



Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



Behaviour Policy

Action	Date	Signature
Policy Written	September 2025	<i>HKChapman</i>
Policy Ratified	17 th October 2025	<i>JWalker</i>
Review Date	September 2027	

Through our love of God and of each other, our children will thrive personally and academically in a happy, safe place of faith and high expectation for all





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



Introduction

As a church school, we aim to offer an enriching education for the children within a Christian framework. We aim to develop an understanding of the Christian faith based on the life and teaching of Jesus Christ, including tolerance and respect towards people of other faiths. We have high expectations of children in both their work and behaviour. We believe that a welcoming and well-ordered environment is the best place to nurture secure and happy learners. We place importance upon the partnership established between home, school and the wider community.

This Policy will be published on the school website: <https://stjohns.demat.org.uk/>

Aims of This Policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a respectful way towards others. We treat all children fairly and apply this Behaviour Policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour in addition to sanctioning bad behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Our ethos is based on respect, resilience, and kindness but also by the expectation that everyone will do his or her best. Our motto is 'EXPECT THE BEST' and we have this emblazoned on our school logo, our main entrance hall notice board, our uniforms and, we hope, in our hearts and minds.

Achieving These Aims

We recognise that a child's behaviour can impact on their own and others learning. This policy is centred around creating a community where children feel safe and are able to achieve their learning potential. We expect high standards of behaviour in all areas of the school environment: classrooms, playground, dinner hall and corridors. The values and beliefs outlined in the aims of the school underpin all the curriculum policies and systems in the school. The adults in the school are expected to provide a positive model in terms of their behaviour and relationships. The curriculum is planned to ensure all children have work at their level and do not cause disruption through having





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



inappropriate tasks. We value, trust and respect the children and expect them to become increasingly self-disciplined, independent and able to take on responsibility for their actions.

Responsibilities

The Governors are responsible for:

Governors are responsible for following the legal guidelines on the school's Behaviour Policy and monitoring and reviewing it. The legal responsibilities for the discipline of the school lie with the governors who have delegated the day to day management to the Headteacher. Parents/carers of an excluded child have a right to make a written representation to the Governing Body. The Governing Body will take steps to consider any such representation.

The staff are responsible for:

- having a good knowledge of the school's Behaviour Policy
- be consistent and fair by applying the behaviour expectations (Appendix B) in *all* situations and to *all* children in the school
- recognising that good behaviour needs to be taught and modelled
- having high expectations of *all* people in the school
- communicating behaviour clearly and effectively with others
- providing a learning experience when dealing with children's behaviour
- clearly rewarding positive behaviour
- separating the child from the behaviour so they understand it is the behaviour choices that need changing
- actively seeking positive relationships with parent/carers
- providing an inclusive curriculum which promotes a high self-esteem

The Senior Leaders are responsible for:

- monitoring the implementation of the Behaviour Policy and its procedures to ensure that it is consistent across the school
- supporting staff with the implementation of the behaviour expectations (Appendix B)
- being available to support teachers communicating with parent/carers

Parent/carers are responsible for:

- supporting the school's Behaviour Policy
- understanding the behaviour expectations (Appendix B)
- talking about school systems and routines at home
- supporting the school's decisions when applying consequences to deal with specific issues or incidents.
- sharing information about what is happening outside of school which may affect their child's behaviour
- being available to discuss their child's behaviour with the school

Parents may be asked to reimburse the school for damage to property.

Children are responsible for:





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



- taking responsibility for their own behaviour
- helping to create a secure environment where everyone can be safe, happy and learn
- demonstrating resilience, respect and kindness
- understanding and following the behaviour expectations (Appendix B)

Promoting Good Behaviour



Throughout the school, a traffic light system is used. Traffic lights are displayed in classrooms with children's names on so they can be moved appropriately.

Children demonstrating positive behaviours for learning will be rewarded in the following ways:

- positive verbal comments
- positive comments on their work
- individual dojo points
- successes shared with the class, SLT and whole school community
- work displayed around school or on the school website
- inform parents verbally of good behaviour
- being named Role Model of the Week
- being awarded a Let's Celebrate certificate for showing respect, resilience, and/or kindness

Individual Dojo Points

Every child in the school demonstrating positive behaviours for learning will be rewarded with dojo points. The total of these individual dojo points will be recorded visually for the children to see. Every ½ term the child in each class with the most dojo points will be rewarded by having lunch with Mrs Soper in her office. The dining table will be dressed with a table cloth, place settings and cutlery making lunch a special occasion for these children.

Classroom Learning

During classroom learning class teachers will always have high expectations of behaviour as outlined in Appendix A. Time will be given across the whole school to ensure the children are taught the behaviour expectations at St John's in order for the children to be successful in their learning. This will also ensure there is consistency for the children.

Break times and Lunchtimes.

If a problem occurs during a break or lunch time it must be dealt with immediately. The member of staff will try to diffuse the situation by listening and talking to the children concerned. The following strategies have been agreed:





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



If a child is behaving in an unacceptable way, they are to be given a verbal warning but if the action is repeated or the warning ignored, then the following measure (in order of increasing severity) will be put into place:

- child to walk round with the teacher/TA/midday supervisor for 5 minutes
- child be given a 'red card' and sent into school to indicate support is needed with a child

If a 'red card' is used, then this must be recorded on BROMCOM. If there are more than 3 incidents recorded in any half term, then the Assistant Headteacher should be informed. If the Assistant Headteacher sees a child more than once in a half term for incidents of bad behaviour, then the parents will be informed.

If there is any fighting/bullying or any other serious incidents of misbehaviour, the child should be brought in immediately to their Phase Leader.

Beyond the school gates

In the case of non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school, the SLT will take a decision on whether this is a disciplinary matter that is best dealt with by the school or should be referred to the child's parents.

Promoting self-esteem

We feel it is essential to develop the self-esteem of all pupils. We are committed to creating a positive atmosphere where children are encouraged at every opportunity and praised for their efforts. Every child at St John's C of E Primary School will be valued and respected, by staff and pupils alike. In order to ensure that all children are treated positively within the classroom, a different member of staff, other than the class teacher, may deal with inappropriate behaviour at break times.

Bullying

At St John's C of E Primary School, we treat any incidents involving bullying extremely seriously. We are aware that it is difficult for any organisation to totally eliminate all bullying but we aim, by having strategies in place, to deal with any problems, by increasing the awareness of all adults who work in school and by involving parents as much as possible, to make such incidents a rarity. Please refer to Anti-Bullying Policy for further guidance.

Monitoring

In order to monitor the implementation and effectiveness of this policy, evidence will be collected in a number of ways, these include:

- consultation with pupils via Members of Parliament
- BROMCOM and CPOMs
- review of Behaviour Support Plans in consultation with parents and Access and Inclusion coordinator (approximately every 6 weeks)
- records of incidents of bullying (BROMCOM and CPOMs)





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



- records of incidents of racist incidents and homophobic incidents (BROMCOM/CPOMS/PRfE)
- suspensions

The Assistant Headteacher is responsible for carrying out the review of the Behaviour Policy. The policy will be reviewed every 2 years.

Appendix A - St John's CofE Primary School Behaviour Flowchart





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



If children show behaviour that is disrupting the learning of others or is disrespectful to others, the following consequences are followed. All staff throughout the school use the same escalating flowchart to ensure consistency between teachers, support staff and supply staff.

 All children start the day on **GREEN** with a focus on demonstrating positive behaviours for learning throughout the day to remain on **GREEN**. Should pupils break the high expectations for St John's (Appendix B), the following course of action will result.
(All children will start on **GREEN** after break and after lunch)

If a child is **not** demonstrating positive behaviours for learning a verbal warning is given with a clear explanation as to why e.g. 'I am giving you a warning for talking and disrupting the learning in the classroom.' The child is also reminded that 'at St John's we Expect The Best.' 'at St John's we are resilient, respectful and kind'

 At this point the child's name remains on the **GREEN** traffic light.

 If the child continues to **not** demonstrate positive behaviours for learning the child's name is moved down to the **ORANGE** traffic light and reminded that this is their last opportunity to make the right choice. The child will be moved within the classroom environment in order to help them correct their behaviours for learning. The child is also reminded that 'at St John's we Expect The Best.' 'at St John's we are resilient, respectful and kind'. If the child corrects their behaviour, then they will be moved back up to green within the lesson. (All children will start on **GREEN** after break and after lunch)

 Should the child choose to ignore the **ORANGE** warning their name is moved down to the **RED** traffic light and they will miss 5 minutes of their playtime/lunchtime. The child is to complete any missed work / have a reflective conversation. If the children continues when on **RED** the class teacher will record the incident on BROMCOM and inform parents. They will miss a **maximum** of 15 minutes of their playtime/lunchtime. (All children will start on **GREEN** after break and after lunch)

If extreme behaviour continues to escalate a member of staff should request the support of the Behaviour and Culture Lead or Mrs Chapman (Assistant Headteacher). Depending on the behaviour the following may happen:

Internal Exclusion - This is where the child will be removed to another classroom or to a senior member of staff, away from their peers, and work for a fixed period of time. This could include missing break or lunchtime play.

Formal fixed term suspension and permanent exclusion – If a child seriously breaches the school's Behaviour Policy the Headteacher may take the decision to suspend or exclude following consultation with County guidelines.

In both situations parents will be informed immediately and the incident will be recorded on CPOMs.

Following a suspension the following actions may be taken – Re-admission meeting held, restorative work, Behaviour Support plans and risk assessments put in place and Involvement of Specialist Teaching Team (STT).

Appendix B – Behaviour Expectations

What good behaviour looks like at St John's and why we care





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



ROUTINES AT ST JOHN'S	
Attendance and punctuality	
What we do as part of the St John's family	Why we do it
✓ We come to school every day and on time	✓ Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back
Walking through and around school	
What we do as part of the St John's family	Why we do it
✓ Teachers will greet us on the playground ✓ When walking through and around school as a class, we walk in a straight line in silence ✓ When walking through and around school independently, we walk quietly ✓ We show our thanks e.g. if someone is holding the door open for us we smile and say thank you ✓ We greet visitors and adults by looking at them and asking them how they are.	✓ Our school is a calm environment ✓ We do not disrupt learning in classrooms ✓ We show respect and kindness ✓ Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Sitting at a desk	
What we do as part of the St John's family	Why we do it
✓ We sit with our backs straight, both feet on the floor, chairs tucked under and our hands clasped resting on the table ✓ When we are working, we sit up straight ✓ When we are on the carpet, we cross our legs and clasp our hands in our laps	✓ It shows us, our peers and our teachers that we are focused and learning ✓ We look successful ✓ Good posture leads to good handwriting
SLANT	
What we do as part of the St John's family	Why we do it
✓ Sit up straight ✓ Listen ✓ Ask and answer questions ✓ Never interrupt ✓ Track the speaker	✓ We look successful ✓ We are listening and concentrating on our teacher who is the expert in the room ✓ Answering questions allows our teachers to deepen our understanding ✓ When we interrupt, we stop people's thought processes and therefore interrupt their learning ✓ Imagine if everyone interrupted; it would be chaos. We put our hand up to speak and never shout out ✓ The speaker knows we are listening to them





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



ROUTINES AT ST JOHN'S	
Presentation in books	
What we do as part of the St John's family	Why we do it
✓ Write the full date e.g. Monday 9th July 2020 ✓ If we are continuing a piece of work, we write the short date ✓ Use the short date in maths books ✓ Underline our date and learning objective with a ruler ✓ Cross out mistakes with a ruler and a single, straight line ✓ In maths we place one number in each box ✓ We never bend our books back ✓ We never doodle in our books ✓ We use our best handwriting at all times.	✓ We know exactly what is expected of us so we can quickly fulfil this task when instructed and do not waste valuable learning time ✓ Our books tell a story about how successful we are ✓ An untidy book sends a message that we do not care about learning
Respect for resources	
What we do as part of the St John's family	Why we do it
✓ We tidy up after ourselves ✓ We never vandalise school property or anyone else's property ✓ We keep our pencils sharp, whiteboard pen lids on and our glue lids on	✓ We are considerate to other ✓ We are respectful ✓ We need to be able to start learning as soon as we enter the classroom
At the end of a lesson	
What we do as part of the St John's family	Why we do it
✓ We leave the classroom immaculate by tidying away our resources ✓ We wait for permission to leave ✓ We tuck our chairs under our desks	✓ When we return, we need to be ready to learn immediately
Outside school	
What we do as part of the St John's family	Why we do it
✓ Our conduct is exemplary outside school	✓ We are creating an image of ourselves that we want to be positive ✓ We are representing the school ✓ We are respectful and kind





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



CONDUCT AND SANCTIONS	
Warnings and Traffic Light System	
What we do as part of the St John's family	Why we do it
✓ We start on the green traffic light every day, after break and after lunch ✓ We are given a warning with an explanation as to why e.g. "I am giving you a warning for talking and disrupting the learning in the classroom." ✓ Children apologise immediately after a warning is received ✓ Our name is moved to the orange traffic light if we continue to make the wrong choice. This is our last opportunity to make the right choice. ✓ If our name is on the orange traffic light and we continue to make the wrong choice our name is moved to the red traffic light and we lose our break or lunch. Our parents will be informed.	✓ Every single child at our school comes to school to learn ✓ Every single child has the same high expectations on conduct and will receive the same consequences ✓ Imagine a school with no rules. Would any learning happen? ✓ Daily practice will make it a habit and it will become who we are ✓ A warning reminds us about our choices and gives us the chance to make a positive change ✓ Our teachers are strict and kind because they care and want us to succeed ✓ We show respect and kindness
We give warnings for	
What we do as part of the St John's family	Why we do it





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



✓ Not using SLANT ✓ Not being quiet anywhere on the school site (<i>excluding playtimes</i>) ✓ Unkindness ✓ Rudeness ✓ Not following instructions ✓ Verbally or physically aggressive incidents ✓ Laughing at someone else's learning ✓ Defiance	✓ We have disrupted our learning as well as our peers ✓ Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back ✓ We are responsible for our actions and must take ownership for our mistakes ✓ If everyone shouted it would be an unpleasant environment to be in ✓ Being unkind can cause someone else to be upset ✓ When we don't follow instructions, it looks like we are reluctant to do what an adult instructs which is disrespectful ✓ We must learn self-control to manage ourselves when we are upset rather than lashing out ✓ In order to learn, you make mistakes along the way ✓ Laughing at someone is unkind ✓ We are respectful and follow instructions the first time
--	---





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



CONDUCT AND SANCTIONS	
Dealing with consequences	
What we do as part of the St John's family	Why we do it
✓ We respond to consequences with self-control ✓ If we are upset, we do not let this show on our faces or through our body language ✓ We take responsibility for what <u>we</u> have done ✓ We never blame others ✓ We never make excuses for our actions	✓ When we take responsibility for the mistakes we have made, we can learn from them ✓ We are interested in ourselves becoming good people
Kindness	
What we do as part of the St John's family	Why we do it
✓ We give compliments ✓ We share ✓ We hold the door open for others ✓ We include others in our games ✓ We ask adults how they are and how their day is	✓ Being kind makes us feel positive, and when we are positive we are happy, and when we are happy we achieve ✓ The ramifications of unkindness leading to unhappiness and anxiety ✓ If we see someone being unkind we stand up to them by informing a teacher
Gratitude	
What we do as part of the St John's family	Why we do it
✓ Thanking those who have taught us ✓ Thanking people who show us kindness ✓ Thanking our families for what they do for us	✓ Our teachers have worked hard to teach us and gratitude leads to positivity ✓ When someone shows us gratitude, we feel energetic, enthusiastic and happy ✓ We feel positive towards the person who has shown us gratitude ✓ There are many people who have less than us so we must be thankful for everything that we have ✓ We have so many reasons to be grateful: many children do not have a rich education filled with reading, writing, maths, science, art, music, PE etc. ✓ We are grateful that we are in a school that is strict and kind which allows us to continuously learn and succeed





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



CONDUCT AND SANCTIONS	
Courtesy	
What we do as part of the St John's family	Why we do it
✓ We hold the door open for others ✓ When someone asks us how we are, we tell them how they are in return	✓ Intellectual achievement and politeness are needed for success ✓ It makes the person we interact with feel
COLLECTIVE WORSHIP	
Entering and exiting	
What we do as part of the St John's family	Why we do it
✓ We walk in silence ✓ We make eye contact when we speak	✓ When we aren't courteous, we are considered rude ✓ We are not wasting valuable learning time
Sitting	
What we do as part of the St John's family	Why we do it
✓ We sit in silence (where possible) ✓ We sit up straight ✓ We keep our hands in our laps ✓ We do not engage in non-verbal communication ✓ We work hard ✓ We focus on the speaker ✓ We commit to our learning ✓ We contribute to Collective Worship as instructed by the speaker. ✓ We respect the learning of our peers ✓ We join together in prayer and singing	✓ We are respectful to the presenter ✓ We look successful ✓ We are listening and concentrating on our teacher who is the fountain of knowledge ✓ The speaker knows we are listening to them ✓ Nobody is born intelligent ✓ Intelligence comes from hard work ✓ We can see what we don't know and focus on revising this ✓ Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners
Learning BEHAVIOURS	
Learning at our school	
What we do as part of the St John's family	Why we do it
✓ At home we practise reading to and with our parents ✓ At school we read carefully when asked to ✓ We challenge ourselves with our text choices but 'enjoy' reading.	✓ Without practice we will not improve our decoding and fluency ✓ Reading a variety of books improves our writing, vocabulary and general knowledge
Reading	
What we do as part of the St John's family	Why we do it
✓ We complete it fully ✓ We complete homework to a high standard ✓ We present our homework neatly ✓ If we struggled on a piece of homework, we can speak to our teacher	✓ Homework allows us to revise what we have learnt and commit it to long-term memory ✓ We work hard and complete the task fully to make it purposeful
Homework	
What we do as part of the St John's family	Why we do it





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



UNIFORM	
Uniform	
What we do as part of the St John's family	Why we do it
✓ Grey or black - skirt, trousers or shorts (no joggers) ✓ White or light blue - polo shirt or shirt/blouse – with or without school logo ✓ Blue sweatshirt or cardigan ✓ Footwear – sturdy black school shoes (not trainers) ✓ Grey or black – tights (not leggings) ✓ Blue and white checked dresses ✓ Smartness and high standards of appearance are expected at all times ✓ No jewellery except small stud earrings ✓ No nail varnish ✓ No make up ✓ No head scarves unless for religious reasons ✓ Our tops are tucked in ✓ If you are not wearing the correct school uniform, your parents will be called.	✓ We look smart ✓ We have the correct mindset to learn ✓ We want someone to look at us and think that we are successful ✓ If our uniform is a mess, it sends out a message that we don't care and that we aren't successful

PE Uniform	
What we do as part of the St John's family	Why we do it
✓ Trainers or plimsolls ✓ Plain shorts ✓ Plain t-shirt ✓ Plain tracksuit top and bottoms ✓ If PE kit has been forgotten, parents will be contacted.	✓ We look smart ✓ We have the correct mindset to learn ✓ We want someone to look at us and think that we are successful ✓ If our uniform is a mess, it sends out a message that we don't care and we aren't successful





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



PE	
Changing for PE	
What we do as part of the St John's family	Why we do it
✓ We get changed for PE in our classrooms ✓ We get changed with urgency ✓ We leave our belongings on our chairs, neatly folded ✓ We get changed quietly within a time limit	✓ Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back ✓ We know where our belongings are and they don't get lost
Outdoor PE	
What we do as part of the St John's family	Why we do it
✓ When we get to the playground or field, we sit in a circle in silence ✓ We do not shout or scream in PE	✓ We are able to focus on our teacher ✓ We do not miss any learning time ✓ Our teacher will think that we are injured ✓ People playing the game will not be able to hear the communication with their teammates ✓ We will not be able to hear our teacher's instructions
Indoor PE	
What we do as part of the St John's family	Why we do it
✓ When we get to the hall, we take our shoes and socks off, line them up against the wall in the order of our line ✓ We sit in a circle in silence ✓ We do not shout or scream in PE	✓ We are able to focus on our teacher ✓ We do not miss any learning time ✓ If we stay in a line, it is easier to find our shoes at the end of the lesson ✓ Our teacher will think that we are injured ✓ People playing the game will not be able to hear the communication with their teammates ✓ We will not be able to hear our teacher's instructions
Responding to the whistle	
What we do as part of the St John's family	Why we do it
• When the whistle is blown once, we stop what we are doing, put our equipment on the floor in front of us and look at our teacher • When the whistle is blown twice, we return to the circle with our equipment and sit down and look at the teacher	✓ Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back. ✓ It is hard for a teacher to communicate across a large area





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



PE	
Sportsmanship	
What we do as part of the St John's family	Why we do it
✓ When we are assigned a group in PE, we do not let our body language show excitement or disappointment ✓ We are honest with scoring ✓ We work as a team by: taking turns, listening to others, showing kindness ✓ We congratulate those who have won even when we are disappointed ✓ We do not let our body language show disappointment ✓ We do not boast about our wins	✓ We are in PE to learn ✓ We must learn to work with people who are not our friends ✓ We are honest and trustworthy ✓ Everyone needs to work together to succeed in team games ✓ We are kind people
Resources	
What we do as part of the St John's family	Why we do it
✓ We take care of equipment	✓ The equipment belongs to the school and is expensive to replace ✓ We need to look after things so that future year groups get the pleasure of using them





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



Break and Lunchtime	
Playing	
What we do as part of the St John's family	Why we do it
✓ We do not kick, push, or grab other people when we are playing ✓ We walk away or alert an adult if an argument arises ✓ Support Staff and Midday Supervisors on playground duty will teach us games	✓ We do not want to hurt anyone else ✓ We use our self-control so that we don't overreact ✓ We are respectful and kind
Reflection Area	
✓ We will enter the Reflection Area by walking in silence ✓ We will remain silent in the Reflection Area ✓ We will sit down in the Reflection Area	✓ Our Reflection Area is a calm and reflective environment ✓ It is respectful ✓ We are considerate to other
Going to the hall for lunch	
✓ When my class is called for lunch we will walk to the designated point and line up quietly. ✓ We answer, "Yes Miss/Mr/Mrs_____", when our name is called in the lunch register ✓ We will walk quietly to the dinner hall ✓ We will line up in a straight line and quietly ✓ We will always walk in the dinner hall ✓ We will sit at a table ✓ We will remain at the table until we have finished eating ✓ We will clear everything up (table and floor) after we have finished eating ✓ We will use indoor voices in the dinner hall	✓ We want everyone to be safe in the dinner hall ✓ We want to create a pleasant environment for us to enjoy our lunch
Lining up at the end of break or lunchtime	
What we do as part of the St John's family	Why we do it
✓ When the first whistle is blown - we stop what we are doing, put any equipment down, stand still and are silent ✓ When the second whistle is blown - we walk in silence to our class line ✓ If we have any equipment we return it in silence and then walk to our class line ✓ We line up in silence	✓ We go back to our classrooms with urgency so we do not miss any learning time ✓ We do not want to knock other children in the playground



Appendix C - St John's CE Primary Reflection Form

Name:	
Date:	
This is what I did:	
This behaviour is not okay because:	
This is how I felt:	bored mad sad scared lonely happy confused other -
Next time I will:	
I have apologised for my actions:	Yes No
Signed by member of staff.	



Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



Appendix D – St John's Behaviour Promise

The St John's family are...

RESPECTFUL by

- being thoughtful
- being patient
- being silent when walking around the school
- SLANTing in lessons and Collective Worship

LOVING ONE ANOTHER by

- being kind
- caring for and helping one another across the school
- being polite

RESILIENT by

- being hard working
- verbalising our emotions safely
- being the best ME I can be
- believing in yourself
- always engaging in our challenging learning



THIS IS OUR PROMISE





Headteacher: R Soper BA (Hons) PGCE
Chair of Governors: J Walker

Deputy Headteacher: J Morrish BA (Hons) PGCE
Assistant Headteacher H Chapman BEd (Hons) MA NASENCo Award



Appendix D – SLANT Poster for classrooms

Sit up straight

Listen

Ask and answer questions

Never interrupt

Track the speaker

