



Behaviour Policy

Action	Date	Signature
Policy Written	September 2025	HKChapman
Policy Ratified	17 th October 2025	JWalker
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













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















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:















- 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:















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 <u>must</u> 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)













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- records of incidents of racists 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













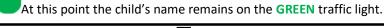


If children show behaviour that is disrupting the learning of others or is disrespectful to others, the following consequences are followed. All staff throughout the school use the same escalating flowchart to ensure consistency between teachers, support staff and supply staff.

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 fo St John's (Apppendix B), the following course of action will result.

(All children will start on GREEN after break and after lunch)

If a child is <u>not</u> 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'



If the child continues to <u>not</u> demonstrate positive behaviours for learning the child's name is moved down to the <u>ORANGE</u> 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 <u>GREEN</u> 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 <u>maximum</u> 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



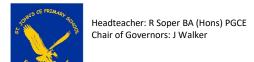














ROUTINES AT ST JOHN'S					
Attendance and punctuality					
What we do as part of the St John's family	Why we do it				
We come to school every day and on	Every second of learning lost builds to				
time	minutes, hours, days and weeks of lost				
	learning time that you will never get ba	ck			
Walking throu	h 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	Our school is a calm environment				
When walking through and around	We do not disrupt learning in classroom	าร			
school as a class, we walk in a straight	We show respect and kindness				
line in silence	Every second of learning lost builds to				
When walking through and around	minutes, hours, days and weeks of lost				
school independently, we walk quietly	learning time that you will never get ba	ck.			
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.					
	g 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	It shows us, our peers and our teachers	that			
on the floor, chairs tucked under and our	we are focused and learning				
hands clasped resting on the table	We look successful				
When we are working, we sit up straight	■ Good posture leads to good handwriting	g			
When we are on the carpet, we cross our					
legs and clasp our hands in our laps					
	LANT				
What we do as part of the St John's family	Why we do it				
Sit up straight	We look successful				
Listen	We are listening and concentrating on o	our			
Ask and answer questions	teacher who is the expert in the room				
Never interrupt	Answering questions allows our teacher	rs to			
Track the speaker	deepen our understanding				
	When we interrupt, we stop people's th	ought			
	processes and therefore interrupt their				
	learning				
	Imagine if everyone interrupted; it wou	ld be			
	chaos. We put our hand up to speak and	d			
	never shout out				
	The speaker knows we are listening to t	hem			

















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 					
	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 					
	nd 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 					



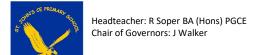














CONDUCT AND SANCTIONS					
Warnings and Traffic Light System					
What we do as part of the St John's family	Why we do it				
We start on the green traffic light every day,	Every single child at our school comes to				
after break and after lunch	school to learn				
We are given a warning with an explanation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



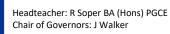














- Not using SLANT
- Not being quiet anywhere on the school site (excluding playtimes)
- Unkindness
- Rudeness
- Not following instructions
- Verbally or physically aggressive incidents
- Laughing at someone else's learning
- Defiance

- 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



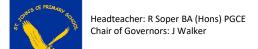














	CONDUCT AND SANCTIONS					
	Dealing with consequences					
\	What we do as part of the St John's family		Why we do it			
$\mathbf{\hat{v}}$	We respond to consequences with self-	\mathbf{v}	When we take responsibly for the mistakes			
	control		we have made, we can learn from them			
$\mathbf{\hat{V}}$	If we are upset, we do not let this show on	\mathbf{V}	We are interested in ourselves becoming			
	our faces or through our body language		good people			
\mathbf{Y}	We take responsibility for what we have					
	done					
¥	We never blame others					
***	We never make excuses for our actions					
	Win al		_			
	Kind	nes				
\ \(\)	What we do as part of the St John's family We give compliments	V	Why we do it Being kind makes us feel positive, and			
$\mathbf{\hat{v}}$	We share	-	when we are positive we are happy, and			
$\mathbf{\hat{v}}$	We hold the door open for others		when we are happy we achieve			
$\mathbf{\hat{V}}$	We include others in our games	\mathbf{v}	The ramifications of unkindness leading to			
$\mathbf{\hat{V}}$	We ask adults how they are and how their		unhappiness and anxiety			
C 37	day is	$\mathbf{\hat{v}}$	If we see someone being unkind we stand			
	ddy 13	4.27	up to them by informing a teacher			
			sp se seems yesg a seems.es			
	Grati	itud	e			
V	What we do as part of the St John's family	Why we do it				
$\mathbf{\hat{V}}$	Thanking those who have taught us	$\mathbf{\hat{V}}$	Our teachers have worked hard to teach us			
\mathbf{v}	Thanking people who show us kindness		and gratitude leads to positivity			
\mathbf{V}	Thanking our families for what they do for	\mathbf{V}	When someone shows us gratitude, we			
	us		feel energetic, enthusiastic and happy			
		\mathbf{Y}	We feel positive towards the person who			
			has shown us gratitude			
		\mathbf{Y}	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.			
		S	We are grateful that we are in a school			
			that is strict and kind which allows us to			
			continuously learn and succeed			

















CONDUCT AN	D SANCTIONS			
Cour	tesy			
What we do as part of the St John's family	Why we do it			
We hold the door open for others	Intellectual achievement and politeness			
When someone asks us how we are, we	are needed for success			
COLLECTIV	E WORSHIP			
Entering a	nd exiting			
What we do as part of the St John's family	Why we do it			
We walk in silence cues e.g. they will look us in the eye when	We are not wasting valuable learning time considered rude			
thou are ready to communicate Sitt	ing			
What we do as part of the St John's family	Why we do it			
Where possible)	We are respectful to the presenter			
We sit up straight I FARNING B	We look successful			
We keep our hands in our laps	We are listening and concentrating on our			
We do not engage in non-verbal What we do as part of the St John's family	teacher who is the fountain of knowledge			
We work hard	The speaker knows we are listening to Nobody is born intelligent			
We focus on the speaker We commit to our learning	Intelligence comes from hard work			
We commit to our learning We contribute to Collective Worship as we respect the learning of our peers instructed by the speaker.	We can see what we don't know and focus			
	on revising this			
We join together in prayer and singing	Having this knowledge makes us successful			
	as we can engage in conversations, ask and			
	answer questions and become lifelong			
	learners			
Rea	ding			
What we do as part of the St John's family	Why we do it			
At home we practise reading to and with	Without practice we will not improve our			
our parents	decoding and fluency			
At school we read carefully when asked to	Reading a variety of books improves our			
We challenge ourselves with our text	writing, vocabulary and general knowledge			
choices but 'enjoy' reading.				
Homework				
What we do as part of the St John's family	Why we do it			
We complete it fully	Momework allows us to revise what we			
We complete homework to a high	have learnt and commit it to long-term			
standard	memory			
We present our homework neatly	We work hard and complete the task fully			
If we struggled on a piece of homework,	to make it purposeful			
we can speak to our teacher				



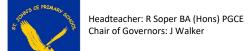














UNIFORM						
Uniform						
What w	e do as part of the St John's family	Why we do it				
🔽 Grey o	r black - skirt, trousers or shorts (no	$\mathbf{\hat{V}}$	We look smart			
joggers	5)	\mathbf{v}	We have the correct mindset to learn			
White	or light blue - polo shirt or	\mathbf{v}	We want someone to look at us and think			
shirt/b	louse – with or without school logo		that we are successful			
S Blue sv	veatshirt or cardigan	\mathbf{v}	If our uniform is a mess, it sends out a			
	ear – sturdy black school shoes (not		message that we don't care and that we			
trainer	s)		aren't successful			
🔽 Grey o	r black – tights (not leggings)					
Blue ar	nd white checked dresses					
Smartr	ness and high standards of					
appear	ance are expected at all times					
No jew	ellery except small stud earrings					
No nai	varnish					
No ma	ke up					
No hea	d scarves unless for religious					
reason	S					
Our to	ps are tucked in					
🔽 If you a	are not wearing the correct school					
uniforr	n, your parents will be called.					

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

















PE PE						
Changir	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	Every second of learning lost builds to minutes, hours, days and weeks of lost					
We leave our belongings on our chairs, neatly folded	learning time that you will never get back We know where our belongings are and					
We get changed quietly within a time limit	they don't get lost					
Outde	oor 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 silenceWe 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					
Indo	instructions or 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 					
	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 					

















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 				
	urces				
	Why we do it				
What we do as part of the St John's family 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				

















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



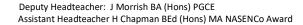














Appendix C - St John's CE Primary Reflection Form

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.							















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

















Appendix D – SLANT Poster for classrooms

Sit up straight Listen Ask and answer questions Never interrupt Track the speaker











