St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

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Change Record

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1.1	*17.10.22*	*FGB Minutes 17.10.22*	*Change to definition of equality on page 7. Ratified by FGB.*	*Dec 2023*
1.2	*04.12.23*	*SCC Minutes 14.11.23 FGB Minutes 04.12.23*	*Reviewed by SCC and recommended for approval; ratified by FGB*	*Dec 2024*
1.3	*31.3.25*	*SCC Minutes 25.2.25 FGB Minutes 31.3.25*	*Update as per latest guidance. Number items, version number and dates, minor updates wording.*	*Dec 2025*
2.0	*8.12.25*	*SCC Minutes 7.10.25 FGB Minutes 21.10.25/8.12.25*	*Update version number and dates, updates wording. Rewritten in line with relational policy and with clear consequences*	*Dec 2026*

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At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

1. Introduction

In our federation, we have high expectations for children's behaviour, based on relational practice. This creates and sustains a climate in which children are in their optimum state for learning, building from an understanding of attachment and trauma and recognising the primacy of relational safety in enabling human development, learning and wellbeing.

Our policy is created from the principles of relational practice in the West Berkshire Relational Behaviour Policy, which sets the aims and principles for behaviour in our schools.

2. Aims

We aim to:

- Ensure high standards and expectations of behaviour so that the ethos in each classroom and around both schools is conducive to high standards of learning
- Ensure a consistent approach across both schools focusing on equity rather than equality
- Engender mutual respect, inclusivity and forgiveness, always working for the good of all
- Use a relational approach to support the management of behaviour
- Promote pro-social behaviour across both schools and manage difficult or dangerous behaviour
- Focus on de-escalation and preventative strategies rather than reactive strategies
- Reward good behaviour, providing opportunities for children to make positive choices and influence their own outcomes
- Be fair, consistent and equitable when implementing consequences, providing opportunities for children to reflect, repair and resolve issues.
- Communicate openly and at the earliest opportunity - where there are behaviour concerns - with the child themselves, the parents and all relevant professionals
- Put plans in place for children who need a greater level of support with their behaviour so that they are actively taught how to behave in a pro-social way
- Ensure any discriminatory or bullying behaviour is dealt with quickly and openly.
- Work in partnership with parents at every opportunity.

Our overall aim is for children to become independent learners, who choose to act in a positive way to support their own and others' learning.

3. Our Expectations of Children's Behaviour

We expect children to:

- behave in a polite, controlled and considerate manner showing respect for others.
- respect and abide by school and classroom rules and begin to develop a respect for rules in society generally.
- be aware of their own safety and the safety of others at all times.
- be responsible for their own property and that of others in school and show care for their environment.
- take a pride in their appearance, conforming to published regulations concerning uniform, jewellery and hygiene, designed to maintain high standards.
- respect and tolerate all differences and celebrate diversity.
- demonstrate good behaviours for learning and show engagement and motivation in school.

4. How Both Schools Promote and Support Excellent Behaviour

- The schools encourage pro-social behaviour (a concern for the rights, feelings and welfare of others) and aim to provide children with tools to behave in this way.

- Adults role model the behaviours that they would like children to demonstrate and are role models for the schools' vision and Christian values.
- The adults in school form positive relationships with children which encourage pro-social behaviour
- Feedback and recognition are provided in appropriate ways – children's prosocial behaviour is acknowledged and commented on by adults.
- The schools will use appropriate reward structures. These will depend on the children's ages, but may include class dojos, team points, certificates or stickers. However, all systems used in classrooms should be consistent with the relational principles of the behaviour policy and should be used discretely.
- Restorative conversations will take place as part of consequences to support positive future behaviour.
- Children will be comforted and forgiven when their behaviour is less than expected. Staff will enable them to understand that we continue to care for them and will start afresh the following day.
- The schools will use resources such as Nurture group, the Emotional Literacy Support Assistant and Family School Support Worker to promote and teach positive behaviour. For some children, a bespoke approach to behaviour support will be put in place.
- The school's PSHE curriculum (SCARF) will be used to actively teach pro-social and moral behaviour.

5. How the Schools Manage and Support Behaviour that is Difficult or Dangerous

Where children demonstrate anti-social behaviour that is difficult or dangerous to themselves or others, the schools will follow the following principles:

- Clearly understood consequences will be used consistently with children.
- Consequences will be tailored to the age of the children, particularly within the EYFS.
- As far as is practically possible, restorative conversations will take place with the children to support them to improve their behaviour in future
- There will be three different types of consequence dependent on circumstance. These are as follows:
    - Classroom consequences
    - Playground consequences
    - More serious consequences
- Where children's behaviour is regularly difficult or it endangers the child themselves or other children, the schools will put in place a plan, which will aim to support the child with their behaviour. This will be done in consultation with parents and may involve external agencies such as local authority support. The behaviour plan may include different or additional consequences and will be tailored to each child's needs.
- The schools reserve the right to use suspension or permanent exclusion, where all other avenues have been explored or for a one off, severe example of dangerous behaviour (see Exclusion Policy Appendix 2).

- Staff will record all examples of behaviours leading to more serious consequences and regular breaking of classroom rules by an individual, using the schools' CPOMS system, as laid out in Appendix 1

6. Discriminatory Behaviour or Bullying

Racist, sexist, homophobic or any other prejudiced comments or actions will not be tolerated at either school. Similarly, any accusations of bullying will be investigated thoroughly and tackled rigorously and quickly.

Please see the schools' anti-bullying policy (Appendix 3) for further details.

7. Physical Contact

There are occasions where staff will have cause to have physical contact with children for a variety of reasons: to comfort; to direct or steer a pupil; for activity reasons etc. However, both schools will avoid any restrictive physical intervention. Whenever physical intervention is used (other than in the examples above), parents will be informed and a record will be made.

8. Behaviour Outside School

The schools will seek to support parents and respond to situations of inappropriate behaviour outside of school. Children will be reminded about showing the correct behaviours outside school, as well as inside.

Where issues arise in school, due to children's behaviour outside of school, such as with cyber-bullying, the school will use the above policy and the schools' anti-bullying policy to deal with these situations.

9. Child on Child Abuse

Keeping Children Safe in Education, recognises the category of Child on Child Abuse, as a form of child abuse. Our staff will remain mindful within any behaviour incident about this and will ensure all safeguarding procedures are followed, as well as implementing appropriate consequences in line with the schools' anti-bullying policy.

Appendix 1

Behaviour Management Procedures - Consequences

Consequences will be used in a supportive way, using restorative conversations where possible to support children's future good behaviour. Consequences will take account of the child's age and individual needs. Where a child has a behaviour 'passport' the procedure within this will take precedence over the system below.

Classroom and playground consequences will be managed by the member of staff in the classroom or on the playground. More serious consequences will involve a member of the senior leadership team.

Classroom Consequences – to be displayed in classrooms

These will be used for anti-social behaviour within the classroom, which might include being unkind to others, shouting out at inappropriate times, lack of focus, avoiding work, not following instructions, mild damage to property, mild rudeness to staff or mild physical incidents

Consequences should be used in the following order:

1. Warning
2. Second Warning
3. Loss of 5 minutes of break or lunch with a restorative conversation
4. Further loss of break or lunch time

Notes:

- Younger children or those with significant special educational needs may need an immediate consequence rather than a delayed loss of break time.
- Staff may use restorative conversation prompts, which will be available in classrooms
- With consequence 4, children may be asked to reflect on their actions through writing

Playground Consequences

These will be used for anti-social behaviour on the playground. This might include unkindness to others, play fighting, inappropriate language, unfair behaviour during a sports game, not following adult instructions, mild rudeness to staff.

Consequences should be used in the following order:

1. Warning
2. Second Warning
3. Time out on the playground stood next to a member of staff for 5 minutes with a restorative conversation
4. Time out on the playground stood next to a member of staff for a further 5 minutes

Notes:

- Playground staff will be provided with restorative conversation prompts
- The amount of time that a child spends with a member of playground staff will depend on their age

More Serious Consequences

More serious consequences would be appropriate for the following behaviours:

- Repeated minor consequences over several days – i.e. reaching consequence 3 or 4 on several occasions in a short period of days
- Repeated minor consequences in one day, meaning that classroom or playground consequences have all been surpassed
- Serious defiance, rudeness or inappropriate language towards an adult
- Abusive language to another child or adult
- Racist, homophobic or sexist language
- Damaging school property
- Assault on an adult or child
- Threatening behaviour

In these circumstances the following consequences may be used – not necessarily hierarchically:

- Child removed from class or the playground to a member of SLT
- Parents contacted and potentially asked to meet with staff
- Extended time out in the SLT office – with a restorative conversation but also with work to complete
- Letter of apology to be written
- Consideration of internal or external suspension
- Consideration of permanent exclusion in extreme cases

Appendix 2

Exclusions Policy

The behaviour policy above clearly lays out expectations and procedures for behaviour in both schools.

Ultimately, when other consequences are no longer appropriate, suspension or permanent exclusion from school may be necessary. The federation's exclusion policy is in line with the government statutory guidance on exclusions: Exclusion from maintained schools, academies and pupil referral units in England. The categories for reporting of exclusions that are used by the federation are:

- Bullying
- Drug and alcohol related
- Persistent disruptive behaviour
- Damage
- Physical assault against an adult
- Physical assault against a child
- Racist abuse

- Sexual misconduct
- Theft
- Verbal abuse/threat to an adult
- Verbal abuse/threat to a child

Separate Provision
Where possible, when a child's behaviour is dangerous to themselves or others, the school will consider implementing a bespoke provision for that child. This might include a short-term reduced timetable (in agreement with parents), access to nurture support or an individualised curriculum outside the classroom. This will provide an opportunity to protect others without resorting to suspension or permanent exclusion procedures.

Internal Exclusion
When a child's behaviour seriously contravenes the federation's behaviour policy the school may consider internal exclusion (ideally before considering other forms of exclusion). With an internal exclusion, a child will be kept isolated from all other children in the school for a specified amount of time. During the internal exclusion the child will work in a specified area with work supplied by their class teacher. Parents will be informed of internal exclusions and a letter will go in the child's school file.

Suspension
Suspension occurs when a child has to be removed from the school. Our schools aim only to use suspension where a child's behaviour may seriously endanger themselves or others. The schools will use the period of suspension to put in place strategies for the child's return.

This is usually for a duration of between one and five days. Parents have a duty to ensure that children are not present in a public place during school hours during the period of their suspension. The school will set work for suspended children to be completed on the days specified as school days during the period of the suspension. Parents must ensure that work set by the school is completed and returned promptly for marking.

Suspensions can be longer than five days in some cases although the school will, in these instances, make arrangements for the suspended child to have educational provision from the sixth day. Parents of suspended children have the right to make representations to the governing board. A suspension is a serious consequence and, following suspension, parents must attend the school for a reintegration meeting with the child to discuss further strategies. It is expected that this meeting will take place before the child returns.

Permanent Exclusion
In exceptional cases, the headteacher may decide to permanently exclude a child. This may be the consequence of a single extremely serious example of misbehaviour or of very poor behaviour over an extended period of time, where the child has not responded to interventions.

Before using permanent exclusion, the school will ensure that all other possible avenues have been considered. In the case of a permanent exclusion, the governing board will hold a formal hearing within 15 school days, whether or not the parents make representations.

The committee may confirm the exclusion or direct reinstatement of the child. If reinstatement is not practicable because the parents do not want it, the governors will consider whether or not the decision to exclude was justified. This decision should be included in the child's record.

Appeals against Exclusion
The school will refer any appeal against an exclusion to the Local Authority which is, in turn, responsible for managing the Independent Appeals Panel. The appeal must be heard within 15 days of the parent's appeal and suitable alternative provision must be made until the case is settled.

How do we know our excluded young people are safe?
Given that safeguarding is everyone's responsibility, and that pupils who are excluded from school are particularly vulnerable, all those working with the pupil or family, however tangentially, should check with school staff, social workers, parents and other colleagues, to assure themselves of the pupil's safety whilst out of school. Any concerns expressed should be passed on to CAAS in the usual manner.

Good practice would be to discuss safeguarding concerns with more than one person from the school, family and other colleagues so that a decision is not made based on one person's opinion. If West Berkshire Council's Exclusions Officer is involved they will record that they have discussed any safeguarding concerns with the school and others. If Education Welfare Officers, Educational Psychologists, the Special Educational Needs Department, Youth Offending Team and other colleagues are involved then they should routinely record, within their normal note-taking system, that safeguarding concerns have been discussed and acted upon if appropriate. Schools should be encouraged to do the same whenever they exclude a pupil.

Appendix 3

Anti-Bullying Policy

St John's and St Nicolas Schools Statement on Bullying
Our schools are committed to ensuring that children learn in a safe and secure environment, which fosters co-operation, mutual respect and equality of opportunity. We regard all forms of bullying and harassment as unacceptable. Bullying and harassment represent an abuse of power over others. Children, staff and parents should feel confident that this kind of behaviour will be actively discouraged and any incidents will be dealt with firmly.

A definition of bullying
There are many definitions of bullying. In this policy we emphasise the need to define the behaviour, not to label the people involved.
The definition of bullying behaviour includes the following elements:

- Not a one-off event, but sustained and persistent over time
- Not accidental, not a bit of fun, not just playful but a deliberate, intention or desire to inflict hurt, distress or humiliation, to intimidate, to threaten or frighten someone repeatedly over a period

- Cumulative, builds up with experience of success and status, may influence others to join in, may escalate
- In adults abuse of power, in children enjoyment of power

Examples of bullying behaviour:
- **physical** - includes hitting, kicking and all forms of physical violence, taking belongings, damaging belongings, extortion
- **verbal/emotional** - includes nasty teasing, name calling, making offensive remarks, threats
- **indirect/emotional** - includes spreading nasty stories, rumours, social exclusion, the look, the whisper behind the hand, scorn and derision
- **cyber** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Most people will be involved in bullying at some point in their childhood. They may be the ones inflicting the hurt, they may encourage others to do so, they may silently witness the behaviour or they may be the recipients. Children may play each of these roles at different times. For some the role they take may gradually become entrenched behaviour. It is important to deal quickly and effectively with bullying behaviour including those children who have looked on or silently witnessed the behaviour. However, all too quickly children are labelled bullies and victims and this also serves to entrench behaviour.

Preventive Approaches
The most important element in preventive approaches to bullying is the ethos of the school and the development of an active policy to which all are committed. The involvement of all staff, governors, pupils and the parents is crucial.

Our ethos is developed through the following positive measures:
- Clear leadership and active support from the Executive Headteacher, Heads of School and staff
- A sense of ownership of the Anti-Bullying Policy by all members of the school community: all staff, pupils, parents and governors
- The belief that bullying is a serious issue whether it occurs adult/adult, adult/pupil, pupil/pupil and that it is unacceptable in any form
- Promotion throughout the school of the core values of co-operation, citizenship, equality, care for others, respect and social responsibility
- Modelling of the core school values by all adults in school
- Emphasis on ensuring the emotional well-being of all pupils, developing their social skills and self-esteem and making pupils feel safe, valued, confident and listened to
- Avoidance of labelling pupils

Preventive measures in place at our schools:
- A behaviour ethos focused on a relational approach
- Open discussion of what counts as bullying, raising awareness of the issues wherever appropriate

- Involving the children in the issues, giving ownership to develop approaches and reduce the likelihood of bullying
- Alertness to potential bullying situations: groups with poor or difficult social relationships, more vulnerable pupils who are provided with appropriate extra behavioural support.
- Explicit procedures to minimise areas of risk: use of pupil monitors, staff and lunchtime controllers.
- Support from Emotional Literacy Support assistant and Family School Support Worker
- Development of Small Gardens and nurture provision in the schools to support children with emotional needs

It is essential for bullying to be dealt with effectively, for a child, who feels that they are subject to bullying to inform an adult in school as soon as possible and certainly on the day that an incident has happened. This may be done verbally or through written communication.

Effective Responses

1. Dealing with reports of bullying

- Reports of bullying behaviour received from pupils (involved or witnesses), staff or parents are taken seriously.
- Collection of evidence of behaviour and its persistence over time is recorded using CPOMS and relevant staff are alerted

2. Dealing with pupils involved in incidents - perpetrators, onlookers/silent witnesses, recipients

- Clear disapproval of the behaviour (not the person).
- Discussion - getting participants to think about the behaviour - open questions.
- Focussing on a positive solution.
- Work on changing the behaviour and the perceptions of the behaviour ('just a bit of fun', 'only joking', 'they didn't mind').
- Consequences are clear and explicit.
- Consistency - clear lines of reporting, clear consequences.
- Clear support available to recipients, to make them feel safer.
- Involvement of other pupils to support.
- Involvement of parents in positive problem-solving, changing behaviour.
- Involvement of school support such as ELSA or FSSW.
- Involvement of outside agencies, such as the Therapeutic Thinking team or iCollege outreach.

There are no quick answers; it takes a lot of staff time to address issues fairly and properly and to find effective solutions.

3. Agreed Strategies for Dealing with Bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too - that is why they bully.

- Discussions at length with the victim. They will require patience and understanding. Listen, believe, act.
- Identify the perpetrator(s). Obtain witnesses if possible. Inform the Head of School.
- Discussions with the perpetrator(s). Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at our schools.
- After the confrontation then the following consequences will be used, as appropriate to the situation:
    - Loss of playtime or lunchtime
    - Write a letter of apology to the child they have bullied
    - Lunchtime exclusion from school
    - Internal exclusion
    - Exclusion from school following agreed guidelines within the schools' exclusion policy

  (The consequence depends on the perceived severity of the incident).
  - Continue to monitor the situation by observing at playtimes and lunchtimes.
  - Check with the victim to ensure that there was no repetition.
  - As the behaviour of the perpetrator improves, the child should be praised for better behaviour.

In all severe cases parents will be contacted immediately.