibilities of themselves and others
- Encourage increasing independence and self-regulation so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil’s behaviour.
- Make the children aware of unacceptable behaviour and their responsibility for this
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.

- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Developing the voice of the child, through for example the School Prefects, School Councils.
- Appreciating and following the agreed Code of Conduct, Home School Agreement, School values and Class Charters.
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Having a consistent approach to the use of the behaviours for learning recognition boards
- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

Code of Conduct

For a safe and happy school we are expected to...

- | | |
|--|--|
| • Arrive at school on time; | • Walk sensibly and quietly in the corridors; |
| • Wear our school uniform correctly; | • Keep our school litter free; |
| • Show respect to everyone in school; | • Set a good example to others; |
| • Be truthful, well-mannered and kind; | • Exercise self-control; and |
| • Take pride in our school building; | • Line up quickly and quietly when the bell rings. |
| • Look after our books; | |

At St John's Primary School we believe that children will respond well if our expectations are clear and at a level which they understand with a strong emphasis on pupil choice. Every classroom will display a set of 'Non-Negotiables' which outline consequences for poor choices. Every class will also agree a Class Charter based on the UN Rights of the Child, which every member of the class community will sign.

As a school we expect children to be taught the rules just as we would teach any curriculum area.

Child-on-Child Abuse

At St John's Primary School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and by other children. We recognise that children are capable of abusing their peers and this will be dealt with under our Child Protection Policy (2023) and in line with KCSiE (2025).

There is a zero-tolerance approach to child-on-child abuse. All concerns will be treated seriously and investigated. We are clear that child on child abuse or bullying is not acceptable, will never be tolerated and is not an inevitable part of growing up. Where there are incidents, parents of both parties will be informed and **will be recorded on the RADE and PLAB Bullying and Incident Form and also recorded on CPOMS. This form should be handed to the Behaviour Lead.**

We will minimise the risk of child-on-child abuse by: -

Prevention:

- Taking a whole school approach to safeguarding and child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum
- Engaging with specialist support and interventions.

Equality and Protected Characteristics

We are an inclusive school; we believe in equality and in valuing the individual.

We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality policy will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

St John's C of E Primary School is committed to:

- tackling discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation.

Through our personal development lessons (No outsiders), behaviour expectations and collective worships we will actively teach children about diversity and difference.

Behaviour expectations and pupils with SEND

At St John's Primary School we manage all pupils' behaviour effectively and fairly whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided. Some behaviours are more likely to be associated with particular types of SEND, such as a pupils with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a

pupil's SEND, although it does not follow that every incident is connected to their SEND. For some pupils there may be an Individual Management Behaviour Plan (IBMP) or Education Health Care Plan (EHCP) in place with appropriate targets. We will use our 'best endeavours' to meet the needs of those with SEND and as far as possible will attempt to anticipate likely triggers of misbehaviour.

Whole school expectations

Rules and routines are an important part of our approach to behaviour management, particularly during the following events and places:

Collective Worship

- Children enter and leave the Collective Worship silently.
- When children arrive in the hall they remain standing until the teacher instructs them to sit down. It is the responsibility of the teacher/LSA to ensure children behave appropriately throughout.
- Always be in the hall on time so that Collective Worship can start and end promptly
- Classes that come in too noisily will be sent out again
- Children should not be allowed to go to the toilet during Collective Worship.
- All children should attend Collective Worship and not be allowed to go in and out of the hall during the service.
- Class teachers are responsible for the behaviour of the children in their class during Collective Worship.

Corridors

- Classes should move around the school quietly, in single file and keeping to the left hand side.
- Teachers should always walk in front of their classes. Classes could adopt a 'lead' and 'end of line' pupil. An adult such as LSA should walk at the end of the line if possible.
- When children are on their own they are expected to walk about the building sensibly and quietly.
- Children must only leave the classroom to go to the toilet etc with adult permission (and not too often). Teachers may use a band or ticket system to track children leaving the room.
- Children should be taught to pick up any coats etc that have fallen on the floor.
- Children should be taught to stand aside for younger children or adults and to hold doors open for adults.
- Children should be taught to acknowledge other adults, visitors and children e.g. 'good morning Mrs Wilkinson' and to shake hands when they meet an adult or a visitor.
- Good behaviour in the corridors should be recognised by staff.

Entering the classroom and leaving the classroom

- Staff should be on time and at the beginning of the day and end of breaktimes go out to greet and meet their class.
- It is expected that children are taught to enter and leave their classrooms in an orderly way.
- Children should be taught routines such as putting away lunchboxes and what happens when they arrive in the classroom.
- Before the end of every session, time should be allowed for children to put everything away properly and then they should line up at the door ready to leave.
- At the end of the day children should be sent out into the corridors a group at a time to collect their belonging to avoid congestion and noise.
- Staff should accompany their children outside at the end of the day

Playtimes

- Children should be sent to the toilet and to collect coats etc before they go outside.
- Adults on duty need to be promptly outside and should walk around the playground to ensure children are behaving appropriately at all times and give children full attention at all times
- Teachers and lunchtime supervisors should play with the children. Space out on the playground.
- Where there is conflict support the children to come up with the solutions themselves.
- NO children should be allowed to stay in the building at breaktimes unless supervised by an adult
- Children who misbehave on the playground will be dealt with by the staff on duty, following the Behaviour Policy. If it is a serious issue a SLT member will deal with the behaviour and the child may be taken to the Inclusion Room.
- Climbing is not allowed on the gazebo, trees or football goals.
- Football can only be played at planned times and on the football pitch.
- At the end of break time the whistle is blown twice. On the first whistle the children stop playing, dismount from apparatus and stand still. When the second whistle is blown the children walk to their allocated places and line up. They will be led into school by the class teacher.
- No balls before or after school. No chasing games.
- No coming in to school prior to start time
- No play fighting
- No play which involves pushing etc – or carrying other children

Positive Behaviour Management

Quality first teaching which meets the academic and social needs of the children will ensure that the majority of children exhibit good learning behaviours for most of the time.

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback-** Acknowledge/Approve/Affirm:

Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly- you are a great helper!”
- **Positive Correction-** tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.
- **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t- praise the children who carry out the instruction.
- **Non-verbal Cues-** hands up, finger on the lips, the “look”.
- **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction-** repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity-** move closer or further away to a disruptive pupil

- **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Clear Expectations-** e.g. “When we go back in to the classroom after break, I will move up a level those who go straight back to their task.”
- **Where/ What-** “Where should you be?” (In my seat) What should you be doing? (My work).
- **Choices-** “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand-** a quiet word rather than a public confrontation.
- **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

The Learning behaviours recognition board and The Six Strands

At St John’s Primary School we believe it is vital that positive behaviour is rewarded through the use of the ‘recognition board’ that is linked to learning behaviours and that this is applied consistently throughout the school. A recognition board is created in each classroom which highlights key positive behaviours through the use of 6 strands. For example, the class may have chosen ‘to line up respectfully’ for a respect target. They may have chosen ‘listening to adults’ for self-regulation. These targets may be changed through the year based on the needs of the class.

The Six Strands are built around six main elements (boundaries, resilience, focus, respect, self-regulation and independence) each of which have targets for the children to develop through. There is a focus on one of these elements each half term in Year R. As the rest of the school are more familiar with the 6 strands the focus will be fluid through the year. The language of the Six Strands is used constantly by all staff in school so that children are reminded what it means to be, for example, resilient. It should be reinforced in teaching and learning across the curriculum, with some lessons exclusively focused on an element of the Six Strands. Children are rewarded in Celebration Collective Worship for demonstrating their use of any particular strand chosen by the teacher.

It is important that children hear the language of the six strands in conjunction with the use of the learning behaviours recognition board for example ‘Well done Lily, I can see that you are really thinking about the Focus strand while you are working. I am going to put your photo on the recognition board or ‘I would like you to think about the Self-Regulation strand and how this could help you with your learning right now. I am going to put you on pause to give you a chance to show how you can use Self-Regulation.

Celebrating success

When children are recognised for their positive learning behaviours and their name is added to the board, they will receive a text home at the end of the day. The parent will be informed of which positive learning behaviour they modelled.

Class teachers may choose to use a step-ladder approach with children moving up through the day. Whenever children are moved up the board or put on pause, it must be linked to the language of 6 strands. Daily texts should be sent home for children displaying positive behaviours. Children may work towards class or individual rewards as decided by the class teacher.

In addition to our ‘recognition board’ we always celebrate children’s achievements in the following ways:

Celebration Collective Worship

This takes place weekly. Children are recognised for using our Christian Values, Six Strands, good presentation of work and good behaviour. They receive a certificate or sticker from the headteacher. Parents are informed of their child's achievement. Children's names will go on to the weekly school newsletter. Teachers should record the names of children who are awarded each week to ensure that all children have the opportunity to be recognised in the academic year.

Classes are chosen for lining up well and good behaviour during the previous week. They are presented with a cup which they keep in their classroom for the following week. Classes are also awarded for the highest attendance each week.

Class rewards

This is at the discretion of the teacher and may include:

- Marble jar
- Raffle tickets

When children do not show the expected behaviours for learning:

Children may be put on a 'pause' button for displaying unwanted behaviours but they can quickly move back to the recognition board when they are able to demonstrate positive learning behaviours.

Before a child is put on Pause Button 1 a verbal warning is to be given as a reminder to make the right choices. If the child's behaviour does not change then:



Pause Button 1 Warning: Reminder - the first sanction is to remind the child of the behaviour you want / expect

Pause Button 2 Reflection: If the reminder does not work a child will be put on the 'pause button' again, which will mean they are given 5 minutes **thinking time** and hopefully enable them to get back to their learning.

They may then need another reminder of the behaviour you want / expect.

Pause Button 3: If after five minutes thinking time the child is not ready to learn they will then be taken to another class to work for the rest of that session (morning or afternoon). This will be known as 'INCLUSION.' They will then go to Reflection Time and complete a Reflection Sheet (Appendix 1)

Refusal is not acceptable.

Pause	Action
1	Warning  Back to Learning
2	5 minutes Thinking Time in the classroom  Back to Learning
3	Inclusion in another class for the rest of the session (a.m. or p.m.) Reflection Time – child completes a Reflection Sheet

When children do not follow the 'Non- Negotiables.'

Behaviour	Consequence
Swearing	Community service done for the member of staff who was involved Complete Reflection Sheet.

Breaking Property	Community Service Complete Reflection Sheet.
Hands on others	If deliberate: Inclusion in another class. Reflection Time at break to complete Complete Reflection Sheet.
	Play fight: Reflection Time at break. Complete Reflection Sheet.
Leaving class without permission	Inclusion in another class. Reflection Time at break. Complete Reflection Sheet.
Refusal to follow instructions	Reflection Time Complete Reflection Sheet.
Refusal to take part in learning	Reflection Time Complete Reflection Sheet.

**If the behaviour is persistent (more than 5 minutes) then an internal inclusion will follow.

Children will be reminded about the **choice, chance and consequence**. Staff will use the language of children making **green choices** for making positive decisions or **red choices** when they are not making the right choice.

Zones of Regulation

The Zones of Regulation is an internationally-renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

At St John's C of E Primary School, we learn about the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings, we might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit'.)

The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not ‘bad’ or ‘naughty’ Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

Restorative Discussions

The Establish-Maintain-Restore (EMR) method (*Improving Behaviour in Schools EEF*)

A good way to build positive relationships with pupils is the EMR method. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

	Establish	Maintain	Restore (R ₃)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection and understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (ie ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (ie reconnecting with student)</i>
Practical Strategies	<ul style="list-style-type: none"> <i>Set aside window of time to spend with student</i> <i>Inquire about student’s interests</i> <i>Communicate positively</i> <i>Open ended questions</i> <i>Affirmations</i> <i>Reflective listening</i> <i>Validation</i> <i>Reference student infor</i> <i>Deliver constructive feedback wisely</i> 	<ul style="list-style-type: none"> <i>5-to-1 ratio of positive to negative interactions</i> <i>Positive notes from home</i> <i>Greet students at the door</i> <i>Relationship check-in</i> <i>Random, special activities</i> 	<ul style="list-style-type: none"> <i>R₃ = Reconnect, Repair, Restore</i> <i>Take responsibility for negative interaction</i> <i>Deliver an empathy statement</i> <i>Let go of the previous incident and start fresh</i> <i>Communicate your care for having the student</i> <i>Engaging in mutual problem solving</i>

Reflection Time

Thinking Time in the ‘Learning Game’ (Pause 2) is run by the class teacher. You may wish to have an area in the classroom where the child goes to think about their learning.

Reflection Time given to a child as result of not following the ‘Non-Negotiables’ is run in the Inclusion Room at break-time and lunchtime or in the classroom. A text must be sent home.

The reflection time will be staffed by teaching staff or at lunchtime by SLT or Inclusion Team. A child may also receive an after-school reflection time, which is allowed by law. However, parents/carers must be spoken to by telephone before 2.30 p.m. It is not appropriate to leave a voicemail or send a text message.

During this time the child will complete a 'Reflection Sheet' and be asked to think about how they can change the behaviour. Once they have completed the sheet properly they may be allowed to go.

Outside at Lunchtime: Children that need reflection will go a member of teaching staff on the playground to do their reflection sheet.

Reflection records will be reviewed at least weekly by the Behaviour Support Worker, who will analyse the reasons. This allows the school to identify any trends or patterns for individual children or groups of children. Children who have repeatedly been sent to **Reflection Time** will be discussed at the Inclusion Team meeting and a plan put in place. This is likely to be the stage at which parents become involved and they will be invited in to school – in the first instance- to meet the teacher and Behaviour Support Worker so that the school can work in partnership with home. If the child's behaviour does not improve, then senior leadership will become involved.

Inclusion

When a child is given an 'Inclusion' a text must be sent home informing parents, giving the reason why. A copy needs to go to the Behaviour Support worker so that we have a paper trail. If the child refuses to go to another class, the parent will be called and asked to come to school to support the child and the staff. When the child is sent to another class, they must be accompanied to the room by an adult with work for them to do. The incident must be recorded on CPOMS. At the end of the session the child should be collected by the adult and taken back to their classroom for the teacher to see the work they have done. No child will be put somewhere on their own at any time.

Children should not normally be sent to **Reflection Time** at break to finish work unless the reason it is unfinished is due to a poor attitude to their learning, refusal or poor behaviour. This is usually carried out in their own classroom with an adult from the class.

Beyond Inclusion

When the behaviour policy does not work and additional adult support is called for this must be recorded on CPOMS. Depending on the nature of the behaviour the staff involved may be required to complete an ABCC (Appendix 1). This will enable the teacher and Behaviour Support Lead to work out what the trigger might be, how planning can be changed in the future to ensure success or support the learning more carefully.

Children who are on IBMP's (Appendix 2) will gradually move towards a 'personal learning plan.' This will involve a team around the child meeting to plan for the best support for learning that can be offered. Where individual rewards etc are given they should feed into the zone boards.

If a child is consistently receiving internal inclusions, or reflections at break-time to discuss behaviours then a review needs to be made by the class teacher in conjunction with the Behaviour Support Lead, and changes put in place to ensure the child is successful. Part of this process will be to involve parents and others who work with the child. At this point a personal learning plan should be considered. (PLP) and the school may consult the Primary Behaviour Service (PBS)

The Inclusion Team will discuss data collected by the Mental Health and Behaviour Support Lead once every 6 weeks. Actions and impact will be reviewed.

A suspension' from school is when a pupil is sent home from school for a disciplinary reason. This complies with the DfE document '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*' September 2023. Only the headteacher or the deputy headteacher (having liaised with the headteacher) can authorise these actions.

Unacceptable behaviours may include:

- Physical assault on a child
- Physical assault on an adult
- Verbal assault
- Persistent disruption

Parents must receive appropriate notice within 24 hours of the suspension. The school must ensure that the child is given work to complete whilst they are not attending school. Parents may appeal to a Governor Discipline Committee should they wish to.

It may be agreed that the child will attend an alternative provision or school for the period of exclusion.

Any child returning from an exclusion will have a 'return to school' interview with a member of the SLT and a re-integration plan will be put in place to help them be successful. If the child has an IBMP, it may be necessary to adapt the plan at this point

All behaviours **MUST** be recorded on CPOMS in order to build up a profile.

In the case of a permanent exclusion from school, the decision will be taken by the headteacher:

- in response to serious or persistent breaches of the school's behaviour policy **and**
- where allowing the pupil to remain in school would seriously harm the education and welfare of the pupils or staff in the school (DfE January 2022)

More information regarding suspension and permanent exclusion can be found in the school's 'Suspension and Permanent Exclusion Policy' (September 2023)

Further details regarding the duties of the school, governing body and local authority in the process of exclusion can be found at:

<https://www.gov.uk/government/publications/school-exclusion>

and also in: '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*' DfE January 2023.

If a child is found to be in a public place, including the school grounds, after a suspension has been issued, parents receive a penalty notice. School may seek support from Children's Services and/or the police if needed.

How to raise behaviour concerns as parents

If parents or carers have concerns regarding behaviour, they should follow these steps in reporting such concerns:

1. Speak to your child's class teacher
2. If you are unsatisfied with the outcome or wish to discuss it further speak to the Key Stage lead
3. If they are unavailable, speak to a member of SLT.

4. If you have followed these steps and you are unsatisfied, you may wish to speak to the Headteacher or Deputy Headteacher
5. You may contact the Chair of Governors whose details are available on the school website

Behaviour outside of school

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside school premises, including online conduct, may result in sanctions using the school behaviour policy. This behaviour includes the following situations:

- When travelling to and from school
- When wearing school uniform
- When identifiable as a pupil of St John's
- If threatening another pupil at St John's
- That could adversely affect the reputation of the school
- That could have repercussions on the orderly running of the school

Suspected Criminal Behaviour

In cases where staff at St John's suspect criminal behaviour, when enough facts are gathered, it can be reported to the police. Safeguarding concerns should be taken into account and the Headteacher or DSLs should take the lead if needed.

Team Teach

There are rare occasions when trained staff need to restrain a child in school in order to keep them or other children safe. This is a last resort, having exhausted other de-escalation strategies. At St John's Primary School we use 'Team Teach' (an accredited provider) which is 'positive handling' training which helps staff support children with challenging behaviour. At St John's we work with children with Emotional and Behavioural Difficulties or Social, Emotional and Mental Health issues for which Team Teach strategies have proved to be successful. Team Teach teaches a range of de-escalation and positive handling techniques which promote positive relationships in schools.

During this training staff learn how to:

- Promote the least intrusive positive handling strategy
- Understand how to exhaust all verbal and non-verbal de-escalation strategies before positive handling strategies are used
- Ensure staff can respond to disruptive, disturbing or aggressive behaviours which maintain a positive relationship
- Reduce the number of serious incidents involving physical controls by exhausting behaviour management strategies
- Increase staff awareness concerning the importance of recording, reporting, monitoring and evaluating every incident which involves positive handling

Parents are immediately involved and informed when 'Team Teach' strategies are used on a child in school and the incident is recorded appropriately.

There are three main reasons that reasonable force might be used in schools. It can be used to prevent a student from doing, or continuing to do any of the following:

1. committing an offence (or, for a pupil under the age of criminal responsibility,

what would be an offence for an older pupil)

2. causing personal injury to, or damage to the property of, any person (including

the pupil himself)

3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

A physical intervention form must be completed and handed to the Behaviour Lead. The incident should also be recorded on CPOMs; please also add that a form has been completed and parents informed of the physical intervention.

Searching and Confiscation in Primary School

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item: knives and weapons; stolen items; alcohol; illegal drugs; vapes and e-cigarettes; any article that the member of staff believes could be used to or is likely to be used to commit an offence or cause injury or any damage. The member of staff should ensure the student understands why the search is being carried out and how it will be conducted.

Mobile phones are not permitted to be used on the school site but they can be switched off at the gate in the morning and handed to the class teacher; they will be stored safely until students leave the school grounds. As mobile phones are prohibited on the school grounds, they too can be confiscated and searched if staff believe there is 'good reason' to do so: In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

When conducting a search of a mobile phone, if staff believe there could be indecent images, they should never knowingly view the image or file; this should be given to the police immediately. (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)

The Headteacher and staff authorised by the Headteacher (usually DSLs) may only search possessions and outer clothing including: clothing that is not worn wholly against the skin. Possessions include a student's drawer and bags.

Any searches will be recorded on CPOMs and DSLs will make assess whether a child is at risk; in this instance, further safeguarding steps may be taken including reporting to the police or Children's Services. Parents should be informed of any searches carried out.

Staff may confiscate prohibited and banned items.

Items such as controlled drugs and weapons should be delivered to the police if found. Other items such as tobacco, vapes, cigarette papers, fireworks and alcohol can be disposed of safely by the member of staff. Stolen items can be returned to the appropriate person or the police.

Help script for dealing with heightened behaviour situations

Behaviour is a language. Our function is to provide help for the children and for each other. This help script is aimed at lowering/defusing anger or anxiety in our children:

1. "John" Use the child's name, it will help make a connection and engage their attention.
2. "John. I can see you may be upset/something may have happened." Choose your words carefully. Recognition of their feelings is fine, but avoid words such as : anger or annoyed, as this may escalate the situation.
3. "I am here to help" This is a statement of your intention, simply, you are there to help. It's worth remembering that a conscious effort must be made to ensure your para verbal and body language give the same message.
4. "Talk and I will listen" This statement begins to provide the child with some direction together with securing our function.
5. "John. Come with me, let's go to the ..." Continue to provide the child with some direction. Removing them to an area of neutrality to discuss the issue and continue the calming process.

If the child is pacing, staff should avoid walking back and forth, shadowing the young person. This can feel extremely intimidating. CALM stance and body language is essential, as is awareness of staff's proximity to the child's personal/ dangerous space. Remember to speak clearly and confidently and remain calm.

Policy confirmed by the Governing Body of St John's CE Primary School on:

Date: _____ September 2025 _____ Chair of Governors

Review Date: September 2025

References:

This policy complies with guidance included in:

Behaviour in school: guidance and Suspension and Permanent Exclusion (2023)

<https://www.gov.uk/government/consultations/revised-behaviour-in-schools-guidance-and-suspension-and-permanent-exclusions-guidance>

Behaviour in Schools (2024)

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

KCSIE (September 2024)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

Please note: This is a two-sided form. Both sides should be completed.

St John's C of E Aided Primary School
ABCC Form



Date and time	A Antecedents	B Behaviour	C Consequence	C Communication
	What was happening before the behaviour happened?	What did the child actually do?	What happened as a result?	What is the behaviour communicating?



**St John's C of E Primary School Gosport
Individual Behaviour Management Plan (IBMP)**

Name:	D.O.B	Plan no.	Date:
Keyworkers to oversee plan:			
School name: St John's Primary School, Gosport			
Child's Strengths:			
Our understanding of the behaviour: (situations child may find difficult)			
Target:			
Personalised Provision: (including changes to environment, supporting resources, 1:1 interventions, wave 2 interventions)			
Responding to Difficulties:			Key Staff:
Parental Involvement:			Key Staff:
Monitoring Arrangements:			
This plan was developed by:			Position (eg parent, class teacher)
Review date			

