



Positive Relationships and Behaviour Policy

Date: March 2025

At Ainsdale St John's, we are committed to providing rich and exciting learning experiences within an emotionally literate environment, which engage, challenge and meet the needs of all children, building their self-esteem and so increasing their motivation to learn and enabling them to flourish.

This policy reflects the spirit of our whole school community, doing things the **ASJ Way**.

Our Vision – The ASJ Way

- With God's help we can achieve anything, and we **aspire** to be the best that we can be.
- We **shine** like a beacon of light within our community with an open door so that all feel welcome.
- Our special family (school, church and community) follow in the footsteps of **Jesus**.

In short, we all...**Aspire** to **Shine** for **Jesus**!

We aim for all members of our community to be given as many opportunities as possible to **let their light shine**. (Matthew 5:16)

Aims of the Policy

We are committed to creating a positive, safe, nurturing learning environment where everyone feels like they belong within our team. Our main goal is to encourage our school community to maintain high standards of personal conduct, to accept responsibility for their own behaviour and in doing so, encourage and inspire others to do the same so that we all shine brightly together.

We aim to:

- Promote high standards of behaviour through our Core Christian Values: Courage, Community and Compassion
- Encourage children to have **courage** to speak up when they feel unsafe; to behave in a way that helps our school **community** to shine; to have **compassion** for those who have behaved in a way that might have upset them.
- Provide a clear, fair and consistent approach to behaviour
- Foster and value positive caring attitudes and relationships, where children recognise the importance of this lifelong skill
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour and is given time to reflect on their choices



- Teach children about self-regulation so that they are better equipped to understand their own emotions and have strategies to use to regulate them
- Ensure safety for everyone by making boundaries of acceptable/appropriate behaviour clear

Purpose of the Policy

The purpose of this policy is to guide teachers, pupils and parents on our approach to behaviour management in order to ensure that this is consistently applied throughout the whole school and reflects our core Christian values. This will allow the pupils at ASJ to enjoy a calm, caring and supportive environment, where they can be inspired to achieve their greatest potential. High expectations for all are key features of a successful school and facilitate effective teaching and learning.

Legislation, statutory requirements and statutory guidance:

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Equal Opportunities Statement

Ainsdale St. John's believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

Consistency of Approach

In implementing this policy, we acknowledge the need for consistency. This includes:

- Consistent language: simple clear expectations for behaviour
- Consistent follow up: conversations between staff and pupils about the behaviour and conversations with parent/carers where necessary
- Consistent positive reinforcement: routines and procedures reinforced, encouraged and celebrated
- Consistent consequences: agreed and applied at the classroom level
Established structures in place for serious behaviours at senior leadership level
- Consistent expectations promoting appropriate behaviour

- Consistent models of self-regulation that is both taught and modelled

Role and Responsibilities

Staff Responsibilities

- Meet and greet children at key transition points. Children will be welcomed into school and into the classroom by their class teachers and/or teaching assistants. This includes the SLT being visible in the playground and staff standing at the classroom door. Staff need to be prompt at the end of playtimes/lunchtimes and proactively ensure children are **ready** to return to the classroom.
- Refer to **Ready, Respectful, Safe** – the behaviours they expect to see, along with the key reason why e.g. Thank you for sitting sensibly on your chair so that you are safe.
- Offer good role models by modelling positive, **respectful** behaviour and building relationships with pupils, parents and colleagues.
- Plan lessons that are organised, engaging and challenging in order to meet the needs of all learners.
- Have high expectations of all pupils.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- Actively promote good behaviour and deal with incidents of poor behaviour in a non-confrontational manner.
- Raise pupils' self-esteem and encourage the development of their full potential so they can let their light shine.
- Form positive relationships with parents so children can that key adults in their lives have a common purpose.
- Contribute responsibly towards creating a safe, caring and pleasant environment.
- Use dojos to recognise pupils who are adhering to the school rules of Ready, Respectful and Safe.
- Be calm, giving children the time to think about their choices and reminding them of self-regulation strategies.
- Follow up every time by engaging in positive and reflective dialogue with learners. Follow up with parents/carers when necessary either through Class Dojo, a phone call home or a conversation at the end of the school day.
- Liaise with other members of staff regarding playground/lunchtime behaviour. Welfare staff operate under the same whole school rewards and sanctions system. There is close liaison between teachers and welfare staff to ensure consistency of the school's response to inappropriate behaviour.

- Be consistent – never ignore or walk past learners who are not adhering to the school rules. Children need expectations to be clear and consistent otherwise it is difficult for them to know what is acceptable and what is unacceptable.

Senior Leader Responsibilities, in addition to the above

- Meet and greet learners at the beginning of the day
- Be a visible presence across school
- Celebrate and share good practice
- Support staff in managing behaviours of learners with more complex behaviours and regularly review provision for those learners who may need additional support

Pupil Responsibilities

Ultimately, we want our learners to:

- be **ready** to learn,
- be **respectful** of each other and their environment,
- feel **safe**.

Ready. Respectful. Safe

We are READY to learn –

1. We arrive at school on time, prepared for the day ahead, ready to tackle our 'Wake Up' activity
2. At the end of playtime, we 'freeze' at the sound of the first whistle and then line up promptly at the sound of the second whistle, standing one behind the other, facing the way in which we will walk.
3. We have our equipment ready and start each lesson with a positive attitude.
4. We are ready to make contributions in lessons and worship.
5. We take pride in our work and our environment.

We are RESPECTFUL –

1. We listen carefully when a teacher or another pupil is talking, ensuring we are not talking at the same time.
2. When entering Church or worship, we do so in silence. We remain silent throughout the worship as appropriate. We join in with hymns, prayers, greetings and dismissals with enthusiasm, showing our commitment to our faith.
3. We respect the property of our friends and the school and are active in keeping our classroom a tidy and organised place to learn.
4. We speak respectfully to peers and adults alike.
5. We use good manners and are kind to others at all times.

We are SAFE –

1. We move around school in a safe and quiet manner, keeping to the left in the corridors.
2. We sit sensibly on our chairs or the carpet at all times in order to keep ourselves and others safe.
3. We follow instructions to keep ourselves safe. This includes not leaving the classroom/learning space/playground unless given permission by an adult.
4. We keep our hands and feet to ourselves – this includes not being involved in rough play.
5. We stay safe online and only use the iPads, Chromebooks etc. for the task in which we have been instructed to by a teacher.

Parent/Carer Responsibilities

- Be aware of school expectations, recognising that an effective school behaviour policy requires close partnership between school and home.
- Foster good relationships with school, supporting decisions made especially with regards to the behaviour policy.
- Inform school of any changes which may impact on your child's behaviour.
- Encourage independence and self-discipline.
- Provide good role models for children.

Please also note that the Governing Body will not tolerate threatening or abusive conduct of any nature on school premises and will act to protect staff, pupils and other visitors to the premises as and where necessary.

In the first instance of behaviour of this kind, a written warning will be issued.

Any further incidents will result in the licence to enter the school premises being suspended and will lead to a ban from entering the school grounds.

Our core Christian values of **Courage, Community** and **Compassion** are at the root of everything that we do as a school and have been at the forefront of our decision to adopt the **Ready, Respectful, Safe** model.

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services.

The headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- Detention
- Fixed term suspension
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

Recognition and Rewards for Effort

At ASJ, we believe children need a positive and supportive ethos to encourage them to thrive, therefore all staff give verbal or written praise as often as possible.

We seek to recognise those children who consistently follow our school rules and keep our school values. We also wish to recognise those children who go 'above and beyond' expectations. Children may be sent to another class, subject leader, assistant headteacher or headteacher to receive praise or share and celebrate their work.

In addition to verbal praise, stickers, praise pad certificates, prize boxes and notes home, children are rewarded with points through Class Dojo. Each child will be given the opportunity to receive dojos at various points throughout the day for striving to keep our school promises, demonstrating our core Christian values and the expected standard of behaviour. Prizes are given for dojo winners at different timescales dependent on the year group e.g. weekly, fortnightly, half-termly.

Teachers often develop their own novel ways in which to promote and encourage good standards of behaviour with their class e.g. raffle tickets, marble jars, teacher v. pupil and secret student. These individual approaches are encouraged as they are a way in which teachers can take more responsibility for the behaviour of their children on a day to day basis.

During the weekly celebration assembly, certificates are also presented to a child from each class who has been identified by their teacher for 'shining bright' and displaying our core Christian values. Every half-term, each class teacher chooses one child to receive a very special certificate, the 'Above & Beyond' award. This is for those children who consistently work hard, give their best in all they do and are an excellent role model to all their peers – quite simply, they go 'Above & Beyond'. A certificate is also presented to a child for excellent attitude and/or effort in PE each week. These achievements are shared on the weekly newsletter for parents.

Self-Regulation

The Zones of Regulation

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others.

The simple, common language and visual structure of the Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



(<https://zonesofregulation.com/index.html>)

Strategies to help us to self-regulate our emotions

At ASJ, we recognise that we can't and won't all be feeling 'Green' and ready to learn all of the time. This is ok, as long as we are prepared to try and do something positive about it. Children learn to think about the physical effect our emotions have on our bodies, consider different triggers and the impact their emotions and actions can have on others. Most importantly we talk about strategies to help move us back into the green zone for optimal learning. The children learn that although there are no 'bad' zones there is a time and place for them all and how to manage these emotions effectively.

If we are not feeling ready to learn, we need to ensure we react in a way which is both respectful and safe!

What strategies can we use if we are not feeling ready to learn?

- Breathing techniques
- Simple yoga or exercises
- Positive self-talk and mindfulness
- Movement breaks
- Having a drink of water or a snack

What strategies can we use if we are feeling angry, frustrated or out of control?

- Close your eyes and take some deep breaths
- Draw lots of clouds and imagine the anger floating away
- Do some star jumps
- Count down from 100.
- Take time out in a quiet and safe place

ALWAYS speak to an adult when you feel your learning is being disrupted or you feel unsafe or feel like someone has been disrespectful.

STOP – REWIND – DON'T REACT - TALK

Strategies to Promote Positive Behaviour

Positive Framing (Taken from Teaching Walkthrus, 2020)

This focuses on high expectations through positive reinforcement. Corrective directions are framed in a positive way.

1) Establish expectations

Children will know what is expected through routines and consistency so that these can be reaffirmed in this approach.

2) Affirm positive responses first

Positive affirmation will be given to those who meet expectations before focusing on those who aren't.

"Well done to this table, you're listening and ready to learn."

3) Frame correction as positive reinforcement

When children don't meet expectations, adults will assert what they want to see.

"A and B, stop talking and turning around."

Becomes...

"A and B, thank you for both looking this way and listening."

Nearly all corrective statements can be framed positively.

4) Give the benefit of the doubt

Students' best intentions will be assumed and emphasis will be placed on what the adult wants to happen.

Teacher: A, thank you for focusing on the task now.

A: But I wasn't even talking.

Teacher: OK, maybe you weren't. But I now need you focused and working hard. Thank you.

This can also be called 'partial agreement'.

Teacher: Maybe that's true but...

5) Assume confusion over defiance

"I wonder if this group did not quite hear the instructions?"

"There seems to be some confusion about our expectations – can we check we have all understood?"

This is transparent for all concerned but keeps corrective language light, friendly and non-confrontational.

Choices and Sanctions

The emphasis will be placed on students making the right choices in full knowledge of the sanctions of the choices they make.

1) Establish the range of formal sanctions

It will be clear when any warnings are given. The range of behaviours which are unacceptable and will receive a sanction are also clear.

2) Use assertive choice direction

If children choose to misbehave, they choose to receive a sanction.

After the use of positive framing, this method will be used.

"A, you can either turn around and focus on your work or complete your work during break."

3) Narrate the sanction

When setting a sanction, it will be explained why. It makes it clear to the child whilst reinforcing expectations to others.

"A, you've continued to talk after the reminder and warning. You will now complete your work during break."

4) Maintain the principle of certainty over severity

Children will all believe adults will follow through and that certain behaviours will definitely lead to sanctions. The severity of a sanction is less critical.

5) Use sanctions judiciously

Consistency will be key in terms of offering sanctions for certain behaviours. However, the focus will always be on encouraging the children to make good choices.

Structure to Follow

Emphasis will be placed on the positive side of behaviour management. However, if positive affirmation does not lead to a positive change in behaviour the following process will be followed:

Step 1: Redirection

Gentle encouragement/guidance

Step 2: Reminder

I noticed you chose to... (noticed behaviour) This is a REMINDER that we need to be Ready/Respectful/Safe. You now have the chance to make a better choice. Thank you for listening.

Example - 'I notice that you're running. This is a reminder that we need to be safe. Show me your wonderful walking. Thank you.'

Step 3: Warning

I noticed you chose to... (noticed behaviour) This is the second time I have spoken to you. If this continues... (reminder of next steps).

Step 4: Time to Reflect/Think

I noticed you continued to choose to... (noticed behaviour)

Classroom: You need some time to think for two minutes after the lesson.

Playground: You need some time to think, spend two minutes standing by the adult/sitting on the picnic bench to reflect/think.

Step 5: Internal Referral

As you have continued to... you will now complete your work outside of the classroom.

If morning, the children will be sent to a partner class to complete work.

If afternoon, the children will complete work independently in the nurture nest.

This will be recorded on CPOMS and parents will be informed.

Step 6: Formal Meeting

This will include involvement of Headteacher and a meeting with parents.

Communication with parents

Informing a parent/carer when concerned about a child's behaviour or emotional wellbeing is essential but low-level disruption or one-off incidents of behaviour do not always need reporting.

If reporting behaviour to parents/carers, this should be done via a phone call home or a conversation at the end of the school day. Behaviour incidents and conversations with parents/carers should be recorded on CPOMS and include follow up actions or discussions. The recording on CPOMS will also allow us to monitor behaviour over a given period of time.

Children with additional/complex behavioural, social and emotional needs

Children with additional needs will benefit from the clear expectations, structures and systems within this policy and will be expected to show that they are ready, respectful and safe whilst being rewarded/sanctioned appropriately.

However, at certain times, certain children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development.

As an inclusive, supportive school, we aim to differentiate for all pupils. This includes those with specific behavioural, social or emotional difficulties, or identified additional needs such as Autistic Spectrum Disorders (ASD).

To ascertain what further support might be needed an **ABC chart** will be completed. This will evidence the Antecedent (what happened leading up to an incident), Behaviour (what this looked like) and the Consequence (what happened after the behaviour occurred). This will enable the team to identify any patterns and put appropriate support in place.

Reasonable adjustments include modifications to the curriculum and its delivery, additional levels of adult support, timetable variations and specific interventions to address the challenges that the child is facing. These interventions could be completed with a child's 1:1 TA or our **Emotional Literacy Support Assistant (ELSA)**.

Such variations and adjustments will be supported by the use of a **Pastoral Support Plan** and, in some cases, a multi-agency approach will be required.

Depending on the nature and origins of the difficulties that any given child faces, adjustments and additional support may well be required for an “intense” period then gradually reduced over time or it may be necessary for the adjustments/support to be ongoing.

Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. As per the mobile phone policy, the phone must be handed to the school office, where it is stored in a basket, upon entering school. It will remain locked away until the end of the day.

Banned Items – As stated in guidance from the DfE

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm.

What happens during a search?

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

Metal detectors

Schools can make pupils go through a metal detector - they do not have to suspect that your child has a weapon. If your child refuses to go through the metal detector, they may be searched by a member of staff.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

Monitoring

Senior leaders monitor behaviour daily. A behaviour learning walk by the Headteacher, or an Assistant Headteacher, will take place regularly and feedback will be provided to all staff. Behaviour records will also be monitored regularly.

Governors will also be presented with an update regarding behaviour and attitudes every term.

Discriminative Behaviour

Any discriminative language or behaviour against disabilities, gender, sex, sexuality, race, religion, or belief should be reported immediately to the safeguarding team and uploaded to CPOMS under the correct categories.

All teachers have a duty to promote the safety and wellbeing of all children and young people in our care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic bullying.

Parents should also be informed of any language or behaviour displayed within school or around the school grounds.

Child-on-Child Abuse

We recognise that child-on-child abuse can occur in any setting. With this in mind, we aim to prevent incidents occurring through the delivery of our curriculum. This provides developmentally appropriate PSHE and RSE which develops children's understanding of acceptable behaviour and keeping themselves safe.

This helps in creating a culture where pupils feel able to share their concerns openly, in a non-judgemental environment, and have them listened to. Our curriculum also provides a robust online safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.

If an incident is reported, a member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

For more guidance, please see our Child Protection Policy.

Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. This guidance is linked below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Suspensions and Exclusions

The Headteacher has the responsibility for giving suspensions or exclusions for serious acts of misbehaviour.

Please see the separate suspensions and exclusions policy for further information.

Review Schedule

Policy Author	Amanda Horsley
Policy Approver	Governors
Current Policy Version	1.0
Policy Effective From	March 2025
Policy Review Date	March 2026

Revision Schedule

Version	Revisions	By whom