

St John's



CE ACADEMY

SJO BEHAVIOUR PROCEDURES

Be Respectful • Be Kind • Be Courageous

“Strong culture begins with clear expectations that are consistently taught, modelled and practised.”

- Doug Lemov

SJO BEHAVIOUR PROCEDURES

Be Respectful. Be Kind. Be Courageous.

At St John's CE Academy, our approach to behaviour is grounded in our Christian values of **Respect, Kindness, and Courage**. We seek to create an environment where every student **grows** in wisdom and character, **flourishes** in a vibrant community, and is empowered to **fly** beyond expectations. This reflects our commitment to helping all **"live life in all its fullness"** (John 10:10).

Our behaviour model is built around the six pillars of our all-through 2–16 framework (Curriculum, Connection, Communication, Care, Character, and Compliance), and is deliberately shaped in response to the needs, aspirations, and context of the community we serve. It is not an isolated system, but a fully embedded approach that underpins every aspect of school life.

We believe that positive behaviour is taught, modelled, and embedded over time. As an all-through school serving ages 2 to 16, we provide a framework that evolves with students' developmental stages. Every part of the school day is intentionally designed to be age-appropriate, predictable, and inclusive, promoting clarity, consistency, and shared responsibility from EYFS to Year 11.

Staff receive ongoing training and support in behaviour leadership. Expectations are taught explicitly and reinforced consistently, so students understand not only what is expected, but why it matters. We do not assume students already know what to do, nor do we sanction behaviours that have not been taught.

For us, behaviour is not just about rules. It is about forming character, building culture, and supporting every child to become the best version of themselves, together!

CONNECTION

Building trust, safety, and belonging through structure and relationships.

Exceptional behaviour is built on strong, trusting relationships between students, staff, families, and the wider community. At St John's, we recognise that connection is not only emotional but also structural. Predictable routines, consistent expectations, and a calm adult presence provide the psychological safety students need to feel secure, respected, and ready to learn.

Relational practices, such as greeting students by name, daily tutor check-ins, and visible staff presence, foster a culture where every student feels seen, known, and valued. These small, consistent interactions lay the foundation for trust and mutual respect. Social spaces are deliberately structured and supervised to encourage positive, inclusive relationships. Clear expectations during transitions and out-of-lesson times reduce conflict and support a calm, respectful atmosphere.

Partnerships with families, open communication, and regular celebration of student success further reinforce our shared commitment to each child's wellbeing, personal development, and behaviour. Our approach is rooted in our spiritual understanding of co-humanity, our deep responsibility to one another.

CHARACTER

Encouraging participation, service, leadership, and respectful conduct.

Character is nurtured through opportunities that promote responsibility, leadership, and service. Students are encouraged to take ownership of their actions and contribute positively to school life. Leadership is inclusive and intentional, with every student given the chance to lead, building empathy, accountability, and teamwork.

Through service and social responsibility, students develop awareness of their impact on others and their role in the wider community. This fosters values such as justice and righteousness, central to our school's spiritual ethos. Collective Worship reinforces this by providing space for reflection, stillness, and personal growth. Rooted in

Christian tradition and open to all, it invites students to explore compassion, fairness, and integrity, shaping the foundation for respectful behaviour and thoughtful choices.

We prioritise student voice and offer genuine opportunities to influence school life. This shared responsibility builds a culture of belonging, respect, and pride. Enrichment activities, clubs, and cross-phase experiences strengthen connections and promote mutual respect across age groups. We work actively to remove barriers so that every student, regardless of background or need, can participate fully and meaningfully in all aspects of school life.

CURRICULUM

Focusing on learning, expectations, and academic success.

Our curriculum is designed with inclusion at its core. Each lesson is built on clear, fair expectations and routines that are explicitly taught, practised, and reinforced. A shared language and consistent classroom structures create a predictable environment where students feel safe, focused, and ready to learn. This clarity reduces cognitive load, limits disruption, and ensures learning time is used effectively. Teachers model care, belief, and ambition for every student, using positive reinforcement to build confidence and celebrate effort. Challenge and support are carefully balanced so that all learners experience success.

High engagement is key to promoting positive behaviour and a collaborative classroom culture. Tasks are purposeful and relevant, helping students stay motivated and find meaning in their learning. Structured peer work and guided talk encourage active participation, respectful communication, and shared responsibility, deepening both understanding and connection. When expectations are not met, a stepped, proportionate response addresses issues promptly while protecting the learning of others. At St John's our collective belief is that no single individual has the right to disrupt the education of others.

CARE

Promoting wellbeing, readiness, and structured support for all.

Pastoral care is central to our behaviour approach. We are committed to meeting each student's emotional, social, and academic needs, with proactive, structured support prioritised, especially for those facing challenges. Clear systems are in place to identify and respond to concerns around behaviour, attendance, bullying, or wellbeing.

When issues arise, targeted interventions are introduced promptly to provide appropriate support and prevent escalation. Students returning from absence, exclusion, or alternative provision follow clear reintegration plans to ensure a structured and positive return to school life. Restorative practices help students reflect, rebuild trust, and re-engage with learning and community, supporting both personal growth and spiritual development.

We uphold firm but fair processes when addressing repeated poor behaviour. Where concerns persist despite intervention, we work closely with families to review whether St John's remains the right setting to meet the student's needs. In all cases, we focus on securing the best outcome for the individual while protecting the calm, respectful environment that allows all students to thrive.

COMMUNICATION

Promoting respectful dialogue and resolving concerns constructively.

Clear, open communication with families is essential to promoting positive behaviour. We maintain transparent systems so students and families know how to raise concerns, access support, and stay informed. When issues arise around behaviour, wellbeing, or engagement, we follow up promptly to ensure families are informed of next steps.

Restorative dialogue is used to address concerns collaboratively, fostering trust, accountability, and shared responsibility. While differences of opinion may occur, all members of our community, staff, families, and students, are expected to engage respectfully and professionally. Staff model this in all interactions, reinforcing our values through everyday actions, and we expect the same from everyone connected to the school.

COMPLIANCE

Upholding high standards through policies, care for the environment, and shared responsibility.

Compliance underpins a calm, safe, and respectful school environment. We provide a brand-new, well-resourced setting that reflects the high standards we expect, promoting pride, responsibility, and care for shared spaces. Clear policies, well-defined roles, and consistent procedures ensure all staff act with confidence, professionalism, and accountability. Safeguarding, GDPR, and behaviour protocols are embedded in daily practice, with all adults following routines that protect wellbeing, uphold fairness, and minimise disruption.

Our policy framework is aligned, transparent, and regularly reviewed in light of statutory guidance, external evaluation, and the evolving needs of our school community. Staff receive comprehensive training to ensure expectations are applied consistently and fairly. Robust systems for logging, escalation, and oversight, underpinned by strong governance and a culture of continuous improvement, secure high standards and sustain a purposeful, respectful climate for learning across all phases of the school.

Through our behaviour policy, we aim to ensure that:

- The school remains a calm, orderly, and a professional learning environment for all
- All students and staff are safe, and feel safe, both in school and beyond.
- Movement around the building is smooth and purposeful, ensuring corridors feel safe and time is used effectively.
- Learning time is protected and not lost due to disruption.
- Students show respect for staff, peers, and the wider community.
- Sanctions are applied fairly, consistently, and in line with our expectations.
- Positive values, character traits, and good habits are regularly praised and rewarded.
- The school community's reputation is protected and strengthened.
- Students leave St John's as respectful, kind, and courageous young people.

SJO ROUTINES & EXPECTATIONS

CONNECTION:

Building trust, safety, and belonging through structure and relationships.

Movement and Transition

Orderly transitions support safety and maintain a respectful atmosphere throughout the school. Clear guidance ensures movement is calm and purposeful, preventing disruption and reinforcing positive habits. This consistency helps students stay focused and protects valuable learning time.

Student expectations:

- Students are considerate of others, especially in confined or busy areas. **C – Consider others**
- Students walk and pass others on the left-hand side at all times to ensure a safe and orderly flow of movement. **A – Always walk on the left of others**
- Students use low voices when moving independently. When accompanied or directed by staff, they walk silently in single file to minimise disruption. **L – Low voices only**
- Students move promptly and directly to their destination without stopping unnecessarily or causing distractions. **M – Move quickly and directly**

Break and Mealtimes

Mealtimes should be calm, respectful, and inclusive. Routines around queuing, eating, and tidying up help maintain a welcoming environment and encourage personal responsibility. This structure supports positive interactions and reinforces shared values in communal spaces.

Student expectations:

- Students eat only in designated spaces during allocated times. **E – Eat in right place/right time**
- Students take responsibility for tidying their area and disposing of rubbish appropriately. **A – Always tidy up after yourself**
- Kind and respectful behaviour is expected at all times, including using quiet voices. **T – Take care of the space and others**
- Only still water is permitted; fizzy and energy drinks are banned on school premises. **S – Still water only**

Shared Social Spaces

Social spaces must be used considerately to ensure they remain safe and inclusive. Expectations around behaviour, movement, and care for the environment help students enjoy free time while upholding the standards of a respectful community. These routines protect both wellbeing and school culture.

Staff and student expectations:

- No physical contact, rough play, inappropriate language, or unkind behaviour is allowed. **R – Respect the space and others**
- Students follow all break, lunch, and toilet routines calmly and responsibly. **E – Everyone's responsibility**
- Staff supervise shared spaces continuously; instructions must be followed promptly. **S – Staff are supervising**

- Toilets are to be used at break or lunch unless medical permission or passes are held. **T – Toilets at break and lunch**

Daily Greetings and Interactions

Everyday courtesies lay the foundation for a positive school climate. Simple routines such as greetings, eye contact, and polite language build mutual respect and emotional awareness. These small actions foster strong relationships and model the behaviours we value.

Staff and student expectations:

- Greet others warmly with genuine interest and kindness. **H – Hi, how are you?**
- Make respectful eye contact to show engagement and connection. **E – Eye contact**
- Listen briefly and acknowledge others' responses attentively. **L – Listen briefly**
- Use a warm and friendly tone to foster a positive atmosphere. **L – Light tone**
- End interactions with a positive send-off like "Take care" or "Have a great day." **O – Offer a positive send-off**

Manners and Politeness

Politeness is a habit that shapes respectful character. Through consistent modelling and clear expectations, students learn to communicate with care and consideration. These behaviours prepare them not just for school, but for life beyond it.

Student expectations:

- Use polite forms of address when speaking to staff and adults. **S – Sir / Miss**
- Say "thank you" to express appreciation and respect. **T – Thank you**
- Use "excuse me" to politely get attention or move through spaces. **E – Excuse me**
- Say "please" when making requests. **P – Please**
- Smile to contribute to a kind and welcoming environment. **S – Smile**

Conduct Beyond School

Students are ambassadors for the school at all times, on the way to and from school, in the community, and online. High standards of conduct beyond the gates reflect our values and build public trust. Positive behaviour outside school strengthens pride in being part of St John's.

Student expectations:

- Remember that you represent yourself, your family, and the school wherever you go. **R – Remember who you are**
- Act in ways that positively reflect St John's values and reputation. **E – Every action reflects the school**
- Use polite language and respectful manners in all interactions. **P – Polite at all times**
- Respect public spaces by avoiding littering, damage, or disturbance. **R – Respect public spaces**
- Recognise that behaviour in uniform is highly visible and impacts the whole school community. **E – Expect to be noticed**
- Show visible kindness and helpfulness in the wider community as you would in school. **S – Show visible kindness**
- Live out the school's values of Respect, Kindness, and Courage at all times. **E – Enact our values**
- Understand that any misconduct in uniform will be treated as a school behaviour matter. **N – No misconduct**
- Take pride in your appearance and conduct to positively represent St John's. **T – Take pride in St John's**

Recognition Culture – Celebrating Effort and Building Belonging

Celebrating effort, progress, and values strengthens motivation and connection. Recognition creates a culture where students feel noticed, appreciated, and inspired to contribute positively. It reinforces the behaviours and attitudes that build a thriving school community.

Staff expectations:

- Notice positive behaviour in every setting, corridors, classrooms, and informal conversations, and acknowledge it in the moment. **C – Catch it**
- Praise students aloud kindly, clearly, and frequently, naming the specific behaviour being recognised. **A – Acknowledge it**
- Provide rewards that feel fair and meaningful, focusing on effort, kindness, and personal growth. **R – Reward it**
- Make recognising positive behaviour an everyday habit, consistent and intentional, without exception. **E – Everyday effort**
- Create a culture where every student feels seen, valued, and part of something larger, all day, every day. **S – Strengthen belonging**

End of the Day

A calm finish supports a safe and respectful departure. Clear expectations for dismissal reduce congestion, encourage positive conduct, and ensure students leave on a positive note. This consistent approach maintains safety and reinforces the structure built throughout the day.

- Students collect their phones only at the designated time and place. Phones must remain switched off and out of sight until they have exited the school grounds. **L – Leave phones off and away until fully off-site**
- Staff are positioned at key exits to ensure a calm, orderly departure. Students are expected to leave respectfully, without lingering or causing disruption. Students may only remain on site if they are attending a supervised after-school activity, such as:
 - Enrichment clubs
 - Scheduled academic intervention or reflection**E – Exit calmly under supervision**
- Students attending enrichment, library, intervention, or reflection must go directly to that location. **A – Attend supervised activity only**
- Students being collected by car must meet families in a safe location that does not block access or create congestion near the school entrance. **V – Vehicle pick-up must be safe and sensible**
- Students required to attend after-school reflection are walked calmly to the designated space by a staff member. Walking away from a supervising adult is treated as an act of non-compliance and will result in further sanction. **E – Escorted to reflection if required**

CHARACTER

Encouraging participation, service, leadership, and respectful conduct.

Enrichment Participation

Enrichment helps students discover new interests, deepen relationships, and grow in self-belief. Regular participation broadens horizons and nurtures a sense of belonging. These experiences build curiosity, teamwork, and resilience, essential qualities that contribute to positive behaviour and holistic development.

Student expectations:

- Participate in at least one enrichment activity each term to broaden experiences and foster belonging. **A – Attend at least one club**
- Commit consistently to chosen activities to develop skills, resilience, and enjoyment. **C – Commit to regular participation**
- Keep a record of participation and reflect on personal growth and learning. **T – Track your involvement and reflect**
- Include and support others, promoting teamwork and inclusivity. **I – Include others and work as a team**
- Value opportunities to try new hobbies, skills, and interests. **V – Value opportunities to try something new**
- Fully embrace enrichment activities to enrich character and personal development. **E – Embrace it**

Student Leadership

Leadership at St John’s is grounded in responsibility and service. Students are encouraged to lead by example, contribute actively, and influence their environment with integrity. With clear guidance, leadership roles empower students to communicate effectively, act with purpose, and build a culture of pride and shared ownership.

Student expectations:

- Listen openly to others’ ideas and feedback, valuing different perspectives. **L – Listen to others’ ideas and feedback**
- Engage positively and take responsibility for your leadership role with commitment. **E – Engage positively in your role**
- Act responsibly, modelling exemplary behaviour, attitude, and uniform standards. **A – Act responsibly and set an example**
- Develop leadership skills such as communication, organisation, and problem-solving. **D – Develop your skills and confidence**
- Encourage and support peers to participate and lead alongside you. **E – Encourage peers to participate**
- Represent your tutor group and the school community with pride and integrity. **R – Represent your Tutor/Year/School**

Character Awards

Our Character Awards recognise the attitudes and actions that reflect our school values. By celebrating growth in Service, House, Academic, Physical, and Enrichment contributions, we affirm that how students behave, contribute, and grow matters as much as what they achieve. This consistent recognition strengthens self-awareness and pride.

Student expectations:

- Make a positive impact on others through acts of kindness, leadership, and service within school and the wider community. **S – Service**
- Show commitment, teamwork, and pride by actively engaging in house competitions, events, and community-building opportunities. **H – House**
- Take ownership of your learning by showing consistent effort across all academic subjects. **A – Academic**
- Demonstrate a commitment to health, wellbeing, and physical activity through sport, exercise, and healthy habits. **P – Physical**
- Participate fully in enrichment activities that develop your interests, creativity, and personal growth beyond the classroom. **E – Enrichment**

Gathering Together

Assemblies bring the school community together to reflect, recognise achievement, and reinforce shared values. They model clear expectations and routines, helping students understand how we behave and support one another.

Regular gatherings strengthen unity, set the tone, and build a calm, respectful atmosphere that carries through the day.

Student expectations:

- Arrive and exit in silence, showing respect and readiness to engage.
 - Sit together with your tutor group or class alongside your teacher.
 - Pay attention to speakers by tracking and listening actively.
 - Take time to reflect and celebrate the achievements of others thoughtfully.
- S – Silent arrival and exit**
T – Together with your group
A – Attention on the speaker
R – Reflect and recognise others

Collective Worship

Daily Collective Worship provides a moment of calm, connection, and contemplation. Whether through assemblies, tutor time, or classroom reflection, it nurtures empathy, thoughtfulness, and shared values. Rooted in Christian principles and inclusive of all beliefs, it fosters a reflective culture that supports respectful behaviour and a caring school community.

Student expectations:

- Students are expected to engage thoughtfully with the themes presented, allowing space for inspiration and reflection.
 - Students show respect for the inclusive nature of Collective Worship, understanding that everyone may engage differently.
 - Students reflect on their own values (mirrors), consider others' perspectives (windows), and think about how they can act positively (doors).
 - Students are invited, but never required, to engage in stillness, prayer, or reflection in a calm and respectful way.
 - Students are invited, but never required, to pray or reflect. All are expected to respect the moment by sitting silently and calmly, allowing others to engage meaningfully.
- L – Listen with openness and curiosity**
I – Include and respect all beliefs
G – Grow through Mirrors, Windows, and Doors
H – Hold space for stillness or prayer (invitation, not expectation)
T – Take something meaningful into your day

CURRICULUM

Focusing on learning, expectations, and academic success.

Equipment and Readiness

Being fully equipped is a core expectation that supports focus and independence. Students must bring and maintain essential items to avoid disruption and begin every lesson calmly and confidently. This daily habit builds responsibility and ensures learning can start without delay.

Student expectations:

- Every student carries a reading book daily to support literacy across subjects.
 - Students bring essential equipment including 2 x pens, 2 x pencils, and a ruler.
 - Students arrive to each lesson fully prepared, avoiding the need to borrow or delay learning.
 - Tutors and teachers check equipment daily to encourage consistent readiness.
 - Students take responsibility for missing items; staff support them in developing positive habits.
- R – Reading book**
E – Equipment
A – Arrive prepared
D – Daily check
Y – Your responsibility

Start of Lesson

A clear, consistent beginning helps students settle quickly and signals that learning matters. Simple routines establish calm, promote focus, and encourage respectful engagement from the outset. A strong start ensures every minute is used well and behaviour remains purposeful.

Staff and student expectations:

- Staff greet students calmly and positively at the door, modelling respectful behaviour. **S – Stand and greet**
- Students enter silently, look smart, and proceed directly to their assigned seats. **T – Take your place**
- Students begin the starter or retrieval activity immediately, maintaining focus. **A – Active start**
- Classroom jobs and equipment checks are done quietly and efficiently. **R – Ready equipment**
- Registers are taken within the first 10 minutes while students are settled and working. **T – Take the register**

Listening

Active listening is essential for learning. Establishing shared expectations helps students engage fully, reduces low-level disruption, and promotes a culture of respect. Having a routine ensures that listening is visible, focused, and consistent across all lessons.

This is reinforced through a calm, clear countdown (e.g. “3, 2, 1 – 100% attention on me”), helping teachers secure full attention quickly and consistently. Pupils are explicitly taught what active listening looks and feels like in the classroom (see below). As part of this routine, pupils fold their arms and push equipment away, which helps them sustain attention and provides a clear visual cue to the teacher that they are fully focused.

- Students sit up straight with hands still to avoid distracting themselves or others. **S – Sit up straight**
- Students listen actively and think about what is being said. **L – Listen to what is being said**
- Students are encouraged to ask and answer questions. **A – Ask and answer questions**
- Students stay silent so others feel confident, respected and heard. **N – Never interrupt**
- Students maintain eye contact with the speaker. **T – Track the speaker**

Oracy and Questioning

Oracy routines empower students to listen actively, speak confidently, and take part in meaningful dialogue. When students are encouraged to express their thinking, it deepens understanding and supports respectful, engaged classrooms. Regular practice builds voice, agency, and mutual respect.

Student expectations:

- Be willing to ask or answer, even if you’re not sure, having a go helps you learn and grow. **S – Speak up**
- Speak in full, clear sentences to show your thinking and build confidence in your communication. **A – Answer in full sentences**
- Use a strong, steady voice so everyone can hear, look up and speak with purpose and pride. **Y – Your voice matters, project it!**

Homework

Homework extends learning beyond the classroom and builds habits of independence and organisation. Clear expectations help students manage their time and take pride in their work. When valued and done consistently, homework reinforces curriculum content and encourages self-directed growth.

Staff and student expectations:

- Homework is set regularly, either weekly or fortnightly, depending on the subject. **S – Small amounts regularly**
- Tasks are recorded clearly online **E – Entered on student portal**
- Completion is monitored, with prompt follow-up on late or missing homework. **T – Tracked for completion**
- Homework tasks support learning by reinforcing or extending knowledge and skills. **S – Supports learning**

End of Lesson

A calm ending consolidates learning and prepares students for what comes next. Routines that support orderly exits reduce disruption, reinforce focus, and maintain high standards as students move between lessons. Finishing with clarity and respect helps sustain a positive learning environment.

Staff and student expectations:

- Teachers ask a final question or summarise learning to check understanding. **F – Final check for understanding**
- Students stand silently behind chairs and wait to be dismissed row by row. **I – Instructions for exit**
- Students tidy away books, pens, and equipment neatly. **N – Neaten the Space**
- Students prepare to leave in silence, maintaining focus and respect. **I – In silence**
- Students exit in single file to promote safety and order. **S – Single file**
- Students thank the teacher as a sign of courtesy before leaving. **H – Honour the moment**

Response to poor behaviour

R0 – Ready, R1 – Reminder, R2 – Reflection, R3 – Reset, R4 – Referral, and R5 – Review are part of a formal, staged response used when a student’s behaviour continues to disrupt learning or the wider school environment, despite clear expectations, repeated reminders, and support. It is a professional framework designed to maintain a calm, focused atmosphere and to uphold every student’s right to learn and enjoy school.

Before these steps are considered, staff apply a range of inclusive strategies to remove barriers and support engagement. Reasonable adjustments are made where appropriate, in line with individual needs and our commitment to inclusion. However, inclusion does not mean lower expectations. All students are expected to behave in a way that enables others to learn. Persistent or deliberate disruption to learning will be noted, challenged, and responded to in line with the school’s behaviour expectations.

Staff expectations:

- Reinforce SJO routines, consider seating plans carefully, and prepare for smooth transitions, always keeping individual needs in mind. Model and practise expectations clearly, using examples and non-examples. **R0. Ready – Pre-empt, Prepare, Practise**
- Give a calm, respectful prompt to help the pupil remember expectations and make a better choice before behaviour escalates. **R1. Reminder – Respectful prompt**
- Provide a guided opportunity for the pupil to reflect on their behaviour and its impact on their own and others’ experiences. **R2. Reflection – Thinking time**
- Support the pupil to step away from the group to regulate, reflect, and prepare to return to the day positively. **R3. Reset – Time away**
- Pupil is referred to the pastoral team for further support following escalation of poor behaviour. The pupil does not return to lessons or interact with peers until a parent meeting is held. **R4. Referral – Further support**
- Used for serious one-off incidents or where persistent patterns of behaviour appear. Appropriate sanction is determined and reintegration is co-planned with staff, pupil, and family. **R5. Review – Short-term removal**

CARE

Promoting wellbeing, readiness, and structured support for all.

Attendance

Regular attendance underpins learning, wellbeing, and safeguarding. Every absence matters and must be followed up quickly to ensure students are safe and supported. Clear systems promote responsibility, help identify concerns early, and ensure no child falls behind unnecessarily.

Staff expectations:

- Contact families on the first day of absence using all available methods; escalate immediately if there are safeguarding concerns.
 - Conduct home visits or safeguarding reviews if no contact is made after 2–3 days of unexplained absence.
 - Meet with families after 5 days of absence to discuss barriers and offer support, considering SEND, SEMH, or other needs.
 - Notify the Local Authority via Children Missing Education referral if absence reaches 10 consecutive days without explanation.
 - Monitor attendance patterns regularly, logging concerns and reviewing interventions for effectiveness.
 - Involve the Education Welfare Officer or Attendance Panel when concerns continue, issuing formal communications as needed.
 - Initiate legal action if support is declined or unsuccessful, maintaining detailed evidence throughout.
 - Maintaining detailed evidence throughout.
- C – Contact on day 1**
 - H – Home visit if no contact**
 - E – Escalate after 5 days**
 - C – CME notification at day 10**
 - K – Keep tracking patterns**
 - I – Involve LA / EWO**
 - N – Notify for legal action**
 - G – Gather evidence throughout**

Staff Duty

Active staff supervision during social times and transitions ensures students feel safe, supported, and seen. A visible adult presence promotes calm, reinforces routines, and prevents issues before they arise. This consistency contributes to a respectful and orderly school environment.

Staff expectations:

- Be visible and clearly positioned before, during, and after school and at key transition points.
 - Engage with students positively through friendly greetings, gentle reminders, and praise.
 - Position yourself strategically in busy areas to supervise corridors, stairwells, playgrounds, and entrances/exits.
 - Reinforce calm, respectful routines by encouraging safe, quiet movement and transitions.
- V – Visible always**
 - I – Interact positively**
 - B – Be in high traffic areas**
 - E – Ensure C.A.L.M.**

St John's Academy – Primary Phase Uniform

2-3 year olds:

- Dark grey bottoms (pull-on shorts, pull-on joggers, skirt, leggings or pinafore dress)
- Purple V-neck sweatshirt or cardigan
- Purple polo shirt or t-shirt
- Grey or black trainers
- Summer footwear needs to be supportive and safe. Crocs are not allowed.

3-4 year olds:

- Dark grey bottoms (pull-on shorts, pull-on joggers, skirt, leggings or pinafore dress)
- Purple polo shirt or t-shirt
- Purple V-neck sweatshirt or cardigan
- Grey or white socks
- Grey or black shoes or trainers
- Purple Gingham dress (summer term only)
- Summer footwear needs to be supportive and safe. Crocs are not allowed.

Play is important, and we encourage our children to spend time outside whatever the weather! Please provide a warm coat, gloves, hat or sun hat depending upon the time of year.

Please ensure that all items are named and that a full spare set of clothes are brought into school every day (this does not need to include items with a school logo).

We encourage parents to follow the school uniform and colours as much as possible. However, we understand that it may be more difficult to locate some items for our youngest children.

St John's Academy – Secondary Phase Uniform

Required branded items:

- St John's blazer
- St John's clip-on tie
- St John's PE polo shirt
- St John's PE shorts or skirt



Branded items can be purchased from our uniform supplier, **PMG Schoolwear**, either online at www.pmg-schoolwear.co.uk or by appointment at their showroom: 8 Regal Way, Faringdon, Oxon, SN7 7BX (01895 809321). **All other uniform items may be purchased from supermarkets or high-street retailers.**

Daily Uniform

Upper Body:

- **Blazer: St John's blazer with badge**
Must be worn at all times unless directed otherwise.
- **Shirt: Plain white, long or short-sleeved**
Must be tucked in. No logos, fitted or stretchy styles.
- **Tie: St John's clip-on tie**
Must be worn properly and clipped at the collar.
- **Optional Jumper: St John's V-neck jumper**
Must be worn under the blazer, not instead of it.

Lower Body:

- **Trousers:** Plain black, tailored school trousers
No skinny-fit, cropped, cargo, jeggings, or jeans.
- **Skirt:** Black pleated skirt
Must be an appropriate length for school and worn as designed, not rolled or tight-fitting.
- **Shorts:** Tailored black school shorts
May be worn all year. No sports shorts or casual styles.

- **Tights:** Plain black
If worn, they must be plain, non-patterned, and suitable for school uniform.
- **Socks:** Plain black; *small logos are acceptable.*
No trainer socks

Footwear:

- **Shoes:** Plain black, polishable, leather or leather-look
Smart black boots are permitted if ankle-height or below and meet the above criteria. No canvas, coloured soles/trims, sandals, backless, heeled, or fashion shoes.

Outerwear and Bags:

- **Coat:** Plain, waterproof coat
No hoodies, denim, leather, large branding, or over-the-head styles.
- **Bag:** Rucksack-style, able to hold A4 books/folders
Handbags or small fashion bags are not permitted.

PE Kit (Worn all day on PE days):

- **Top:** St John's PE polo shirt
- **Bottoms:** St John's PE shorts or skort
- **Socks:** St John's sports socks or plain black sports socks
- **Shoes:** Supportive sports trainers

Optional PE Layers:

- St John's quarter-zip top
- Plain black fleece or black tracksuit top
No hoods, large logos, or coloured designs.

Appearance Standards

Inclusion and Reasonable Adjustments

We are committed to inclusion and will make reasonable adjustments to our uniform policy in line with the Equality Act 2010.

Adjustments may be considered for:

- Students with clearly documented SEND needs, where these meet the threshold for uniform modifications
- Students with verified medical conditions that require specific uniform accommodations
- Religious observance, where adaptations are appropriate, modest, and in keeping with the ethos of the school

Requests will be considered on a case-by-case basis and should be discussed with the pastoral or senior leadership team.

- **Hair:** Must be natural in colour and style
No shaved patterns, unnatural colours or extreme styles.
- **Headscarves:** Plain in colour, worn for religious observance only
No logos, patterns, or fashion scarves.
- **Jewellery (KS3):** Up to two small ear studs per ear
No rings, bracelets, necklaces, other piercings, or stretchers.
- **Makeup:** Any makeup worn must be very minimal and subtle
Light foundation may be worn. No false eyelashes, false nails, nail varnish, heavy makeup, contouring, or coloured lipstick.
- **Outdoor Wear:** Coats, scarves, gloves, and hats
Must be removed indoors
- **Summer Uniform Adjustments:** During periods of sustained hot weather, the school may allow blazers and ties to be removed. In cases of extreme heat, students may be permitted to wear their full PE kit instead of regular uniform.
**Advance notice will always be given to families*

Uniform Support: If you have any questions or need support with uniform, please don't hesitate to contact us at: enquiries-secondary@sjo.cambrianlt.org. All conversations will be handled with sensitivity and confidentiality.

If you are ever unsure whether an item meets our uniform expectations, please check with the school before purchasing or wearing it.

Uniform Non-Compliance

Wearing the correct uniform reinforces pride, equality, and a shared identity. Addressing non-compliance fairly and consistently prevents challenge and maintains high standards. Uniform expectations signal readiness to learn and support a sense of belonging for all students.

Student expectations:

- Staff will speak to the student calmly and privately to prompt immediate correction (e.g. shirt tucked in, blazer on, skirt adjusted). The conversation will be logged on the system, even for a first reminder.
- If the issue can't be corrected on the spot (e.g. missing shoes, incorrect trousers/skirt), or the student refuses, they will be sent to Referral. Students may not remain in lessons or circulate on site out of uniform unless authorised by SLT.
- Staff will offer a loan item where available. Even if the issue is corrected, a sanction may still apply for initial non-compliance. If no loan item is available, staff may contact home to arrange another resolution.
- For repeated issues or refusals, staff will contact parents or carers to explain the concern and agree next steps. PSWs or SLT will be involved where needed to support a longer-term solution.

D – Discreet Reminder

E – Escalate if it can't be fixed or the student refuses

A – Address the issue and support where possible

L – Liaise with Home

Mobile Phone Policy

Phones are handed in during morning tutor time and returned at the end of the day during the 10-minute afternoon tutor session. This routine is implemented in line with Department for Education guidelines on mobile phone use in schools and mirrors the approach already established in many of our feeder primary school settings. It supports a distraction-free learning environment, encourages face-to-face interaction, and reduces the risk of misuse. Clear and consistent enforcement ensures all students remain focused, feel safe, and are fully engaged in school life.

Staff and student expectations:

- The mobile phone policy is non-negotiable and supported by Department for Education guidance.
- Phones must be confiscated calmly and immediately if found in use or visible during the day.
- Incidents are logged, with escalating consequences: Devices may be held for one week initially, with term-long holds for repeated breaches.
- Parents are promptly notified when a phone is confiscated. In line with DfE guidance, the school will retain the phone for a period of at least one week. Parents are expected to support the enforcement of this policy.
- Serious misuse, including filming or bullying via phones, may lead to further action as deemed appropriate by the school.

P – Policy is non-negotiable

H – Hand phone over

O – Offence logged

N – Notify key staff

E – Escalate if needed

Seeking Help or Support

Support is always available, but must be accessed in a way that respects learning time and staff responsibilities. Clear routines for asking for help, whether emotional, medical, or safeguarding-related, ensure students feel safe, heard, and confident in accessing the right support.

Staff and student expectations:

- Students can speak to trusted adults including form tutors, pastoral staff, reception, medical team, or SLT at any time. **S – Support is always available**
- The best times to seek help are before school, at break, lunch, or after lessons to avoid disruption. **T – Talk to someone at the right time**
- Students must not leave lessons without permission unless there is an emergency. **A – Always stay in class**
- We are committed to supporting every student while encouraging responsibility and respect for learning time. **Y – You stay, we support**

Behaviour, Bullying and Serious Incidents

Incidents are dealt with swiftly and proportionately to protect the wellbeing of all students. Clear processes ensure that concerns are taken seriously, appropriate action is taken, and the school remains a safe place for everyone. Consistency builds trust and reinforces expectations.

Staff and student expectations:

- Intervene calmly, prioritising safety and wellbeing of all students without making assumptions. **R – Respond calmly and ensure safety**
- Gather objective information, using age-appropriate methods and preserving evidence. **E – Establish and evidence the facts**
- Notify the right staff promptly, including DSLs for safeguarding concerns. **A – Alert the appropriate people**
- Record incidents clearly and accurately on school systems, attaching evidence and actions. **C – Capture and record clearly**
- Work with pastoral and senior staff to decide next steps including sanctions, support, and communication. **T – Take appropriate next steps**

Reflections

Detentions support behaviour by providing space for reflection and reinforcing boundaries. When used consistently and respectfully, they maintain high expectations and promote responsibility. Clear follow-through builds trust and shows that all behaviour carries a consequence.

Staff and student expectations:

- Detentions are issued for breaches of behaviour expectations and are non-negotiable. **T – Timely sanction**
- Parents are informed promptly and expected to support the school's approach. **I – Issued for good reason**
- Students complete meaningful tasks such as reflection sheets or catch-up work during detention. Restorative conversations may be offered to support positive behaviour change. **M – Meaningful work and reflection**
- Missed detentions are escalated to longer sessions or internal exclusions, with follow-up interventions. **E – Escalate if missed**

Reflective Conversations and Reintegration

After disruption or time away from class, students take part in structured conversations to reflect, repair relationships, and re-establish expectations. This approach supports accountability and ensures students return to learning with clarity, support, and renewed focus.

Staff and student expectations:

- Acknowledge the impact of actions and its effects on everyone involved. **R – Recognise impact**

- Share feelings honestly and respectfully to build empathy and understanding.
- Agree what needs to change to restore trust and prevent recurrence.
- Set clear expectations and support needed for success moving forward.
- Commit to a fresh start with kindness, respect, and mutual support.

E – Express how you feel

S – Say what needs to change

E – Expect clear boundaries

T – Try again together

COMMUNICATION

Promoting respectful dialogue and resolving concerns constructively.

Communication with Parents and Carers

Strong home–school communication supports student wellbeing and academic success. Using clear channels and a respectful tone helps resolve issues early, maintain trust, and align support. Consistent communication ensures families feel informed, valued, and engaged in their child’s education.

Parent expectations:

- Contact the right person for your query: form tutor for wellbeing or academic issues, school office for logistics.
- Use email for routine questions and updates to allow thoughtful responses.
- Call the office for urgent matters such as absence or safeguarding concerns.
- Engage in respectful, professional dialogue at all times.
- Allow up to 48 working hours for replies to ensure quality and coordination.
- Raise concerns directly with the school before escalating externally to resolve issues collaboratively.

P – Point of contact matters

A – Ask via email for routine queries

R – Ring the office for urgent matters

E – Expect respectful dialogue both ways

N – Note that a reply may take up to 48 hours

T – Talk to us before escalating concerns

Managing Difficult Conversations

Staff are entitled to work in a safe and professional environment. When conversations with parents become challenging, clear expectations guide staff responses. Professionalism, calm boundaries, and referral to senior staff when needed ensure concerns are addressed without compromising safety or respect.

Staff expectations:

- Seek help immediately if a conversation feels unsafe or becomes hostile. Don’t continue alone, ask a colleague or senior leader to assist or join.
- Stay calm and confident. Politely but firmly state that you’re happy to help, but that the conversation must remain respectful. Remind the parent that aggression will result in the conversation being ended.
- If the behaviour does not improve, end the call or ask the parent to leave the site. Do so calmly and professionally. Let them know the issue will be followed up through the appropriate channels.
- Avoid becoming defensive or emotionally reactive. Focus on resolving the issue and modelling the respectful behaviour we expect from all community members.
- Note the details factually and objectively. Include quotes, tone, any attempts to de-escalate, and any actions taken.

C – Call for support

A – Approach professionally

L – Leave or end the interaction if needed

M – Move toward resolution

E – Evidence the Interaction

- Inform SLT or your line manager. If the behaviour was serious or repeated, formal actions (e.g. parental warning letter, restricted contact, or safeguarding referral) may be taken.

R – Refer for Follow-Up

COMPLIANCE

Upholding high standards through policies, care for the environment, and shared responsibility

Site and Resource Care

Respect for our environment begins with shared responsibility. Students and staff are expected to maintain clean, organised spaces that reflect our values. Care for classrooms, corridors, and resources reinforces pride in our school and helps create a focused, welcoming place to learn.

Staff and student expectations:

- Take care of school spaces and never damage or misuse property.
- Use all equipment and furnishings with care and respect.
- Take part in keeping areas clean, tidy, and welcoming for others.
- Place all litter in bins and encourage others to do the same.
- Model pride in the school environment and encourage others to do the same.

P – Protect our shared spaces

R – Respect equipment and displays

I – Involve yourself in maintaining spaces

D – Dispose of waste responsibly

E – Encourage others

Policy Consistency

Consistency builds trust and ensures fairness. When policies are applied reliably and with professional judgement, students understand boundaries and expectations remain clear. Inconsistency creates confusion; strong routines and shared accountability uphold high standards for all.

Staff expectations:

- Follow published policies and routines at all times.
- Apply judgement with care, considering individual context and needs.
- Seek support from appropriate colleagues if unsure.
- Record decisions and responses accurately and professionally.

F – Follow the policy consistently

A – Apply context-based judgement

I – Involve the right people when needed

R – Record actions clearly

Safeguarding and Supervision

Student safety is woven into all aspects of school life. Staff are expected to be visible, attentive, and responsive, especially during less structured times. All adults must act on concerns promptly, follow referral procedures, and recognise that changes in behaviour may signal safeguarding needs.

Staff expectations:

- Be alert and visible during duties, transitions, and supervision times.
- Report all safeguarding concerns immediately.
- Follow the correct reporting and referral protocols.
- Escalate concerns to the DSL or SLT team when needed.

S – See and be seen

A – Act without delay

F – Follow the process

E – Escalate appropriately

Data Handling

All personal data must be stored, accessed, and shared securely. Staff have a duty to handle information responsibly, in line with GDPR and school policy. This protects privacy and ensures trust is maintained within the school community.

Staff expectations:

- Only collect essential information for your role.
- Access and view data securely and never share without permission.
- Use approved systems when sharing or storing data.
- Dispose of personal data securely and in line with school guidance.

- G – Gather what’s necessary**
- A – Access securely**
- T – Transfer using secure platforms**
- E – Erase or destroy appropriately**

Classroom Security

Before leaving, staff must ensure classrooms are tidy, secure, and ready for use. Lights and equipment should be switched off and doors locked. These routines model professionalism and show respect for shared learning spaces.

Staff expectations:

- Turn off all lights, projectors, and devices.
- Tidy desks and surfaces to leave the room clean and organised.
- Ensure all windows are closed and doors are locked.
- Leave the room prepared for the next user.

- L – Lights and IT equipment off**
- O – Organise furniture and resources**
- C – Close windows and secure the space**
- K – Keep it ready and respectful**

Response to Not Meeting Expectations

At St John's CE Academy, our approach to behaviour is grounded in the belief that every student can thrive in a calm, purposeful environment where they feel known, valued, and safe. We do not view behaviour management as punishment, but as a structured opportunity to teach, support, and uphold high standards with fairness, clarity, and compassion.

When a student does not meet expectations, our response is relational and proportionate, rooted in a belief that behaviour is a form of communication and that all children benefit from clarity, connection, and consistency. Our framework helps students to reflect on their behaviour, understand its impact, and re-engage with their learning and community with dignity and support.

We also recognise that behaviour cannot be separated from broader inclusion. Perceived misbehaviour may reflect unmet need, emotional distress, or a breakdown in communication. That is why we prioritise high-impact teaching, accessible routines, and inclusive design at the core of every classroom.

This graduated behaviour framework (R0–R10) provides a consistent, inclusive structure aligned across EYFS, Primary, and Secondary. Each stage offers developmentally appropriate responses, clear adult behaviours, and relational reintegration strategies. Staff are trained to de-escalate early, respond restoratively, and involve families as partners in sustaining positive behaviour.

We recognise our duty to support every learner, including those with SEND or vulnerabilities, with relational care and clarity. Escalation only occurs when necessary to protect the learning, wellbeing, or safety of others. All actions are recorded, reviewed, and used to improve future provision.

Key Principles:

- **Clarity:** Expectations are explicitly taught, practised, and reinforced with consistency.
- **Accountability:** Responses are proportionate, depersonalised, and focused on restoring accountability.
- **Restoration:** Every action aims to preserve relationships and support meaningful reflection.
- **Equity:** Our first response is always high-quality teaching; our last is exclusion.
- **Safety:** We protect every student's right to learn, feel safe, and be respected without disruption.

Key Acronyms:

- *EYFS* – Early Years Foundation Stage
- *SLT* – Senior Leadership Team
- *SEND* – Special Educational Needs and/or Disabilities
- *SENDCo* – Special Educational Needs and/or Disabilities Coordinator
- *EHCP* – Education, Health and Care Plan
- *FTE* – Fixed-Term Exclusion
- *AP* – Alternative Provision
- *LA* – Local Authority (OCC)
- *DSL* – Designated Safeguarding Lead

Stage	Intent (What happens and why)	Impact (What it achieves)
R0. Ready (Pre-empt, Prepare and Practise Together)	<p>Staff pre-empt behaviour by planning inclusive routines, seating, transitions and building relationships (with SEND in mind), then explicitly model, teach, and practise them with praise and clarity, so all pupils know what to expect and what's expected.</p> <p>Students arrive ready to learn, with the right equipment, the right uniform, and always on time.</p>	<ul style="list-style-type: none"> • Pupils feel safe, known, and included from the outset. • Expectations are consistent, clear, and accessible. • Behaviour incidents are reduced, learning time is maximised, and core values are embedded through predictable, inclusive routines.
R1. Reminder	<p>A calm, respectful prompt to help pupils remember expectations and make a better choice before behaviour escalates.</p> <ul style="list-style-type: none"> • EYFS: Reissue after a natural transition; escalate if unsafe, persistent, or disruptive • Primary: Reissue after a task or structure change; escalate if not met • Secondary: One reminder per setting; escalate if repeated 	<ul style="list-style-type: none"> • Encourages self-correction • Maintains dignity and reduces disruption • Keeps learning on track without escalation
R2. Reflection (thinking time)	<p>A guided pause to help the pupil reflect on behaviour, its impact, and possible unmet needs. Supports reconnection with expectations and values.</p> <ul style="list-style-type: none"> • EYFS: 1–5 mins with a trusted adult using simple tools • Primary: 5–10 mins, followed by brief adult check-in • Secondary: 10–15 mins end-of-day reflection with tutor (one per setting) 	<ul style="list-style-type: none"> • Encourages emotional regulation • Promotes behaviour awareness and ownership • Builds capacity for self-reflection over time
R3. Reset (time away)	<p>Pupil steps away from the group for a short, supported time to regulate and prepare to return positively. Used when earlier steps haven't worked.</p> <ul style="list-style-type: none"> • EYFS: 5–10 mins supervised; inform parents if repeated • Primary: 10–15 mins with follow-up. • Secondary: 15–60 mins away from peers; followed by extended reflection on a designated day after school; restorative conversation with issuing adult if appropriate. 	<ul style="list-style-type: none"> • Prevents escalation • Preserves the learning of others • Enables calm return with dignity • Begins formal pattern tracking

<p>R4. Referral (different grown-up)</p>	<p>Another trusted adult supports the pupil when behaviour escalates, or a serious incident arises. They provide relational support, structured reflection, and a conversation to support re-engagement.</p> <ul style="list-style-type: none"> • EYFS: Referral used when the child is not ready to rejoin or there is a repeat pattern of behaviour. • Primary: AM or PM referral block; escalate to R5 if repeated or serious. • Secondary: No return until a parent meeting is held; escalate to R5 if repeated or serious. 	<ul style="list-style-type: none"> • Enables removal from triggering environment • Builds safety and regulation through trusted adult support • Involves parents and identifies patterns early
<p>R5. Review (short-term removal due to repeated or serious behaviour)</p>	<p>Used when there is either a serious one-off incident or a persistent pattern of behaviour that has not improved despite earlier interventions (R2–R4). The pupil remains out of class. Reintegration is co-planned with pupil, family, and staff.</p> <ul style="list-style-type: none"> • SLT reviews behaviour chronologies and interventions • Consult SENDCo where appropriate • Apply proportionate consequence (e.g. internal reset, Fixed Term Suspension, restorative actions) • Parents informed on the day • Create re-entry plan (may include contract/support plan) 	<ul style="list-style-type: none"> • Breaks unsafe or unproductive patterns • Focused support plan is created with accountability • Formalises response to repeated issues • Triggers SENDCo involvement if required
<p>R6. Relational Support Plan (formal support)</p>	<p>A personalised support plan is co-created with SLT, staff, family, and the SENDCo to address ongoing needs and relational patterns.</p> <ul style="list-style-type: none"> • Reviewed regularly (at least twice-termly) • Emergency review if EHCP becomes unstable 	<ul style="list-style-type: none"> • Builds consistency and accountability across adults • Holistic support offered early • Ensures EHCP/statutory needs are properly supported • Progress is regularly reviewed
<p>R7. Reconsideration (AP/Inclusion Review)</p>	<p>A formal review to evaluate whether in-school support is still viable, or if a managed move or alternative provision is needed. Held with SLT, family, SENDCo, and LA if needed.</p> <ul style="list-style-type: none"> • External agencies may be consulted 	<ul style="list-style-type: none"> • Provides formal reflection point before AP/managed move • Balances pupil needs, staff capacity, and provision viability • Keeps reintegration as an option wherever safe • Ensures transparent, fair escalation

<p>R8. Re-route (Alternative Provision)</p>	<p>The pupil transitions to part-time or full-time Alternative Provision following an Inclusion Panel or LA decision when all in-school support options have been exhausted.</p> <ul style="list-style-type: none"> • AP may include tuition, outreach, therapeutic, or vocational support • Family involvement and consent secured • SEND continuity ensured; phased transitions planned 	<ul style="list-style-type: none"> • Reduces risk of permanent exclusion • Keeps the young person engaged in learning and support • Offers tailored provision for complex or entrenched need • Maintains hope of reintegration
<p>R9. Re-position (Managed Move or Educated Away from Peers inc CLT Reset Strategy)</p>	<p>A pupil is educated away from their mainstream peer group for a sustained period. This may involve a managed move to another school or a temporary placement in an alternative setting within the trust or school. Used when in-school reintegration is no longer viable.</p> <ul style="list-style-type: none"> • SLT and family agree a separation plan • Full safeguarding and SEND information shared • Phased transition and reintegration planned • Multi-agency input included where needed 	<ul style="list-style-type: none"> • Reduces risk and disruption • Maintains education and support • Provides a structured opportunity to reset behaviour • Keeps future reintegration or transition options open
<p>R10. Removal (Permanent Exclusion)</p>	<p>Permanent exclusion is used only when all other pathways have been exhausted or when a serious incident presents an immediate and ongoing risk. The decision is made by the Headteacher, in consultation with the CEO and Trust Inclusion Lead, and with Governor oversight, in line with DfE and LA policy, and in accordance with the SODA framework. Legal process followed including Governor Panel and parental rights</p> <ul style="list-style-type: none"> • All evidence and interventions reviewed, including SEND considerations • LA and DSL involved from the outset 	<ul style="list-style-type: none"> • Protects safety and learning of the wider community • Fulfils legal and statutory obligations • Provides the pupil with structured access to alternative provision • Final, formal step after all other strategies exhausted

Note: A Governing Board Discipline Panel is required for any suspension exceeding 15 days in a single term (15.5+ days) or in the case of a permanent exclusion (PEX).

Behaviour Categories and Implementation Guidance

To support clarity, consistency, and proportionality in our response to behaviour, we categorise behaviours into broad types. These categories are not fixed or exhaustive but provide helpful guidance for staff when identifying the nature of behaviour incidents and determining appropriate responses.

Each category is accompanied by illustrative examples to support shared understanding and consistent application across all phases. Behaviours may vary in severity and frequency, and staff are expected to apply professional judgment when determining the most appropriate response stage in line with the R0–R10 framework.

Key Acronyms:

- PP Physical assault against a pupil
- PA Physical assault against an adult
- VP Verbal abuse / threatening behaviour against a pupil
- VA Verbal abuse / threatening behaviour against an adult
- OW Use or threat of use of an offensive weapon or prohibited item
- BU Bullying
- RA Racist abuse
- LG Abuse against sexual orientation and gender identity
- DS Abuse relating to disability
- SM Sexual misconduct
- DA Drug and alcohol related
- DM Damage
- TH Theft
- DB Persistent disruptive behaviour
- MT Inappropriate use of social media or online technology
- PH Wilful and repeated transgression of protective measures in place to protect public health

Category	Examples	Typical Response
Routine Non-Readiness or Site Conduct (DB)	Missing equipment, incorrect uniform, lack of homework, poor corridor conduct, lateness to school or line-up, mobile phone use, inappropriate behaviour around the site or during transitions, loitering after school, possession or use of <u>banned items</u> (see next section).	R2 – R4
Off-Task Behaviour (DB)	Fidgeting with objects, daydreaming, calling out, off-topic comments, chatting during instruction, out-of-seat wandering.	R1 – R3
Disruption to Others (DB)	Tapping or making incidental noises, interrupting peers, distracting others, throwing small items, excessive volume, drawing attention away from learning, pressuring peers.	R1 – R5
Non-Compliance (DB)	Persistent delay tactics, deliberately avoiding work or instructions, ignoring or walking away from adult direction, passive defiance, deception or misrepresentation.	R2 – R5

Social Conflict (DB)	Rough play, playground disagreements, transient name-calling between peers, temporary exclusion from games, and behaviours that incite or escalate disputes (e.g. deliberately provoking others).	R2 – R4
Peer Targeting or Bullying (BU, DS)	Chronic teasing, targeted name-calling, hostile online messaging, spreading rumours, systematic social exclusion, mocking appearance or identity, overt intimidation, and recording others without consent. (DS applies when there is disability-related abuse.)	R4 – R5
Disrespectful Communication (VP/VA)	Eye-rolling, dismissive gestures, inappropriate or crude language (used indirectly), mild insults, backchat, rude tone, sarcasm, calling out adults or peers, undermining authority.	R3 – R5
Aggressive or Unsafe Behaviour (PP/PA, SM)	Pushing, chasing or cornering others, unsafe or threatening movement around the site, aggressive posturing, kicking, hitting, headbutting, spitting, throwing furniture or large objects, physical threats, sexualised misconduct or language.	R4 – R10
Disruption of Environment (DM)	Throwing rubbish, creating an environmental mess, overturning chairs, graffiti, breaking equipment, intentional damage to displays, furniture or the school building.	R2 – R5
Inappropriate Use of Technology (MT)	Using phones during school hours, misusing devices or platforms (e.g. Teams, Google), engaging in inappropriate group chats, recording others, inappropriate online searches or accessing unsuitable content, creating fake accounts, and any behaviour causing harm through social media.	R4 – R5
Serious Breach of Conduct or Safety (DB, TH, RA, LG, OW, PP/PA, DA, PH)	Truancy, smoking or vaping, setting off the fire alarm, theft, racist or homophobic language, reputational harm online, fighting, physical assault, possession of dangerous items (see next section).	R5 – R10

Reflection Attendance Expectations

Any student who misses a reflection without a valid reason, or who fails to engage appropriately during the session, will automatically escalate to the next level sanction. Valid reasons are limited to those recognised by the Academy (e.g. a medical appointment, with evidence provided in advance).

- Missing or being removed from a short reflection will result in a full 60-minute Extended School Reflection.
- Missing a 60-minute Extended School Reflection will lead to a review by pastoral and senior staff, with further sanctions issued depending on patterns of behaviour and prior non-attendance.
- Persistent failure to attend will result in a Fixed-Term Exclusion, alongside parental contact and behaviour review.

The Academy is under no obligation to rearrange reflections for reasons of personal convenience to the student or parent. Exceptions will only be made in cases of documented medical appointments or pre-agreed reasons authorised in advance by the Senior Leadership Team.

Possession of dangerous items

Certain items pose a serious risk to safety, legality, or wellbeing. Possession may result in an immediate and significant response, including a fixed-term suspension (R8–R10), permanent exclusion, and, where appropriate, police involvement.

- Weapons or imitation weapons (e.g. knives, BB guns, pellet guns)
- Drugs or drug paraphernalia
- Alcohol or any intoxicating substance
- Stolen items
- Pornographic images (digital or printed)
- Sharp objects (e.g. pen knives, blades)
- Lighters, matches, fireworks
- Any item intended to cause harm or serious disruption

Banned Items

These items disrupt learning, compromise wellbeing, or breach academy policy. Possession may result in confiscation, contact with parents/carers, and further sanctions depending on the context.

- Fizzy drinks (including branded soft drinks and sparkling water)
- Chewing gum
- Energy drinks or highly caffeinated products (e.g. Monster, Prime Energy)
- Aerosols or spray deodorants
- Vapes or vape pens (including empty or “not in use” devices)
- Cigarettes or tobacco products
- Offensive or inappropriate literature, drawings, or media
- Laser pointers
- Toys that disrupt learning or safety (e.g. slime, unapproved fidget toys)
- Sweets and confectionery in excess (e.g. sharing bags, resale items)
- USB sticks (especially if file-sharing is not monitored)
- Mobile phones (unless permitted)
- Smartwatches or wearable tech with camera/recording capability
- Bluetooth speakers or personal audio devices (e.g. headphones not used for learning)
- Make-up, hair dye, or nail varnish for on-site application
- Non-prescription medication (must be handed to medical staff)
- *Any item reasonably deemed inappropriate or disruptive by staff*

Searching Students

The academy’s approach to searching students is guided by the *DfE guidance on Searching, Screening and Confiscation* and the *Education Act 2018*.

- **With Consent:**
Staff may search students for any item with their consent. Written consent is not required. A member of staff may, for example, ask a student to turn out their pockets or request to look in their bag.
- **Without Consent (Prohibited Items):**
The Principal and authorised staff have a statutory power to search students or their possessions without consent if they have reasonable grounds to suspect the student may be in possession of a prohibited item. These items include:
 - Knives or weapons
 - Alcohol or illegal drugs
 - Stolen items
 - Tobacco or cigarette papers
 - Fireworks

- Pornographic images
- Any item a member of staff reasonably suspects is intended to be used to:
 - commit an offence,
 - cause personal injury, or
 - damage the property of any person (including the student).
- A personal search may include outer clothing and possessions, and applies only to items identified by the academy as prohibited in its rules.

The academy has the right to retain, confiscate and destroy items found as a result of a student search where appropriate or where identified within the academy's behaviour procedures.

The school has the right to examine any data/files found on electronic devices where there is 'good reason' to do so. 'Good reason' includes data/files that have, or could be used to cause harm, to disrupt learning or break the academy's rules. The academy has the right to erase data where appropriate and will pass on any information/data/files that are related to a criminal offence to the police.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, or to ensure the safety of students or staff in the classroom. This is in accordance with DfE guidance. Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. All incidents where reasonable force or restraint have been used are logged in a central location.

Serious Incidents (R5–R10 Response)

A serious incident is defined as any behaviour that requires the immediate removal of a student from their learning environment, regardless of whether earlier stages (R1–R4) have previously been applied. These behaviours represent a significant risk to safety, dignity, learning, or the values of the school community, and typically warrant an R5 response or higher.

Students involved in, or under investigation for, a serious incident will be placed in the Referral Space (RR). This environment provides supervision, regulation, and a structured setting while the incident is reviewed and next steps are determined.

Examples of Serious Incidents Include:

- Refusal to relocate or leave a classroom
- Leaving a lesson or site without permission
- Swearing at or using inappropriate gestures towards staff or peers
- Verbal aggression or threatening behaviour
- Bullying, discriminatory language, or targeted unkindness
- Vandalism or damage to school or personal property
- Pulling fire alarms or misusing extinguishers
- Deliberately instigating or escalating conflict
- Sexually inappropriate behaviour (as defined in *Keeping Children Safe in Education*)
- Persistent defiance or extreme rudeness
- Fighting or physical assault
- Truancy or unauthorised absence
- Persistent refusal to comply with uniform expectations
- Theft or attempted theft
- Selling or distributing items without permission
- Smoking or vaping (including possession of related items)

All of the above may lead to an internal referral, further review (with sanctions pending), or longer-term escalation (R4–R10), depending on the severity, context, and frequency of the behaviour.

Incidents Outside the Academy

In line with the Behaviour Policy and DfE guidance, pupils may be sanctioned for behaviour outside of school if they are:

- Taking part in an academy-organised activity
- Travelling to or from school
- Wearing the school uniform
- Identifiable as a student of the academy

The academy may also issue sanctions for any behaviour off-site that:

- Poses a threat to another student or member of the public
- Could impact the school's reputation
- Has repercussions for the orderly running of the academy

Where group behaviour is involved, students are expected to actively remove themselves rather than remain as bystanders. The principle of collective responsibility will be applied where appropriate.

Immediate Response Protocol

- Staff will use the referral system to request immediate senior support.
- The pupil will be escorted to the designated **Referral Space**, where they will remain under supervision.
- The referring teacher will log the incident in detail, including any attempted de-escalation strategies.
- **A review** will then be conducted by senior staff to determine the appropriate response.
- Once reviewed, parents/carers will be contacted via phone or email and informed of the outcome and any sanction applied.
- **Refusal to attend the Referral Space** will result in an automatic Fixed-Term Suspension (R5), issued by the Headteacher or a delegated SLT member. Additional referral time may be allocated on return to support reintegration.

HOME - SCHOOL PARTNERSHIP AGREEMENT

CONNECTION:

Building trust, safety, and belonging through structure and relationships.

The school will:	Parents/Carers will:	Students will:
<ul style="list-style-type: none"> • Build strong, trusting relationships with students, families, and the wider community. • Provide a calm, consistent start to each day through warm greetings and clear routines. • Set and reinforce expectations for safe movement, respectful behaviour, and inclusive conduct. • Maintain visible staff presence to support safety, belonging, and positive relationships. • Use restorative conversations to rebuild trust and support reflection after poor behaviour. • Celebrate effort, kindness, and contribution, and recognise those who model our values. • Create traditions and events that strengthen identity, joy, and community spirit. 	<ul style="list-style-type: none"> • Support daily routines such as punctuality, uniform, and calm arrival. • Reinforce respectful behaviour and pride in representing the school. • Attend school events and take part in the life of the community. • Encourage kindness, responsibility, and positive routines at home. • Communicate openly and respectfully with school staff. 	<ul style="list-style-type: none"> • Arrive on time, ready to learn, and follow calm morning routines. • Move safely and respectfully through the school, following adult guidance. • Greet others kindly and use polite, inclusive language. • Respect shared spaces and follow routines for eating, social time, and toilet use. • Show pride in your behaviour and represent the school with respect in all settings. • Take part in assemblies, events, and celebrations. • Help others feel welcome, included, and part of the St John's community.

CHARACTER

Encouraging participation, service, leadership, and respectful conduct.

The school will:	Parents/Carers will:	Students will:
<ul style="list-style-type: none"> • Offer a broad range of enrichment activities through our P5 Programme, clubs, and events. • Provide accessible leadership opportunities across all year groups to build confidence and responsibility. • Facilitate cross-phase and team-based activities that promote service, identity, and connection. • Involve students in shaping school life through student voice and shared decision-making. • Recognise and celebrate effort, service, and personal growth in every area of school life. • Model respectful, inclusive behaviour that reflects our values of Respect, Kindness, and Courage. 	<ul style="list-style-type: none"> • Encourage your child to take part in enrichment, leadership, and service opportunities. • Support your child in living out the school's values through respectful, inclusive conduct. • Promote commitment, teamwork, and personal responsibility at school and at home. • Celebrate your child's character, effort, and contributions to others. • Value participation and service alongside academic achievement. 	<ul style="list-style-type: none"> • Take part in enrichment and activities to develop new skills and interests. • Step up for leadership roles and support others through service and example. • Speak kindly, include others, and act fairly in lessons, social time, and group work. • Treat everyone with respect and help keep shared spaces calm and welcoming. • Take initiative, follow through on responsibilities, and help the school run smoothly. • Celebrate others' successes, reflect on your own growth, and do what's right, even when it's hard. • Represent the school with pride during assemblies, worship, and community events.

CURRICULUM

Focusing on learning, expectations, and academic success.

The school will:	Parents/Carers will:	Students will:
<ul style="list-style-type: none"> • Deliver an inclusive and ambitious curriculum that enables every student to thrive. • Teach consistent routines across all phases to support calm, focused learning. • Create a respectful, inclusive environment where all students feel safe to participate. • Embed strong literacy, oracy, and collaborative talk in everyday teaching. • Provide clear, timely feedback to support progress, effort, and reflection. • Balance challenge and support so that all students grow in confidence and independence. • Teach students how to reflect, improve, and take ownership of their learning. • Support teaching quality through ongoing professional development. • Apply behaviour expectations fairly and consistently, with age-appropriate support. 	<ul style="list-style-type: none"> • Help your child be ready to learn each day with the correct equipment and routines. • Encourage a positive mindset toward effort, learning, and participation. • Support home learning, reading, and reflection on feedback. • Ensure your child attends interventions or extra support when needed. • Celebrate effort, progress, and resilience, not just outcomes. • Promote respectful behaviour in lessons, discussions, and group work. • Work with the school to uphold expectations and tackle challenges constructively. 	<ul style="list-style-type: none"> • Bring the right equipment and take responsibility for being ready to learn. • Start each lesson calmly, follow instructions, and give your best effort. • Ask for help when needed and keep trying, even when learning is difficult. • Use feedback to improve your work and reflect on your progress over time. • Complete homework on time and use your planner or online tools to stay organised. • Speak clearly in full sentences, make eye contact, and listen to others respectfully. • Work well with others, share ideas, and help keep lessons focused. • Respect books, classrooms, and learning spaces to support everyone's success.

CARE

Promoting wellbeing, readiness, and structured support for all.

The school will:	Parents/Carers will:	Students will:
<ul style="list-style-type: none"> • Provide a safe, caring environment where every student feels supported and valued. • Apply safeguarding procedures consistently to protect all students. • Promote high expectations for attendance, punctuality, uniform, and readiness to learn. • Support students with clear routines, fair behaviour expectations, and restorative follow-up when needed. • Embed digital safety through a clear phone policy and curriculum education. Identify early signs of concern and act quickly to support wellbeing, behaviour, or attendance needs. • Guide students through smooth transitions, including returns after absence or incidents. • Use reflections and reintegration to help students reset and re-engage positively. • Maintain strong pastoral systems and visible staff presence throughout the school day. 	<ul style="list-style-type: none"> • Support your child to attend daily, arrive on time, and wear the correct uniform. • Ensure your child has the equipment they need and is ready to learn. • Share any concerns about your child's wellbeing, attendance, or learning. • Support school expectations for behaviour, uniform, punctuality, and phone use. • Encourage safe digital habits, healthy routines, and emotional resilience. • Engage with support plans, check-ins, or pastoral meetings when offered. • Promote kindness, honesty, and responsibility both in and out of school. 	<ul style="list-style-type: none"> • Come to school every day, on time, and ready to learn with the correct uniform and equipment. • Follow expectations for behaviour, uniform, and phone use without exception. • Look after your wellbeing and speak to an adult if you feel unsafe, worried, or upset. • Take responsibility for your actions and be honest and respectful, even when things go wrong. • Take part in support or reintegration activities that help you feel confident and ready. • Attend reflection sessions calmly and use them to learn and move forward. • Never take part in bullying or unkind behaviour, and speak up if you see it happening.

COMMUNICATION

Promoting respectful dialogue and resolving concerns constructively.

The school will:	Parents/Carers will:	Students will:
<ul style="list-style-type: none"> • Maintain clear and accessible systems to keep families informed and involved. Share regular updates that celebrate progress, explain key decisions, and build trust. • Model respectful and constructive communication in all interactions. • Provide clear channels for raising concerns and respond within agreed timeframes. • Work in partnership with families to support behaviour, wellbeing, and learning. • Include student and parent voice in reintegration, reflection, and support meetings where appropriate. • Ensure all conversations are handled with professionalism, empathy, and clarity. 	<ul style="list-style-type: none"> • Read school communications and respond when needed to support your child's progress. • Raise concerns directly with staff, starting with the appropriate point of contact. • Avoid using social media to share concerns or grievances about the school. • Attend meetings and ensure your contact information is accurate and up to date. • Communicate calmly, respectfully, and constructively with school staff. • Understand that some issues may take time to resolve and require investigation. • Support a culture of professional dialogue, especially during behaviour or reintegration processes. 	<ul style="list-style-type: none"> • Speak kindly and respectfully to staff, classmates, and visitors at all times. • Listen carefully, take turns when speaking, and follow instructions calmly. • Express how you feel and ask for help if something is difficult, confusing, or worrying. • Take part in conversations that help solve problems and repair relationships. • Attend reintegration or reflection meetings when needed and speak honestly. • Use your voice positively through tutor time, lessons, surveys, and school councils to help make school better for everyone.

COMPLIANCE

Upholding high standards through policies, care for the environment, and shared responsibility.

The school will:	Parents/Carers will:	Students will:
<ul style="list-style-type: none"> • Maintain a safe, well-governed, and sustainable learning environment. • Provide clean, well-resourced, and inspiring learning spaces. • Set expectations for the safe, respectful use of technology, equipment, and facilities. • Apply all policies fairly, consistently, and transparently. • Consider students' individual contexts and needs when applying expectations. • Provide clear guidance on consequences and how fairness is upheld. 	<ul style="list-style-type: none"> • Support and reinforce all school policies at home. • Promote care and responsibility for school property and shared spaces. • Where appropriate, contribute to the cost of lost or damaged items where appropriate. 	<ul style="list-style-type: none"> • Take care of the school buildings, books, furniture, and resources. • Use tools, equipment, and technology safely and for their proper purpose. • Help keep classrooms and shared areas clean, tidy, and welcoming for others. • Put litter in bins and never damage or deface school property. • Understand that careless or unkind actions may lead to reflection, making repairs, or helping to put things right. This may include community service tasks during social time.