

St John and St Francis Church School



Positive behaviour and Relationship Procedure

Reviewed: September 2026

Aims:

Our three main aims are to be:

**Ready
Respectful
Safe**

These aims are achieved by:

- Encouraging students to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- Providing a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- Enabling staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- Maintaining a calm and purposeful working atmosphere.
- Ensuring that all children and adults have a sense of belonging, feeling safe, secure and valued.
- Providing a clear, fair and consistent approach to behaviour.
- Foster, nurture and value strong and healthy relationships.
- Ensuring that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Ensuring that there is complete consistency from all staff in the implementation of the policy.

At St John and St Francis, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

Principles:

- We follow three aims: Ready, Respectful, Safe. These aims are broken down with the children and regularly referred to. For example, "I've noticed that you are swinging on your chair. Please remember to keep yourself safe."
- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views, feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.

- Commitment to an equitable process.
- Active involvement of everyone in school with choices about their own lives.
- We encourage approaches which are: inclusive, representative of the community, prevent and challenge:
 - sexism
 - homophobia
 - biphobia
 - transphobia

Following any report of child-on-child sexual violence or sexual harassment offline or online, school will follow the safeguarding principles set out in Keeping children safe in education (KCSIE)2026. The designated safeguarding lead (or Deputy) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

Expectations:

We expect all pupils to respect the feelings of others and to treat everyone as they would like to be treated.

We expect children to:

- Follow the three school aims: Ready, Respectful, Safe.
- Be respectful to one another, speak calmly and courteously.
- Do the simple things right – arrive in school on time, wear our school uniform with pride and bring the correct equipment for learning eg Home/School diary and reading book.
- Speak to an adult if they have any concerns.
- Work restoratively to avoid conflict and respect the right of others to be different.
- Listen to the views of others and accept their rights to hold those views.
- Respect the school building, facilities and equipment.

We expect that staff will:

- Follow the three school aims: Ready, Respectful, Safe.
- Be good role models for pupils and peers.
- Encourage pupils to show respect for members of the community and the environment.
- Speak politely and calmly and respect everyone's personal space.
- Develop positive relationships with pupils, parents and colleagues.
- Treat all members of the community equally, fairly and consistently, meeting their individual needs.
- Praise the positive using verbal praise, team points, Headteacher, Deputy Headteacher or Assistant Headteacher Awards, weekly/half termly certificates eg Bird of the Week, Star Reader, Oracy Star.

We expect that parents and carers will:

- Follow the three school aims: Ready, Respectful, Safe.

- Adhere to the BWMAT 'parent/carer code of conduct' (available on the school website <https://www.stjohnstfrancisbwmat.org/docs/Code-of-Conduct-Trust-policy.pdf>)
- Work in partnership with the school staff to ensure that their child achieves to the best of their ability.
- Respect school decisions and follow procedures within policies.
- Ensure that their child is in school on time, dressed in the correct uniform and has the correct equipment eg PE kit, Home/School diary and reading book.
- Support their child with their learning at home.
- Support the school in modelling polite, calm and orderly behaviour.
- Encourage their child to show respect for members of the school community and the environment.
- Work with the school to ensure their child follows the three school rules to be: Ready, Respectful, Safe.

Praise and sanctions:

We always Praise in Public (PIP) and Discuss in Private (DIP)

We have in place a variety of praise systems to promote positive behaviour:

- Clear and concise expectations of behaviour will be described, modelled and encouraged throughout the whole of the school day to ensure that all children understand what is appropriate both in the class and outside the class.
- Unconditional positive regard is reinforced with all pupils and stakeholders at all times.
- Verbal and written praise from the class teacher or other adult in school for demonstrating good learning, effort or behaviour. This can be verbal and/or in the form of Team Points, Headteacher, Deputy Headteacher or Assistant Headteacher awards, Bird of the Week, Star Reader, Oracy Star etc.
- Children who are asked to share their learning or who have been recognised for demonstrating our school aims brilliantly will be asked to share this with the Executive Headteacher, Deputy Headteacher or Assistant Headteacher and receive a sticker and certificate which will also be presented in the Celebration Assembly whereby parents/carers will also be invited in to celebrate.

We understand that occasionally children will behave inappropriately for a variety of reasons. When children display this behaviour, there are several layers of sanctions in place to encourage them to self-regulate their behaviour in a positive way. The context of the situation is to be always taken into account.

- It should be explained to the child that they have made a wrong/poor choice, linking feelings about the behaviour choices and not the child.
- Children are not defined by an event. Mistakes are made and should be learnt from. Once a situation is dealt with it is finished and this needs to be clear to the child.

All staff will follow the stages agreed as a whole staff when discussing behaviour choices with a child. Using the language of Ready, Respectful and Safe at all times.

Behaviour stages - EYFS/Key Stage 1

1. Verbal Reminder:

- I can see that you are choosing to... How can I help you...
- I've noticed that...
- Remember the expectation for...
- This is what I'd like to see...

2. Verbal Caution:

- I can see you are choosing to...
- Can you remember when we had the last conversation and I asked for...
- At the moment I haven't seen that...
- If there is something you need to tell me or I can help with...

3. Pupil is moved within the class:

- You have chosen to... therefore...

4. Pupil is moved to another class:

- You have chosen to... therefore...

5. SLT called for:

- Discuss behaviour choices with a member of the SLT.
- 2 visits to the SLT parents informed by the Class Teacher.
- 3 or more visits to the SLT and a phone call/parents invited in to discuss a positive behaviour report card for an agreed time frame.
- A restorative conversation will happen and the incident logged on CPOMS/Arbor (internal monitoring system).

6. Refusal to work with SLT parents called.

Behaviour stages - Key Stage 2

1. Verbal Reminder:

- I can see that you are choosing to... How can I help you...
- I've noticed that...
- Remember the expectation for...
- This is what I'd like to see...

2. Verbal Caution:

- I can see you are choosing to...
- Can you remember when we had the last conversation and I asked for...
- At the moment I haven't seen that...
- If there is something you need to tell me or I can help with...

3. Pupil is moved within the class:

- You have chosen to... therefore...

4. Pupil is moved to another class:

- You have chosen to... therefore...

5. Remain behind at the end of the lesson to discuss behaviour choices

6. SLT called for:

- Discuss behaviour choices with a member of the SLT.
- Reflection time (10 minutes) at lunchtime to discuss behaviour choices with a member of the SLT.
- 2 visits to a member of the SLT parents informed by Class Teacher.
- 3 or more visits to a member of the SLT - phone call/parents invited in to discuss a positive behaviour report card for an agreed time frame (initially 2 weeks).
- More than 2 playground behaviour incidents pupil to attend 'indoor lunchtime club' to support in developing social skills for an agreed time frame.

7. Refusal to work with SLT parent called.

For any of the following:

- Use of offensive language
- Use of physical violence towards others or property
- Use of threatening/intimidating behaviour towards others

SLT will be involved straight away and parents informed. This is always logged on CPOMS/Arbor.

Playground Stages:

- 1) Verbal warning
- 2) Verbal caution
- 3) Stand next to an adult for 2 minutes
- 4) Refusal to stand by an adult SLT called for
- 5) EYFS/KS1/KS2 – class teacher also informed

Behaviour stages – Dove Club (Wrap Around Care)

By it's nature before and after school care is a more informal environment but school expectations and values still remain.

1. Verbal Reminder:

- I can see that you are choosing to... How can I help you...
- I've noticed that...
- Remember the expectation for...
- This is what I'd like to see...

2. Verbal Caution:

- I can see you are choosing to...
- Can you remember when we had the last conversation and I asked for...
- At the moment I haven't seen that...
- If there is something you need to tell me or I can help with...

3. Pupil is moved to a separate activity / space within the room:

- You have chosen to... therefore...

4. SLT called for (if on site):

- Discuss behaviour choices with a member of the SLT.
- If appropriate child removed from Dove Club.

5. Parent called:

- Behaviour discussed with parents.

For any of the following:

- Use of offensive language
- Use of physical violence towards others or property
- Use of threatening/intimidating behaviour towards others

SLT will be involved straight away and parents informed. This is always logged on CPOMS/Arbor. Depending on the severity / regularity of incidents the school reserves the right to remove children from Dove club either temporarily or permanently.

Restorative approach:

Our Positive Behaviour and Relationship procedure is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them.

RESPONSIBILITY - taking responsibility for your own actions.

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

This school uses restorative approaches to encourage everyone to take responsibility for their behaviours. This approach starts with a restorative enquiry, if

conflict arrives, over low-level concerns i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

When using restorative questioning the following questions will be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what happened?
- Who was affected?
- How were they affected?
- How can we put this right?
- What can be done differently next time?

Format of the restorative process

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents/carers if required).
- Be aware of any matters RE: Safeguarding. If something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not meet expectations or are still /become dis-regulated, mediation to cease.

If incidents are sustained or reoccur, a restorative conference may need to take place with all the appropriate affected people.

Suspensions/Exclusions for unacceptable behaviour:

See *BWMAT School Exclusions Policy*:

<https://www.stjohnstfrancisbwmatt.org/docs/Exclusions-Policy-2022-Trust-policy.pdf>