



# Behaviour Policy

St John's & St Peter's Church of England  
Primary

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## Our Vision

St John's and St Peter's Academy C of E Primary is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

**By placing God's love in action at the heart of everything we do, we hope to see our children flourish, our culture transformed, and our community thrive.**

Through high-quality education and an enriching curriculum, we will equip every child with the knowledge and skills they need to overcome challenges and therefore achieve their full potential.

**Our hope is that every child at St John's and St Peter's CE Academy can uniquely contribute to the community and make it a place they are proud to call home.**

## 1. Purpose of the positive behaviour policy

Our School is committed to the emotional health and wellbeing of its staff, pupils, and parents/carers. We wish to work towards this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health.

The positive behaviour policy is for all staff, pupils, parents, carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

In our school, we aim to:

- Have agreed framework for a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Develop self-confidence and self-esteem, showing pride in our achievements and our school.
- Be kind and considerate to others.
- Respect differences and gain understanding through other people's opinions.
- Support children and develop their skills of self-regulation.

At St John's and St Peter's C of E Primary, we believe every interaction with every child matters every time. We believe that relationships are key, and behaviour is most effectively managed when there is a positive relationship between adults and children. We know that creating a positive environment for all members of the school community are paramount to successful behaviour outcomes. We believe that our Christian values support our children in making positive behaviour choices underpinned by their moral compass and our shared values.

We celebrate our children every Friday in whole school devotion for their fantastic work on our 'Hall of Fame', celebrate the success of the most Class Dojo's of the week and the special award of 'Above and Beyond'. This is put on the school online platform (School Dojo) for parents to see and children who went above and beyond will be invited to 'Hot Chocolate Club' on Friday.

## 2. Legislation and statutory requirements

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](#)
- [Keeping Children Safe in Education](#)

- [School suspensions and permanent exclusions](#)

### 3.Roles and responsibilities

#### All staff must:

- Take time to welcome children at the start of the day and each session, preferably greeting them at the door of the classroom.
- Be ready to connect with pupils before they correct them.
- Award dojo points for positive behaviour
- Always address children who are struggling to meet expectations.
- Always redirect children by referring to the school rules.
- Prepare the children for home time, walk them out of school and send them home on a positive note and in a calm manner.
- Consistently use Behaviour Recognition Boards.
- Follow up every time, retain ownership and engage in reflective dialogue with our learners.
- Deliberately and persistently catch children doing the right thing and praise them in front of others, using stickers, notes, certificates etc.
- Know classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm
- Demonstrate unconditional care and compassion.
- Wherever possible, use non-verbal cues to support a calm environment.

#### The Senior Management Team must:

- Take time to welcome learners and their families at the start of the day.
- Be a visible presence around the school, particularly at busy transition times.
- Regularly share good practice.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Award dojo points around school for positive behaviour and calm transitions.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use CPOMs to target and assess interventions.
- Support teachers in managing children with more complex or distressed behaviours.

#### Pastoral Care Manager must:

- Support Teachers and support staff with behaviour strategies.
- Monitor the implementation of this policy on a regular basis.

- Monitor and evaluate children's behaviour.
- Support children with complex behavioural needs.
- Advise their families of strategies and external agencies if required.
- Work with external agencies.

#### Headteacher must:

- Implement the school Positive Behaviour and Policy consistently throughout the school.
- Report to the governors/trustees, when requested, on the effectiveness of the policy.
- Ensure the health, safety, and welfare of all children in the school.
- Support the staff by implementing the policy, setting the standards of behaviour, and supporting staff in their implementation of the policy.
- Keep records of all reported serious incidents of behaviour.
- Give a suspension (formerly known as a fixed term exclusion) to individual children for serious acts of misbehaviour.

#### Class Teachers must:

These bullet points are influenced by the Department of Education standards for the class teacher. Teacher Standard 7 states teachers must manage behaviour effectively to ensure a good and safe learning environment have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

- Have high expectations of behaviour, and implement the positive behaviour policy with a range of strategies, using praise, sanctions and consistently rewards and fairly (appendix 2,3 and 4)
- Provide a safe and welcoming environment.
- Model positive behaviour with both the adults and children.
- Provide a personalised approach to the specific behavioural needs of pupils, including the planning and direction of relevant staff.
- Record behaviour incidents.

Commented [a1]: add examples in appendix

#### The role of parents/carers:

- Parents/carers work with the school so that children receive consistent messages about how to behave at home and at school.
- We expect parents/carers to read and support the school rules.
- We expect parents/carers to check in on classroom dojo to monitor their child's progress.

- We expect parents/carers to support their child's learning and co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school must use reasonable sanctions to help a child follow the school rules and learn well, we expect parents/carers to support the actions of the school.
- Attend all parental consultations during the year. Inform school as soon as possible if they have a concern about their child's behaviour, or the behaviour of another child towards their child.

**The role of pupils:**

- To learn to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To uphold the school's rules.
- To follow the instructions from the staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To take a pride in themselves, their class, and their school.
- To move around the school and work in a quiet, orderly manner.
- To take responsibility for their actions and make amends for any inappropriate choices they may make.

**The role of Governors:**

The Local Academy Board is responsible for setting down these general guidelines on standards of behaviour and reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour, but governors may advise about disciplinary issues. The Headteacher School must take this into account when making decisions about matters of behaviour.

**Child's Voice:**

Through pupil conferencing we found out the children's views about behaviour:

- They want a fair system.
- Good behaviour is being a good friend, following the school rules, being a role model, helping someone when they are left out, making someone's day, and trying your best.
- Our WOW work wall and Dojo's is a brilliant way to recognise wonderful work. It makes children try even harder due to the celebrations.
- They feel safe in school and know who to talk to when they feel worried.

#### 4. Definitions

##### Types of Behaviours

##### **Tier 0: Behaviour is good.**

##### **'Good behaviour' is defined as:**

- Showing respect for differences and being tolerant of different beliefs.
- Trying your hardest in every situation and applying yourself the best that you can.
- Treating everybody as they would like to be treated.
- Being safe in and around school (people and property).
- Speaking politely to children and adults.
- Listening to others and valuing what they have to say.

(All of these behaviours are encompassed by our 5 School Rules)

##### **Tier 1/2: Low level Disruption**

##### **Low level disruption is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes, including out of seat / calling out / interrupting teacher during lesson.
- Inappropriate language.
- Not keeping hands and feet to themselves
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

##### **Tier 3: High Level Disruption**

##### **High level disruption is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Physical Attacks on Adults
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Knives or weapons
- Stolen items
- Child on child abuse

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of any person (including the pupil).

## 5. Procedure and practice

### Expectations

In our school we prefer to take a proactive approach to behaviour. Our expectation is to provide a positive and stable environment. The school uses Teaching WALKTHRU by Tom Sherrington and Oliver Caviglioli. The book is supported by evidenced based research. It is a professional learning system, that uses instructional coaching which enables us to provide a positive, consistent approach across the whole school. Staff are trained in how to implement the below strategies:

| WALKTHRU                                                                                                                     |                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Positive Relationships</b><br>          | <ol style="list-style-type: none"> <li>1. Establish norms around clear role and boundaries</li> <li>2. Communicate kindness</li> <li>3. Learn names and use them</li> <li>4. Combine assertiveness with kindness</li> <li>5. Always be the adult</li> </ol>                                   |
| <b>Establish your expectations</b><br>    | <ol style="list-style-type: none"> <li>1. Decide your expectation</li> <li>2. Communicate your expectation</li> <li>3. Reinforce your expectation</li> <li>4. Redirect, correct or challenge</li> <li>5. Sustain your expectation</li> </ol>                                                  |
| <b>Rehearse routines</b><br>              | <ol style="list-style-type: none"> <li>1. Design your routine</li> <li>2. Walk through each routine</li> <li>3. Teach signals</li> <li>4. Make routines routine</li> <li>5. Refresh or reboot</li> </ol>                                                                                      |
| <b>Transitions between activities</b><br> | <ol style="list-style-type: none"> <li>1. Establish expectations for every activity type</li> <li>2. Verbally walk through the transition</li> <li>3. Check for understanding</li> <li>4. Signal, switch, re-focus</li> <li>5. Review, refine and rehearse to improve each routine</li> </ol> |
| <b>Lesson disruption</b><br>              | <ol style="list-style-type: none"> <li>1. Evaluate the situation</li> <li>2. Tackle it; don't tolerate it</li> <li>3. Take the least intrusive approach</li> <li>4. Enact and narrate choices and consequences (behaviour tier system below)</li> <li>5. Re-focus the learning</li> </ol>     |

## School Rules

At St John's and St Peter's, we believe that **behaviour is taught, not automatically known**. We have **high expectations** for all pupils, and we are committed to **teaching positive behaviour explicitly and consistently**, just as we would any other part of the curriculum. This will be done with dedication, using clear, simple language to avoid misunderstandings. Visual aids will be used to support pupils with barriers to learning, ensuring that expectations are accessible to all. All stakeholders; including staff, pupils, parents, and governors are expected to **model positive behaviour** at all times.

Our approach is built on three core rules: **Ready, Respectful, Safe**. These expectations support the development of our Christian values: **Contribution, Understanding, Resilience, Joy, Peace, and Trust**, and they are rooted in our ethos to always **Bring Your Best** and **Champion Each Other**.

### Ready

We come to school prepared and willing to learn. We bring our best attitude, our best effort, and our best selves every day.

- *Value Links:*
  - **Contribution** – We take part actively in class and school life.
  - **Resilience** – We keep going even when learning is hard.
  - **Peace** – We come into school calm and focused, ready to learn.
  - **Trust** – We show we can be relied on to take responsibility for our learning.
  - **Bring Your Best** – We give 100% to all we do.

### Respectful

We treat everyone with kindness, patience, and fairness. We listen well, speak politely, and value others' ideas and feelings.

- *Value Links:*
  - **Understanding** – We appreciate and respect differences.
  - **Contribution** – We help create a positive, inclusive community.
  - **Peace** – We resolve disagreements calmly and speak with care.
  - **Trust** – We show honesty and integrity in our words and actions.
  - **Champion Each Other** – We build each other up through words and actions.

## Safe

We make good choices to keep ourselves and others safe. We move calmly, use equipment properly, and speak up if something's wrong.

- *Value Links:*
  - **Joy** – Feeling safe helps us enjoy learning and friendships.
  - **Understanding** – We think before we act and care for those around us.
  - **Peace** – We help create a calm, secure environment for everyone.
  - **Trust** – Others can rely on us to act responsibly and do the right thing.
  - **Champion Each Other** – We look out for one another and offer help when it's needed.

## How We Teach the Behaviour Curriculum

At St John's and St Peter's C of E Primary, we believe that positive behaviour should be taught explicitly, modelled consistently, and practised regularly, just like any other subject in the curriculum. Our aim is for every child to feel **Ready, Respectful, and Safe**, while living out our Christian values of **Contribution, Understanding, Resilience, Joy, Peace, and Trust**.

The behaviour curriculum is introduced in the first week of the Autumn term alongside the National Curriculum. At the start of each term, it is revisited and reinforced throughout the year to ensure children know, understand, and can apply the expectations. Behaviour is taught in small, manageable steps so that pupils can learn routines and habits gradually. Scaffolds such as visual prompts, behaviour posters, and step-by-step modelling are used to support understanding, particularly for children who need extra support.

Our approach is informed by **Tom Sherrington's WALKTHRU**s and the research of **Paul Dix**. Sherrington's work provides practical, evidence-informed steps for teaching routines, while Dix emphasises the power of adult consistency, the importance of calm responses, and the idea that "every adult is the role model, every time." His principles remind us that *small details create big change*—a calm tone, a respectful reminder, or a consistent follow-up can reset behaviour and rebuild trust without escalating conflict. Dix also highlights that we should never pass on a problem; all adults take responsibility for addressing behaviour in the moment, showing children that expectations are the same with everyone.

The teaching process follows a clear sequence: first, teach and explain why the behaviour is important; then teach pupils what they need to know and how to do it. Pupils practise the behaviour, and staff check for understanding through questioning and observation. Retrieval is used regularly, such as asking children to demonstrate the behaviour or recall expectations, to make sure these habits are secure.

In practice, this means we teach positive relationships, clear routines, and smooth transitions between activities. Adults always model calm and respectful communication, combining kindness with assertiveness, and maintain high expectations across all settings. Routines such as lining up, moving around school, or entering assemblies are rehearsed in class and reinforced in different contexts like lunchtimes and playtimes. When behaviour does not meet expectations, staff use the least intrusive intervention first, offering choices and reminders before applying consequences if needed. The focus is

always on restoring calm, protecting relationships, and returning pupils to learning as quickly as possible.

Through this approach—grounded in Sherrington's structured teaching and Dix's emphasis on relational practice—the behaviour curriculum becomes a living part of school life. It ensures that children know what is expected, understand why it matters, and have the skills and habits to make positive choices every day.

#### Appendix 1 –Behaviour curriculum

### Class Dojo

The rules are used as guidance to award Class Dojo Points (an online platform- <https://www.classdojo.com>). This is recorded and parents/carers can see the area they have achieved in. In some circumstances children will need to be reminded of behaviour they need to improve on. The class teachers will use common language and use their training on positive behaviour management (as set out in the tier system below). If required a ClassDojo point will be removed in the area that requires improvement, parents /carers will access to this information via the platform.

Classroom dojo is an online tool, which the school uses to monitor behaviour and keep parents informed with what happens in and around school. Each child and parent are allocated an account, where they can receive information and photographs from the school office team. Every child is given a profile which can gain points for positive behaviour. Each point is linked to a different expectation around school, some in class and some outside of the classroom. Children are awarded points for positive behaviour and can use their points for certain prizes and events at various times in the year. Children can lose dojo points if they move into stage 1 of our behaviour system but are given an opportunity to redeem themselves by showing a positive change in behaviour. However, they can be lost if they continue to show that their behaviour needs work and enter stage 2. The "needs work" point deduction on classroom dojo is linked to each of our school rules, demonstrating that we should always be upholding the core values and rules of our school. Parents can see their children's points and why points were deducted if that child has broken a school rule and not redeemed themselves. This process ensures that the parents are informed and are an active part in our behaviour system. Children work together on whole class points, based on positive behaviours. Every week, classroom dojo displays the percentage of positive rewards for each class and are then entered into a leader board, where the top 3 are announced on a Friday. The class with the highest percentage of positive behaviour receive a trophy to display in their classroom for that week.

### Suspensions and Exclusions

In the event of high-level disruption this will be dealt with by the Pastoral Care Manager or a member of the Senior Leadership Team. If all behaviour strategies have been exhausted and all needs have been considered, the last resort will be to begin the process of:

#### Suspension (formerly known as Fixed Term Exclusion)

Suspensions will occur following extreme incidents at the discretion of the HeadTeacher. A suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents/carers and arrange meetings to discuss.

### **Permanent Exclusion or Managed Move Exclusion**

This is an extreme step and will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

### **Violence**

We take incidents of violence towards another person very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff are trained Team Teach which is an accredited, award-winning provider of positive behaviour management training, which equips individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.

Team Teach has taken the lead in developing and supporting positive which promote a balanced approach towards reducing risk, restraint and restriction. The Health and safety of our pupils and staff involves anticipating foreseeable risk and taking reasonable practicable steps to reduce them. Team Teach supports a range of techniques that have been both risk assessed by independent experts the techniques have also been medically assessed. Below is a list of technical terms used to explain Team Teach techniques:

- Help Hug - one are around the shoulders with the nearest hand on the nearest shoulder or covering just above the elbows
- Guiding Elbows - arms or cupped hands placed just above the elbows to prevent hazardous movement.
- Single Elbow - Two carers standing, sitting or kneeling alongside the individual each holding the nearest forearm parallel to the ground with the elbow tucked back. The other Caring C supports the front of the shoulder. Supporting pressure is through the hips to protect backs and heads.

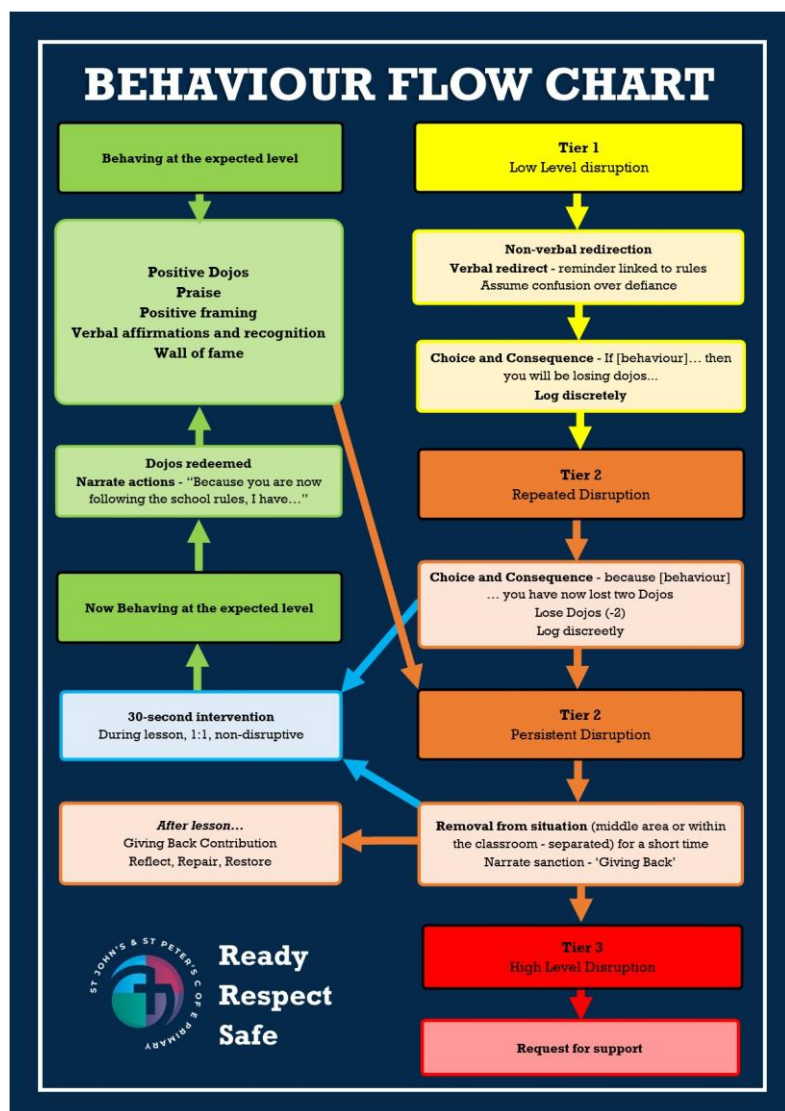
Only staff who have been trained should hold a child. All staff should report incidents directly to the St John's and St Peter's HeadTeacher or member of SMT and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults and child involved. Therefore, they are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT. While incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each

child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but we still need to show compassion and care for the child. An exclusion will only happen once we have explored several options and have created a plan around a child.

### **Tiered Approach to behaviour**

Below, is a tier system flow chart of how we approach behaviour and how to address different levels of disruptions.

The tier system identifies when what strategies should be used at what level.



### Beyond the School Gate:

While this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school-related activity.
- Travelling to or from school.
- Wearing our school uniform.
- In some way identifiable as a pupil from our school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school. In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a public member, the police will always be informed.

## 6. Complex behavioural needs / SEND

Behaviour is often a way of communication; therefore, at St John's and St Peter's C of E Primary, we work with our families to identify what support is required and overcome their barriers to learning. The first step will be to do a Functional Behaviour Assessment to identify the cause of the behaviour. We can then adapt our strategies to support the child, for example visual aids, social stories, and ensuring we maintain positive safe relationships.

Individual support plans (IBP, SSPP, EHCP) will be created and work alongside the whole school approach. If external agencies are required, the appropriate referrals will be made. Early Help Assessments are also a useful tool for families to work with the school to acknowledge what works well and what we are worried about. This helps identify the needs and apply the appropriate support ([Early Help Assessment](#) | [Birmingham City Council](#)).

## 7. Policy links

- Child Protections and Safeguarding Policy
- Anti-bullying Policy
- Child on Child Abuse Policy
- Online Safety Policy
- Exclusions Policy
- Special Educational Needs and Disabilities Policy
- Staff Code of Conduct

## Appendices

1. Behaviour curriculum
2. Behaviour Scripts
3. Restorative conversation
4. Giving Back

1. Behaviour curriculum

(link to behaviour curriculum will be added)  
(added as a separate document for the LAB)

## 2. Behaviour Script



### BEHAVIOUR SCRIPTS

#### 30-Second Intervention

(During lesson, 1:1, non-disruptive)

- *[Name]*, I can see that you are struggling with *[insert rule e.g. being ready, being respectful, being safe]*.
- You have chosen to *[insert behaviour]*.
- Do you remember *[last lesson/yesterday/last week]* when you were *[insert good behaviour]*.
- That is who I need to see today.



#### Reflect, Repair, Restore

(After the lesson, 1:1, private, non-disruptive)

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. Who has been affected?  
How did this make people feel?  
How have they been affected?
5. How can we do things differently in the future?  
How can we put things right?



### 3. Restorative Conversation



#### *Reflect, repair and restore*

1. *What happened?*
2. *What were you thinking at the time?*
3. *What have you thought since?*
4. *Who has been affected?*  
*How did this make people feel?*  
*How have they been affected?*
5. *How can we do things differently in the future?*  
*How can we put things right?*



#### 4. Giving Back



## Giving Back

“Giving Back” is a purposeful way for children to restore and repair after a behaviour choice that has impacted others. Instead of simply losing time, children complete a short, practical task (under 5 minutes) that contributes positively to the classroom or school community. These tasks are not designed to be fun, but meaningful - helping children take responsibility, repair trust, and understand that their actions affect others.

### Examples of ‘Giving Back’ Activities

- Collecting in resources / setting up for the next lesson
- Cleaning the whiteboards
- Sweeping or picking up debris from the floor
- Sharpening crayons / pencils for the class
- Tidying and straightening the bookshelf
- Sorting scrap paper tray
- Checking and topping up whiteboard pens
- Tidying the coat peg area
- Lining up glue sticks (checking lids are on and stuck properly).
- Tidying and organising the pencil pots (returning stray items).
- Putting equipment away

