

Our mission is to **RECOGNISE** the original gifts of our young people, preparing them for **SERVICE** in the common good for the transformation of society and we aim for academic **EXCELLENCE** for all, for the sake of the dignity of the individual.

Together, through our words and actions, our work and play
We point towards Christ each and every day.

St. John the Baptist Catholic Primary School, Floral Way, Andover.



BEHAVIOUR POLICY

‘Start children off the way they should go, and even when they are old
they will not turn from it.’

Proverbs 22:6

This policy has been approved and adopted by the Governing Body in November 2025 and will be reviewed in November 2026

Signed by Chair of Governors: 
Date:

Signed by Headteacher: 
Date: 25/11/25

Date	Reason & Changes Made	By
18/10/23	Policy Review Cycle Updated Search, Screening and Confiscation, 2022 (DFE) Updated Suspension & Permanent Exclusion, 2023 (DFE)	Catherine Whatley Headteacher
16/10/24	Policy Review Cycle Align with new Vision, Mission and Values Updated Behaviour in Schools, Feb 2024 (DFE) information related to mobile phones in schools Mobile Phones in Schools, Feb 2024 (DFE) Addition of Marvellous Me app	Catherine Whatley Headteacher
21/10/25	Policy Review Cycle 'Marvellous Me' app now known as Juniper Education	Catherine Whatley Headteacher

Aims

The overriding principle that is reflected by the school's mission statement is that we reflect Christ to others in all that we do.

As a school we aim:

- That our words and actions point towards Christ in every interaction
- To create an environment where exemplary behaviour is at the heart of productive learning.
- To build a community where the personal welfare and happiness of each child is paramount
- To develop skills of self-control and self-discipline within an orderly environment
- To build a community based on praise, reward and reinforcement, a sense of personal value, self-discipline, respect for everyone and good standards of work, behaviour and appearance. In this way children feel safe.

Bullying is not tolerated. The use of derogatory/ discriminatory language is also not tolerated and is dealt with quickly and consistently. This is reinforced by our school ethos and RHSE Scheme of Work (see anti- bullying policy).

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how children are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting children with medical conditions at school
- Preventing and Tackling Bullying
- Cyber Bullying
- Exclusion Guidance
- Mobile Phones in Schools

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate child's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate child's property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Roles and Responsibilities

We believe that children behave well when:

- relationships are positive and children feel they are listened to,
- the school's expectations are described clearly, positively and are consistently applied,
- partnership exists between parents and school,
- the curriculum is engaging, provides support and challenge,
- individual needs are taken into consideration.

Therefore, **adults in the school** are responsible for:

- implementing the behaviour policy consistently, believing **every child is every adult's responsibility** and maintaining high expectations
- modelling positive behaviour and the behaviour we expect from children, and so **pointing towards Christ** in all our interactions.
- helping children understand that if they make a wrong choice in their behaviour, it is **the behaviour that is unacceptable** not the child
- ensuring quality relationships with each child and so allowing for a sense of fun, but also being **firm and fair** when dealing with children, and so **encouraging and guiding children to take responsibility** for their own behaviour
- being **alert** to any form of bullying, stereotyping or discrimination
- involving parents in developing positive behaviour

- providing a **personalised approach** to the specific behavioural needs of particular children as we strive to understand the underlying reasons for a child's behaviour

The adult will:

- **'point towards Christ'** by modelling Gospel teachings with positive behaviours and build relationships, remembering the importance of verbal and non-verbal communication
- be calm and give 'take up time' when going through the steps. **Prevent** before sanction
- **follow-up** every time, retain ownership and engage in reflective dialogue with children
- work in partnership with parents from an early stage

Practical steps to this include:

- Meeting and greeting at the door with a smile and/or a few words
- Be a visible presence around the school to encourage appropriate conduct
- Model being appreciative for service received from others
- Referring often to our school rules: be ready, be respectful, be safe
- Planning lessons that engage, challenge and meet the needs of all children
- Consistently applying the behaviour policy throughout the extended school day
- Never ignoring or walk past children who are not following the rules, remembering: The behaviour we walk past is the behaviour we accept
- We are equally responsible for challenging unacceptable behaviour. It is essential that the behaviour is reported and in the first instance this should be via the class teacher.
- Support children by co-regulating - Relate, Regulate, Reason
- Establishing clear routines for the classroom
- Having a plan for dealing with low-level disruption
- Using positive praise, reward and reinforcement
- Concluding the day positively and starting the next day afresh

Adults will find it helpful to adopt a common language of:

- Reassure – 'I can see that you are upset...'
- Distract - 'We can go and and ...'
- Remind – 'Safe' and 'unsafe' behaviour/place, '(name) I am waiting for you so that we can all continue our learning, thank you', 'Use your words', 'Be kind, be kind, be kind some more', 'Make the right choice', 'Stop' – using hand signal

The senior leadership team will support all adults in responding to behaviour incidents as required.

Senior Leaders will:

1. Take time to welcome children at the start of the day;
2. Be a visible presence around the school and especially at transition times;
3. Regularly share good practice;

4. Support staff in managing children with more complex or entrenched behaviours
5. Use behaviour data to target and assess school wide behaviour policy and practice
6. Regularly review provision for children who fall beyond the range of written policies

Children will:

- Put “point towards Christ” in all they do
- **Be ready** for learning: lining up, learning positions, listening ears, organised books and equipment, work hard and try our best, follow instructions the first time
- **Be respectful** to all in our school: please & thank you, indoor voices, opening doors for others, stepping aside, kind words, kind hands, kind feet
- **Be safe**: walking around the school calmly, think of others when we make choices, be a guardian angel
- Learn to accept responsibility for our own behaviour to keep everyone safe and able to learn.

Children will find it helpful to:

- Use their words
- When upset say: I don't like it when It makes me feel In the future I will (empowerment, restorative approach)

Parents will:

- Support and aim to be role models of the school behaviour policy
- Work in co-operation with the school in implementing the policy
- Inform the school if there are factors at home that will influence a child's behaviour
- Inform the class teacher if they have any general behaviour concerns

Child code of conduct

We recognise that at times inappropriate behaviour will arise. We accept that this is normal when children are learning and testing the boundaries of acceptable behaviour. However, we assert that everyone has the right to be safe, respected and children have the right to learn.

The rules are for everyone at St John the Baptist.

These rules are simple and are designed to create a calm, happy and safe atmosphere.

1. Be Ready
2. Be Respectful
3. Be safe

The rules are widely publicised in every classroom and clearly set out principles that must be respected and adhered to. The rules are exemplified through each class charter.

The school '**Pointing to Christ**' is for everyone at St John the Baptist.

'**Pointing to Christ**' highlights the behaviours that stem from the rules and our values.

Welcome - smile and make everyone feel valued,

Generosity – remember “please”, “thank you” and “excuse me”

Service – walk with pride but step back at a doorway, offer help to all those around you

Faithfulness – Do what is right and good, be a guardian angel for those who need help

Behaviour management, including rewards and sanctions

At St John the Baptist Catholic Primary School, we have clear and high expectations of the children and their behaviour. Our mission to 'Point to Christ' underpins all that we do.

We recognise and reward children who go over and above expectations of good behaviour. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger more public award. It is not what you give but the way that you give it that counts. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are hardest to reach.

Rewards

Informal praise

At St John the Baptist, we recognise that often the most effective reward for any child is instant recognition through words of praise or non-verbal communication such as a smile.

A member of staff may also choose:

- to celebrate the achievement with others e.g. class, members of leadership team, office staff, parents. This can be done through taking a 'celebration tour' to visit other adults with their work or a positive phone call or Juniper Education message home.
- awarding stickers
- to display work or use it as a WAGOLL (What a good one looks like)
- to award an additional 5 minutes playtime or a class celebration at the end of term
- Supportive and constructive written feedback in a child's book

Formal praise

The school also has a more formal reward system.

A class teacher may choose to more formally reward exceptional behaviour/attitude by:

- awarding house points through the Juniper Education app
- awarding Mission Leaves or a Golden Mission Leaf during weekly Mission Celebration
- presenting a certificate during weekly Mission Celebration (e.g. writing star, phonics or reading certificates, Faith in Action certificates)
- recording certificates through the Juniper Education app by awarding a badge
- nominating a child for the termly Caritas Cup for their service to others

Sanctions

Children are supported to recognise their responsibility for their own behaviour. Staff will address disrespectful, unsafe or disruptive behaviour without delegating. Staff will use the following steps to address such behaviours.

The Reminder

Engagement with learning is always our primary aim at SJB. For the vast majority of our children, a gentle reminder is all that is needed.

- Praise the behaviour you want to see.
- Relate, Regulate, Reason
- All children must be given 'take up time' in between steps.
- It is not possible to leap or accelerate steps for repeated low-level disruption.

Every lesson is a new start for every child - ensuring that children are quickly able to adopt the correct behaviour choices and make a good start every time.

A reminder of the expectations for children of everyone's right to **be respected, to feel safe and to learn**. However, if a child continues his/her disruptive behaviour, the teacher adopts the following procedure without discussion so that teaching and learning is not interrupted further.

The Caution

A clear verbal caution is delivered individually to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing and will be given 'take up time' in which to make the right choice. Children will be reminded of their previous good conduct to prove that they can make good choices.

Adults will use Relate, Regulate and Reason to help the child return to being ready, respectful and safe.

"Your behaviour.... your choice"

NAME, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you

The Action

- The adult will make a note of the child's name and the nature of the disruption: S, L or R – Safety, Learning or Respect.
- At the earliest opportunity, the adult will have a conversation with the child about the incident.
- Class teacher will have a further conversation with the child and also with the parent at the end of the day.
- Teachers may recognise the need to schedule a separate meeting for this.
- If the child then makes the right choices during the lesson/day, the teacher can decide to cross out the child's name and/or crosses against their name. This provides evidence that the child is recognising and accepting responsibility; and is trying to readdress their behaviour.
- Each new day begins with a fresh start and so the above system begins afresh in the record keeping the next day. At any step, a teacher can decide to talk to parents.

Consequences

- The use of '**Thinking Time**' is used in for some children to enable time for self-regulation, connection with adult and reparation. For some children 'Thinking Time' may be at the thinking table, where they are supported in reparation through conversation or a social story.
- A child can **miss part of their break time** (up to 10 minutes) or lunch time (up to 15 minutes) to reflect on behaviour or to complete work missed during the lesson. This needs to be balanced with the social, physical and emotional need of the child.
- A child can receive a '**time out**'. Teachers and teaching assistants have the option to send a child to another member of staff for a 'time out' period (normally for up to 10 minutes). The child is accompanied by another child (or adult if necessary). The child is asked to sit and reflect on the affect their behaviour has had on safety, learning and respect. S/he discusses this with the member of staff before returning accompanied to their classroom. The child will complete any work missed during lunchtime or at home. The member of staff to whom the child was sent, will seek to catch up with the child and check on his/her behaviour at the earliest convenient time (preferably the same day but within 2 days).
- Any use of 'Thinking Time', missed break or 'Time Out' will be entered onto the child's CPOMS record.

NAME, you have been asked to ... but you are not following our rule of (name rule here). We will discuss this later. You need to take some time out to think about your choices.

- The member of staff is expected to use their professional judgement as to when to involve the Key Stage Lead. Parents will also be included in this part of the conversation.
- The child will be escorted to a senior leader. The Senior Leader involved will complete a **Reflection Time sheet**, and will decide on a necessary

consequence and loss of privilege. Any loss of privilege or responsibility must be directly related to the behaviours chosen and the child must be able to repair/earn back the privilege or responsibility. The reflection sheet will be scanned onto CPOMS.

- Patterns of behaviour will be monitored through the use of CPOMS and SENDCo or DSL will be involved as required.
- Monitoring by SLT ensures that DSL, DHT and HT become involved at an appropriate stage. Key stage leaders are expected to make professional judgements as when to escalate.
- Individual children may require bespoke behaviour support plans, individual risk assessments and other support tools. These will be devised by the SENDCo and class teacher.

If a child's behaviour is severe or unsafe at any time this may lead to a child receiving a temporary, fixed term suspension sanctioned by the headteacher in line with DfE guidance. We do not tolerate violent or aggressive behaviour towards children or staff. All incidents of violence or aggression will be investigated and addressed. Please see Appendix Four for 'Playtime behaviour management'.

Individual Behaviour Management Support

Behaviour management plans are created for children who need more guidance on a daily basis and where class-based support and intervention has not been successful.

Behaviour management plans use clear targets, set in conjunction with parents, and daily communication between home and school to support the child to make positive changes.

Where a child's behaviour becomes a concern, behaviour management support commences. Behaviour becoming a concern is defined at SJB as:

- Aspects of a child's behaviour regularly impacting negatively on their learning, well-being of themselves and potential to flourish to the best of their ability and may be shown by:
- A child reaching Time Out two to three times a week for a period of time or Reflection Time more than twice in a half term.

Structure of Behaviour Management Support:

- Behaviour tick sheets and ABCC records will be kept weekly by the class teacher. These will be recorded and analysed by the SENCO (for children with additional needs) or a member of SLT. A summary will be discussed with parents at the end of each term.
- Behaviour Chart If appropriate, the child and teacher will meet with a Senior Leader to discuss the behaviours of concern and their impact.

A Behaviour Support Chart will be established which sets achievable behaviour targets for the child. A meeting will be held by the class teacher with the child's parents to discuss the above.

The Behaviour Support Chart will be shown to the key stage lead at the end of each day and also taken home and signed.

This will be reviewed an agreed period (minimum of one week). Where improvements are seen, the child will be rewarded and the behaviour support stopped. Where improvements are not seen, additional interventions will be considered.

- ELSA/Thrive support will be offered as an intervention to address any underlying causes of challenging behaviour. This will be discussed and agreed between the class teacher, SENCO and parents.
- Individual Behaviour Management Plan (IBMP) This will be written by the SENCO with input from the class teacher, parents and child. The IBMP will be shared with all staff supporting the child and will be reviewed every six weeks.
- Challenging Behaviour Risk Assessment – completed by SENCO, class teacher and parents to identify risks and reasonable adjustments.
- Access Arrangements – SENCO to review existing access arrangements used in the classroom (i.e. visual timetables, now and next, quiet/calm spaces) and support class staff to maintain or implement new arrangements.
- Daily Communication book – between class staff and parents
- Positive Handling/Team Teach training – staff supporting the child may need to complete an earlier refresher course
- Primary Behaviour Support – SENCO will seek parental permission to access support through PBS.
- Access Arrangements – SENCO to review existing access arrangements used in the classroom in response to PBS advice (i.e. visual timetables, now and next, quiet/calm spaces) and support class staff to maintain or implement new arrangements.
- Educational Psychologist - SENCO will seek parental permission to access support.
- Reduced Hours Provision – may be considered in the short-term to support positive changes
- Alternative Provision – may be considered to reduce the risk of permanent exclusion

It is important that as behaviours are repeated and escalate, so do the consequences given. A restorative approach will be utilised in all of the steps below, alongside an acknowledgement that the education, safety and well-being of all children and teachers is paramount.

Script for unsafe/challenging behaviour

Class script:

(NAME) you have chosen to not make a safe choice. I am going to keep you safe by (taking you to the hall/moving you to the book corner etc.)

Physical Intervention (STAFF NAME) are going to keep (CHILD) safe by helping her/him to the Bubble room/HT office etc.

Individual Script:

(NAME) you are not making a safe choice. I am going to keep you and the rest of the class safe by (taking the children to the hall/moving the class to the book corner etc.)

Impact of behaviour on others

At St John the Baptist, we recognise that the negative behaviours of some children can have a significant impact on the well-being of those around them. We will always offer support to children should it be needed, such as circle time, ELSA, individual conversations and including parents if necessary.

Reparation – a practical step in managing and modifying unsafe or disrespectful behaviour

Staff will take responsibility for leading reparation meetings when behaviour needs to be discussed and rectified. Key Stage leaders will support when requested.

Restore approach – 5 restorative questions

1. What happened?
2. What did you do?
3. How did you feel? Why?
4. How did other people feel?
5. Next time I will

It is good practice to set a date for when staff member and child/ren can review how things have been following this meeting- and so children are being held to account and staff can ensure the correct support is in place.

If staff are also a parent of a child at the school

Staff members should refrain from using informal opportunities, such as break times, to contact or address matters related to their child during the school day. In your role as a parent, please follow the appropriate channels by arranging to discuss any concerns with your child's class teacher.

If further guidance is needed, please consult the Key Stage Lead or the Headteacher.

For any forgotten items or other practical matters, please handle these through the school office in the same manner as any other parent would.

Throughout the teaching day, staff are expected to maintain a professional approach. In the event of any incidents involving your child, if you are not directly involved in a professional capacity, please remain impartial. You do not have any special privileges, nor does your child. You will be included in discussions if and when it is deemed appropriate.

We recognise that balancing your role as a staff member and a parent can be challenging, and this is understood with care and consideration.

Child on child abuse KCSIE 2025 and Child on child sexual violence and sexual harassment (see Part 5 KCSIE 2025)

The 2021 OFSTED review highlighted that abusive and unwanted behaviour among children is a serious concern in schools. We want to make it clear that all staff need to be aware that safeguarding includes child-on-child abuse. This can take many forms, including physical abuse, bullying (both in-person and online), sexual violence, sexual harassment, up-skirting, and sexting or youth-produced sexual imagery. We take this issue very seriously and want everyone to understand that it is completely unacceptable.

We provide annual training and regular updates to help staff identify what constitutes child-on-child abuse, sexual violence, and harassment. It's essential to recognize that these behaviours can occur between children of any age and gender, both online and face-to-face. Even if we don't have specific reports, we need to assume that these issues are present in and around our school. Our thoughtfully designed RHSE curriculum addresses these topics appropriately.

When we encounter situations where one child is behaving inappropriately towards another, we need to determine whether the behaviour falls under bullying or is a child protection concern. This decision is made by the Designated Safeguarding Lead (DSL), and, if necessary, Children's Services. If we conclude that it is bullying, we will follow our anti-bullying policy and procedures, ensuring that both the victim and the perpetrator receive support.

If the behaviour is identified as sexual violence or harassment, we will follow the relevant procedures in line with KCSIE, which includes documenting the incident. We will always inform parents about what has happened. Our approach is focused on behaviour management, including appropriate sanctions, to foster a culture where sexual harassment and online abuse are not tolerated.

Abuse is abuse, and we will not dismiss it as "banter" or "just having a laugh." Everyone deserves to feel safe, and we are committed to maintaining that environment in our school.

Incidents of inappropriate sexualised behaviour by children

Any incidents considered to be of a sexualized nature, such as inappropriate touching or exposure, sending or taking inappropriate sexual images, or verbal and cyber sexual messages, will be documented using the 'Inappropriate Sexual Behaviour Risk Assessment' form, guided by the Brooks behaviours traffic light tool (see Appendix 8).

All safeguarding leads have received training on how to use this tool through the HCSP site.

Once an incident is recorded, a Designated Safeguarding Lead (DSL) will assess the seriousness of the situation and determine the necessary actions. In every case, parents will be informed about the incident.

Discriminatory Behaviour

All incidents of discriminatory behaviour—including racism, sexism, sexual harassment, homophobia, and discrimination based on culture or disability—are addressed and recorded by staff. Parents will be informed or involved as needed. However, if a child continues to show discriminatory behaviour, we will notify parents immediately.

Our procedures for handling child-on-child abuse are outlined in the school's Child Protection Policy, with specific behaviours listed in the Keeping Children Safe in Education (KCSiE) guidelines. Our goal is to respond proportionately and supportively, making decisions on a case-by-case basis while considering the victim's wishes.

We encourage children to share their concerns in various ways, including the 'tell any adult in the school' mantra, using worry boxes, and discussing issues in RSHE lessons.

Reasonable Force

At SJB key members of staff are trained in Team-Teach techniques. This is designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible.

In some circumstances, staff may use reasonable force to hold a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please refer to the school's Physical Intervention policy

Search and Confiscation of Inappropriate items

Headteachers and staff they authorise have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited item.

Prohibited items include, but is not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes and cigarette papers
- fireworks
- pornographic images
- mobile phone
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the child).

Under common law, school staff have the power to search a child for any item if the child agrees. The member of staff should ensure the child understands the reason for the search and how it will be conducted so that their agreement is informed.

- Seek the co-operation of the child before conducting a search
- If the child refuses, seek advice from headteacher or designated safeguarding lead. During this time the child must be supervised away from other children.
- A search must take place away from other children
- A search must be conducted by a member of staff of the same sex as the child with a second staff member witnessing the search
- A member of staff may search a child's outer clothing, pockets, possessions, desks or lockers.
- The person conducting the search must not require the child to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- Following a search, if a member of staff finds evidence that a child may be at risk of harm, a referral to children's services will be made immediately.
- The search is recorded on CPOMS:
 - the date, time and location of the search;
 - which child was searched;
 - who conducted the search and any other adults or children present;
 - what was being searched for;

- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Children's conduct outside the school gates

Teachers have a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate children's behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a child for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a child at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the school.

Child support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's SENDCo will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, Hampshire County Council (HCC), an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. We recognise that negative behaviour choices can affect other children and therefore, we endeavour to put in additional support, such as circle time, Relationship and Health Education or ELSA support.

Children with long term complex Emotional Behavioural and or Social Difficulties

These children are identified by the SENDCo. They are made known to staff so that there is a consistent approach to support and communication with them.

Some of these children will have an Individual Behavioural Support Plan set up for them or have received external/internal support e.g. HCC Primary Behaviour Support Service, ELSA. The SENDCo and class teacher will be working closely with parents. Therefore, they may have different approaches to the behaviour policy that help them make the right choices.

We believe that every adult is responsible for every child. Vulnerable/disadvantaged children are monitored for their emotional and academic needs.

At St John the Baptist, positive social skills are taught through a variety of means, from role modelling to more structured methods, such as the use of circle time and specific programmes with ELSA staff.

Some of our vulnerable/disadvantaged children who may persistently disrupt lessons will have this recorded through on-going monitoring (formal/informal) by the class teacher so that patterns of behaviour can be identified and an understanding of the factors driving behaviour choices can be formed. Adaptations can then be made to the Individual behaviour plan to support the child.

It is important that all children and adults are safe. If a child's behaviour is severe or unsafe, then s/he may receive a temporary, fixed term suspension out of school sanctioned by the headteacher.

Suspensions and Exclusions

Fixed Term Suspension

SJB believes that, in general, suspensions are not an effective means of moving behaviour forward.

However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the child remaining in school would seriously harm the education or welfare of the child or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the child to complete at home. Following fixed-term suspension the child and parents meet the Headteacher to discuss the child's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

Permanent exclusion is a last resort and a school should be able to show that it has taken all reasonable steps to avoid exclusion.

The governors of SJB agree with this stance and all policies and procedures are in place to support inclusion of all children.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or

welfare of the child concerned, or to other children at the school. Further information regarding exclusions can be found in Appendix 3.

Appendix One

Definitions of Misbehaviour

Misbehaviour is defined as:

- Not following instructions
- Not listening
- Disrupting learning
- Running in corridor
- Talking in line
- Being continually off-task
- Leaving the lesson without permission
- Rude or disrespectful behaviour towards another person
- Incomplete classwork or homework (one occasion)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical aggression whether threatened or actual
- Purposeful violent or dangerous behaviour where there is injury or could have resulted in injury
- Swearing
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Throwing equipment or resources
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons- real or replica unless part of a history theme day where there will be careful management by staff
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

Appendix Two

List of related documents to support implementation

All classrooms and key communal areas to have laminated...

1. Mission statement and Values
2. 'Ready, Respectful, Safe' rules
3. 'Pointing towards Christ' code
4. Appropriate Use of IT agreement
5. School prayers

Class to also have...

1. Class Charter that is regularly reviewed by class and signed annually
2. Juniper Educaiton app open and accessible to staff and/or children– depending on age capability of the cohort
3. Stickers
4. Anti-bullying Policy for children – signed by the class annually
5. Worry box

Teacher resources

1. Relate, Regulate, Reason
2. Restorative Approach- 5 questions
3. Positive Language/De-escalation scripts (appendix 7)

Appendix Three

Management checklist

Teachers will:

- Display in the classroom a laminated coloured copy of:
 1. Mission Statement
 2. 'Ready, Respectful, Safe' Rules
 3. 5 Bs – Brain, Book, Board, Buddy, Boss
 4. 'Pointing towards Christ' code
 5. Appropriate Use of IT agreement
 6. School prayers
 7. 'Pointing towards Christ' code
- Plan and deliver an annual Mission fortnight which will include;
 - Unpick the Mission statement
 - Explore what it means to point towards Christ
 - Unpick the inspiration of the House Saints and our values
 - Expectations of behaviour
 - Developing a shared class charter
- Throughout year, maintain the class charter adapting as needed and displayed with pride
- Using the school's definition of bullying ensure issue addressed in RHSE, key stage assemblies and ABA Anti-bullying weeks in November.
- Issue House points every day
- Issue Juniper Education badges and Mission Leaf each term for every child
- Issue a golden leaf each year for every child
- Issue a CST certificate per child during their time at the school
- Maintain class records to ensure all children are rewarded equally and in turn, including Form Captains, House Captains, Playground friends, School & Eco councillors and prefects

Headteacher will:

- Ensure annual reminder to all parents of policy
- Ensure policy on website
- Review behaviour policy and procedures half termly with range of staff, children and parents

Appendix Four

Playtime behaviour management

Children will:

- Ensure that they are being respectful and safe in their play
- Support peers to ensure that all children feel safe and respected when outside at playtime.
- Playtime 'Friends' will support younger children in their play
- Be respectful and safe when using equipment
- Play within allocated zone

Adults outside will:

- Actively support children in engaging in positive play through modelling
- Oversee the well-being of all children supporting them in positive interactions with their peers to ensure that they are safe and respecting each other in their play
- Ensure opportunities to use equipment safely and with respect
- Re-inforce play zones to support safety
- Train, organise and oversee 'Friends' in supportive play with younger children
- Inform SENDCo of children who would benefit from accessing pastoral support

Key stage leaders will:

- Monitor behaviour after each playtime to celebrate good choices and to follow-up repeated issues with individual children
- Ensure that class teachers keep parents informed as necessary
- Ensure that any follow-up is recorded on CPOMS with DSLs copied in

Head and Deputy will:

- Monitor behaviour records speaking to individuals as required
- Be informed by CPOMS and act accordingly

Appendix Five - IBMP

Individual Behaviour Management Plan



Child:		Class:		Date:	
Current Behaviour Target		Details		Who's going to help me?	
Effective Incentives			Effective Consequences		
Challenging Behaviour	Known Triggers	Warning Signs	Risks associated with this behaviour	Effective Management Strategies	Child's Communication Function

Challenging Physical Behaviours <i>(Throwing chairs, use of weapons, biting, punching...)</i>	Non-Physical Intervention <i>Y = worked in the past, N – Doesn't tend to work, T = Try</i>	
	Verbal advice and support	
	Firm and Clear requests	
	Firm and Clear expectations	
	Firm direction and count	
	Negotiation	
	Positive Listening	
Teaching New Skills	Limited Choices	
	Distraction	
	Diversion	
	Reassurance	
	Tactical Ignoring	
	Physical Reassurance	
Any other information	Non-threatening body language	
	Calming Intonation	
	Take-up Time	
	Withdrawal offered	
	Withdrawal directed	
	Transferred adult	
	Reminders about incentives	
Medical, Physical, Emotional needs to be considered	Reminders about consequences	
	Humour	
	Reminders of success	
	Empathy	
	Relocation	
	Calming Resource	

Hold/Escort Technique	Standing	Escorting	Chairs	Kneeling	Ground
1-person friendly					
1-person single elbow					
2-person friendly					
2-person single elbow					
2-person figure four					
2-person double elbow					
Debriefing Approaches					
Plan agreed by:					
Parents:					
SENCO:					
Class Teacher:					









Appendix 6 – Child Reflection

Reflection

Name:	
Date:	Time:
Adults involved:	
What happened?	
How did you feel? 	
What can you do next time?	
How do you feel now? 	
What will I do to put things right?	
Are you ready to return to the class?	
Signed:	

Appendix 7

Positive Language/De-escalation Scripts

Giving Choice	
<p style="text-align: center;">The Nice and Nice</p>  <ul style="list-style-type: none"> ✓ Provides two clear choices, both of which are fair ✓ Prevents a 'choice' becoming a threat! ✓ Win-win for child and adult ✓ Good for children who present as 'controlling' 	<p style="text-align: center;">The Nice and Nasty</p>  <ul style="list-style-type: none"> ✓ Remain positive and don't make it personal ✓ Remain matter of fact/non-emotive ✓ Check your body language ✓ Engages the child's pre-frontal cortex ✓ Don't bluff – you must carry through anything you say ✓ Use alongside take-up time
<p style="text-align: center;">Take-Up Time</p>  <ul style="list-style-type: none"> ✓ Non-confrontational ✓ Allows child (and adult) time to engage pre-frontal cortex and think ✓ Works well alongside most other strategies 	<p style="text-align: center;">Ear-shooting</p>  <ul style="list-style-type: none"> ✓ Avoids direct confrontation ✓ Can be used in a variety of ways ✓ Good for children who don't like overt praise ✓ Use with subtlety or it loses its power
Use of Language	
<p style="text-align: center;">The Never Say No</p>  <ul style="list-style-type: none"> ✓ Sometimes we have to say 'no' but not always ✓ 'No' can be a trigger word for some children ✓ May trigger an unnecessary escalation ✓ Try 'Yes, as soon as...' 	<p style="text-align: center;">Don't Say Don't</p>  <ul style="list-style-type: none"> ✓ Frame instructions positively ✓ Think what part of the instruction the child might hear ✓ Use 'we need to...' rather than 'you must...'
<p style="text-align: center;">The Thanks, Not Please</p>  <ul style="list-style-type: none"> ✓ Expectation of compliance ✓ Use with Take-Up Time ✓ Try 'Name...Instruction...Thanks' 	<p style="text-align: center;">Use Conditioner</p>  <ul style="list-style-type: none"> ✓ Linking cause and effect ✓ Try 'When...then...' ✓ 'When (you've done what I've asked), then (you can do what you've asked)'
Attention	

'If a child gains negative attention (which is better than none) through fighting, they quickly learn to become a louder and more violent fighter.'

What you attend to is reinforced.

Proximity Praise



- ✓ The power of attention. Where attention goes, energy flows
- ✓ Remain positive by ignoring the negative behaviour and praising the good behaviour nearby
- ✓ Behaviours that gain the most attention tend to increase

Tactical Ignoring



- ✓ Teaches the child a fundamental skill – how to gain adult attention appropriately
- ✓ Uses the power of attention
- ✓ Works well when combined with proximity praise

The Bogus Note



- ✓ Use to prevent escalation to crisis behaviour
- ✓ Breaking the cycle by introducing a practical or physical task
- ✓ Has to be used early enough to be effective
- ✓ Use sparingly

Call the Cavalry



- ✓ Call from help from SLT/other adult
- ✓ Bear in mind the role and aims of this person
- ✓ It's often best for the cavalry to carry on teaching while you manage the situation

Swap not Stop

Provide an Alternative Option



- ✓ What need is the child trying to meet?
 - ✓ How can that need be met in a more appropriate way?
- (can they bash a beanbag, rip up scrap paper, go for a run, scream into a pillow, grab a teddy or a book...)

