

Promoting Positive Behaviour Policy



Policy

Reviewed: September 2026
To be reviewed: September 2027

Positive Behaviour Policy

(to promote Positive Behaviour and relationships)

*We strive, shine and aspire to be the best
we can be along our rainbow path to the
future, remembering God's everlasting
promise (Genesis 9:16).*



*Together in love we learn with
Respect, Hope, Friendship and Forgiveness.*

Rationale:

At St John's we believe that the key to success is children being rewarded for showing good behaviour and learning by understanding when they have made poor choices and how to correct it in the future. We also strive to get children to realise the importance of forgiveness when poor choices are made, as they progress along the rainbow path to the future.

Underpinning our policy are the school Christian Values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

- **Respect** - for self, each other, belonging, the communities we live in and the wider world.
- **Hope** – believe in what we can do and persevere to achieve a goal.
- **Friendship** – demonstrate good qualities of friendship to all in our school community.
- **Forgiveness** – children must learn to forgive but also realise that in order for others to forgive they must show they have learnt from their poor choices and demonstrate appropriate behaviour.

These values mean that children and adults work in active partnership to enable all members of our school community to realise their potential and to enhance their own lives and the lives of others.

At St John's CE Primary School we want to help children grow up with a clear view of what is right and wrong and an appreciation of the needs of others and the society around them.

Our Objectives:

- To agree on what constitutes appropriate and inappropriate behaviour at St John's.
- To share strategies to respond effectively to appropriate and inappropriate behaviour at St John's.
- To share our agreed views with children, adults working in the school community, parents and Governing Body.

1) Expectations of Children:

- Children will move around school sensibly and cooperatively, showing good friendship and respect for one another.
- Classrooms will have a calm, quiet and purposeful working environment where learning is not impacted by low level disruption.
- Children will work or play purposefully and be engaged with a clear understanding of what they are being asked to do.
- Children will be taught to respect equipment, resources, and toys and leave the classroom as they found it.
- Children will not call out in class or interrupt adults and instead put their hand up to speak and wait until asked to contribute.
- All children will be aware of our use of the 'Stop Signal' (Hand up in air and all children to do the same, teacher waits until the whole class has done it), '321 countdown' and 'My Turn, Your Turn' as strategies for communication in the classroom.
- With the support of adults, children will learn to resolve disagreements and frustrations sensibly, constructively and safely with the use of restorative practice.
- Children will listen and follow all instructions given by all adults in school.
- Children will be expected to use advice given to them to maintain positive behaviour around school.
- Children to use 'Kind hands and feet' at all times in school.



2) Promoting good behaviour – How we will achieve this - guidance for adults:

Good behaviour is promoted at all times. Our firm aim is to encourage good patterns of behaviour by;

- As a whole school, communicating clearly to children what is expected of them.
- Speaking to children calmly, quietly and with respect.
- Using positive language, including body language.
- Listening carefully to children, especially to their concerns and ensuring eye contact is made with them. Adults will model and explain why this is so important during a conversation.
- At all times noticing and praising the good (this can be done using non-verbal signals, positive verbal comments or positive written comments).
- Modelling all expected behaviour, repeat until you have the desired outcome and never allow behaviour to slip; calm, patient consistency at all times. Praise, sometimes non-verbal, especially with shy children, every time children meet agreed realistic expectations.
- Modelling positive exchanges of conversation with other adults in the room.
- Encouraging positive actions at every opportunity e.g. sharing, tidying away, playing cooperatively and settling to work sensibly and appropriately.
- Encouraging children to take responsibility for their own actions.
- Matching expectations and activities to individual children's age, needs and development.
- Recognising and rewarding achievements both in and out of school.
- Regularly informing children's parents/carers of good behaviour or achievement.
- Encouraging children to reflect on the world around them in whole school Collective Worship.
- Teaching the skills of resilience, reflection and self-awareness.

3) How we behave at lunchtime/breaktime:

- We enter the dining room calmly using our classroom voice as modelled by lunchtime staff.
- We are polite to each other and any adults serving food or helping us.
- We talk as quietly as we can so that we can always hear the adults if they need to speak to us and also hear any music that may be playing.
- We tidy our things away, always helping younger children if they need it.
- We will always stop, look and listen when an adult raises the magic hand to talk to us. We do this to ensure that we are ready to hear their instructions.

- When we leave the dining room we always walk to the playground area and move sensibly and quietly around school. If it is wet playtime we walk through school sensibly and calmly.
- We play together as safely as possible and are aware of children smaller than ourselves.
- We play safely in appropriate areas.
- We are aware of the adults on duty in case of emergency.
- When the bell goes we walk calmly to the class lines.



4) How we behave off-site and out of school teaching hours:

- We follow all the general rules of behaviour that apply in our school.
- At St John's we must remember to keep ourselves and others safe at all times.
- All the parents and other adult helpers are regarded as members of staff and treated accordingly and can issue appropriate rewards and sanctions as set in this policy but under the guidance of the visit leader.

- We behave in a calm, polite and respectful manner so that people recognise the importance of St John's School's expectations for good behaviour.
- We understand how to respond sensibly and calmly in an emergency and act accordingly.
- If we become aware of negative behaviours out of school hours, parents will be informed immediately if it is felt that it is impacting on the child's behaviour in school.
- We will follow our SMART online safety rules when using technology in and out of school.

5) Responsibility for promoting positive behaviour:

- We believe that children, parents, governors and all the staff of our school share the responsibility for promoting positive behaviour.
- The support of parents in promoting positive behaviour is essential and will be sought and promoted at all times.

6) Reward Systems at St John's School:

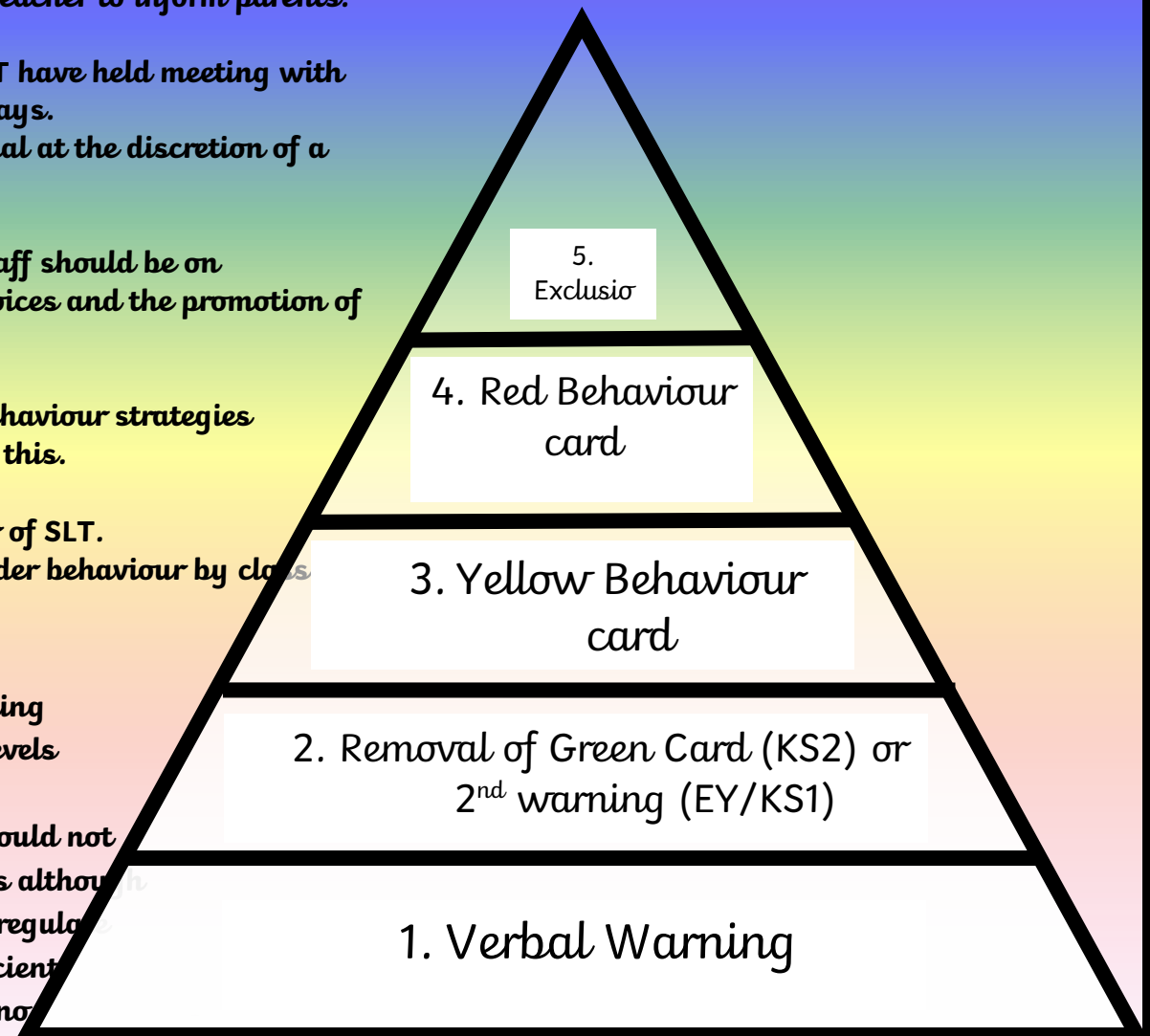
We believe that positive behaviour should be consistently rewarded in the following ways:

- Adults will always remain calm and will not shout or raise their voice in anger when it is not necessary, proportionate or reasonable.
- Individual Dojo points – Key Stage 2 have their own Behaviour Reward Strategy. See below.
- Whole class Dojo points.
- Golden tickets for significantly showing one of our school Christian Values.
- Stamps, Stickers and positive marking in books, which is also reflected through work on the walls.
- Lunchtime rewards – stickers and certificates.
- St John's Star Awards –chosen weekly from each class presented in Celebration worship on a Friday.
- Good work to be recognised by being displayed around school.
- Children to visit Mr Blackburn (Headteacher) or another member of SLT to receive positive reinforcement in recognition of their hard work or good choices.
- Class Dojo Champions (which leads to earning pots of golds to collect towards a class prize).
- In addition to the above, staff may also run their own positive behaviour management strategies as a motivational tool.
- All children are part of one of 4 houses, named after trees in our local area. These are: Sycamore, Oak, Ash and Hawthorn. Siblings in school are in the same house. Houses will be used across various aspects of school life/events.
- Children continue to collect Class Dojos like in KS1 but the Dojos also count towards their house total.

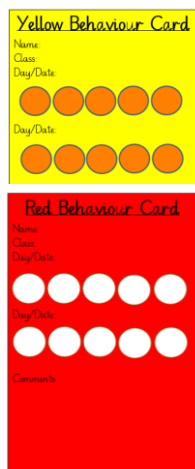
7) Procedures for dealing with unacceptable behaviour:

The steps below outline what action the school would take if any undesirable behaviour was to take place:

- When children make the wrong choices, the following hierarchy approach will be taken:
 - Verbal Warning.
 - Removal of Green Card- for KS2 children – each child has one in their pencil case that they own. Green card to be returned at the end of the morning/afternoon. This also involves a loss of one or more Dojo's. The amount is at the teacher's discretion. In EY/KS1 this stage is a 2nd warning and loss of Dojo.
 - Yellow Behaviour card – SLT to be involved. Teacher to inform parents. Card to last minimum of 2 days.
 - Red Behaviour card – SLT to issue after SLT have held meeting with parent/carer. Card to last minimum of 2 days.
 - Exclusion – this could be internal or external at the discretion of a member of SLT.
- Throughout using this approach, the focus for staff should be on educating the importance of making the right choices and the promotion of our school vision and values.
- For children with SEND needs other individual behaviour strategies may need to be implemented and used alongside this.
- Yellow and red cards are monitored by a member of SLT. Parents are informed and logged on CPOMS under behaviour by class teachers. See Appendix.
- Teacher's may also use the option of children taking time out to spend in a different class as part of levels 1 and 2. Class teachers have the option to choose which class based on the individual. Children should not spend regular time stood outside classroom doors although if a child needs a short break out to emotionally regulate themselves on the odd occasion then this is sufficient. Children should be stood outside classrooms for no longer than 5 minutes.



Red and Yellow cards are issued by member of SLT.



- Teachers need to sign the cards with a smiley face to show positive behaviour is seen in that lesson for 10 continuous sessions.
- The card needs returning to member of SLT every lesson if RED or at the end of the day if YELLOW.
- If any unhappy faces are seen then the yellow card turns to red and parents are informed and invited into school.
- If the red card is completed successfully with smiley faces then the child returns to yellow. If the yellow card is completed then the child comes off cards completely.
- If a red card is not completed with all smiley faces then fixed term exclusions may apply. After an exclusion, the child returns to school back at step 1 with strategies in place to support them. Exclusions could be internal or fixed-term.

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve a child's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs, parents/carers may be asked to remove their child for a specific, short-term period while intervention strategies are put in place to help the child improve. Exclusions, whether fixed term or permanent, can only be imposed by the Head Teacher, Mr Blackburn or in his absence a designated representative, normally the Deputy Headteacher.

Positive Handling describes a broad spectrum of risk reduction strategies and involves personal behaviour, diversion, diffusion and de-escalation techniques. It includes the use of risk assessments, which identify positive prevention strategies for managing extreme challenging behaviour and how the pupils need to be supported in a crisis. A large proportion of staff in school are Team Teach trained and if needed may use Positive Handling techniques, using the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming themselves, others or property. The scale and nature of any physical intervention is to be **proportionate** to both the behaviour of the pupil needing to be controlled and the nature and severity of the harm they might cause. It must be judged **necessary** and **reasonable** to use. A Positive Handling Plan will be written for any children who need Team Teach on a regular basis and parents will be consulted.

11. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We consider how our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in our school community and high expectations are maintained for all pupils. Our good behaviour cultures creates calm environments which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND, such as a pupil 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 of misbehaviour will be connected to their SEND.

St John's C E (C) School manages pupil behaviour effectively, 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.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.

In particular:

- school has duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- under the Children and Families Act 2014, our setting has a duty to use their 'best endeavours' to meet the needs of those with SEND.
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the St John's co-operate with the local authority and other bodies.
- As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to).
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long.
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.

- training for staff in understanding conditions such as autism. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

12. Expectations of Staff:

We expect all staff to:

- Carefully consider body language and tone of voice.
- Remain calm and will not shout or raise their voice in anger when it is not necessary, proportionate or reasonable.
- Ensure that good behaviour is an essential condition for effective teaching and learning to take place.
- Recognise that effective teaching encourages good behaviour and together they enhance learning.
- Recognise that high self-esteem promotes good behaviour, effective learning and positive relationships.
- Ensure independence and self-discipline is promoted so that each child learns to accept responsibility for their own behaviour.
- Recognise there must be a clear consistent positive approach to behaviour throughout the school on a daily basis, whilst bearing in mind the needs of certain individuals who may require individualised positive behaviour strategies put in place prior to any consequences being issued.
- Recognise if further support is needed with behaviour, additional interventions will be considered, including extra adult support; Single Assessment; advice from a Behaviour Support team or the Educational Psychologist.
- Use positive feedback when pupils are behaving well.
- Recognise every child should be made to feel valued regardless of any disability, nationality, age, ethnicity, culture or gender or sexuality.
- Recognise we all have the responsibility of ensuring that these key features are promoted throughout the school day.
- Log extreme poor behaviour on CPOMs and significant achievements with the SLT.
- Staff will apply this behaviour approach to offsite learning too, including residential.

13. Expectations of Parents/Carers:

- Parents/carers have a vital role in promoting and supporting good behaviour and so effective home/school liaison is very important.
- It is important that teachers work alongside parents and carers to manage appropriate behaviour and attitudes to learning, as documented in the Home-School Agreement.
- We ask parents/carers to sign and return the Home School Agreement to demonstrate their support. This will be renewed annually.
- We expect parents and carers to support the actions of the school when consequences are imposed to give a consistent message to children.
- If parents have any concern about the way their child has been treated they should initially contact the class teacher. If the concern remains, they should contact the head teacher and if still unresolved the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. See <https://www.kirklees.gov.uk/beta/schools/pdf/maintained-exclusions.pdf> for further information and guidance.

14. Expectations of Governors:

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement the school Positive Behaviour policy, taking into account any advice from the governing body.

Inclusion and Equality

In line with our duties under the Equality Act (2010) and as set out in our Equality Policy we are committed to providing an environment conducive to learning. Everybody is valued, respected and challenged regardless of race, gender, religion, age, social background, culture or disability.

Policy Monitoring and Review

This policy will be reviewed in September 2024 or when there are any changes to the statutory guidance that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of the school.

Policy produced by**A Blackburn**.....

Date: **September 2026**
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Approved by (Chair of Governors): **Date :**

Review Date: **September 2027**

If you need further copies of this document, or would like the document in another format, such as enlarged print, audio tape or another language, please contact the School Business Manager at the school.

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Yellow Behaviour

Card

Name:

Class:

Day/Date:



Day/Date:



Comments

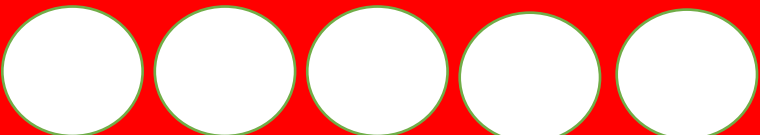
Red Behaviour

Card

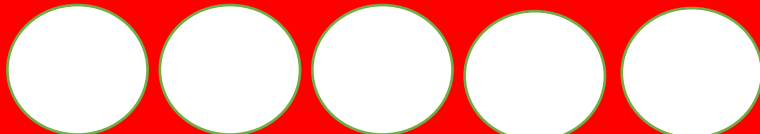
Name:

Class:

Day/Date:



Day/Date:



Comments