



# John Clare Primary School

*Inspire - Nurture – Celebrate*

## Behaviour Policy

### Editions and Revisions:

Reviewed	March 2026
Approved by LGC	25 <sup>th</sup> March 2026
Next Review Date	March 2028

## **Vision and Values Statement**

John Clare Primary School has a therapeutic approach to behaviour management underpinned by Peterborough Virtual School Relational Practice approach. This approach seeks to replace unhelpful behaviour with helpful behaviour through planned and sustained pro-social experiences, feelings and responses. Through the implementation of our behaviour curriculum, staff teach children how to be 'Ready, Respectful and Safe'. These three rules help children to learn, keep them safe and feel secure in school. At John Clare Primary School, we prioritise relationships based on mutual respect to promote helpful feelings and behaviours of everyone within the school so that all children feel nurtured and a sense of belonging.

## **Legislation and Guidance**

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 pupils with medical conditions at school](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, Including pupil movement](#)

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 pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- Peterborough Virtual School Relational Practice Training

This policy complies with our funding agreement and articles of association.

## Helpful behaviour

Helpful behaviour relates to behaviour which is positive and values social acceptance. At John Clare Primary School, helpful behaviour falls into three key categories, which form part of our school ethos: **READY, RESPECTFUL AND SAFE.**

### **READY: Getting the most out of the opportunities within their school day e.g:**

- Arrive at school on time
- Wearing the correct school uniform or P.E kit as relevant for each particular day
- Ensure that they have the correct books, such as reading record, reading book and spelling book
- Display that they are ready to learn through active listening
- Trying their best and showing pride in all they do

### **RESPECTFUL: Treating others as they would expect to be treated themselves e.g:**

- Help each other
- Use respectful language to communicate
- Use basic manners such as, saying please and thank you
- Valuing each other's beliefs, opinions and contributions
- Value resources in their classroom and the wider school environment
- Treat others with respect in their local community

### **SAFE: Ensuring that everybody feels safe in our school environment e.g:**

- Follow reasonable instructions of the adults in school
- Walk around the school building in a safe manner
- Use equipment correctly under the guidance of their teacher
- Be in the right place at the right time
- Inform a member of staff if they are going to be anywhere different

## Unhelpful Behaviour

Unhelpful behaviour can cause distress or harm to an individual, a group, the community or the environment.

### **Difficult behaviour includes:**

- Wearing incorrect school uniform or PE kit
- Refusing to engage with learning
- Refusing to follow reasonable instructions
- Using disrespectful language in school and the local community
- Not valuing the beliefs and opinions of others
- Damaging/breaking resources
- Disruption in lessons, corridors and at break and lunch times

### **Dangerous behaviours include:**

- Repeated disruption
- Damage to school property
- Bullying (face to face or online) – see Respect and Antibullying Policy
- Verbal abuse and swearing

- Racist, sexist or any other discriminatory behaviour/ language
- Threatening or intimidating behaviour
- Physical assault, including fighting

## Rewards

Rewards – these may be used throughout school but not necessarily in every year group.

- Verbal praise is given on most occasions when a reward is merited - some children will prefer to receive this discretely.
- Positive Posts are awarded to children to recognise endeavour, citizenship and celebrate achievement. On receiving a Positive Post, children visit the Headteacher for further recognition – the Positive Post is taken home and this achievement is celebrated in our weekly newsletter.
- House points - at John Clare we use House Points to reward pupils for demonstrating positive behaviours. These skills are immersed throughout the school and into everyday learning. This is celebrated each week in an assembly. Our House Teams are named after the famous poets: Keats, Rosetti, Tennyson and Wordsworth.
- Stickers – these may be from class teachers or when teachers feel children have made a particular effort.
- Written comments in books and sending work to other adults to celebrate.

## Consequences

A consequence is not a punishment but rather a logical, obvious response to unhelpful behaviour. At John Clare Primary School, consequences can be protective or educational. All consequences should be educational in the end - we will always follow up a protective consequence with an educational consequence to prevent the unhelpful behaviour from being repeated moving forwards.

<b>Educational Consequences</b>	<b>Protective Consequences</b>
<i>The learning, rehearsal or teaching of the helpful behaviour to replace the unhelpful behaviour</i>	<i>A short-term removal of a freedom to manage the risk of harm</i>
<ul style="list-style-type: none"> <li>• Restorative conversations</li> <li>• Learning helpful strategies to cope with big feelings</li> <li>• Tidying up any mess they have created</li> <li>• Educational opportunities to increase understanding such as additional behaviour curriculum learning, Family Support Worker to support social skill development</li> </ul>	<ul style="list-style-type: none"> <li>• Limited access to outside space (playtime in a restricted environment e.g: playground only)</li> <li>• Increased staff support, including SLT</li> <li>• Supported at play times</li> <li>• Restricted offsite activities (trips)</li> <li>• Differentiated teaching space (away from others)</li> <li>• Internal exclusion</li> <li>• Suspension</li> <li>• Permanent exclusion</li> </ul>

## **Early Years behaviour approach**

As well as a restorative approach, we recognise that young children may need further support to self-regulate, in order to think logically, which includes having visual reminders/prompts. Therefore, we use a traffic light system in Early Years, that is clear, consistent and easy for the children to understand.

Every child starts on the 'green light' each day, and this is reset again to green after lunchtime.

Children will be given reminders of the helpful behaviour expectations throughout the day, as well as positive praise and reinforcement. We will deal with incidents of unhelpful behaviour by giving a verbal reminder for low level disruption behaviours, such as being disruptive during teaching inputs, being unkind to others or exhibiting behaviour that could become dangerous to themselves or others.

If the child continues to demonstrate such behaviours, they will move to 'amber' on the traffic light system. This means they will be moved to another area of the class and will have time to regulate and reflect on their behaviour, with the support of an adult.

If a child is on 'amber' and continues to struggle with their behaviour, they will move to 'red', which means they may be removed from the class to reflect on their behaviour further: parents/carers will be informed of their child's behaviour.

If a child is violent or aggressive, this will result in an immediate move to 'red' on the traffic lights, and they may be removed from the class to reflect on their behaviour further: parents/carers will be informed of their child's behaviour.

## **Responsibilities and Arrangements**

### **Staff responsibilities:**

When behaviours are difficult, staff should refer to the child's individual plan, if in place, or use the appropriate de-escalation strategies, which may include:

- Remaining calm
- Acknowledging that you are there to help
- Distracting from the behaviour
- Disempowering the behaviour
- Encouraging the child to use their known helpful strategies

### **The role of the Class Teacher**

- It is the role of each class teacher to ensure that school rules are followed in their classes and that pupils behave in a responsible manner.
- Efforts are made to build up an understanding of and relationship with the child. This makes discussion of attitudes and criticism of poor achievements or behaviour acceptable and can also provide an awareness of any underlying problems.
- Effective classroom management and stimulating lessons minimises poor behaviour and it is the responsibility of the class teacher to ensure that this is in place.
- All class teachers at John Clare Primary School have high expectations of the children with regard to behaviour and they aim for all children to work to the best of their ability. Pupils are treated fairly with understanding by the class teacher and classroom codes are consistently enforced.

- If a child misbehaves in class, the teacher deals with incidents, however, if the misbehaviour continues the teacher seeks help and guidance from other members of staff.

## **Parents/ Carers**

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. School ensures that parents are involved in discussions as we recognise that parents often have an understanding of the route of behaviours, and working together is highly beneficial.
- We aim to inform parents of any incidents that involves their child in a timely manner. Parents will be contacted promptly about any major incidents. Recurring minor incidents will be shared with parents and action taken as necessary.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home/School agreement. We endeavour to build a dialogue between home and school and we inform parents promptly if we have any concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. Parents can contact class teachers by email or by phone via the office. If the concern remains, they should contact a member of the Senior Leadership Team, via the office. If the matter cannot be resolved, parents/carers should make contact with the school governors (contact details can be obtained from the school office). If these final discussions cannot resolve the problem a formal grievance or appeal process can be implemented.
- Parents will be updated regularly of any decisions that could impact on their child's learning or well-being; including the return of a perpetrator who has been absent.
- Parents sign a home/school agreement when their children enter the school so that they are aware of the school's expectations.

## **The Role of the Headteacher and Local Governance Committee**

The Local Governance Committee has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

## **The use of Physical Intervention**

Occasionally, and after making a dynamic risk assessment, physical intervention may be required to safely manage dangerous behaviours – any such intervention will be reported and recorded on My Concern.

Staff will use positive physical intervention to support children in the following ways:

- Open hands/arms to guide a child to a safe area.
- To give recognition, praise and re-focus to children such as: a high five, a tap on the shoulder.
- To reassure a child if they are upset e.g. sitting close next to the child, a supportive hug.
- Hand over hand activities, which allows staff to model and support a child using a range of resources and equipment e.g. scissors, PE equipment.
- Moving, handling and self-care e.g. toileting.

*This list is not exhaustive and will depend on what is appropriate for the child.*

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances:

- To prevent a child from injuring self or others.
- To prevent or stop a child from causing serious damage to property.
- To prevent a child from committing a criminal offence.

### **Unforeseeable Behaviour**

There may be times when unforeseeable behaviours occur. Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would never recur. In these circumstances an immediate dynamic risk assessment should be made. If dangerous, a senior leader should be informed immediately. If weapons are involved or there is threat to life, emergency services should be called and the building evacuated as necessary. Policy should then be adapted to cover the unforeseeable behaviour in the future or an individual risk reduction plan formulated for that particular child.

### **Supporting All Learners**

At John Clare, all children are supported to be successful learners through the provision of work that is adapted according to their level of need. Likewise, where a need is identified, some children require additional support to maintain helpful behaviours as unhelpful behaviours/reactions may begin to become evident. These unhelpful behaviours could include:

- Calling out rather than waiting their turn
- Talking when they have been asked to listen
- Making noises which is distracting others from learning
- Disturbing others from their learning
- Swearing or using disrespectful language
- Refusing to follow reasonable instructions

In the first instance, when unhelpful behaviours are noticed, the class teacher, teaching assistant or any other adults supporting children should address the problem relating the behaviour back to the helpful behaviour that we would expect and our school ethos of ready, respectful and safe. They should use positive instructional language and clear instructions in order to address the unhelpful behaviour. If the behaviour continues, it should be addressed again and the child informed of an appropriate protective or educational

consequence that will be applied should they choose to continue. In addition, if the behaviour is recurring, adults should observe over time to analyse why this might be happening in order to put the necessary preventative measures in place. A restorative conversation will be carried out during or after the consequence has taken place, to try to establish the child's voice and their views in terms of why the behaviour is occurring - this will be logged as part of the incident report.

### **Recording, Reporting and Communication**

Recording and reporting of behaviour is essential so that evidence is collated, patterns identified and analysed, and appropriate measures put into place for individuals to enable all children to be successful in school. At John Clare, we use Arbor MIS to log all unhelpful and dangerous behaviours, internal exclusions, suspensions and permanent exclusions. The time, location and brief, factual summary of the incident is recorded. Depending upon the severity of the incident, senior leaders are alerted to support with issuing appropriate protective and educational consequences.

### **Communication with parents and carers**

Our school works in close partnership with parents/carers, communicating expectations, recognising effort and achievement and intervening to support behaviour to improve where needed. When communicating unhelpful behaviour with parents, a summary of the incident will be shared, along with any protective or educational consequences delivered to their child. Staff are not obliged to share information about other children involved such as their name and the consequences that they have received. Staff will reassure parents that other children have been dealt with in line with our Behaviour Policy.

### **Suspension and Permanent Exclusions**

Our school works tremendously hard to avoid fixed term suspensions (short term) and permanent exclusions. At times, however, it can be necessary to address a more serious matter or persistent breaches of school rules. Our School complies with the law, current DfE guidance and we communicate with families as clearly as possible. At times, we may use internal exclusion or short-term placements in alternative provision to avoid a fixed term suspension. If this is to happen, schools will make clear the arrangements and record on Arbor.

DfE Guidance on Suspension and Permanent Exclusions states that, 'Under the Education and Inspections Act 2006, Headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

'For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.' (DfE, August 2024)

In case of a suspension or permanent exclusion, parents will be informed by a letter from the Headteacher within 24 hours of the suspension/ exclusion being issued.

**Links to other policies:**

Safeguarding and Child Protection

Critical Incidents

Exclusion

SEND Policy

Respect and Anti-bullying Policy