



## **John Blow Primary School**

# Behaviour and Relationships Procedure

Date update: 02.06.25

Procedure approved by:

Date for Review: September 2026

**Policy Statement:**

This procedure reflects how the school Behaviour and Relationships Policy will be delivered.

**Procedure Scope:**

This procedure applies to all activities in the school while the document is live and in use.

**Aims of the Procedure:**

- ✓ To encourage positive behaviour in the children and staff of John Blow Primary School.
- ✓ To clarify our school values.
- ✓ To explain the processes in place when school values are not adhered to.
- ✓ To manage all behaviours in a fair, consistent and positive manner always throughout the school.
- ✓ To empower children to become respected members in school and the wider community.
- ✓ To instil restorative practice principles to reflect and repair relationships.

**Rewards and Praise:**

At John Blow Primary School, we believe that a positive ethos and environment leads to a positive atmosphere and better behaviour. Strategies for encouraging and promoting good behaviour include:

- **Verbal and non-verbal praise:** this will be used to promote positive learning behaviours; staff will provide specific feedback when praising children.
- **Stickers and rewards in class:** staff will be given the freedom to implement a positive reward system to encourage children to excel in their learning and display outstanding behaviours.
- **Class agreements** – each class will have an agreement with a focus on learning behaviours which will be agreed by all and displayed on the classroom door – these will indicate how all members of the class team will embody our school values and identify ways to support each other in being the best we can be.
- **Class Dojo** - As part of our ongoing commitment to promoting and celebrating positive behaviour choices, John Blow Primary School will be introducing the use of Class Dojo across the school from September 2025. This digital platform will be used to reinforce and reward positive behaviour, effort, and attitude. Pupils will earn Dojo points for demonstrating positive behaviours aligned with our school values, which will contribute to regular reward opportunities. Each half term, points will be converted into raffle tickets, with more points earning more chances to win in our celebration assemblies. Class Dojo will also be used to track Team Points and the awarding of School Value stickers, supporting children on their journey to achieving their School Value Stars and Lanyards. Pupils who complete a full set of School Values will continue to receive a special prize to recognise this outstanding achievement. These strategies aim to create a consistent and motivating approach to behaviour across the school.
- **Golden Time:** all children are entitled to 30 minutes of Golden Time a week where they will participate in structured reward times agreed by staff and children at the beginning of each half term. Activities during this period will be exciting, engaging and varied to act as an incentive for children to maximise the amount of time they have available.

- **Above and Beyond Assembly:** Each Friday, we will be awarding certificates and celebrating children who have gone 'Above and Beyond' – these will be awarded to up to 3 children in each class each week. Stickers and certificates will be awarded for children receiving these awards.
- **Merit Award:** each half term, staff will identify 2 children who consistently go the extra mile in their learning; this will be evidenced in them always embodying the school values and applying these to their learning these children. Parents will be invited into an end of half term merit assembly to celebrate this achievement.

All rewards and praise will help to boost self-esteem and give children a sense of purpose and a sense of worth.

#### **Procedures to Follow When a Child Does Not Adhere to a School Value:**

Our Stage System (Appendix 1) was updated with input from staff in May 2024, this will ensure a consistent system to manage children who are not adhering to the school values. At every stage, children will be reminded of positive expectations of behaviour and the school values. The first response to a child who is not adhering to the values should be a ***verbal response reminding them of our expectations linked to the school values followed by a warning that they will move to Stage 1 if the unacceptable behaviour continues***. This is an important stage in reaffirming expectations and encouraging positive behaviour (linked to the school values). After this warning, if the behaviour continues, then the following stages should be followed:

- Step 1** – The child will be issued a warning, and a positive intervention from the class teacher will be implemented to facilitate and support a change in behaviour. The focus here is to break the cycle of behaviour and remind the children of expectations.
- Step 2** – The child loses 5 minutes of Golden Time, and an additional adult will intervene to support a change in behaviour – this information will be recorded in the class diary for logging behaviour incidences.
- Step 3** – The child will be sent to the headteacher or deputy headteacher. At this stage they will be supported to reflect on their choices and discuss future positive behaviour. This Step will be logged on CPOMS by the member of SLT dealing with the incident.
- Step 4** – Parental involvement – a phone call / meeting will be held between parents, class teacher and member of SLT.

#### **(See Appendix 1)**

Every incident resulting in children reaching Step 2 will be logged in the class diary which will be regularly monitored by the Senior Leadership Team to provide appropriate support for any children requiring this for their behaviour choices. If a child reaches Step 3 of the behaviour system, an incident will be logged on CPOMS by the adult who was present at the time of the incident; this will then be dealt with by a member of the SLT.

These Steps will be used by all members of staff at all times of the day. Children will be reminded of the school values that they are not embodying and the Step that they are on. Consistency is key in promoting positive behaviour. A regulation toolkit has been created with input from all staff, and this will form part of the intervention process at each Step. A copy of this can be found in Appendix 4.

If required, behaviour change support plans will be implemented; these will be created in consultation with the SENDCo and SLT alongside the class teacher. These plans will be short-term strategies to focus on positive behaviour management. Copies will be shared with parents/carers and pupil voice will be captured to create, implement and review these documents.

Internal isolation may be used to break behaviour or provide opportunities for reflection; these will always be (children will not be placed in rooms alone) and will take place in the headteacher's office or in the school hall. The focus will be on changing behaviour and breaking cycles of unwanted behaviour.

### **Wrap-around care stage system**

The same system will be in place with the wrap-around care with the staff intervening at Step 2 on a rotation basis. If required, Jasmin (ASC Leader) will be the adult at Step 3; she will notify parents of any Step 4 interventions.

### **Restorative Practice:**

Staff supporting children with their behaviour will use the following restorative stems to reflect on an incident:

- ***What happened?***
- ***Who was affected by your actions?***
- ***What needs to happen next?***


For children missing Golden Time, they will complete a reflection form which incorporates these aspects of the Restorative Practice approach (see Appendix 2). Children consistently losing Golden Time will spend time with a member of the leadership team to reflect on their week and identify ways to move forward positively.

### **Reflection and Safe Spaces:**

We will utilise safe spaces within classrooms and designated areas throughout the school to provide reflection and calming down time for any children requiring this. Within these areas there will be resources to support children in regulating their emotions.

### **Exclusions:**

The Headteacher may decide that a child's behaviour has been extreme enough to warrant a fixed term exclusion. In such cases, the Headteacher will follow guidance and policy from the Local Authority.

	<p style="text-align: center;"><b>Step 1</b> (in class, lunch hall, playground)</p>	<p style="text-align: center;"><b>Step 2</b> <b>Additional adult intervention</b> (Lose 5 min Golden Time)</p>	<p style="text-align: center;"><b>Step 3</b> <b>Headteacher/Deputy</b></p>	<p style="text-align: center;"><b>Step 4</b> <b>Parental Involvement</b></p>
<p><b>Stages of support for negative behaviour</b></p> <ul style="list-style-type: none"> <li>-Warning= based on values (Step 1)</li> <li>- Warning (Step 2)</li> <li>-Removal 5 minutes (Step 2)</li> <li>-Move to next Step</li> </ul>	<p>Class Teacher to support within the classroom. Use of tone and body language, verbal warning and taking the opportunity for the Teacher or Support Staff to explain to the child why their behaviour is negative and how they can correct it.</p> <p>Restorative conversations should be held with those who are not embodying our school values to build intrinsic positive reflection.</p> <p>EYFS to instantly implement 2 minutes of reflection time with a sand timer.</p>	<p>Call for additional support when further disruption occurs: The following members of staff may be called to support with the aim of coregulate the pupil, they will move the child for a short time but will then spend the equivalent time back in the classroom supporting pupil to access the curriculum. Staff to call: Wendy Wray, Aimee Atkins, Felicity Tacey.</p> <p>Alternatively, a change of face strategy for time out could be utilised if appropriate to facilitate regulation.</p> <p><b>Note: SLT to monitor class Golden Time books weekly and if persistent/repeated they will CPOMS.</b></p>	<p>Sent to headteacher/ deputy headteacher A formal behaviour discussion with a target and consequence.</p> <p>HT/DHT will CPOMS.</p> <p>Golden Time 2:30pm Fridays – reflection forms to be completed by children</p>	<p><b>Phone Call home by SLT</b> Parent contact and the discussion of behaviour plans</p>
<p><b>Examples of actions which may lead to this stage</b></p> <p>Staff should exercise “flexible consistency” ensuring all pupils can succeed.</p>	<ul style="list-style-type: none"> <li>-Calling names</li> <li>-Unkind comments that upset others</li> <li>- Refusal to participate</li> <li>-Taking other children’s property</li> <li>-Telling lies</li> <li>-Throwing equipment</li> <li>-Rocking on chairs</li> <li>-Disrupting lesson</li> <li>-Talking while the teacher is talking</li> <li>-Calling out</li> <li>-Constant fidgeting</li> <li>-Being disrespectful towards others</li> <li>-Swearing</li> </ul>	<ul style="list-style-type: none"> <li>-Being disrespectful towards adults and other children (back chat / raised voice).-</li> <li>Repeated Step 1 behaviour</li> <li>-Escalation of poor behaviour</li> <li>-Hiding/unresponsive behaviour -Dangerous actions such as throwing objects</li> <li>-Violent outbursts</li> <li>-Leaving the classroom without permission</li> </ul> <p>- An informal discussion will be held by the class teacher with an adult collecting at the end of the day.</p>	<ul style="list-style-type: none"> <li>-Continuous name calling (bullying)</li> <li>-Racial comments</li> <li>-Homophobic comments</li> <li>-Repeated Step 2</li> <li>-Physical bodily harm</li> <li>-Absconding</li> <li>-Vandalism</li> <li>-Bringing dangerous items into school</li> </ul> <p>- An informal discussion will be held by the class teacher with an adult collecting at the end of the day.</p>	<ul style="list-style-type: none"> <li>-Repeated Step 3 for similar behaviour</li> <li>-Significant harm or threatening behaviour</li> <li>- Other SLT discretion</li> </ul>
<p><b>Positive Rewards Stages</b></p>	<p>Use of positive tone, comments and stickers.</p> <p>Dojo Points as a reward, automatically feeding into Teams Points building towards a termly reward which will be displayed in the hall.</p> <p>There are 4 houses.</p> <p>Adults will inform parents of positive behaviour choices informally.</p>	<p><b>Awards from other adults</b></p> <p>Pupils achieve reader / Times Table Rock star of the week.</p> <p>Pupils share good work or a positive story with another adult other than their teacher.</p> <p>Pupils achieve values stickers.</p>	<p><b>Above and Beyond award</b></p> <p>Issued by adults at the end of each week.</p> <p>Sharing good work to SLT</p>	<p><b>Parents informed</b></p> <p>-Merit Assembly each half term.</p>

**For repeated or extreme behaviour, internal isolation may be used to break behaviour or provide opportunities for reflection; these will always be supervised (children will not be placed in rooms alone) and will take place in the headteacher’s office or in the school hall. The focus will be on changing behaviour and breaking cycles of unwanted behaviour.**

## Appendix 2 – Golden Time Reflection Form (EYFS/KS1)

After losing Golden Time this week, take some time to reflect on the reasons why you have lost time and to plan what next week will look like...

***What happened? Why did you lose Golden Time?***

***Draw a picture in the space below***

***What needs to happen now? How can you make things better? What will be different next week?***

***Draw a picture in the space below***

## Appendix 3b - Golden Time Reflection Form (KS2)

After losing Golden Time this week, take some time to reflect on the reasons why you have lost time and to plan what next week will look like...

***What happened? Why did you lose Golden Time?***

***Who was affected by your actions?***

***What needs to happen now? How can you make things better? What will be different next week?***

## Appendix 4

### 95% Toolkit

#### Positive Behaviour Management

#### Responding to challenging behaviours, emotional escalation and crisis.

### Stage 1

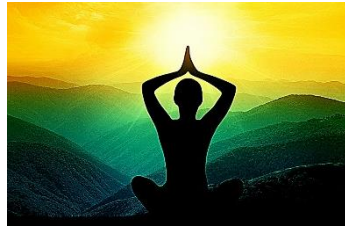
#### Regulate Phase:

Self-regulation is always the first focus of those responding to challenges. Ensuring you are calm and at base level will give you a better chance to co-regulate with those in escalation.

Co-Regulation (*The ability to influence someone's emotions and behaviours with your own*)

Physical attributes:

- Calm facial expressions
- Down to child's eye level (*if safe to do so*)
- *Soft shoulders*
- *Narrow frame*
- *Hand holding (gentle) if appropriate and safe*



Script:

- "I can see you are feeling...."
- "What do you need"
- "How can I help"
- "Do you need some time"
- "Who can help"
- "Let's just concentrate on breathing together"
- "Why don't we take 5 deep breaths together"
- "What do you need to help this feeling"
- "Remember we calm together"
- "Tell me 3 things you can see"
- "Tell me 2 things you can feel"
- "Tell me 1 thing you can hear"
- "All we need to think about is calming down together now"



Once all parties are regulated and safe, take a few minutes to relax and breath. We often forget to provide time between calming down and reflection. Skipping that period (Depression Phase) can lead to looping back into escalation.

Strategies:

- Grounding techniques
- Jobs/responsibilities
- Checklists
- Space
- Time
- Music
- Contingent touch
- Approach
- Simple one step instructions
- Breathing techniques
- Distraction
- Diversion
- Change of face
- Smile
- Now and next
- Comforts
- Social stories
- Finger breathing
- Food/drink
- Walk and talk
- Sensory aids
- Tone of voice
- Body language
- Brain break
- Change of environment
- Feeling flash cards
- Exercise

## **Stage 2**

### **Relate Phase:**

Relating to someone's needs, thoughts and feelings can create an emotional and cognitive link. Through this link, qualities such as empathy, compassion and understanding can be displayed and communicated.

Tips:

- Remain calm
- Give space and time if needed
- Change of face if needed
- Approach slowly and calmly
- Stay side on
- Eye level if safe to do so
- Contingent touch is appropriate and safe
- Offer reassurance



Script:

- "I understand how you are feeling"
- "Sometimes I feel this way when...."
- "Whenever I feel like you are feeling now, I like to **STOP, RELAX and THINK.**"
- "Let's work together and find a solution"
- "It's okay to feel this way"
- "I'm okay, are you okay"
- "What do you need"

Sometimes taking a moment to sit and join their experience is enough to show them a way out together.

As you spend time talking with someone in escalation or crisis, it is vital you are prepared to jump back to step 1. Children looping through their stages of distress and support will need a variety of strategies and techniques to support them de-escalating back to calmness once again.

STOP  
RELAX  
THINK

### ***Stage 3***

#### ***Reasoning Phase:***

Once regulate and relate have been completed, all parties should be more receptive to safe and appropriate forms of communication. This is then the time to discuss behaviour, choices, values or rules.

It is important when entering the reasoning phase, we remain regulated and safe. If escalation begins, jump back to step 1.

Script:

- "I understand that's what you want but now we are both calm, let's talk about it"
- "Let's work together to find a solution"
- "What made this situation escalate"
- "Let me explain why that choice is not safe"
- "Let's talk about why that can't happen"

Avoid using the word **NO** if possible.

The word **No** often breeds confrontation.

"No we can't go into that space"	"Why don't we find our own space to use"
"No you can't do that"	"Let's find something which you will enjoy"
"No you can't go to the toilet"	"Would you mind waiting a couple of minutes"

### **Stage 4**

## **Reflect Phase:**

Reflect phase is all about teaching points and positive praise. These two factors can reduce the risk of repeated behaviours. Remember to refer to our whole school approach when discussing sanctions and next steps.

Script:

- “I really liked the way we calmed down together and talked about it”
- “I am really proud of you for showing great listening”
- “I loved the way we talked about our feelings”
- “I’m proud of you for calming down”
- “Next time maybe we could just talk about it and not get cross”
- “Even though you were cross, I still cared for you the same way”
- “What could we do next time to ensure everyone is safe”
- “Can you think of a couple of ways you could manage that feeling in a safe way”
- “Maybe we could explore different ways to show you are feeling....”



## **Stage 5**

### ***Repair Phase:***

Fix any damages which have occurred. These can often be relationships. Staff must facilitate conversations to support repairing relationships between all parties.

Steps:

1. Identify damage
2. Recognise responsibility
3. Create a repair plan
4. Implement plan

Script:

- “Can you think of anyone who was effected by what happened”
- “How did it make them feel”
- “How are **we** going to make it feel better for everyone”



Plans may include 1:1 time with the adults involved. This gives both parties the opportunity to focus some time on repairing those valuable relationships.

Never go to bed on a negative!

If appropriate, record information for planning purposes and risk reduction strategies.

Remember!

Always be prepared to repeat earlier steps to avoid looping.