

Behaviour for Learning and Positive Relationships Policy 2026– 2027

St Johns C of E Middle School



This policy is reviewed and updated by Kate Gallinagh and is approved annually by the Local Governing Body.

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This policy has been written by using evidence and guidance from a number of Publications including:

Department for Education (2024) *Behaviour in Schools: Advice for Headteachers and School Staff*
Department for Education (2026) *Mobile Phones in Schools*
Department for Education (2018) *Mental Health and Behaviour in Schools*
Education Endowment Foundation (2019) *Improving Behaviour in Schools*
Department for Education (2019) *Reducing the Need for Restraint and Restrictive Intervention*
Department for Education (2019) *Timpson Review of School Exclusion*
Department for Education (2026) *Keeping Children Safe in Education*
Department for Education (2026) *School Suspensions and Permanent Exclusions*
Department for Education (2023) *Searching, Screening and Confiscation*

In collaboration with



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1 Introduction

1.01 Strategy

At St John's C of E Middle School, we believe that to facilitate teaching and learning, appropriate behaviour and positive relationships must be demonstrated in all aspects of school life.

This policy clearly outlines the expectations we have of our pupils. We expect our pupils to act with forgiveness, love, integrity, and perseverance when faced with difficulties and to show respect towards themselves, others and our school community. This policy is also applicable when pupils are on trips, weekends away and for pupils walking to, or from, school (anywhere where the pupil is representing the school.) This policy will still be applicable during these times, and the same sanctions can be imposed as if the incident occurred on the school site.

1.02 Legislation and Statutory Requirements

We have used evidence and guidance from several Publications including: Mental Health and Behaviour in Schools (DfE, 2018)
Improving Behaviour in Schools (EEF, 2019).
Guide to developing a Relational Approach (Babcock)
Reducing the Need for Restraint and Restrictive Intervention (2019)
Timpson Review of School Exclusion (2019.).
DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff' DfE
(2024) 'Mobile phones in schools'

Our mission statement encapsulates our ethos:

At St. John's Church of England School our mission is to be a school where every individual in our community is valued and where care and concern for others is key.
We will be guided by the Christian values of forgiveness, love, integrity, and perseverance.

We will expect all our pupils to 'Give of their Best', achieve their full potential, be good citizens and respect difference in our growing global world.

2 Aims

- To promote positive relationships so that all members of our school community can work together with the common purpose of helping everyone to learn.
- To have the highest expectations of pupil behaviour, challenging and addressing inappropriate behaviour to promote positive learning behaviour and maximise achievement.
- To ensure consistency and clarity in our application of rewards and sanctions
- To ensure that we examine the causes of behaviour and are proactive in our approach.
- To work with parents and pupils to create positive relationships that encourage mutual respect and good behaviour in and around our community.
- To ensure equality and fair treatment for all. We treat everyone as an individual and our responses should be based on specific individual circumstances.
- To create a safe environment for all pupils and staff by responding to incidents in line with our policy and current legislation.
- To ensure that behaviour concerns are considered alongside safeguarding responsibilities. Staff will consider whether inappropriate behaviour may be linked to safeguarding concerns, abuse, neglect, trauma, mental health needs or unmet special educational needs and disabilities and will respond in accordance with the school's safeguarding procedures.

3 Expectations

Pupils will be expected to behave in a manner which promotes our school's Christian and The British values:

3.01 Christian Values

Forgiveness - We refocus our thoughts on positive emotions, perhaps even feelings of understanding, empathy, and compassion.

Love - We care for one another, our environment, and our learning.

Integrity - We attempt to do the right thing because we know it is the right thing to do and be guided by our moral compass.

Perseverance - We show grit and keep trying to overcome obstacles and failures in pursuit of long-term goals.

3.02 British Values

Democracy - We allow others to share views and respect other people's views.

Rule of Law - We recognise that laws are important to ensure that everyone's rights are respected.

Individual liberty - We are free to make our own choices. We try to make wise decisions and do what is right.

Mutual respect - We value tolerance of those with different faiths and beliefs and for those without faith.

3.03 Our School Rules and Expectations

The following sections outline expectations for different members of our school community and at different parts of the school day.

- All expectations need to be taught continually and consistently applied.
- Time must be taken to do this.
- Every member of staff has a responsibility to ensure expectations are consistent.
- Every member of staff is a role model and should exhibit the behaviour expected.

General Pupil Expectations

Be always polite and respectful.

Follow instructions given by staff, even if the staff member is not there. Always wear the correct uniform.

Line up in single file on arrival to a lesson.

Talk and walk (not shout, run or jump) – quietly walk on the left in corridors. Fizzy drinks, sweets, gum, or other banned food items are not brought to school. Read a book in silence while waiting for the teacher.

Sit where the teacher asks, placing homework and equipment on the desk. There should be no bags, hats, sunglasses or coats worn in the classroom.

Report unacceptable behaviour.

Our school rules

- **L – Listen** carefully and respect others' opinions.
- **O – Own** your actions and be responsible.
- **V – Value** learning and always try your best.
- **E – Engage** with your work and classmates.

3.04 Staff expectations

Arrive on time to lessons (meet and greet) and duty. Reinforce, calmly, clear expectations of behaviour always.

Deal with incidents of inappropriate behaviour by following the school policy.

Ensure that pupils are clear on and reminded of the expectations when moving around school and lining up.

Set high expectations based on equality, respect and fairness.

Do not ignore any unacceptable behaviour – what you permit, you promote.

For specific roles and responsibilities for all stakeholders, please see appendix 3.

3.05 Home-School Links

We pride ourselves on our links with parents and encourage parents to contact us if there are any concerns or if support is needed with their child's behaviour at home. Where appropriate school will liaise with outside agencies to gain support and advice.

Where patterns are noted or there is an increase in the number of times a child is accessing recovery support unit/receiving sanctions, contact will be made. Parents, the child, and staff discuss the Signs of Success 'what they are worried about', 'what is working well' and 'what needs to happen.' All parties are involved in a 'scaling question' (0-10) See appendix 4.

A plan is created on Provision Map with a review date within 2- 4 weeks. The plan is then reviewed using measurable outcomes and the scaling question repeated. Where the plan is successful, strategies are added to the child's one-page profile and the plan closed. Where the plan is unsuccessful, HOY and subsequently SLT, are invited to the review meeting following discussion in weekly Head of Year meetings.

Please see our Home School Agreement (appendix 2)

4 Managing behaviour for learning

4.01 Rewards for getting it right

Rewarding positive behaviour.

At St John's C of E Middle School, we want to encourage pupils to make positive choices when it comes to behaviour and their learning. Setting high, but reasonable expectations we inspire our pupils to 'Give of Their Best' in every lesson, every day.

We aim to celebrate the positive things our pupils do both in and outside of lessons.

Epraise gives pupils and parents the opportunity to share successes of what's going on at the school in terms of behaviour and achievement. It is an online rewards system that we use to record, and share, all the great things the children do in school so their achievements can be recognised and celebrated at home.

Please refer to the [Epraise Parent Guide](#) for more information on logging in, tutorials and settings.

Pupils can gain points:

+1 point per house point

+3 points per positive postcard

+5 points per subject award/certificate/ Half Sports colours. Values awards

+10 points per HT Award/ Full Sports Colours

+25 points per End of Year Prize

Rewards are given fairly as a means of acknowledging effort and achievement and meeting the aims and values of St John's C of E Middle School. Our rewards are based around the development of key character traits and our school values of Forgiveness, Love, Integrity and Perseverance.

Rewards may be given for the following:

Attendance

Participation in House competitions Outstanding effort in lesson or with homework Outstanding attainment

Fulfilling prefect and pupil leadership roles

Reading widely for enjoyment Representing the school

Headteacher's award

All staff will give house points where pupils are deserving. We award house points for above and beyond behaviours. Staff can reward pupils by:

Making a phone call home Sending

a positive postcard Issuing a house point

Nominating a pupil for the Headteacher's award

House points result in certification and prizes.

Rewards	Housepoints
Bronze	399-599
Silver	600 – 799
Gold	800 - 999
Platinum	1000+

Certificates will be awarded in our half termly celebration assemblies. There will also be prizes for the top house point winners.

Booster points

At the end of each half term, pupils will be awarded with booster points as reward for consistently making positive choices. The number of points they achieve will be determined by the following criteria:

96% Attendance	75 points
100% Attendance	Extra 25 points
0–20 demerit value/ total	75 points

The **Headteacher's Award** is awarded to pupils who are nominated by staff for their exceptional and outstanding contribution to the school community. This can be for academic achievement or for success beyond the classroom.

House Competitions -The house points earned by each of the pupils will count individually and towards the house point total for each house. The house with the most points is awarded the House Cup at the end of each term. At the end of the year, the House Cup is awarded to the house with the highest total of points for the year.

Celebration Assemblies - Each term celebration assemblies will be held in all year groups to highlight significant levels of improvement and achievement by individual pupils. Pupils will also receive their rewards certificates earned through the last half term at this assembly. The emphasis in these events is on breadth and inclusion. Pupils will be recognised for their achievements in the previous half term including attendance, sporting events, extracurricular activities, activities outside school and the number of housepoints achieved. This will ensure pupils are clear about the value placed on the achievements of themselves and their peers.

End of year Reward Day

At the end of the academic year, pupils who are eligible and who have continually demonstrated a positive attitude to learning will be able to use their housepoints to access our end of year celebration events. Pupils with poor behaviour may not be eligible to take part in these activities and events. Eligibility for the reward events will not be guaranteed on Epraise point accumulation alone. If pupils fall into any of the following categories at the date an event deadline the school reserves the right to remove them from the event and their points will be refunded. In the event of this looking likely, parents would already have been spoken to by the Head of Year or a member of SLT. Reason why a pupil may not be able to attend:

Attendance is below 90% without exceptional circumstances (see appendix 4 for exception circumstances)

Pupil has any outstanding lunchtime or after school interventions

Pupil has received suspension during the term of the event

Pupil has received two or more periods of Recovery/ Removals within the term.

4.02 Demerits for negative behaviour

Behaviour is a form of communication, and demerits are issued to encourage better choices as well as to identify patterns and to develop stronger and more productive working relationships. Pupils should expect that any inappropriate behaviour will see the issuing of demerits in line with the school's Behaviour for learning system (appendix 1).

Staff will use a range of strategies to eliminate low level disruption instead of or prior to using the behaviour for learning system. For example, discreet reminder of their expectations or requesting a pupil moves seat.

Where given, demerits (D) are added to Epraise. These do not deduct from the positive points earned.

Accumulation of too many of these over times, will result in meetings with parents and a graduated response triggered (appendix 5) to develop a pastoral support plan.

The behaviour for learning system (appendix 1) makes expectations clear and enables pupils to recover their behaviour, get back on task and avoid any further demerits. It offers clarity, allowing pupils to know what is expected, the consequence of their actions if their behaviour continues and encourages them to learn self-regulation skills.

4.03 Interventions for managing behaviour

D3 interventions: Pupils may have up to 15 minutes of their social times removed for not meeting the school expectations. For example, not completing work to the expected standard or disrupting the learning environment.

D4 Lunch time interventions: If a pupil is issued with a D4 intervention, they will have 25 minutes of the social time removed. For example, for persistent breaches of the school uniform code, lack of respect to staff or not meeting the agreed target outcomes of a pastoral plan. The issuing teacher will inform parents and the pupil of when the intervention will occur. D5 After school interventions: If a pupil is issued with a D5 intervention, they will remain in school for up to 45 minutes. The parents and pupils will be informed of the intervention either by the HOY or a member of SLT.

4.04 Recovery Provision, Removal from the Classroom and Seclusion

A. Removal from the Classroom (Internal Suspension / Recovery Provision)

Removal from the classroom (sometimes referred to as internal suspension or recovery provision) is a serious disciplinary sanction and will only be used when necessary and proportionate.

Removal may be used:

- In response to serious breaches of the Behaviour for Learning and Positive Relationships Policy
- Where a pupil's continued presence in the classroom would seriously disrupt learning
- To restore order following significant disruption
- To allow a pupil to regain calm in a managed and supervised environment

Removal will only be used:

- After appropriate de-escalation strategies have been attempted (unless the incident is serious)

- When allowing the pupil to remain in the classroom would seriously harm the education or welfare of the pupil or others
- In line with this policy and the DfE Behaviour in Schools guidance

Removal will **not** be used:

- As a response to behaviour directly arising from a pupil's SEND without consideration of reasonable adjustments and support
- For sensory or non-disciplinary reasons
- In a discriminatory manner or in breach of the Equality Act 2010

Where behaviour may be linked to underlying needs, staff will consider:

- Whether SEND has contributed to the behaviour
- Whether safeguarding concerns are present
- Whether alternative or additional support is required

Duration of Removal

Removal may be for:

- The remainder of a lesson
- A half day
- A full day
- Up to 3 consecutive school days in exceptional circumstances

Removal beyond a single day must be authorised by the Headteacher (or delegated senior leader).

The school's aim is always to minimise disruption to education and return pupils to the classroom as soon as possible.

Education During Removal

During removal:

- Pupils will complete academic work alongside pastoral intervention work that reflects on the behaviour that has led them to the removal.
- Subject teachers must provide suitable work that pupils can access independently
- Where practical, supervising staff will have access to lesson materials
- Pupils will remain supervised at all times
- Pupils will not be locked in the removal room

The focus remains educational, alongside reflection and reintegration.

Supervision and Environment

The recovery support room:

- Be safe and calm
- Not feel intimidating or threatening
- Provide opportunities for structured reflection and support

Break and social times may be staggered. Pupils may have supervised time outside or within an appropriate space as part of reintegration planning.

Parental Communication and Recording (Removal)

All removal incidents will:

- Be recorded on Epraise
- Include reasons for removal and duration
- Record any relevant SEND or contextual information

Parents/carers will be informed on the same day.

For pupils with:

- A social worker, the social worker will be informed the same day
- A looked-after plan, the Virtual School Head will be notified and the PEP reviewed where appropriate

A member of staff will contact parents to:

- Discuss the incident
- Explore underlying causes
- Agree strategies for improved behaviour
- Identify additional support if required

B. Seclusion (Safety Intervention Only)

Seclusion is distinct from removal from the classroom. It involves keeping a pupil confined in a space and preventing them from leaving. It is a highly restrictive intervention and must not be used as a routine behaviour-management strategy or as a punishment.

Seclusion may only be considered where there is an immediate risk of harm and where it is necessary, proportionate and the least restrictive option available in the circumstances. Staff must consider whether de-escalation and other less restrictive approaches can safely manage the situation.

Seclusion must never be used:

- As a punishment or consequence for misbehaviour.
- To manage disruption alone or simply because a pupil refuses to follow an instruction.
- For staff convenience or because other interventions have been unsuccessful.
- As a substitute for appropriate support, supervision or adjustments for a pupil's individual needs.

During any incident, the pupil must be appropriately supervised and their safety and wellbeing monitored throughout. Staff must seek to de-escalate the situation and end the intervention as soon as it is safe to do so. Any intervention must take account of the pupil's age, disability, SEND, medical needs, known risks and any relevant risk assessment.

Any use of seclusion must be consistent with current Department for Education guidance on restrictive interventions, including the use of reasonable force, and the school's Positive Handling Policy. Staff must follow the school's procedures for authorisation, monitoring, recording, reporting and review.

Relationship with reasonable force

Reasonable force must only be used where lawful, necessary and proportionate to prevent harm or in other circumstances permitted by law. It must not be used as a punishment. Staff must use de-escalation strategies wherever possible and follow the school's Positive Handling Policy.

Recording and Reporting (Seclusion)

Every incident of seclusion must be recorded as soon as practicable. The record must include:

- The names of the pupil and staff involved.
- The date, time, location and duration of the incident.
- The circumstances leading to the incident and why seclusion was considered necessary.
- The de-escalation strategies and other less restrictive approaches attempted, where applicable.
- Any reasonable force used.
- Any injuries, distress or other concerns observed.
- The monitoring and supervision provided during the incident.
- The support provided following the incident and any follow-up actions required.

Parents/carers must be informed as soon as practicable, in accordance with current statutory requirements and guidance. The report must not include identifying details about another pupil.

Each incident must be reviewed by the appropriate senior leader/DSL, as relevant, to consider whether the intervention was necessary and proportionate, whether the pupil needs further support, and whether any changes to risk assessments, support plans or staff practice are required.

C. Monitoring and Review

The school will:

- Monitor patterns of removal and seclusion
- Review data for disproportionality (including pupils with SEND or protected characteristics)
- Report trends to the Governing Body
- Provide training to staff where required

Where removal is used frequently for an individual pupil, the school will:

- Review support strategies
- Consider assessment of underlying needs
- Adjust behaviour or support plans as appropriate

Suspensions

The decision to suspend a pupil is never taken lightly. A suspension may be appropriate where a pupil's behaviour has breached the school's behaviour policy and the Headteacher considers that a suspension is lawful, reasonable and proportionate in the circumstances.

A suspension may be considered following a serious one-off incident or a repeated pattern of behaviour. It is not necessary for every other intervention to have been exhausted before a suspension can be imposed.

Decisions will be made on an individual basis, taking account of the circumstances of the incident, the pupil's age and needs, any relevant SEND or disability considerations, safeguarding information, the impact on others and any support or adjustments already in place.

The Headteacher will make suspension decisions in accordance with current Department for Education guidance on suspensions and permanent exclusions. The school will follow the required procedures for notifying parents/carers, setting and marking work, providing information about the suspension and arranging any required reintegration or review meeting

Internal removal from lessons or Recovery Support is distinct from a formal suspension. The procedures and legal requirements for a suspension will be followed whenever a formal suspension is imposed.

Following a suspension, the school will consider what support, adjustments or changes to the pupil's behaviour or support plan may help them return successfully to school and reduce the likelihood of further incidents.

Permanent Exclusion

For repeated, or one off, very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Should the Headteacher issue a permanent exclusion, the Chair of the Governing Body Suspension Committee is informed and issued with related paperwork.

The decision to permanently exclude a pupil is a very serious decision and takes careful consideration. Only the headteacher can make the decision to permanently exclude. In some cases, the Headteacher may decide to impose a five-day fixed-term suspension pending investigation and, once these have been completed, the headteacher may then decide that the incident warrants a permanent exclusion. There will be exceptional circumstances that the

Headteacher may decide to permanently exclude a pupil for a “one off” incident – These include but are not limited to.

- Serious actual, or threatened violence against a pupil or member of staff
- Vandalism/serious damage to property
- Sexual assault/abuse
- Supplying an illegal drug
- Carrying an offensive weapon

When a pupil is involved in a criminal activity, the headteacher will consider whether to notify police. Under certain circumstances the police will be contacted. (Arson, theft, possession of a weapon, sexually inappropriate behaviour, vandalism and physical assault.)

5 Pupil Support

5.01 Recovery Support Approach

At St John's C of E Middle School, we use a recovery support approach to meet the aims set out in 'Reducing the Need for Restraint and Restrictive Intervention' (2019) and the 'Timpson Review of School Exclusion' (2019.). This is to allow the school to maximise the time pupils spend within the teaching and learning process, reduce suspensions and maintain a low-key approach at the lowest level of support. The framework allows for a graduated approach to support children who may be experiencing a heightened emotional state in the least intrusive manner. We understand that behaviour is form of communication and will work to understand the reasons behind any disruptive behaviour and apply intervention where necessary.

The overall impact of the Recovery Support approach reduces feelings of insecurity and anxiety which in themselves can trigger challenging behaviour within children. Children are supported and helped during difficult situations and over time, the internal controls children have (psychological inhibitors) become more prominent allowing children to regulate their own behaviour.

5.02 Responding and Calming

There are three main elements that must be very clear to the pupils:

How they behave is their CHOICE (Some pupils may require support regulating before this can happen)

(Integrity)

Each lesson is a FRESH START. (Forgiveness) There is school wide CONSISTENCY. (Perseverance)

5.03 Re-integration and Re-entry

A key principle behind the Recovery Support model is to allow children to 'recover' their behaviour, in other words to calm down and think about their behaviour so that they can return to the teaching and learning situation as soon as possible. This increases their own self- efficacy and confidence.

At any stage within the model classroom re-entry should be considered carefully and thoroughly planned.

Reintegration: Points to consider:

Seating Plans Welcoming the pupil

Allowing time for the pupil, and classmates to adjust

Speaking calmly and sincerely

Stating what the pupil needs to do rather than referring to previous misbehaviour or insisting on public apology.

Praising positive behaviour in a non-counterproductive way

Support from the Recovery Support Practitioner to reintegrate to the lesson. Re-establishing rapport and continuing to build relationships.

Re-introducing the curriculum and accounting for missed learning steps.

5.04 Restorative Practice

The Policy is guided by the Principles of Restorative Practice and recognises the importance of developing and maintaining positive relationships. Staff encourage the restorative option to build community and maintain a positive learning environment. We believe by developing the use of restorative language, meetings, restorative conversations and peer mediation within our school we increase the possibility of positive outcomes for pupils following conflict. This approach is implemented to reduce suspensions, removals from class, bullying, after school interventions and disruptive behaviour by promoting and developing emotional literacy, honesty, responsibility, accountability and conflict resolution skills.

Where a child receives an intervention e.g. a 15 minutes D3, a short restorative conversation takes place with the member of staff who issued the sanction before the next lesson. This is with the intention of restoring and repairing the relationship. Pupils are encouraged to engage in the process in keeping with the school values of forgiveness and reconciliation. Staff may request a Head of Year's help to facilitate the conversation.

5.05 Equal Opportunities

Under the Equality Act 2010 the school recognises its legal duty to prevent children with protected characteristics from being at a disadvantage. Our approach to challenging behaviour may be adapted to cater to the needs of a pupil.

At St John's C of E Middle School, we use a graduated response to support pupils most in need.

Details of the assess, plan, do and review cycle we use can be found in Appendix 6.

There are a range of strategies that the school will use to support pupils. These can include:

Implementation of a learning support plan. The pupils' behaviour will be monitored over a period.

There will be regular reviews to monitor progress, and parental involvement will be required. In most instances, this will be initially put in place by the child's form tutor. Where the no improvement is seen the next stage of our graduated response will be triggered with support from other stakeholders (Graduated response: appendix 5)

Multi agency assessment Classroom environment assessment

Additional support or time limited interventions

SENDCO to evaluate pupil to exhibits challenging behaviour to determine whether they have any underlying needs that are not being met.

Advice sought from educational psychologist or medical practitioners. Acute needs – liaison with external agencies

The school will work positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of support available.

The school will apply this policy fairly and consistently, while recognising that pupils may need different levels or types of support to achieve positive behaviour. Decisions about rewards, sanctions, removal from lessons and other interventions will take account of a pupil's age, individual circumstances, SEND, disability, medical needs and relevant safeguarding information. Reasonable adjustments will be considered where required. The school will monitor the use and impact of behaviour sanctions to identify any patterns of disproportionate impact and will take appropriate action where concerns are identified.

6 Use of Reasonable Force

The school recognises that there may be circumstances in which reasonable force is necessary to prevent harm to a pupil or another person, or in other circumstances permitted by law. Staff must act in accordance with the Department for Education's current guidance, *Restrictive Interventions, Including the Use of Reasonable Force, in Schools*, and the school's Positive Handling Policy.

Reasonable force must only be used where it is lawful, necessary and proportionate in the circumstances. Staff should use appropriate de-escalation strategies wherever possible and consider the pupil's individual needs, including SEND, disability, medical needs and any relevant risk assessment.

Reasonable force must never be used as a punishment. Any intervention must be appropriate to the circumstances and must stop as soon as it is no longer necessary.

Where reasonable force is used, the incident must be recorded in writing as soon as practicable and parents/carers must be informed as soon as practicable, in accordance with current statutory requirements and guidance. The record should include the circumstances leading to the intervention, the action taken, the staff involved, any injuries or concerns, and the support provided afterwards.

The school will review incidents involving reasonable force to identify any further support, adjustments, training or changes to practice that may be needed.

Full details of the school's procedures are set out in the Positive Handling Policy.

Prohibited Items, Searching and Confiscation

Searching, Screening and Confiscation

Any search of a pupil must be carried out in accordance with the law and the Department for Education's current guidance, *Searching, Screening and Confiscation*. Staff must understand the difference between items for which the school has statutory search powers and items that may be searched for only with the pupil's consent.

A search must only be undertaken by an authorised member of staff, where the relevant legal conditions are met, and in accordance with the required safeguards. Staff must not assume that a breach of the school's rules automatically gives them the power to search a pupil or their belongings.

Confiscation is separate from searching. Where an item is confiscated, staff must act in accordance with the law, the school's rules and current guidance. Any action taken must be proportionate and take account of the circumstances and the pupil's individual needs.

Where a search or confiscation raises a safeguarding concern, staff must follow the school's safeguarding procedures and record and report the concern as appropriate.

Prohibited items include but are not limited to.

- Knives and weapons.
- Alcohol.
- Illegal drugs.

- Stolen items.
 - Tobacco and cigarette papers.
 - Cigarettes or E-cigarettes
 - Fireworks.
 - Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Pupils will be permitted to bring their mobile phone to school and we work to a “Hand in on arrival” policy. Further details can be found in our Mobile Phone and Smart Device Policy.

In line with Department for Education statutory guidance, St John's C of E Middle School operates a mobile phone-free environment throughout the school day. This expectation applies to mobile phones and other smart technology with similar functionality, including smart watches and devices capable of sending or receiving messages, accessing the internet, recording images, audio or video, or displaying notifications. This expectation applies during lessons, movement between lessons, breaktimes, lunchtimes and all school activities unless a specific exemption has been agreed by the school for safeguarding, medical or educational reasons.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones, smart watches and other smart technology with similar functionality may be searched for and confiscated where staff have reasonable grounds to believe they are being used in breach of the school's behaviour or mobile phone policy.

Any searching, screening and confiscation will be undertaken lawfully, proportionately and with due regard for safeguarding, SEND and equality considerations, in accordance with Department for Education guidance.

8. Behaviour outside of school premises

The school expects pupils to behave respectfully and safely both within school and in the wider community. This includes behaviour when travelling to and from school, taking part in school-related activities and interacting with others online.

The school may take disciplinary action in relation to behaviour outside the school premises where it is permitted to do so under current Department for Education guidance and where the behaviour has a relevant impact on the school, its pupils or staff, or the orderly running of the school.

Each concern will be considered on its individual circumstances. The school will take account of the seriousness of the incident, the evidence available, the impact on those involved and any relevant safeguarding concerns. Any sanction must be lawful, reasonable and proportionate.

The school recognises that incidents outside school may also raise safeguarding concerns. Where appropriate, the school will work with parents/carers and relevant external agencies to help keep pupils safe. The school will respond to concerns in accordance with its behaviour and safeguarding policies and will not assume that safeguarding responsibilities end when a pupil leaves the school site.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

This includes online behaviour, cyberbullying, the sharing of inappropriate content, misuse of mobile phones or other smart devices, the filming or photographing of others without permission and behaviour that places pupils or others at risk. Such behaviour may be investigated and sanctioned in line with this policy whether it occurs on or off the school site.

At St John's C of E Middle School, we work hard to instill good conduct in our pupils, it's important to note that once children leave school grounds, parents or guardians are responsible for their behaviour and safety. Our staff may not always have the capacity to resolve every external issue, and decisions regarding investigations and sanctions after incidents outside of school are at the discretion of the head teacher. However, we remain dedicated to collaborating with

pupils, parents, and the community to ensure a safe and respectful learning environment for all.

9. Child-on-Child Abuse

The school recognises that children can abuse other children and that such behaviour may constitute a safeguarding concern.

Child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Physical abuse such as hitting, kicking, shaking, biting or other forms of physical harm.
- Sexual violence.
- Sexual harassment, including online sexual harassment.
- Harmful sexual behaviour.
- Upskirting, downblousing, image-based abuse and the sharing of nude or semi-nude images.
- Initiation or hazing-type violence and rituals.
- Abuse within intimate personal relationships between children.
- Online abuse.
- Technology-facilitated abuse.
- Racist, sexist, homophobic, biphobic, transphobic, disability-related or other discriminatory behaviours.

All reports and concerns about child-on-child abuse will be taken seriously and responded to in accordance with the school's safeguarding procedures. The school will consider the safety and needs of all pupils involved, including the pupil who has been harmed, the pupil whose behaviour has caused harm and any other pupils affected. A safeguarding response will not be replaced by a behaviour sanction or a restorative conversation.

Restorative approaches may be appropriate in some circumstances, but they will not be used where they could place a pupil at further risk, create pressure to reconcile, or be inappropriate because of the nature of the incident or any imbalance of power. Decisions will be made on an individual basis, with safeguarding remaining the priority.

10. Anti-Bullying - What is bullying?

St John's C of E Middle School, we define bullying to our pupils as, *"the repetitive, intentional hurting (physically or emotionally) of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."* (Anti- Bullying Alliance)
If someone is doing something that they do not like. We encourage use of the word "STOP." It also makes it clear that the person does not want it to continue in an assertive manner. Aggression and retaliation should never be encouraged and will result in sanctions for both children.
Bullying is something that happens Several Times On Purpose and they should Speak-out Tell One Person
Bullying is a direct contradiction of our school values of forgiveness, Love, Integrity and Perseverance.

Incidents involving prejudice, discrimination, sexual harassment, sexual violence or other forms of child-on-child abuse will be considered on an individual basis and may be dealt with through both behaviour and safeguarding procedures where appropriate. Such incidents will be managed in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

See our Anti-Bullying strategy for more information.

Appendix 1: Behaviour for Learning Ladder

	Your actions/ Behaviour in the classroom
1HP	<p>If you display excellent behaviour, such as:</p> <ul style="list-style-type: none"> ✓ Producing excellent class or homework. ✓ Positive contribution to group work or class discussion ✓ Demonstration of our school values, Forgiveness, Love, Integrity and Perseverance.
	<p>If you meet all our school expectations and demonstrate our school values of love, integrity and perseverance. This could include:</p> <ul style="list-style-type: none"> ✓ Having everything you need for your lesson ✓ Arriving on time and ready to learn ✓ Working to the best of your ability and producing good work ✓ Giving of your best ✓ Having good manners such as saying please, thank you and holding open doors for others. ✓ Following our general and classroom rules
D1	<p>You are not meeting our expectations. This could include:</p> <ul style="list-style-type: none"> ✗ Arriving late and/or unprepared to lessons ✗ Talking during the register or disrupting class discussion. ✗ Disrupting the learning of others ✗ Not following instructions ✗ Showing a lack of respect to the teacher or others. ✗ Uniform infringement ✗ Using inappropriate language such as being unkind to others. ✗ Behaving in a way that could impact on others physical or emotional wellbeing.
D2	<p>You continue to display behaviour that prevents you or other from learning:</p> <ul style="list-style-type: none"> ✗ Breaking the classroom expectations for a second time. ✗ Poor quality or incomplete classwork. ✗ Banned food items such as fizzy drinks or sweets.
D3	<p>You are displaying major disruption that prevents you or others from learning:</p> <ul style="list-style-type: none"> ✗ Persistent disruption ✗ Lack of respect to staff ✗ Loud or boisterous behaviour when moving around school ✗ Damage to property ✗ Inappropriate language such as swearing ✗ Repeated D2 behaviour.
D4/D5	<p>You are displaying serious issues within the classroom or around school:</p> <ul style="list-style-type: none"> ✗ Serious and persistent disruption of the learning ✗ Serious lack of respect towards a member of staff ✗ Threatening behaviour towards others ✗ Abusive language towards peers or staff ✗ Mobile phone breach ✗ Boisterous behaviour – physical/ rough play ✗ Chewing gum ✗ Continued refusal to comply ✗ Second removal from lesson after reintegration by the recovery team ✗ Assault / fighting ✗ Racist, sexist, homophobic, biphobic, transphobic, disability-related or other discriminatory language, behaviour or incidents directed towards an individual or group.

Appendix 2: Home School Agreement

Home – School Agreement

PARENTS AND CARERS WILL WORK TO ENSURE THAT:

- My child attends school every day and phone/ Report by 9:15 a.m. if they are absent
- Support the school's policies, including the school behaviour and relationships policy
- Make school aware of any issues that might affect my child's work or behaviour
- Parents/carers are expected to communicate respectfully with school staff and to raise concerns through the school's established communication and complaints procedures. Confidential information about pupils, families and staff should be treated appropriately. Abusive, threatening or harassing behaviour towards members of the school community, including online, will not be accepted and will be addressed appropriately.
- Take responsibility for my child's social media use and ensure it does not impact on school life.
- Conduct themselves politely and appropriately whilst on school premises, or when in contact with school, behaving in a way that sets a good example to children. Supporting the respectful ethos of the school by setting a good example of their own speech and behaviour towards all members of the school community.
- Log in to my parent Epraise account regularly as a means of communication between home and school
- Support my child with homework and other opportunities for learning
- Attend parents' evenings
- Ensure my child wears the correct school uniform and is well equipped for lessons.

PUPILS WILL WORK TO ENSURE THAT THEY:

- Demonstrate our Christian and British Values
- Attend regularly, arrive on time, wearing the correct uniform with the correct equipment
- 'Give of your best' - Work hard and expect to learn in every lesson, completing work to the best of their ability
- Follow the school rules and show respect to others
- Use technology in a respectful way that supports and maintains positive relationships.
- Be polite at all times and open the door to let an adult through first
- Respect the school building and equipment, and leave rooms tidy after using them
- Be responsible for my own behaviour and take the consequences if I break the classroom code
- Tell someone if I have a problem

IN RETURN THE SCHOOL TO WORK TO ENSURE THAT:

- Care for your child's safety and happiness
- Strive to ensure your child achieves their full potential
- Keep you informed about your child's learning and progress
- Contact home to praise and reward pupils' success
- Contact home if there are concerns about a pupils' behaviour, effort or attendance.
- Provide a balanced, relevant and enriched curriculum to engender a love of learning
- Be welcoming and always available to listen to any concerns
- Provide regular communication via Epraise, Parent Mail and the Red Sweater Newsletter

Appendix 3: Expectations – Roles and Responsibilities

Aims:	<ul style="list-style-type: none"> ▪ To have the highest expectations of pupil behaviour, challenging and addressing inappropriate behaviour in order to promote positive learning behaviour and maximise achievement ▪ To ensure consistency and clarity in our application of rewards and sanctions ▪ To ensure that we examine the causes of behaviour and are proactive in our approach ▪ To work with parents and pupils to create positive relationships that encourage mutual respect and good behaviour in and around our community (See appendix – a relational approach) ▪ To ensure equality and fair treatment for all. We treat everyone as an individual and our responses should be based on specific individual circumstances. ▪ To create a safe environment for all pupils and staff by responding to incidents in line with our policy and current legislation.
Targets:	<ul style="list-style-type: none"> ▪ 80+% of parents and staff & pupils rate behaviour as good or better ▪ Suspensions (fixed and permanent per 100 pupils below the national average)
Roles and Responsibilities:	
All staff (including teachers, support staff and volunteers) will:	<ul style="list-style-type: none"> ▪ Expect high standards of work and behaviour and challenge where this does not occur ▪ Ensure the policy is implemented fairly and consistently ▪ Create a supportive and high quality learning environment, teaching and modelling positive behaviour for learning and developing positive relationships. ▪ Receive regular training on how to foster a positive behaviour for learning in the classroom ▪ Work with Heads of year to restore relationships where needed ▪ Communicate regularly with parents by phone, Epraise, reports and post on areas of concern and praise.
The Head of school will:	<ul style="list-style-type: none"> ▪ Ensure all decisions regarding this policy are in line with current DfE Policy and guidance. ▪ Record appropriately all suspensions and formal communications with parents or outside agencies. ▪ Respond to training needs through appropriately planned Professional Development. ▪ Review the health, safety and welfare of staff regularly.
Form teachers will:	<ul style="list-style-type: none"> ▪ Reward positive behaviour and take action to improve poor behaviour ▪ Check pupil uniform during morning registration ▪ Work to create a cohesive group and positive ethos ▪ Communication with parents regularly ▪ Monitor the behaviour and wellbeing of pupils, using the reporting process where necessary ▪ Action the first stage of a graduated response when necessary and remain involved throughout. ▪ Ensure that there is a 'mood board check in' twice a day (Registrations) which allows for early identification of issues which may impact on a child's learning behaviour.
Heads of Year will:	<ul style="list-style-type: none"> ▪ Have overall responsibility for the behaviour of pupils in their year group ▪ Closely monitor the behaviour of pupils via Epraise and provide help to form teachers in coordinating support. ▪ Report to SLT patterns of behaviour in their year group and communicate what actions have been taken to improve behaviour where concerns have arisen. ▪ Model and implement the behaviour and relationships policy for their year group

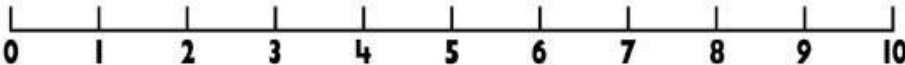
	<ul style="list-style-type: none"> ▪ Meet regularly with their year team and support them with the needs in their form groups ▪ Meet parents and carers to discuss concerns and provide support where needed ▪ Implement and monitor the anti-bullying procedures and act where necessary ▪ Work with relevant teachers to review Individual Pastoral Support Plans using measurable outcomes from Epraise
SENDCO will:	<ul style="list-style-type: none"> ▪ Co-ordinate support for all pupils including those with Social, emotional and behavioural needs in accordance with the SEND Code of Practice ▪ Work closely with the pastoral team to discuss proactive strategies to support pupils. ▪ Liaise with relevant external agencies and feedback to pastoral team on outcomes.
Assistant head teacher – Behaviour and Attitudes will	<ul style="list-style-type: none"> ▪ Be responsible for the development and coordination of whole school strategies to lead behaviour across the school. ▪ Support all staff in maintaining the highest standards of pupil behaviour. ▪ Monitor, evaluate and report on progress in improvements in overall behaviour and attitude to learning. ▪ To promote amongst pupil's high standards of conduct, uniform, discipline, a proper regard for authority and the encouragement of good behaviour.
	<ul style="list-style-type: none"> ▪ Implement strategies to ensure academy suspension rates remain below national. ▪ Lead and manage effective and appropriate off-site provision as the school EVC. ▪ To work closely with the SENDCO to ensure every pupil in need of additional support is referred appropriately.
Early Help Lead and Mental Health Support Trauma Informed Practitioner (Wave 3)	<p>The main aim of the Practitioner is to support the pupils, and their parents, who have been identified as extremely vulnerable.</p> <p>Vulnerability is identified via several ways: Changes in behaviour/emotional state, Communication with parents/carers, Attendance, Conversations with pupils, Assessment using the Landscape of the Mind which provides a baseline for their emotional wellbeing. Where needs are identified, pupils are offered a programme of support relevant to their needs. This is recorded on Provision Map.</p>
Pastoral Manager (Wave 2)	<p>The main aim of the Emotional Literacy Support Assistant is to assist in identifying possible causes for nonengagement in learning and offering strategies and 'time-limited' support group provision. Deployment is made where trends have been identified or there is a continued decline in a pupil's emotional wellbeing despite wave 1 provisions. This is recorded on Provision Map.</p>
Recovery Practitioner (Wave 1)	<p>The main aim of the recovery practitioner is to promote positive behaviour throughout the school, and to ensure that pupils having difficulty managing their behaviour are supported in line with our Recovery Process. This involves de-escalation, active listening, and reintegration. This is recorded on Provision Map.</p>
SLT will:	<ul style="list-style-type: none"> ▪ Be active and engaged in managing behaviour and role modelling of expectations ▪ Act about serious incidents and persistent disruption ▪ Identify and provide regular training on behaviour and engagement for staff and pupils ▪ Monitor referrals, alternative provision and suspensions ▪ Report key data such as suspensions and referrals to the Governors
Pupils will:	<ul style="list-style-type: none"> ▪ Behave appropriately and with consideration for others both inside and outside school ▪ Follow school rules and comply with school procedures ▪ Work positively with all adults and each other
Parents will:	<ul style="list-style-type: none"> ▪ Work with the school to encourage respect, and good behaviour inside and outside of school ▪ Inform the school of any information which may affect their child's ability to thrive at school. ▪ Support the school policy on rewards and sanctions ▪ Attend meetings with staff to discuss their child
Governors will:	<ul style="list-style-type: none"> ▪ Support rewards and reward events ▪ Support the school in maintaining high standards of behaviour ▪ Handle complaints regarding this policy, as outlined in the school's Complaints Policy. ▪ Sit on suspension panels as required (non-staff governors only) ▪ Monitor and review the effectiveness of the policy

Other documents	Job descriptions. Staff code of conduct. Home-school Agreement. School rules. Suspension data
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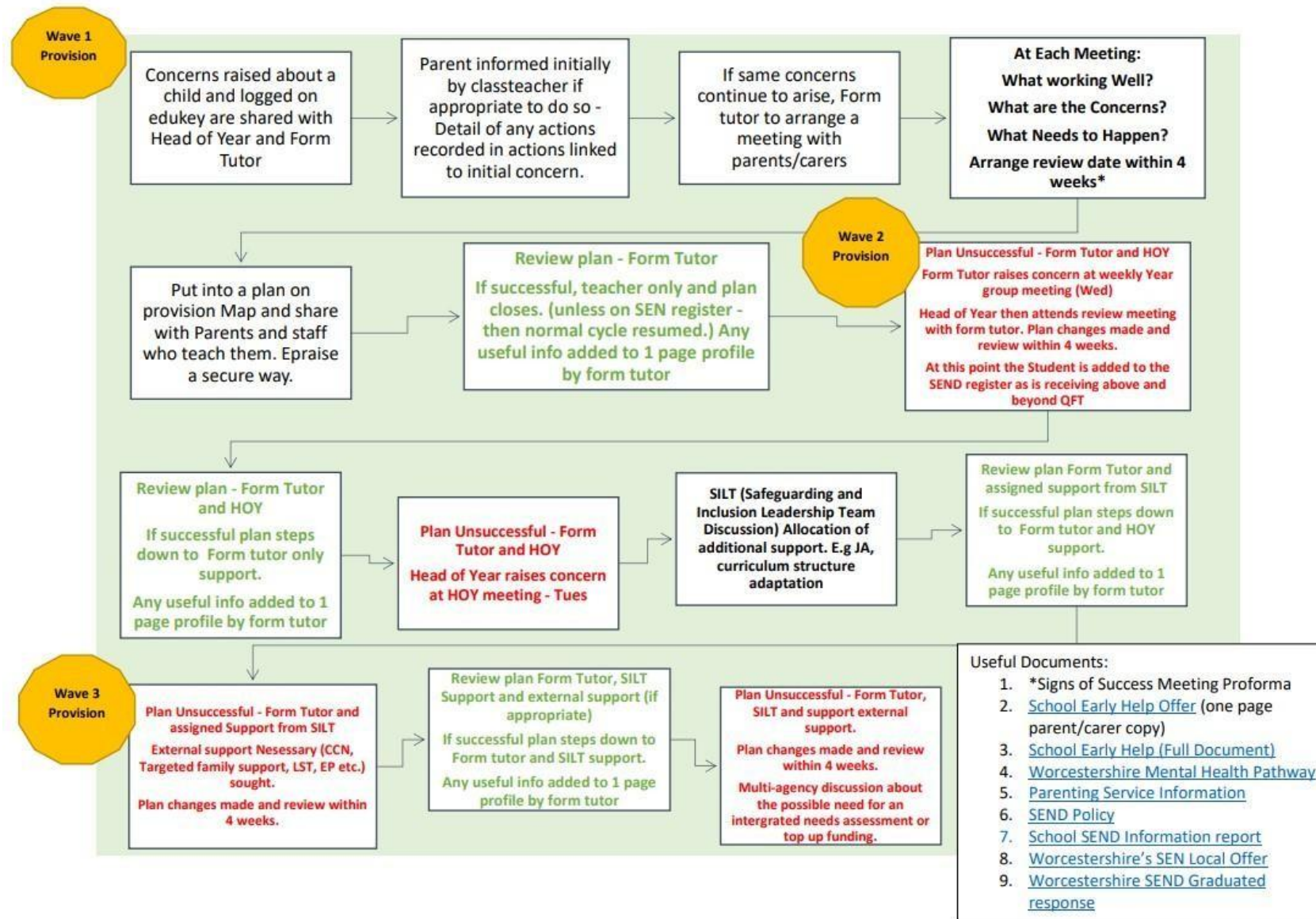
Appendix 4: Signs of Success Template

Strictly Confidential – Safeguarding – St John’s C of E Middle School Signs of Success (SOS)

*Have a copy of the school Early help Offer to assist with signposting where support is available.

Pupil :			D.O.B:		
Reason for meeting: (Highlight) 1. School Early Help 2. Early Help Review	Date:	Staff recording:	Present:		
<u>What’s going well? (Child’s voice required)</u>			<u>What are we worried about? (Child’s voice required)</u>		<u>What needs to happen?</u>
<p style="text-align: center;"><u>Safety rating</u></p> <p>On a scale of 0-10 where 0 means that things are so bad for the children that they are not in school and 10 means that child has no issues with school, where would you rate the situation? More than one stakeholder’s view and the child’s view can be added to this.</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;">  </div> <div style="border: 1px solid black; padding: 5px; margin-left: 20px; flex: 1;"> <p>When will this be reviewed? (Within 4 Weeks)</p> </div> </div>					

Appendix 5: St John's C of E Middle School Graduated Response to concerns



Appendix 6: Epraise Point, Personal Attributes and Values Links

School Value	Epraise Links	Personal Attributes developing
<p>Forgiveness</p> <p>A conscious, deliberate decision to release feelings of resentment or vengeance toward a person or group who has harmed you.</p> <p>We refocus our thoughts on positive emotions; perhaps even feelings of understanding, empathy, and compassion</p>	<p>Team work (Active Listening)</p> <p>Self-management (Of emotions)</p>	<p>Empathetic, Team Players</p>
<p>Love</p> <p>We care for one another, our environment and our learning</p> <p>Take great interest and pleasure in something</p>	<p>Fantastic class or homework (Care taken)</p> <p>Effective participation (Love of Learning)</p> <p>Reading Point</p> <p>Team work</p>	<p>Sociable, Happy, Kind/Caring,</p> <p>Considerate, Knowledgeable, Team Players,</p> <p>Curious, Empathetic, Engaged/Focused,</p> <p>Passionate,</p>
<p>Integrity</p> <p>We attempt to do the right thing because we know it is the right thing to do and be guided by our moral compass.</p> <p>Having integrity means doing the right thing in a reliable way. It's a personality trait that we admire, since it means a person has a moral compass that doesn't waver.</p>	<p>Independent Enquiry</p> <p>Self-management (<i>Both behaviour and work – follow set expectations when the teacher is NOT looking.</i>)</p>	<p>Committed/Determined, Diligent, Self-Motivated, Organised, Independent</p>
<p>Perseverance</p> <p>We show grit and keep trying to overcome obstacles and failures in pursuit of long-term goals</p>	<p>Self-management</p> <p>Independent enquiry</p> <p>Fantastic classwork</p> <p>Effective participation</p>	<p>Committed, self-motivated, resilient,</p> <p>independent, focused, determined,</p>

ESP Reward Point (Extended Services)

