St John's C of E VA First School

Behaviour and Relationship Policy

'Together we will give our children the roots to grow and the wings to fly.'

This policy should be taken as part of St. John's C. of E. First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
	01.09.2026	Teresa Gilbert	September 2027

Ratification

Role	Name	Signature	Date
Chair of Governors	**Jack Hill**	**JACK HILL**	**01.09.2026**
Head of School	**Nicole Simenton**	**NICOLE SIMENTON**	**01.09.2026**
DSL	**Nicole Simenton**	**NICOLE SIMENTON**	**01.09.2026**

Details of Policy Updates

Date	Details
01.09.2024	**Addition of more trauma informed schools practice, including the appendices.**
01.09.2025	**Amended some wording to reflect the policy being embedded and reference supporting document 'Behaviour and Relationship Policy Approach'**
01.09.2026	**Amendment to Head of School**

The Behaviour and Relationship Policy for St John's CEVA First School has been written with the aim to ensure that behaviour across the school is of a high standard at all times and that pupils and staff are supported for positive outcomes to be achieved. The aims of the behaviour and relationship policy are underpinned by training and guidance gained from:

- DFE – Improving behaviour in schools
- Education Endowment Foundation Research – Working to Improve Behaviour in Schools
- Trauma Informed Schools training and guidance
- Mental Health and Wellbeing Leader training and guidance

Behaviour Aims

Staff and governors want children to understand the behaviour expectations of the school and to be supported to achieve these. High standards of behaviour will be achieved and maintained through:

- Clear expectations communicated to the children in a way that they understand what they need to do and why.
- Consistency in expectations and communication from adults to children across the school at all times.
- Adults modelling expected behaviour on the school site at all times – including parents / carers and visitors to the school.
- Giving specific positive feedback for good behaviour seen.
- Established, clear routines and expectations in classes and throughout the school.
- Giving time to teach specific behaviour expectations.
- Giving time to achieve the right behaviour responses.
- Building positive relationships with the children and understanding their needs.
- Basing actions and support on trauma informed practice; recognising that behaviour is communication and children with Adverse Childhood Experiences may need additional support to regulate their behaviour.
- Providing pupils with support and guidance to make improvements to their behaviour / actions as required.
- Communication with parents / carers about behaviour expectations in school.

School Behaviour Expectations

We want our school to be a calm, safe and kind area for all children and adults to thrive and enjoy being in. To this end, we have agreed the following expectations for all to follow at all times:

- Ready
- Safe
- Kind

These expectations are taught to the children are clearly evident through visual resources throughout the school. Children are taught what each expectation should look like throughout the school, everyday of the week:

Ready:

- Quality listening – looking and listening
- Resources ready to use

- Ready to learn
- Quality lining up – straight, silent, smart lines

Safe:

- Wonderful walking – quiet, arms by side, holding doors open
- Careful play
- Tidy areas – classes, corridors, outdoor play equipment
- Always be in the right place

Kind:

- Kind words - please, thank you, sorry, good manners always
- Kind actions – kind hands and feet
- Listen to others – show respect
- Sharing
- Look after toys and equipment

Each class has the expectations displayed using Communicate in Print signs and photographs of the class showing the expectations to refer to daily. In the hall and other shared areas the expectations and photographs from different classes are used.

It is agreed that in order to get the best behaviour and consistency across the school, adults need to:

- Teach children the expected behaviour
- Establish and maintain routines with classes and individuals
- Have high expectations at all times

(See Appendix 1 – Our Behaviour Expectations; What adults need to do)

Praise and Rewards

To promote and celebrate good behaviour across the school the following acts of praise and rewards need to be used consistently:

- Non-verbal praise; thumbs up, smile
- Verbal praise – specific language used to refer to the behaviour being shown
- House Points
- Stickers
- Headteacher Awards
- Going to the Headteacher or other SLT member to receive praise
- Star of the Day certificate (Rec and KS1)
- Praise Postcards (KS2)
- Weekly awards in class: writer of the week, mathematician of the week
- Termly awards for significant achievements

Consequences

Children are taught that 'ready, safe and kind' behaviour is expected at all times in school for our school to be a calm, safe and kind area for everyone. Unacceptable behaviour will be followed up with a consequence with the focus on supporting children to:

- understand what they did wrong

- understand what they can do to repair the situation
- know what they should do better next time

A consistent approach to consequences is in place across the school whilst recognising the age and needs of the individual pupil. Unacceptable behaviour will be followed up as follows in a two step process:

- Reminders given for the behaviour that we want to see
- Visual reminders through the class behaviour display
- Non-verbal visual reminders
- Time in with an adult in class to discuss behaviour that needs to improve
- Following the discussion with the child, staff may implement a restorative adjustment where appropriate. (See restorative justice approach below)

If the child still needs more:

- Time in with a member of Senior Leadership to discuss the behaviour and what the child should be doing-
- The Big Three-
  1. Physical aggression towards self, others or resources
  2. verbal aggression e.g. swearing or any discriminatory language
  3. Persistent refusal to complete work despite the above steps being followed in class (eg 30 minutes of not starting work.
- Discussion with the child's parents / carers about repeated unacceptable behaviour and to create a plan for improving this
- Putting a plan in place to address repeated unacceptable behaviour and to support the child to improve

Where there has been significant poor behaviour, the school may implement an internal suspension. This means that the child remains in school but is removed from their class and/or playtimes for an appropriate period of time, as deemed by school leadership. Where children are removed from playtimes as part of an internal suspension, they will be given appropriate opportunities for fresh air and movement breaks at a different time.

We generally do not remove playtimes as a consequence. However, where it is necessary, for example as part of an internal suspension, children will be given appropriate opportunities for fresh air and movement breaks at a different time. If there is a behaviour concern to be addressed at playtimes, a child may also be asked to remain close to an adult so that support and guidance can be given.

A restorative justice approach will be used to support children in understanding the impact of their actions on others through the use of the following key questions:

1. What happened?
2. What were people thinking?
3. How did this make people feel?
4. Who has been affected?
5. What should we do to put things right?
6. How can we do things differently in the future?

Actions that can be given to 'put things right':

- Saying sorry
- Explaining what they will do differently next time
- Writing a sorry letter or card

Trauma Informed Schools Approach

Staff members have received and will continue to receive training on 'trauma informed schools' to ensure that we continue to develop a trauma informed approach to supporting pupils and adults in the school community. We base our actions on the following principles:

- Protect
- Relate
- Regulate
- Reflect
- PACE (Playful, Acceptance, Curiosity, Empathy)

We have established a school agreed approach based on these principles that all adults in school are expected to apply in their daily practice (See appendix 2).

School Behaviour Log

When a child's behaviour has led to a parent or carer coming in to speak to a member of staff or a member of staff speaks to a parent or carer about a child's behaviour, this will be recorded on Arbor either as a behaviour note or incident (as detailed in the supporting document 'Behaviour and Relationship Policy Approach'). These records will be monitored to identify any patterns or increase in behaviour incidents in order to take appropriate action and ensure adequate support is in place.

Explicit Teaching – Positive Relationships and Anti-Bullying

Through the Personal, Social, Health and Relationships Education curriculum (PSHRE), Collective Worship, and behaviour expectations children are taught about good manners, forming positive relationships, acceptable behaviour, how unacceptable behaviour can make others feel and to understand what bullying (child on child abuse) is and how to respond to it.

Positive friendships and awareness of bullying are taught through the schools PSHRE curriculum using the Jigsaw scheme. Children are also taught more about bullying during anti-bullying week in November each year. Definitions of bullying may include name-calling, invasion of privacy, any form of harassment or harm to others which is regular and doesn't stop after being addressed by a member of staff. If the school is aware that regular unkind behaviour (bullying / child on child abuse) is taking place the concern is recorded and support provided to all involved to bring about resolution and to repair the situation. Parents / carers are kept fully informed of the situation and monitoring takes place to ensure that the resolution is maintained.

The e-safety curriculum also ensures that children gain an understanding of bullying / child on child abuse that can take place through the use of modern technology. Children learn why this is wrong and what to do if this kind of bullying / abuse should happen to them.

Additional Rules for Special Circumstances

June 2020 saw the return of pupils to school following school closure due to the COVID-19 pandemic. Schools were required to follow exceptional guidance to make school safe for pupils and staff, which involved the children following new hygiene and safety rules to reduce risk of the virus spreading.

When a circumstance requires new rules to be implemented the Head Teacher must do so and ensure that all staff, pupils, and parents / carers are aware of the new expectations and the consequences of not following them. Staff are responsible for ensuring that new expectations are implemented consistently. Any new expectation must be communicated with the children verbally and visually with regular reference made to them to ensure that the children understand what they need to do, when and why. Staff meetings will provide opportunities to review the situation and ensure that new expectations are being followed and positive outcomes are seen.

The Role of Parents / Carers

We recognise the importance of working in partnership with parents / carers to ensure that all children receive consistent and clear responses and support.

The behaviour expectations of the school are indicated within the Handbook for Parents and emphasised at the New Parents' Evening. Through the use of a Home/School agreement parents, or those with parental responsibility, are requested to co-operate with the school expectations in relation to behaviour by discussing this with their child and modelling the behaviour themselves whilst on the school site.

The school will inform parents / carers when concerns over their child's actions are increasing. This may lead to a meeting with the parents / carers to identify further support to bring about improved behaviour and wellbeing for the child.

The following action may also be taken to support children:

- In discussion with parents, or those with parental responsibility, implement a support plan with targets to address the behaviours causing concern.
- Notes may be made in a home/school log to inform parents, or those with parental responsibility, of how their child has coped in school that day.
- Support offered from the Parent Family Support Adviser.
- Support from a Teaching Assistant / emotionally available adult.
- Daily targets set for a child's behaviour with their progress evidenced and communicated to parents, or those with parental responsibility.
- Weekly individual behaviour and learning log, used to record behaviour on a daily basis, in order to look for patterns, or possible reasons underlying the behaviour.
- Observations by class teacher and SENCo may be used to find out triggers for the behaviour and positive strategies put into place to help the child overcome any difficulties.
- The SENCo may discuss children giving concern at joint planning meetings with the Education Psychologist and Learning Support Service teacher.
- For children at risk of suspensions / exclusion, a Pastoral Support Plan will be written in conjunction with the parents, or those with parental responsibility, and any other agencies involved. The child will be referred to the panel for children at risk of exclusion (PEVP) to request support in order to avoid suspensions / exclusion.

Parents, or those with parental responsibility, are expected to support the school in discussing the outcome of unacceptable behaviour with their child. If the parent, or those with parental responsibility,

has any concerns about how their child is being supported, they should initially contact the class teacher. If their concerns continue, they should contact the Headteacher and the Governing Body can also be informed.

Looking After Each Other

We recognise that the school day is busy and adults in school are supporting children with many needs and emotions. It is important to ensure that the relationship approach includes support for adults in the school. We provide support to adults in school by:

- Ensuring they know who to go to for support / guidance through information in the staff handbook / induction meeting
- Members of the leadership team being available to speak with adults when a request to do so has been made
- Providing a quiet area for staff members to rest and have breaks during and after the school day
- Providing time to meet and reflect on staff policies and practices to ensure that any issues can be discussed and addressed
- Using a solution focused approach to challenges that we face
- Considering workload of staff members whilst ensuring the right support and education is provided to the children in our care
- Providing regular meetings for staff members to reflect on their role and discuss any areas that they need support with
- Recognising that the Senior Leadership Team may face additional challenges in their role and ensure that support is also available to them

Suspensions and Exclusions

A separate Suspensions and Exclusions Policy is available.