Respect, Courage, Compassion, Friendship, Trust, Perseverance

INCLUSION, RELATIONSHIPS AND BEHAVIOUR POLICY

Including Written Statement Behaviour Principles

Reviewed:	SEPTEMBER 2026
Next review due by:	SEPTEMBER 2027

Diocese of Liverpool

Love Seeking life in all its fullness

St. John's C.E. Primary School, Denmark Street, Waterloo, Liverpool, L22 9RG • Tel: 0151 928 5685 • Fax: 0151 928 2390

ST. JOHN'S C.E. PRIMARY SCHOOL'S CHRISTIAN VISION FOR EDUCATION

St. John's Church of England Primary School has a Christian vision for education rooted in wisdom, hope, community and dignity. It is a community where all are welcome and nurtured in a spirit of Christian love, compassion and encouragement.

It is a place which enables everyone in the school community to develop and experience 'life in all its fullness ', knowing they are unique and special in God's eyes.
The Christian vision strives for all to realise true potential through an excellent, broad education where Christian hope, aspiration and building resilience for the future are central to the learning experience.

The school's vision is rooted in Christian love, which is the foundation of our Christian values: Friendship, courage, trust, respect, compassion, perseverance

School aims:

- To provide a caring, safe and happy environment where the whole school community can flourish knowing that they are unique and special in the eyes of God
- To build confidence and self-esteem to enable children to develop resilience and become successful, independent life-long learners
- To enable all children to achieve their full potential
- To develop the teamwork and leadership skills and qualities in all our children so that they can be responsible citizens of the future
- To be fully committed to equality of opportunity
- To create a stimulating environment in which Christian attitudes of positive relationships, mutual respect, responsibility, forgiveness and understanding are fostered at all times
- To foster strong links between communities: home, school, church, the local community, the Liverpool Diocese.
- To enable staff to develop their own talents and expertise so that they too can thrive
- To promote high standards and expectations of behaviour towards one another, as Jesus said, 'Love one another' (John 13:34-35).
- To be committed to providing opportunities for spiritual growth through Religious Education and collective worship as well as a wealth of stimulating experiences and extra-curricular activities
- To promote children's cultural experiences and opportunities to help develop a positive understanding of their place in a diverse world.

We encourage all our pupils to strive to achieve their full potential, and we provide a wide range of pastoral, safeguarding and emotional well-being support to enable them to meet their targets. We work restoratively to secure positive relationships with our pupils so that they are able to enjoy the positive learning environment that we provide. In order to achieve this, we expect all pupils to commit to positive relationships at all times, and we have a range of policies, processes and procedures to support this. We embrace a restorative approach of 'high challenge and high support' throughout the whole school community.

Our school rules are designed to help everyone achieve their potential:

Be safe- Safeguarding children is at the core of all our work. A carefully designed PSHE curriculum, SMSC calendar of events, and school ethos are planned with consideration of the school's social context. This ensures that equity, inclusion, safety, and the British Values shape our pupils into citizens with the skills to stay safe and make good choices.

Be respectful- Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support our pupils' development as effective and responsible citizens.

Be prepared- Every child should be given the opportunity to develop a sense of personal responsibility for their own actions. At St John's CE Primary School, we value everyone as an individual who is capable of growth, change and development.

School Code of Conduct

At St. John's, we set high standards. Our School Code of Conduct is based on 7 school rules that are linked to our St. John's Christian values of love, respect, courage, compassion, friendship, trust and perseverance. The children and staff have been instrumental in forming our 7 core rules (Appendix 2):

- **Do** be kind; **don't** hurt other people or their feelings.
- **Do** be polite and well-mannered and respectful; **don't** be rude.
- **Do** be honest; **don't** cover up the truth.
- **Do** look after property; **don't** waste or damage things.
- **Do** walk inside; **don't** run.
- **Do** listen to others; **don't** interrupt.
- **Do** work hard; **don't** waste time.

These rules are the same for every class in school and should be discussed with children regularly and referred to daily. They are displayed prominently in each classroom. In addition, they are discussed during worship at the start of each academic school year. They should be one of the first tasks when getting to know a new class.

Relationships are vital between everyone and at every level. Therefore, we should greet people, speak and listen to people, smile and relate to people and communicate with them.

Below is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and SLT.

The governors at St John's CE Primary School believe that:

Every child has the right to learn, and no child has the right to disrupt the learning of others. All members of the school community should be free from discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010.

This statement gives guidance to the Headteacher in drawing up the Inclusion and Relationships Policy by stating the principles the governors expect to be followed. The Headteacher must publish the statement on the school website. The Headteacher develops the Behaviour Policy with reference to the DfE guidance

document *Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016*. This includes consideration of the ten key aspects of school practice, that when effective, contribute to improving the quality of pupil behaviour:

1. A consistent approach to behaviour management based on building, maintaining and repairing relationships.
2. Strong school leadership.
3. Classroom management.
4. Rewards and sanctions.
5. Behaviour strategies and the teaching of good behaviour and development of character.
6. Staff development and support.
7. Pupil support systems.
8. Liaison with parent/carers and other agencies.
9. Managing pupil transitions.
10. Organisation and facilities.

VISIBLE ADULT CONSISTENCIES

1. **All adults at St John's CE Primary School are calm, considered and controlled at all times.**
2. **We are relentlessly positive** (with high expectations of all).
3. **We build trusting relationships** by catching the children being the best they can be.
4. **We have clear routines to ensure that our children feel safe.** These include:
    - Greeting the children at the door when they enter the classroom for each lesson.
    - Clear expectations for entering and exiting transitions, including staff supporting all movement around the school.

THE SCHOOL'S MORAL CODE

Our moral code is based on the principle that we value every member of the school community. Teaching and learning are our core activities, and as a result we insist on a constructive partnership between staff and pupils in which both can expect courtesy and respect. We actively promote awareness and development of this learning and these expectations through our curriculum offer, learning opportunities, School Councils and the school's team point system.

RESTORATIVE PRACTICE

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other through positive reinforcement, personal growth, and learning and recognising good behaviour. Working restoratively is a whole-school approach that places building, maintaining, and repairing relationships at the centre of how the school works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important.

Our restorative approach helps pupils:

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it's important to see another person's point of view.
- See that we all learn through making mistakes as well as through being successful.
- Learn how to move through conflict effectively and creatively.
- Repair relationships with pupils and staff following an incident of poor behaviour or relationship breakdown.
- Restore working practices after resolving conflict to restore relationships.

30 Second Intervention

We can use a 30 second intervention to support good behaviour choices that may include the following script/approach:

- *"I have noticed that you are not being… (refer to Code of Conduct and child's behaviour) right now."*
- *"You have chosen to … (refer to action to support behaviour e.g. moving to another table, complete learning at another time)."*
- *"Can you remember yesterday/last week when you… (refer to previous positive behaviour)?"*
- *"That is who I need to see today…"*
- *"Thank you for listening."*
- **Give the child some 'take up' time.**

Restorative Follow-Up

Discuss the issue with the child at the end of the session / day without the other children being present if possible. The following questions can be used with children involved in any incident:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

STEPPED SANCTIONS & ACTIONS IF PUPILS ARE NOT MEETING EXPECTATIONS

Each circumstance is treated individually. Staff are trained to make professional judgements on the course of action based on the nature and severity of the incident. Consequences and sanctions must be applied fairly, consistently, proportionally, and reasonably, considering special educational needs and disability (SEND) and the needs of vulnerable children.

Stepped Sanctions Framework

1. **Redirection:** Delivered to the whole class, a re-focus, a look, or proximity praise.
2. **Reminder:** Focus on the Code of Conduct and expectations.
3. **Verbal Warning ('Turn it around'):** Delivered privately wherever possible, making children aware of their behaviour and consequences if they continue. Staff use the **30 Second Intervention** to talk to the child privately where possible and give opportunities to engage. Supportive actions may be put into place (e.g., child moved within class).
4. **Loss of Break:** Pay back loss of learning time at break / start of lunch.
5. **SLT:** SLT sought to speak with the child and implement sanctions.
6. **Think Tank:** Loss of whole break for serious behavioural issues.
7. **Recording:** All incidents recorded on CPOMS; tag Phase Leader, Headteacher, and Deputy Headteacher.
8. **Restorative Follow-Up:** Meeting takes place at the end of the session to reflect on what happened.
9. **Report / Individual Plan:** If improvements aren't seen, a child may need an individual plan. The Phase Leader should be informed of concerns to decide on next steps (e.g., behaviour plan / referral to SLT).
10. **Exclusions:** Short periods of internal exclusions or external exclusions may be issued by the Headteacher.

PRINCIPLES FOR BEHAVIOUR

All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.

St John's CE Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children are set out in the wider suite of school policies, reflecting the duties of the Equality Act 2010.

The governors believe children should be at the heart of the development of school expectations, and these should be regularly reviewed with the involvement of children and staff. High standards of behaviour are expected and are set out in this policy. Governors and leaders expect all staff to work restoratively, with high challenge and high support. Governors and leaders expect a wide range of rewards to be applied consistently and fairly to encourage and recognise good behaviour and character around school. All staff and pupils should know and understand consequences for unacceptable behaviour, and they should be applied with professional judgement. Wherever possible, a restorative approach to a resolution will be used alongside a sanction. It is recognised that rewards and sanctions must have regard to the individual situation and the individual pupil, and staff are expected to use their discretion. Consequences should, however, be applied fairly, consistently, proportionally and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from within the school and from external agencies should be available, as necessary, for pupils who display continued disruptive behaviour. We expect pupils and parents/carers to co-operate as partners in learning to maintain an orderly climate for learning. The governors strongly feel that fixed-term exclusions/suspensions must only be used as a last resort.

PUPILS EXPECTATIONS OF BEHAVIOUR

The pupils at St John's CE Primary School believe that the ethos of our school community will be achieved when pupils and staff treat one another with respect, equity and consistency.

Pupils' expectations of pupils:

- Be kind to others.
- Ensure that we are welcoming and respectful towards others.
- Be prepared for each part of the day and considerate of others when learning.

- Avoid negative or physical behaviours that could cause harm and seek to restore this immediately if it occurs.
- Listen carefully when others are talking.
- Use good manners at every opportunity.
- Seek to be inclusive and proactively search for opportunities to include other pupils.

Pupils' expectation of staff:

- Treat everyone with equity.
- Be respectful of everyone and treat others as they would like to be treated.
- Be consistent and fair.
- Use the restorative script to explore conflict or challenges.
- Give every child the chance to be heard.
- Listen carefully and without judgement.
- Be prepared to help on any occasion.
- Create an ethos where mistakes are viewed as opportunities to learn.
- Use calm voices.
- Ensure that unacceptable behaviour is challenged and has appropriate consequences.
- Keep all pupils safe.
- Always make choices that promote an inclusive environment.

EXPECTATIONS OF PARENTS AND CARERS

- Work with the school to help pupils make wise and informed decisions that impact their attendance, achievement and well-being, including avoiding term-time holidays.
- Work with the school to ensure their child follows school expectations and procedures; see 'caring for people', 'caring for the building and environment' and 'caring for property'.
- Encourage their child to show respect for members of the community and the environment.
- Support the school in modelling polite, positive relationships.
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- Be good role models for other members of the community.
- Parents/carers are expected to speak appropriately to each other and with respect whilst on school grounds. If parents/carers do not conduct themselves appropriately, the school may choose to restrict their access to the school premises.
- The governors wish to emphasise that violence, threatening behaviour or verbal abuse by pupils or parents/carers towards the school's staff will not be tolerated. If a

parent/carer does not conduct themselves appropriately, the school may choose to restrict their access to the school premises.

CARING FOR THE BUILDING AND ENVIRONMENT

We expect all pupils to respect the school building, facilities, and equipment; use the bins provided for litter; and look after school property. We expect pupils to use the allocated areas when participating in physical activities to prevent any damage to the school property.

CARING FOR PROPERTY

We expect all pupils to respect other people's work and property and to take pride in the school environment and displays around the school. Pupils are asked to avoid bringing valuables into school.

REWARDS AND RECOGNITION

Pupils at St John's CE Primary School are rewarded in a number of ways:

- Verbal praise.
- Class Dojo points.
- House points
- Stickers.
- Star of the week and Values certificates.
- Raffle tickets which are entered into a termly prize draw.
- An age-appropriate EYFS reward system.
- Achievements recognised in assemblies.
- Termly rewards ceremonies – curriculum certificates, special commendations, attendance certificates.
- Team rewards – in and out of school.
- Termly Presentation assembly (prize giving) for values progress and achievement.

ACTIONS IF PUPILS ARE NOT MEETING EXPECTATIONS

Each circumstance is treated individually. Staff are trained to make professional judgements on the course of action based on the nature and severity of the incident. There is a wide range of consequences/sanctions are available to staff to support the child in taking responsibility for their actions, repairing any harm caused or repairing relationships.

Sanctions include:

- Time out/reflection.
- Removal of social / break time.

- Removal of privilege – participation in activities.
- Meeting with a member of SLT to discuss behaviour.
- Fixed Term exclusion/suspension.

There may be exceptional circumstances where it is necessary to search pupils. This will only ever be conducted in line with DfE guidance from 'Searching, screening and Confiscation-Advice for Schools July 2022'.

Some of the ways we have maintained good relationships with our local community is through the reinforcement of high expectations outside of school for our pupils. We may need to discipline pupils for negative behaviours outside school, including issues that arise when witnessed or reported by others:

- taking part in school organised or related activity.
- travelling to or from school.
- that affect members of the school or our local community.

SAFEGUARDING

St John's CE Primary School recognises that changes in behaviour may be an indicator that a pupil needs support or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. If so, we will follow our Safeguarding and Child Protection policy and consider whether pastoral support, an early help intervention, or a referral to children's social care is appropriate. Please refer to the Safeguarding and Child Protection policy for more information.

HARMFUL SEXUAL BEHAVIOUR (HSB)

At St John's CE Primary School, we are pro-active in minimising the risk of harmful, sexual behaviour through our RSE and PSHE curriculum but, in order to safeguard children, staff are expected to be vigilant ('it could happen here') and prepared to raise appropriate 'causes for concern'. All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded on CPOMS and managed in line with the child protection procedures outlined in the school's Safeguarding and Child Protection policy, leading to appropriate actions, including consequences as necessary.

BULLYING

We use a range of measures to prevent bullying within the school community. Our comprehensive PSHE curriculum identifies healthy and unhealthy relationships and signposts children to adults within school that they can talk to if they feel a relationship has broken

down. Difference and diversity are celebrated to create a harmonious environment. Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable and will be taken seriously. They will be investigated, recorded on CPOMS and dealt with on an individual basis. All incidents will be dealt with restoratively with appropriate consequences, the relevant parties will be communicated with. For further guidance, see the Anti-Bullying Policy.

DIGITAL TECHNOLOGY AND MOBILE PHONES

Pupils in Year 6 can bring mobile phones to school but they should hand them to a member of staff on arrival and collect them as they leave the premises. Pupils must not use their mobile phones during the school day or while on school property. Watches with internet access or a camera function must not be brought into school. If pupils are using their phone inappropriately or at an inappropriate time, their phone could be confiscated and returned to parents/carers. The school doesn't take responsibility for mobile phones brought into school.

AI tools may be used to help teachers understand patterns in behaviour, but staff always make decisions about behaviour and consequences, not technology. AI will be used in line with safeguarding principles, ensuring it promotes inclusion, equality, and safety for all children. AI tools will be filtered and monitored in line with our ICT policy to safeguard children from inappropriate online content and to flag concerns with the Safeguarding team. Children will be reminded that AI tools are helpers, not decision-makers, and kindness, respect, and fairness come first.

STAFF TRAINING

All staff receive an Induction package of basic training including:

- Restorative conversations with pupils, staff and families.
- Safeguarding.

EXCLUSIONS/ SUSPENSIONS

We will always endeavor to support any behavioural needs to ensure that pupils receive the best education at St John's CE Primary School. When necessary, the teacher will write behaviour plans, in collaboration with all necessary stakeholders, to identify strategies and de-escalation techniques to support a pupil's behaviour. In some cases, the school may exclude a pupil for a fixed period (fixed term exclusion/suspension) if their conduct is deemed to warrant this sanction. We feel the re-integration of an excluded pupil is an important process as it is essential that we take the approach of 'partners in learning' with families. It is therefore

expected that parents/carers will attend the reintegration meeting to discuss with school staff strategies to be introduced to avoid a repeat of the behaviour that led to the sanction. At this point, the behaviour plan may be adapted to accommodate new challenges and provide the right support.

POSITIVE HANDLING

St John's CE Primary School believes it is important to establish a safe, secure, and stable environment to enable pupils to grow, develop, and learn. To achieve this, we recognise that, in certain circumstances, we may need to manage aggressive behaviour through positive handling interventions. This is a last resort and rare but may be needed on occasion. The appropriate staff are trained to do this and will adhere to the positive handling policy.

ALTERNATIVE/OFFSITE PROVISION

Governors appreciate that in exceptional circumstances the needs of a pupil may be best met in an alternative or specialist provision. Where this is the case, governors would seek assurances that:

- The school had taken every appropriate action to address the pupils' needs before considering alternative provision.
- Consideration of moving pupils to alternative provision is done on a case-by-case basis and always in the best interest of the child and not to avoid their results being counted in performance measures.
- The school will have a clear plan around the purpose of the provision, how it meets needs, is reviewed and delivers progress.
- The alternative provision is of good quality and is well resourced to meet the needs of the pupil academically and socially.
- The school reviews each case with a view to seeing if / when the pupil can be reintegrated into the school.

UNIFORM EXPECTATIONS

All pupils of St John's CE Primary School are expected to wear the appropriate clothing in line with our uniform expectations (see school website). These expectations are reviewed as needed to reflect the needs of our school community and any changes are communicated with pupils/ parents/ carers. Our uniform expectations are based on what is considered appropriate for a formal school setting. We ensure our uniform is simple, appropriate and affordable.

Appendix 1: Written statement of behaviour principles

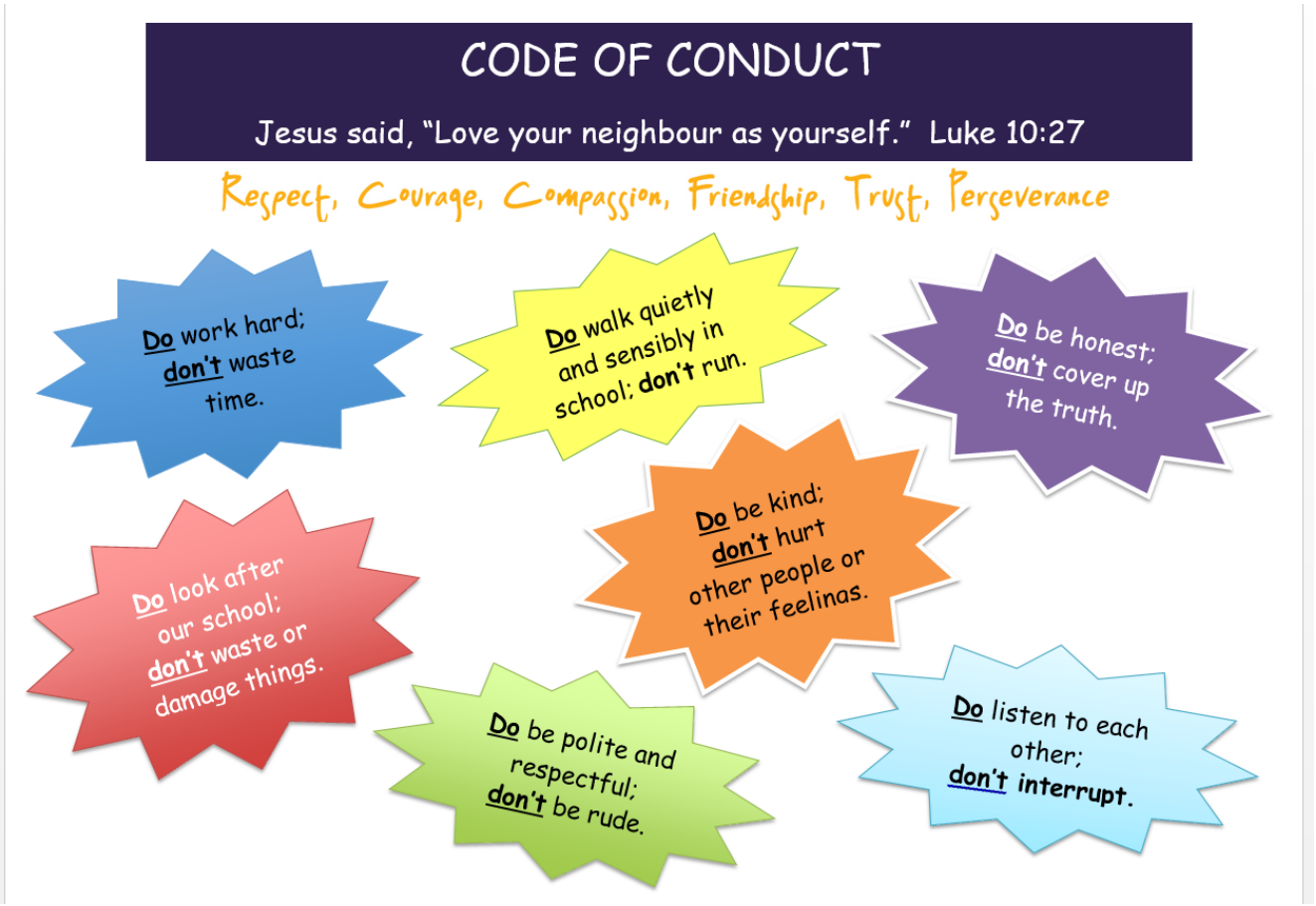
This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- St John's School is an inclusive school; all pupils, staff and visitors are free from any form of discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy and anti-bullying policy are understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Exclusions will only be used as a last resort. The Exclusion Policy outlines the processes involved in suspensions and permanent exclusions
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a pupil's behaviour.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Behaviour Code of Conduct



Appendix 3: Code of Conduct Agreement for Mobile Phones

Code of Conduct Agreement for Mobile Phones

Year 6 pupils are permitted to bring a mobile phone to school ONLY when walking to and from school independently.
Please note that parents must provide written permission for their pupil to walk to or from school independently. This should be submitted to the school office manager.

You must obey the following rules if you bring your mobile phone to school:

1. Phones must be switched off (not just put on 'silent') when you arrive at school. It must be switched on when you have left the school playground at the end of the day.
2. You must place your mobile phone in the Year 6 box which will be stored in a locked cupboard during the day.
3. You must NOT leave your mobile phone in your school bag or tray – it must always be handed in to your Year 6 teacher or Year 6 teaching assistant.
4. You must not use your mobile phone in the toilets or changing rooms. This is to protect the privacy and welfare of other pupils.
5. You cannot take photos or recordings (either video or audio) of school staff or other pupils on the school premises, on the way to and from school or when at a school event or when wearing school uniform.
6. You cannot take photos or recordings (either video or audio) of school staff or other pupils without their consent.
7. You must not share your contact details with people you don't know, and don't share other people's contact details without their consent.
8. Don't share your phone's passwords or access codes with anyone else.
9. Don't use your mobile phone to bully, intimidate or harass anyone. This includes bullying, harassing or intimidating pupils or staff via:
    a. Email
    b. Text/messaging app
    c. Social media
10. Don't use your phone to send or receive anything that may be criminal. For instance, by 'sexting'.
11. Rules on bullying, harassment, and intimidation apply to how you use your mobile phone even when you aren't in school.
12. Don't use vulgar, obscene or derogatory language while on the phone. This language is not permitted under the school's behaviour policy.
13. Don't use your phone to view or share harmful content.
14. You must comply with a request by a member of staff to switch off, or turn over, a phone. Refusal to comply is a breach of the school's behaviour policy and will be dealt with accordingly.

Pupil Name:	**Signed:**
Parents Name:	**Signed**
Date:	