

St John's CofE VC Infants Positive Behaviour Policy

March 2026

Our school vision...

'Let your light shine' -Matthew 5:16

As a school community we believe that the ethos of the school should be built on a foundation of values.

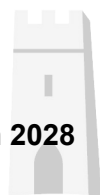
At St. John's we seek to promote our School Christian Values of Love, Perseverance and Courage.

Approved by the Governing Body of St John's CofE VC Infants

Chair of Governors Claire Weymouth

Date March 2026

Proposed Date of Future Review March 2028



Rationale

This behaviour policy is underpinned by a relational approach, recognising that positive relationships are central to effective behaviour management and to ensuring all pupils feel safe and happy in school. We believe that behaviour is a form of communication, and that understanding the underlying needs and emotions of individuals is essential in supporting them.

As a school rooted in Christian values, we are guided by love, perseverance, and courage. We strive to show love through kindness, care, and compassion for one another; perseverance by supporting individuals to learn from challenges and continue to grow; and courage by encouraging individuals to make positive choices, take responsibility for their actions, and stand up for what is right.

We are committed to creating a safe, respectful, and inclusive environment where all members feel valued, safe, and happy. Staff prioritise building strong, trusting relationships with learners, using empathy, consistency, and clear communication to guide behaviour.

Rather than focusing solely on sanctions, we emphasise restoration, reflection, and learning. When difficulties arise, we seek to repair relationships, support emotional regulation, and help individuals understand the impact of their actions. This approach promotes responsibility, resilience, and long-term positive behaviour.

We achieve this through:

- **Building positive relationships with all children.**
- **Giving attention to the behaviour we want to see.**
- **Consistent and calm adult behaviour.**
- **Clarity of expectations and boundaries.**
- **All adults being role models for positive behaviours.**
- **Making strong links with the family of the children to support them at school and at home.**
- **Liaison with support agencies available to the school for example Educational Psychologist.**
- **Clear rules with consistent follow-up actions applied fairly for all children.**
- **Routines which are shared with the children.**
- **Rewarding children who demonstrate the expected behaviour in particular children who go over and above.**

3 rules

Be Ready: For learning, for actions. Be organised, focused and positive.

Be Kind: Treat yourselves, others and the world with kindness

Be Safe: Behaviour that harms or could potentially harm children or adults is unacceptable.

These, alongside our core Christian Values underpin that every member of the school community behaves in a considerate way towards others.

Relentless Routines

In order to maintain a safe environment and be respectful to other learners, children and adults must walk quietly around the classroom and shared spaces, we call this '**wonderful walking**'.

During larger gatherings such as collective worship, children and adults should arrive and leave quietly and listen attentively to the person leading the session. During activities, noise should be kept to a level where the adult can give an instruction without raising their voice. The children are encouraged to remember the importance of '**one voice**'. At the end of playtime, children are expected to quietly line up in a '**lovely line**'. All staff are expected to take responsibility for behaviour around the school and inappropriate behaviour should

consistently be challenged. The class community are expected to show kindness and readiness to others by listening attentively, not distracting others and remaining focused on their learning.

Rewards

In order to promote good behaviour in the classroom, a positive atmosphere should be created in which children are praised for behaving well and rewarded with the following incentives:

Classroom Level	• verbal praise • being given some responsibility ie first in the line for lunch • class dojos - sometimes including what the praise is for or a photo shared with the child's family
Whole School	• sharing excellent learning with the Head/subject leads/previous teachers;
Senior Leadership Level	• weekly Celebration Assembly to which parents are invited, children receive a certificate.

Sanctions

Although our approach to discipline promotes positivity, there also needs to be a clearly understood set of sanctions, which will be applied when rules are broken. Our stepped approach is set out below.

We believe in providing the opportunity for children to change their behaviour. After issuing a child with a warning, we use restorative conversations to help children understand the impact of their choices and to help them to consider a better approach for the future. Increased severity of poor behaviour will necessitate increased involvement of the Senior Leadership Team and liaison with parents.

Persistent Extreme Behaviour

As a school we understand that children exhibit particular behaviours because of childhood experiences, special educational needs or family circumstances. We recognise that their behaviour is a way of communicating their emotions. Children may require a specific individual Positive Behaviour Support Plan to support them. This will be drawn up by the class teacher and will involve discussion with a member of the SLT, SENCO and family members.

Suspensions and exclusions will occur following extreme incidents at the discretion of the Head teacher and in their absence a Senior Member of staff.

If parents have any concerns, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Please also refer to the Complaints Policy.

Policy in practice:

Stepped Approach	
Delivered with feeling, use child's name, child level, eye contact, deliver message, remain calm.	
Reminder (Re-Focus and Reminder)	I noticed you chose to.....(noticed behaviour) You need to be (Ready, Safe, Kind) Thank you for listening <i>Example I notice that you are running. You are breaking our school rule 'Be safe'. Please walk. Thank you for listening.</i>
Warning	I noticed you chose to.....(noticed behaviour) This is the second time I have spoken to you. I know you can be Ready/Safe/Kind and/or give an example If you can't choose to be Ready/Safe/Kind now you will be choosing to have time out. Thanks for listening. This may be delivered by another adult if 'change of face' is needed. <i>Example I have noticed you are not ready to do your work. I have already spoken to you. I know you can be ready, you did some great problem solving yesterday. If you don't choose to be ready you are choosing to have time out. Thank you for listening.</i>
Time out	After continued inappropriate behaviour, I noticed you are still.....You have chosen time out. Give children time out on an appropriate level to them, maybe a walk around the school, in a parallel classroom or in a quiet place in the school environment. A positive engagement (Repair) will take place after time out or before the end of the day. Incidents will be recorded on CPOMS.
Leadership team (Time out of class)	The child leaves their class for the rest of the session to complete work away from the class with a member of the SLT (Senior Leadership Team). The child's parents will be informed and the incident recorded on CPOMS.
Follow-up action	If the behaviour is not a one off and continues the child's family will be contacted and they will be asked to engage in a meeting with the Head teacher, Class Teacher and the PFSA. Actions will be agreed and a Positive Behaviour support plan will be put in place for the child. Follow up meetings will evaluate the impact and progress at home and school.
Head teachers will decide on support and sanctions to address serious misconduct. Parents will be expected to attend a meeting to discuss behaviour, where support will also be offered in the form of an individual action plan. Exclusion will be used when deemed necessary i.e. to maintain the safety of our children.	

Use of Physical Restraint

Our setting is committed to maintaining a safe, respectful, and supportive environment for all pupils and staff. In line with the Department for Education (DfE) guidance effective April 2026, the use of physical restraint will always be a last resort and must be reasonable, proportionate, and necessary to prevent harm.

There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.

- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.

- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Physical restraint may only be used to:

- Prevent a pupil from causing injury to themselves or others
- Prevent serious damage to property
- Prevent serious disruption that poses a risk to safety

All staff must:

- Use the minimum force necessary and for the shortest possible duration
- Consider the pupil's age, needs, and any known vulnerabilities (including SEND or medical conditions)
- Prioritise de-escalation strategies and non-physical interventions wherever possible

The use of restraint must never be:

- Used as a form of punishment
- Intended to cause pain, humiliation, or degradation
- Applied in a way that restricts breathing or causes harm

Any incident involving physical restraint must be:

- Recorded promptly and accurately
- Reported to senior leadership
- Communicated to parents/carers in a timely manner
- Reviewed to identify lessons learned and inform future practice

Staff will receive appropriate training in behaviour management and safe intervention techniques. The wellbeing and dignity of pupils will remain central to all actions taken.

This policy reflects our commitment to safeguarding, promoting positive behaviour, and upholding pupils' rights while ensuring the safety of the whole school community

Appendix

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

Complaints Policy

<https://docs.google.com/document/d/1quo6Bl-DhyrU57hVFPhaiwiFYp-Gt0aL/edit?usp=sharing&ouid=109887606114092065850&rtpof=true&sd=true>

