SAINT JOHN'S

Behaviour and Relationships Policy

'Building Relationships, Supporting Behaviour'

Designated Member of Staff	Deputy Head Teacher
Frequency of Review	Annual

Issue Number	Issue Date	Summary of Changes
1	May 2023	Behaviour Policy overhauled; ratified by Governors FGB T5
2	February 2024	Behaviour and Relationships policy reviewed FGB T3
3	January 2025	Behaviour and Relationships policy reviewed and ratified FGB T3
3	January 2025	Behaviour and Relationships policy reviewed and ratified FGB T3
4	October 2025	No changes to policy; ratified at FGB2
5	October 2026	Additional references to legal/government documents; ratified at FGB2

At Saint John's CE Primary School, our vision is 'where we all flourish'. Our aim, through our relationships and behaviour policy, is that we create a safe, happy environment for all. Clarity is required for children and adults of boundaries, routines, rewards and consequences. How behaviour is managed across schools and in society has changed significantly over the last ten years and Saint John's aims to prepare children for the next stage of their lives by moving our behaviour systems in line with an approach that reflects today's society.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

Our use of language at Saint John's is crucial to our whole school approach.

Instead of…	**We use…**
Punishment/Reward	Consequence
…did something wrong	…made a mistake/…made an incorrect choice/…did not meet our school expectations
Kicking off/meltdown	Anxiety/anxious, distressed, stressed or dysregulated
Naughty/bad	Made incorrect choices/made mistakes/did not meet school expectations
Good	Made positive choices/met expectations

This policy refers to '**mental health and wellbeing'**; therefore, it is important to define what is meant by this. The website and community group 'Healthy Young Minds' recognises and defines mental health in a simple and accurate way: "*We all have mental health. It affects how we think, feel and behave, and determines how we handle stress, how we relate to others and how we make choices."* Hand-in-hand with physical health, it is our job as nurturing adults at Saint John's to equip children with skills and strategies and to expose them to opportunities to support and strengthen their mental health.

Bullying: Bullying is defined as a deliberate and targeted act which physically or emotionally harms another individual, usually involves an imbalance of power and is repeated several times on purpose. It can happen face-to-face or online. Please refer to our 'Anti-Bullying Policy' for further details on our approach to tackling bullying.

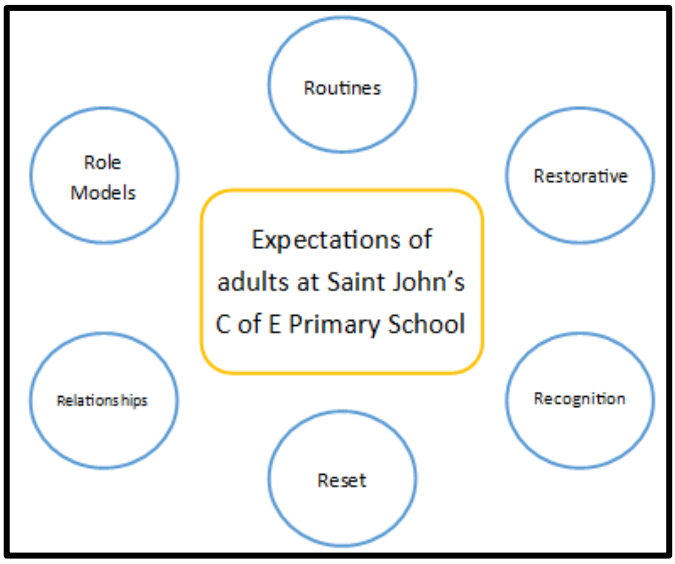
Restorative Practice: Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.

Regulation: Being regulated means being able to control how I respond to different emotions, being able to be calm and ready for learning. More detail is given later in this policy.

Dysregulation: Being dysregulated means being unable to control how I respond to different emotions, sometimes resulting in behaviours which can be a challenge to others and to learning.

This policy is written with inspiration taken from Paul Dix's book *'When the adults change, everything changes'*. At the heart of our behaviour policy are our expectations – expectations that are met by the children and also by the adults who are in contact with the children at all times throughout the day.

Everything we do builds towards a **relationship-based** and **restorative-based, preventative** and **pro-active** approach to managing and supporting children's behaviours and attitudes, which is **consistent**.



"If we treat people as they ought to be, we help them become what they are capable of becoming."
Haim Ginott, The Learners' Dimension, 1972

Expectations*:* Six Rs for adults

Relationships: ***"Positive relationships are the bedrock of our culture."***

- All staff recognise the importance of building solid relationships.
- All staff actively seek to form positive relationships built on mutual respect, clear expectations with firm and transparent boundaries.
- All staff use their knowledge of the children to put in place individualised support or strategies if necessary, showing care towards all pupils.
- A mentoring approach may be necessary for children and staff will be allocated as mentees.
- All staff commit to positive working relationships with other staff; it is a collective effort for the best interests of the children.

Role Models: ***"Being a role model is the most powerful form of education."***

- The school behaves as the adult behaves; all staff model conduct throughout the day, sending the message of 'This is how we do it here'.
- Teachers and teaching assistants actively meet and greet the children each morning.
- Adults take time to build relationships to show 'deliberate botheredness' (from Paul Dix's book, meaning to make particular effort and show interest).
- In times of distress or dysregulation, staff endeavour to retain a calm demeanour.

Routines: ***"Habits are more powerful than memory."***

- Visual timetables outline the programme for the day for each class and are accessible to all children in the classroom.
- The school day runs at the same times each day e.g. collective worship is the same time each day.
- Class timetables are designed by the teachers to ensure consistency of days and weeks.

Recognition: ***"The deepest principle in human nature is the craving to be appreciated."***

- All staff commit to recognising the positivity first in the room, using a pro-active and preventative approach to managing behaviour.
- All staff understand that keeping the children regulated emotionally is key and to use strategies to support regulation if required.
- Praise and acknowledgment, with rewards, are a pivotal part of our approach as a school, taking the needs and age of a child into consideration.

Restorative: ***"Repairing the relationship; preparing for life."***

- All staff commit to de-escalation as a method of ensuring children are safe and calm.
- In times of distress and dysregulation, staff are trained to use restorative practice to help children develop personally, emotionally and in their interactions with others.
- All situations arising with children are dealt with using the restorative conversation script, using appropriate language and encouraging reflection.

Reset: ***"Reset, re-adjust, restart, re-focus. As many times as you need to."***

- All staff are committed to displaying emotional stability and consistency when dealing with behaviour.
- Unconditional positive regard: all staff reset themselves following behaviour to maintain positive relationships with the children at all times.
- All staff work together for the best interests of the child and are encouraged to ask for support, allowing a colleague to step in to the situation if necessary.

Working together with families

A significant part of adopting an approach to behaviour, that relies on being proactive and preventative, is ensuring home and school are working together in the best interests of the child. We have set up a working group with parents from the school to devise resources that will support families in working together positively with our school. Our approach places considerable emphasis on the role of all adults (including extended family/carers/friends) in supporting children to be their best selves. As with staff, we have expectations that parents will help to support their children personally, emotionally and socially to be ready to meet the expectations at school.

Whilst we acknowledge that every parent aims to do their best for their child, there are fantastic resources out there to support on the parenting journey. One resource which particularly aligns with our school approach is 'Positive Parenting', produced by the NSPCC – here are some examples of the tips and tricks suggested: https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/

Positive Parenting - NSPCC

Understanding your child's needs

Children's needs and behaviours change as they get older, and understanding these needs will help you better understand your child. A lot has been written about the needs of children and advice for parents, and we cover some of the key areas here. If you'd like more detailed advice you can talk to the NSPCC helpline.

School-age children are constantly learning and exploring their world. They may have lots of questions as they start to form their own views on issues. As they move towards being more independent they may seem to push boundaries and become more challenging. This is a necessary part of growing up.

Top tips...

for all ages

- Keep guidance simple and consistent.
- If your child is behaving in a way you don't want them to, clearly explain what you want them to do instead.
- Be available and make time for your child, so they will come to you when they feel something is wrong or they are upset.
- Keep talking and listening to your child even if at times it feels like a challenge. Start listening from a very early age and set a pattern for life.
- Review family rules as your child gets older and recognise the different needs of children living at home. For example, you shouldn't expect the same from your 12-year-old as you would from your four-year-old.

for school age – teenagers

- Be willing and give your child opportunities to show they can be trusted.
- Avoid criticism wherever possible. If your child has done something wrong, explain that it is the action and not them that you're unhappy with.
- Try to avoid getting trapped in petty arguments. There are rarely any winners!
- Consider ways to negotiate or offer choices as your child gets older.

How can I set boundaries?

All children need love, guidance and to have rules and boundaries. Rules and boundaries help families to understand how to behave towards each other, and what's OK and not OK. But the best way to go about this will vary based on your child's age and stage of development. All children are different and develop and reach milestones at different rates.

You can find more UK-wide information at **nhs.uk/conditions/baby/babys-development**

Building positive relationships

If parent-child relationships become damaged, it can affect the way a child feels or behaves. Finding ways to show unconditional love and affection to your child is important. But this can be easier said than done, especially when you're tired or juggling different needs.

Spend time with your child and learn together. This can help increase your child's confidence, strengthen your bond and also help you to better understand their needs.

Top five tips:



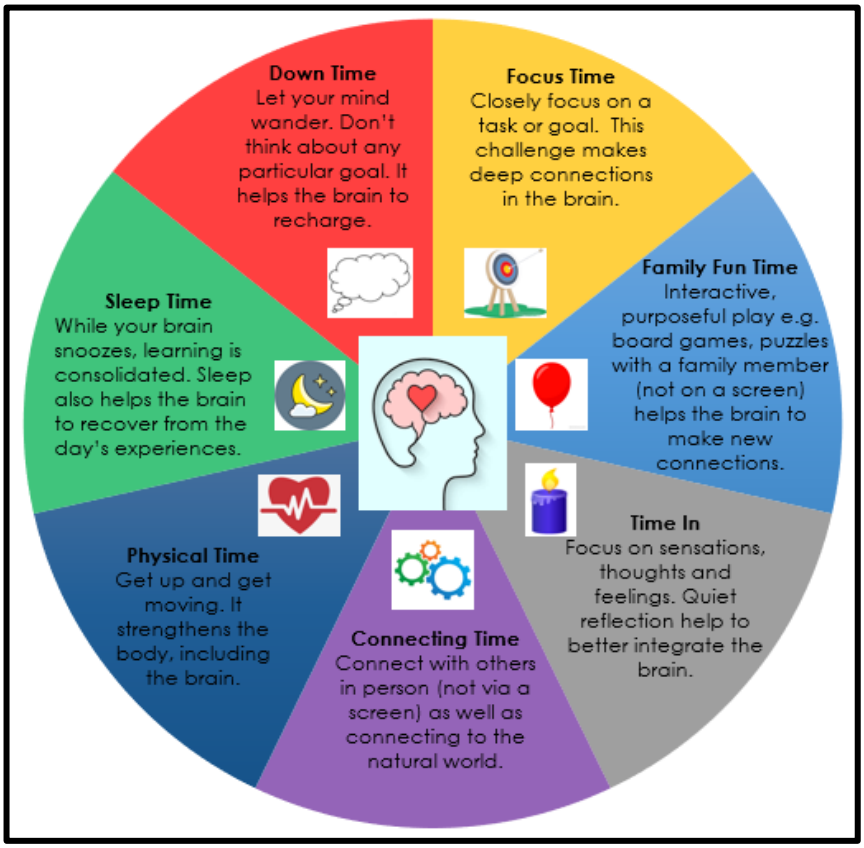
- Show your child you're interested in what they like. Think of enjoyable activities you can do together.
- Think of times when you have seen a positive change in your child's behaviour and anything you could learn from that experience.
- Ask your child for their views and be willing to listen. This can help you to see things from their perspective.
- Don't give up or be too hard on yourself if things don't immediately change. Focus on small steps and achievable goals.
- Be prepared to compromise and admit you've been wrong, and sometimes make mistakes yourself.

The Healthy Mind Platter

Designed by David Rock and Dan Siegel (2011), the healthy mind platter details the important aspects of children's lives that are needed to support their brain development. This picture is a visual representation of the key indicators that can help children's well-being. A balance of these, which requires support from families, can help to put children in the best possible frame of mind to achieve and be successful in social situations, in managing their emotions and in their learning.

These are identified as:

- Down Time
- Focus Time
- Family Fun Time
- Time In
- Connecting Time
- Physical Time
- Sleep Time



Diet

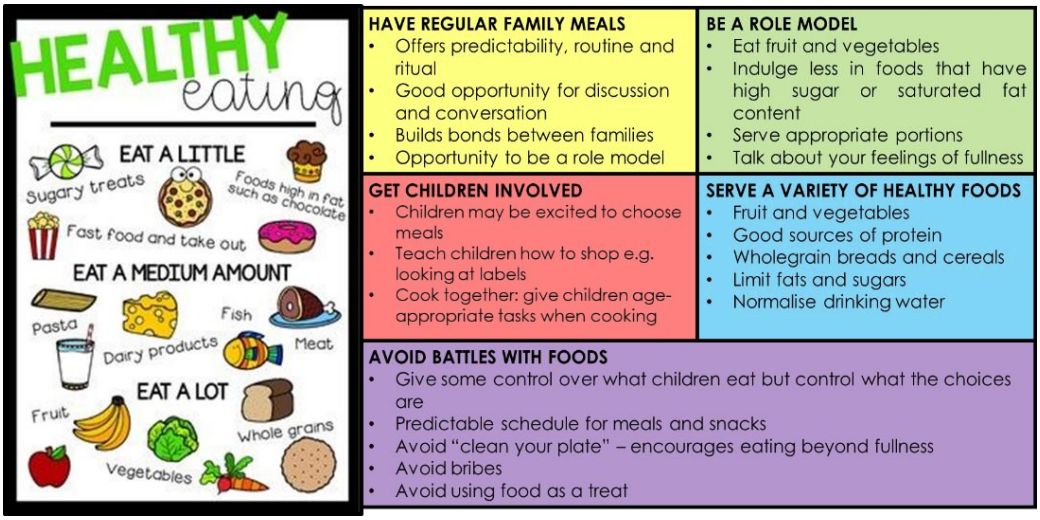
We recognise that a child's diet can impact their mental wellbeing, which then affects their everyday behaviours. Through our PSHE curriculum, we teach children about the link between our diets and our mental wellbeing, with a particular focus on what we can do to keep ourselves healthy. If a child's diet is unpredictable, high in sugars and fats, lacking key nutrients or if a child does not drink enough water daily, this may be a contributing factor to dysregulation. The image below shows a summary of support for parents outlined by https://kidshealth.org/en/parents/habits.html.

Here are some other useful links:

https://www.nhs.uk/live-well/healthy-weight/childrens-weight/healthy-weight-children-advice-for-parents/

https://www.foodafactoflife.org.uk/whole-school/parental-engagement/

https://parents.actionforchildren.org.uk/nutrition-and-healthy-eating/



Exercise

Another contributing factor to dysregulation may be levels of exercise. As with anything, there is a balance to be struck. Government guidelines state that children should take part in 60 minutes of exercise per day, with at least 30 minutes of that being at home. Some tips from www.healthychildren.org for helping to motivate children to exercise are below:

- **Emphasise fun** – explore activities to identify what your child enjoys. Avoid making all activities over-competitive.
- **Choose age-appropriate activities**– Young children are not developmentally ready for weightlifting and 3-mile runs, but riding bikes and playing games are perfect.
- **Plan ahead and make time** – reading and other activities are important but build in time for exercise
- **Provide a safe environment** – make sure the equipment is safe and they have appropriate clothing.
- **Provide active toys** – provide access to balls, skipping ropes and other active toys.
- **Role model** – get involved and play with your children; show how exercise can be fun and engaging.
- **Take care** – if exercise or physical activity becomes painful, slow down or try a less intensive exercise.

https://www.healthychildren.org/English/healthy-living/fitness/Pages/Encouraging-Your-Child-to-be-Physically-Active.aspx

Sleep

Sleep plays a pivotal role in all of our lives. After a long day, sleep allows our brain and body to slow down, reflect on the events of the day and recharge, meaning it is in a better place to grow and develop.

As with adults, if a child does not get enough sleep, it can affect their everyday behaviours, their ability to concentrate and their responses to situations. This can often result in dysregulation.



Screen Time

Throughout our everyday lives, we use technology to support us and we have, at our fingertips, the ability to achieve many things.

We place a significant value on the use of technology and present children at school with regular opportunities to use technology positively. As a school, we embrace the ever-changing landscape and the gains of technology, but it is crucial that there are clear boundaries, rules and monitoring around this, both in school and at home.

Through our e-safety lessons, we teach the children how to use the internet safely. Studies have found that screen time can both help and hinder children's emotional wellbeing and brain development.

Therefore, helpful questions are around **content:**

'What is my child using technology for?'

and **time:**

'How much time is my child spending on a device?'

Understanding social media and new technology as a parent in order to keep children safe can be a daunting and mammoth task; please get in touch with us if you require any advice, support or have any questions.

Different organisations offer parents helpful advice when managing pupils' screen time:



- https://www.internetmatters.org/resources/online-safety-guide/
- https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/
- https://saferinternet.org.uk/guide-and-resource/parents-and-carers

School and Home Working Together

As a school, we believe it is crucial for the development of children that home and school work collectively as one for the best interests of all. We strive to provide regular feedback to all children and families at home regarding behaviour, conduct and attitudes in and out of the classroom. All of the factors listed above, particularly diet, exercise, sleep and screen time, are crucial parts of every person's brain development and ability to form relationships with others. Our holistic approach at Saint John's means that staff may refer to these categories when assessing how best we can support families moving forward.

Class Dojo

Class Dojo is a digital classroom management tool, used as a method of communication between school and home. Teachers may use Class Dojo's 'Class Story' to share photos or information about exciting events their pupils are involved in at school or general messages to all parents and carers. Families are able to contribute towards this class story by viewing the posts uploaded by the teachers and sending in work or events that children have taken part in at home, which can then be uploaded by the teacher if appropriate. Parents/carers and teachers may use the 1:1 messaging format to communicate directly; however, all messages must be appropriate, polite and formal. Please refer to the Class Dojo Policy on our school website for further details.

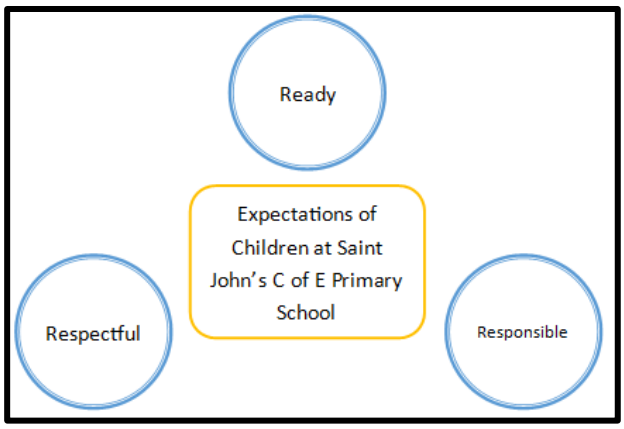
Please see below a poster which outlines expectations for all staff, children and family members.

Dos	Don'ts
√ Treat the messages as professional emails, rather than text messages or social media e.g. emojis. √ Ensure all questions and comments are pertinent to your child. √ Please check regularly as we post updates. We strive to give as much notice as possible but sometimes things can change quickly. √ Share in-school and out-of-school learning and achievements e.g. musical instrument exams.	X - Use Class Dojo to report your child as absent. Please contact the school office directly. X - Post comments as complaints about the school or teachers. Please refer to policies on our school website for this. ClassDojo

Staff aim to respond to messages received within 24 hours but please be patient; we often do not look at Class Dojo during the school day and regular meetings, marking and staff work-life balance can mean we do not get a chance to look at them until the next day.

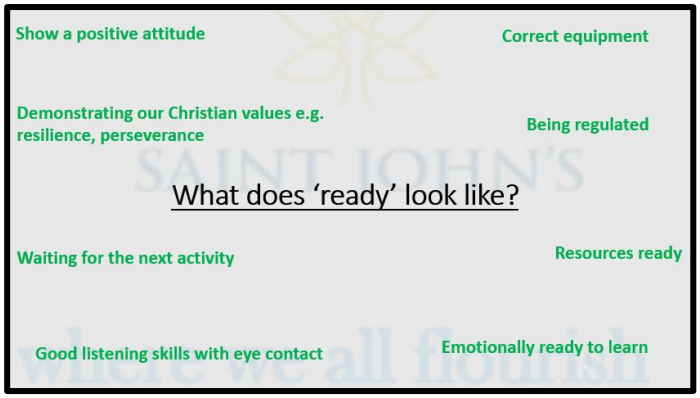
If you have a question, query or concern, your child's class teacher (rather than the TA) is your first port of call. If your message is urgent, please speak to the office directly.

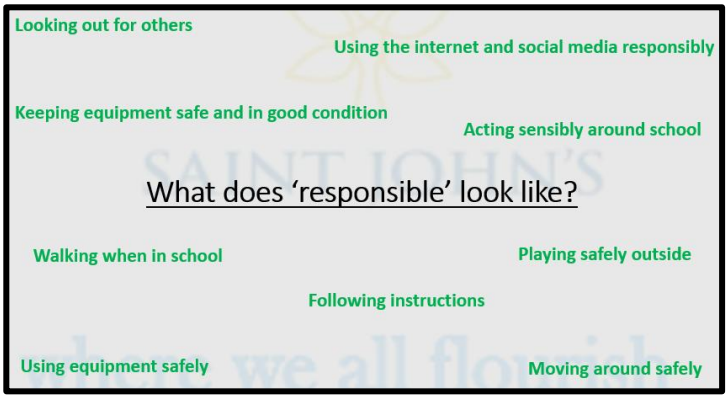
Three Rs for children



Our expectations of children are clear, concise but ambitious. We aim for the children to be 'ready', 'respectful' and 'responsible' at Saint John's. These three Rs reflect the most basic requirements of children when they at school to ensure they are safe, happy and learning.

All adults support the children in achieving these three expectations consistently by explicitly teaching them, helping the children to understand how they are achieved and regularly referring to them in school.







Consequences

Consequences are often given a negative connotation in terms of a response to behaviours and attitudes that do not meet expectations. At Saint John's, we want to flip that narrative and teach children that there are consequences to every action, positive or negative. For example, the consequence of holding a door open for somebody means that they are able to walk through without the need to open it themselves. Consequences will always be **natural**, **logical** or **relational**; supportive adults will always guide the children through this process using the principles of restorative practice.

Type of Consequence	Positive Example	Negative Example
A natural consequence is the reaction that occurs after an action without adult interaction.	A child smiles at another child and gives them a compliment. The other child smiles back and a positive connection is formed.	A child's refusal to wear a coat outside when it is raining means they get wet.
A logical consequence is a reasonable and appropriate consequence put in place by an adult.	A child tries their hardest in lesson and is acknowledged, recognised and praised for their efforts. A positive reward may also be appropriate.	If a child has deliberately created a mess by tipping out a box of Lego, they tidy it up.
A relational consequence is the recognition that an action has directly affected the relationship between the child and another individual.	A child's kindness and care towards others results in positive connections and relationships being built.	A child's unkindness and lack of care towards others may result in others losing trust in them and them feeling lonely.

Recognition, Acknowledgement and Positivity

It is crucial that all adults use strategies and approaches to acknowledge and recognise positive behaviours and attitudes, meaning that these are more likely to be reinforced. As outlined in the six Rs for adults, all staff will look for positive recognition as their first port of call. The list below outlines some of the strategies that may be used at Saint John's, however teachers have full discretion to decide strategies that are most appropriate for individual children or groups of children:

- Specific verbal (e.g. Thank you for…) and non-verbal (e.g. thumbs up, smile) recognition
- Each phase has a class-based strategy to work towards a particular goal or focus (e.g. secret student, marble jars, vouchers)
- House points (weekly trophy awarded with the termly winners having a non-school uniform day at the beginning of the next term)

Communication with parents:

- Dojo messages
- Praise postcards/certificates
- Praise conversations/phone calls

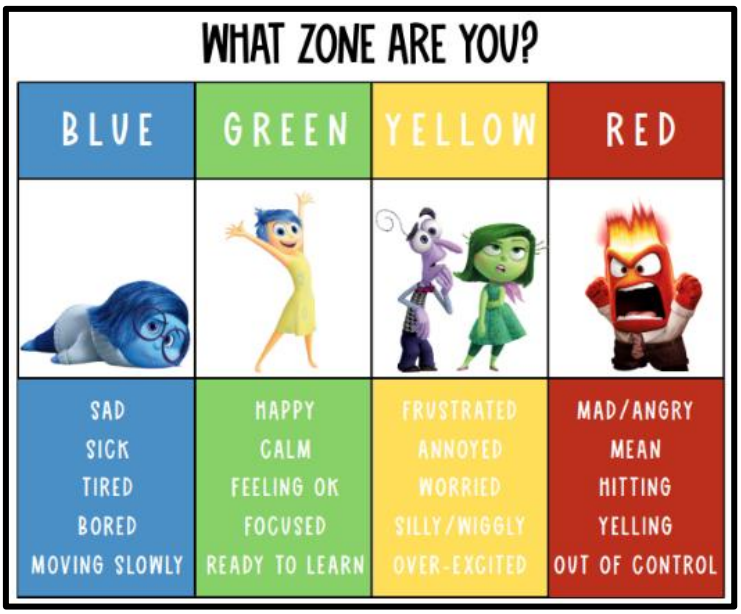
Strategies for Regulation

Regulation is defined as the process by which individuals influence which emotions they have, when they have them and what they do when they experience them. Regulation strategies can be supported by others (known as co-regulation) or can be completed by the individual themselves (known as self-regulation). Strategies to manage emotions are individual; therefore, children need to be taught strategies to find out what works for them. As children progress through school, we aim to teach and develop children's own regulation strategies – to provide children with the skill of self-regulation and to prepare them for the next step of their life. The school use the language of 'resetting' when it comes to children regulating themselves.

Zones of Regulation

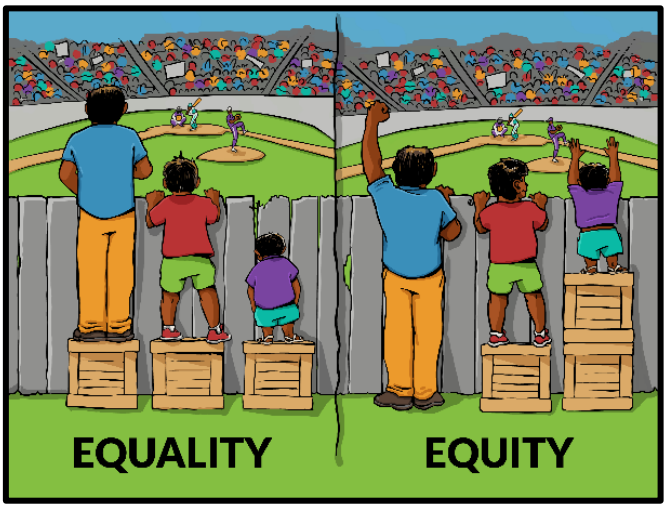
Children are introduced to zones of regulation, which are a simplified way of understanding the spectrum of emotions that everybody experiences. The approach aligns itself with the colours and characters from the Disney film 'Inside Out'.

This poster shows our zones of regulation and how we use these with the children to self-regulate and acknowledge what emotions we are experiencing. This poster is presented around school, particularly in classrooms and in our pastoral and nurture room, 'The Nest'.



What will we do?

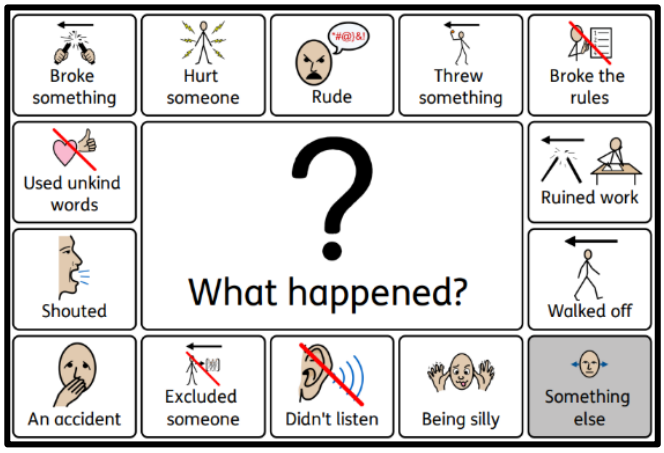
Any list of procedures is never exhaustive and it is important to remember there is a specific context to every child. We rely on the relationships we have built with our pupils to act in their best interests when it comes to positive and negative experiences. This picture summarises how we, at Saint John's, approach supporting pupils, as we aim for equity and justice.

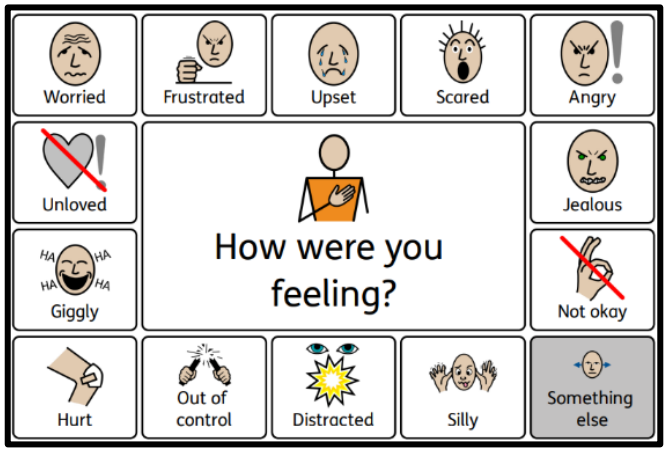


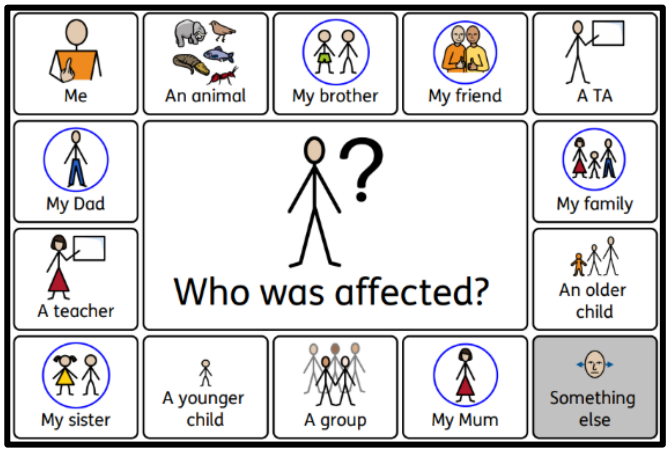
- Reminders of school expectations are given regularly.
- A child may be provided with some time (approx. 10 minutes) and an alternative setting to help them to reflect and regulate before returning to class or the playground. This is not a 'punishment' but a learning experience about managing emotions and feelings when they become overwhelming.
- To prepare the children for life beyond school, we adopt an approach of natural consequences, which are dependent on the nature of behaviour and attitude exhibited. For example, if a child's attitude to learning does not meet the school's expectations, play time may be missed to provide time for the child to complete their work.
- Restorative conversations (see next page for more details) are everyday practice for staff to support the children in reflecting and learning from negative experiences (staff use child-friendly widget cards to help structure the conversation).
- Behaviour incidents and dysregulation are logged onto a centralised system used in school to safeguard children called CPOMS. Through this programme, we are able to monitor behaviours, approaches that have been tried, were successful and were not successful.
- When a child is repeatedly exhibiting behaviours which result in themselves, others or property being at risk, staff may note the antecedent (what happened before), behaviours (what happened during) and consequence (what happened after), using this to monitor patterns in the behaviours. This provides a layer of understanding that helps the school build a picture around the child, meaning we can put the best support in place.

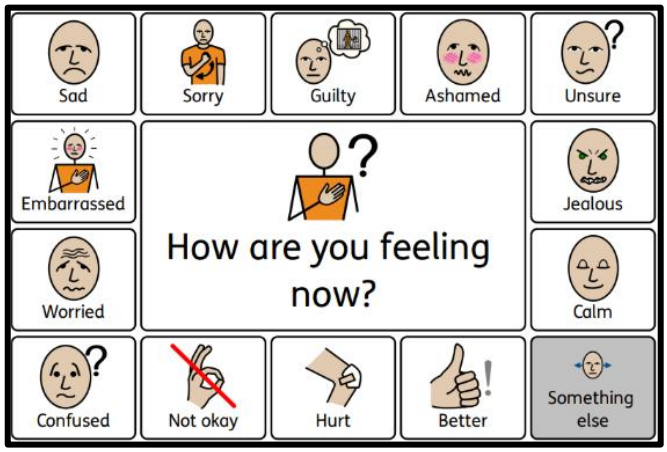
Restorative Conversations

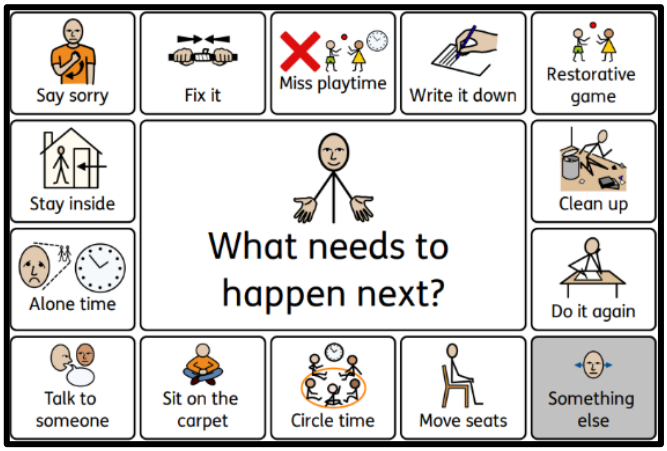
A restorative conversation is a crucial part of repairing any harm that may have occurred. It is scripted and all staff are trained. This conversation takes place between a facilitator (usually the trained adult) and someone who has harmed another person or who has been harmed themselves. The following images are child-friendly widget cards which staff at Saint John's use to aid the conversation and support pupils. Sometimes, the harmed and the harmer will be brought together to repair any breakdown in relationship, using this same conversation to help them to understand others' views, building skills of empathy and resilience.

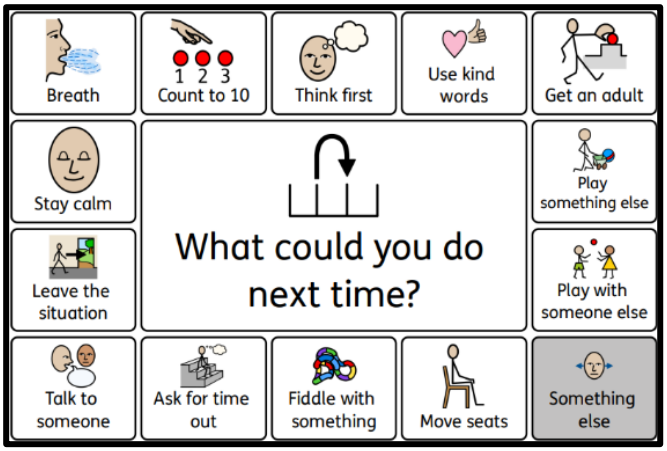












The flowchart below outlines the steps that all staff at Saint John's take when managing low-level behaviours.

Examples of Level 1 Behaviours
Refusing adult instructions & disobedience Disruption in class/distracting others from learning Moving around the class without permission Calling out/making unrelated or inappropriate noises Inappropriate language Rudeness Running in school Using equipment inappropriately Not showing respect towards peers or adults Being bossy or controlling others Saying unkind things

Reminder given
- ***5 mins given to respond***

Warning
- ***5 mins given to respond***
- ***1-minute restorative conversation at end of lesson***

Last Chance
- ***Script read***
- ***10 mins given to respond***
- ***2-minute restorative conversation at end of lesson***

Assertive Script:

"My expectations are…"

"To fix this, you can…"

"You can make this right by…"

"Let's…"

"Thank you for…"

Other helpful phrases

"I understand… and yet (repeat instruction)"

"I hear what you are saying and yet (repeat instruction)"

"I need you to…"

"Yes, you may think that… and yet (repeat instruction)"

"I'm sorry you are having a bad day"

"Remember last week/yesterday when you (insert positive behaviour)" – relate back to previous praise given

"I've noticed that you… I need you…"

"Yes sometimes… and yet (repeat instruction)"

"There may be some truth to that… and yet (repeat instruction)"

- Always come back to "and yet I need you to…"
- Remain calm and portray a neutral emotional standpoint
- If refusal continues, give 2 options and walk away to give time to respond

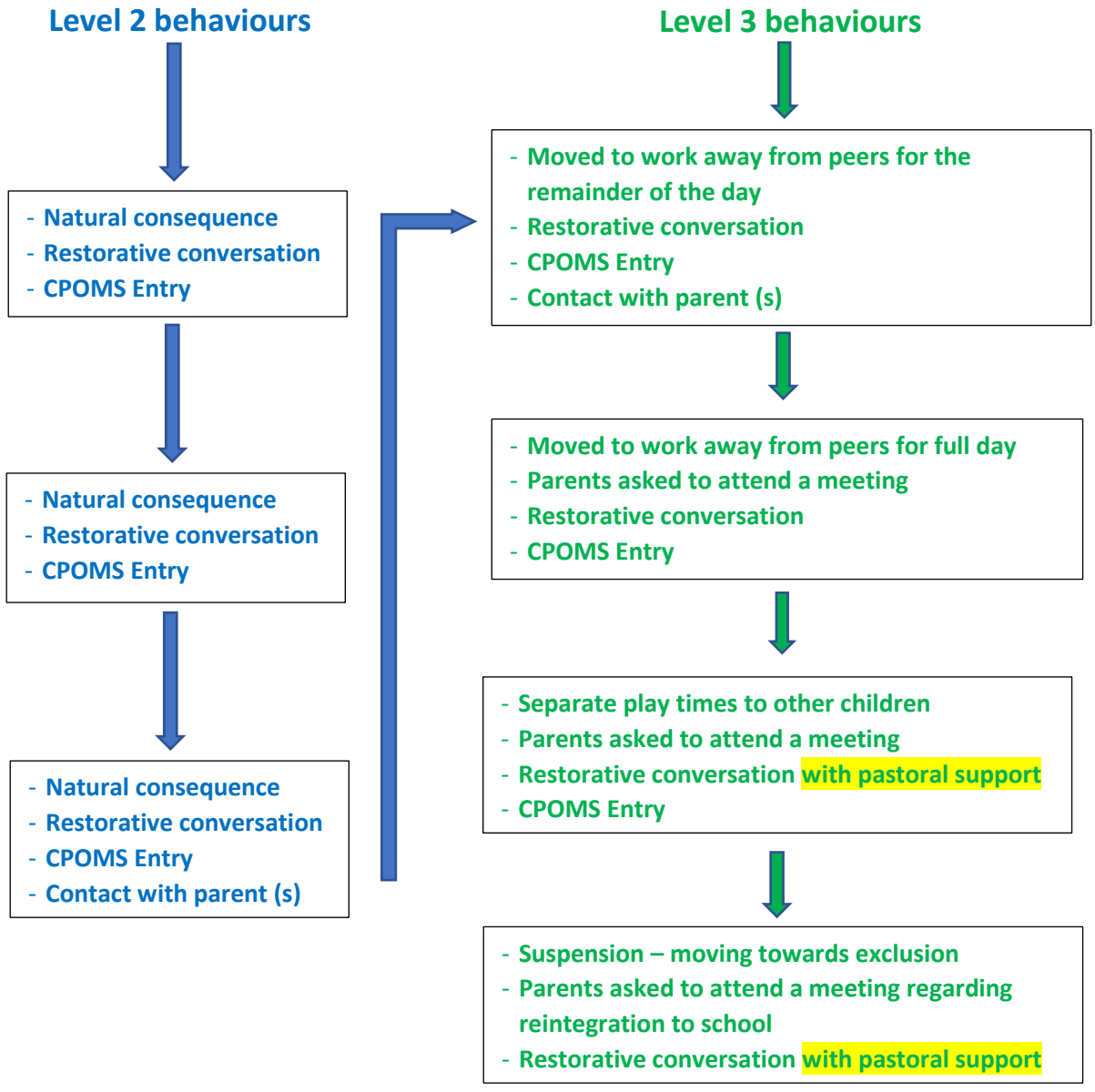
School may decide that repeated Level 1 behaviours which disrupt learning for the child involved or other children may result in parents being contacted.

Significant Behaviours

Where significant behaviours occur and are repetitive and where our whole school approach to positivity, natural consequences and reflection is not resulting in sufficient progress, the leadership team and the child's teacher will have discussions with families about next steps. There are several questions that will be considered during this stage.

- Is the child listening and responding positively to instructions?
- Is the child showing kindness and care for themselves, others and property?
- Is the child showing they are safe?

Level 2 Behaviours	Level 3 Behaviours
Repeated disobedience Swearing Threatening others Encouraging/coercing others to do something which will get them into trouble Lying Stealing Damaging property Bringing in inappropriate materials/items	Prejudice-based comments/actions Sexual harassment Physical actions e.g. fighting, pushing, punching, kicking, hitting Bullying in any form



These flowcharts represent what a typical response to these situations may be. However, school staff may alter what actions are taken based on the situation itself as well as our relationships and knowledge of the children and family.

Positive Handling

In the most extreme circumstances when severe behaviours are persistent or where behaviours exhibited put other children, staff, school property or indeed the child themselves at risk, it may be necessary to remove the children from the situation and take them to an appropriate safe space. This is very much a last resort and all staff will use their experience, knowledge of the child and professional judgement to decide the best measures for all involved. Staff are trained for these instances and use legal, appropriate and caring methods. We reiterate as a school that this measure is the very last resort and all other preventative and de-escalation strategies will have been adopted previously. Should positive handling be used, families would be involved in discussions with school leaders as well as the class teacher.

Suspension and Exclusion

On the rare occasion when preventative and pro-active measures have been followed and our behaviour flowchart has been used, but escalated behaviours have continued to put themselves, other children, staff or the school property at risk, suspension and exclusion procedures may be considered. This will be decided on a case-by-case basis. The discretion of the school is paramount to this process, using knowledge of the children from our relationships with the child and the family. Please refer to the school's exclusion policy for further details.

Further Literature & Websites

- When the adults change by Paul Dix
- The Window of Tolerance by Professor Dan Siegel
- Zones of regulation
- Anti-Bullying Alliance: https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition
- Healthy Young Minds: https://www.healthyyoungmindslsc.co.uk/home
- Restorative Practice in Schools: https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative