



Behaviour Policy

Signed by *Lynn Wong*

Chair of Governors

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Review: July 2026

This policy will be reviewed as per the review schedule set by the Governing body

John Watson School Behaviour Policy

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1. Our core values **SLICE** inform everything we do at John Watson School:

Safety	Learning	Independence	Communication	Engagement
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Our intent is for every pupil at JWS to be and feel *safe*, valued and nurtured, this includes both their physical and mental wellbeing. Encouraging pupils to be actively involved in their *learning*, developing their *independence* and building *communication* and *engagement* skills, to enable them to thrive in society and fully participate in the local communities in which they live.

We seek to create an environment that supports communication and enables positive behaviour in social and learning situations. All pupils' individual needs are respected, with Pupil Support Plans (PSPs) and Behaviour Risk Assessments (BRAs) for pupils that find it challenging to communicate and regulate their feelings and emotions, which may then be expressed in behaviours that are challenging. Our use of a nurturing and low arousal approach, in a communication rich environment, supports pupils to self-regulate and engage positively with others. Team Teach de-escalation strategies are used and adapted by staff to positively support pupils to understand boundaries, feel safe and regulate their emotions and behaviour.

2. Aims

- To support and develop positive attitudes for learning and life, including:
 - kindness, community, honesty, tolerance, justice, resilience, courtesy, perseverance and respect for self and others, regardless of their religious belief, race, culture, gender, sexual orientation, disability or background
- To promote and maintain an ethos in which all pupils, according to their understanding:
 - develop self-respect and a sense of personal worth
 - understand their responsibility towards others

- reflect on how their behaviour helps support others
- respond in a supportive way when impacted by the behaviour of others, developing an understanding of collective responsibility
- develop respect for their own property and that of others, taking pride in themselves and the school
- To create a supportive, low arousal environment where pupils feel safe, calm and have a sense of belonging, in order to become the best they can be
- To ensure that staff understand that ***all behaviour is a form of communication***
- To set clear and consistent expectations of behaviour, with staff modelling this throughout the school day
- To promote community cohesion through positive relationships
- To use strategies that support pupils who find it challenging to engage in the learning environment, or to regulate their emotional responses

The ultimate aim is for pupils to learn how to regulate their behaviour to the best of their ability.

3. Bullying

3.1 Definition - Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

3.2 Prevention of bullying behaviour. In order to maintain an environment in which all members of the community learn safely and securely, please read the additional statement below:

At JWS we will:

- ensure that the school complies with its legal responsibility to have an active Anti-Bullying policy in place

which is authorised by the Governing Body

- raise awareness of the issue of bullying in the school and ensure that the school policy on bullying is made known to all school staff, pupils, parents/carers and governors
- ensure that the intentions laid out in the Anti-Bullying policy are known and consistently implemented by all adults working in the school
- ensure that all incidents of bullying are dealt with fairly and consistently by all staff, ensuring that all school staff have the opportunity to receive training, guidance and advice on appropriate methods for dealing with incidents of bullying, including online through the use of the internet and devices
- ensure an ethos in school where pupils feel safe and confident that if they tell an adult about an incident, it will be dealt with and not ignored
- keep parents/carers informed of incidents of bullying and how they have been dealt with
- consult with parents, governors, staff and pupils on the school policy and its effectiveness
- use Assemblies, PSHE activities, the school council, Talking Walls, and other opportunities where pupils can discuss problems that they feel affect them, allowing them to share in discussion and decision-making about responses to bullying
- ensure staff record incidents using whole school systems, in order to monitor, inform others and record issues of bullying

Please refer to our Anti-Bullying Policy for more information. Bullying will not be tolerated.

3.3 Off site behaviour

Sanctions may be applied where a pupil has engaged in negative or harmful behaviours off-site, when representing the school. This means negative behaviour when the pupil is:

- Taking part in a school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of the school

Sanctions may also be applied where a pupil has engaged in negative or harmful behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given under extreme circumstances on the school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

3.4 Online behaviour

The school can issue sanctions to pupils for negative or harmful online when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given under extreme circumstances on the school premises or elsewhere when the pupil is under the lawful control of a staff member.

3.5 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand to the police. If a decision is made to report the matter to the police, the headteacher or a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

3.6 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, to help determine whether to:
 - Manage an incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

3.7 Malicious allegations

- Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.
- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the pupil in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The school will also consider the needs of staff and pupils accused of misconduct.
- Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

3.8 Searching, screening and confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil. We will also confiscate any item which is harmful or detrimental to the school community. These items will be returned to pupils after discussion with SLT and parents/carers, if appropriate. Searching and screening pupils will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

4. Roles and responsibilities

4.1 Governing Body

The governing body are responsible for:

- Reviewing and approving the Written Statement of Behaviour Principles
- Reviewing and approving this Behaviour Policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

4.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with behaviour
- Monitoring the policy is implemented by staff consistently with all pupils
- Ensuring that all staff understand the school's expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully in school life
- Offering appropriate training in supporting and managing behaviour, particularly the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour. This should be for any staff who require it, to enable them to fulfil their duties in line with this policy
- The headteacher is responsible for overseeing the use of Team Teach strategies
- Ensuring this policy works alongside the Safeguarding Policy to offer pupils support
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

4.3 School Leadership Team

The Senior Leadership team (SLT) is responsible for:

- Supporting the headteacher in the implementation of their responsibilities in relation to this policy
- Supporting and monitoring behaviour and safety across the school
- Modelling the use of positive reinforcement and a low arousal approach, alongside Team Teach principles and de-escalation strategies
- Supporting staff in responding to behaviour incidents
- Supporting staff in their use of positive handling through coordinating training; debriefing staff as required; monitoring and recording incidents securely using electronic Records of Communication (RoCs)
- Responding to RoCs in a timely way and within 24 hours when a restrictive physical intervention (RPI) has been used
- Monitoring and supporting behaviours for learning by modelling through direct teaching, learning walks and lesson observations

4.3 Teachers and staff

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Implementing the behaviour policy consistently
- Communicating the school's positive behaviours, routines, values and standards
- Modelling positive behaviour and building relationships

- Providing a personalised approach to the specific behavioural needs of pupils, understanding that all behaviour is communication
- Considering the impact of their own behaviour on the school culture and how they can uphold the school's positive, low arousal approach, following routines and modelling expectations
- Recording behaviour incidents promptly (see RoC [template](#)) and within 24 hours when a restrictive physical intervention (RPI) has been used
- Communicating effectively with parents/carers to ensure that recorded behaviour incidents are reported
- Supporting pupils to engage positively in the school environment and community
- Sharing effective and evidence based strategies with parents/carers to ensure a consistent and joined up approach to behaviour, e.g. the use of Social Stories or visual Now/Next resources

4.4 Parents and carers

Parents and carers, where possible, should:

- Be aware of the school's behaviour policy and incorporate the principles at home where appropriate
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Communicate any concerns with the class teacher, e.g through Google Classroom or email
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take an interest in the school community and its culture

The school will endeavour to build an open and positive relationship with parents and carers, informing and liaising with them on developments in their child's behaviour, signposting the school's policies and relevant external services, when this is appropriate.

4.5 Pupils

Pupils will be supported to:

- Develop an understanding of the school's expectations through the PSHE and RSE curriculum
- Develop an understanding of the school's routines and how to follow them
- Develop self-respect and a sense of personal worth
- Develop an understanding of their responsibility towards others within the school community
- Consider how their behaviour helps support others
- Develop a respect for their own property and that of others, learning to take pride in themselves and the school

5. Supporting and responding to behaviour

5.1 Curriculum and Learning: At JWS we will:

- Develop Individual Learning Plans (ILPs) using outcomes that support all areas of the Education, Health and Care Plan (EHCP), including the Social, Emotional and Mental Health (SEMH) of pupils
- Create and deliver engaging, differentiated lessons, with individualised learning opportunities, supporting pupils to focus their attention on learning
- Develop planning and learning opportunities that support pupils to develop positive behaviours for learning through the PSHE and RSE curriculum
- Provide meaningful feedback on learning and behaviour, to support pupils to feel valued and understood
- Promote the use of a Growth Mindset to encourage pupils to reflect and persevere within their learning

5.2 Behaviour strategies and the development of positive behaviour for learning: Staff will support pupils to feel safe and secure by:

- Developing a positive learning environment within the classroom, promoting a calm and low arousal environment with reduced sensory stimuli

- Creating a communication rich environment, with the daily use of fundamental communication strategies, such as: Daily use of Visual Timetables, symbols, signing, SCERTS (Social Communication Emotional Regulation Transactional Support) cards and the consistent use of the Now/Next approach
- An individualised approach to developing positive behaviour strategies according to a pupil's BRA/PHP, which may include advice from external professionals, such as LD CAMHS, SaLT and OTs (Occupational Therapists)

5.3 Praise and behaviour for Learning: Staff will use relevant and meaningful praise to support learning and behaviour.

- Offer unbiased precision feedback, ensuring that protected characteristics are recognised and respected, such as not using gendered language such as '*Good boy*' or '*Good girl*'
- Highlighting positive learning and behaviour to ensure and reinforce, '*What we pay attention to is what we get more of*'
- Respect a pupil's ability to cope with praise, recognising that not all pupils will find want to receive individual or focused attention

5.4 Managing feelings and how this impacts on behaviour: Classes will support pupils to develop their understanding of boundaries and emotions. The mental health of pupils is a key aspect of developing emotional understanding, and pupils will be supported to manage and regulate their feelings, including their understanding of how to put things right when a situation has gone wrong.

5.5 Team Teach and Positive Handling: De-escalation strategies are used across the school to support pupils when they are communicating through dysregulated behaviours. Staff will be aware of pupils' communication passports, PSPs and BRAs.

Strategies could include:

- Changing the pace or type of activity
- Praising positive actions and engagement
- Providing subtle support from an adult
- Reminders of expectation, dependent on pupil's age and stage of development
- Giving limited choices using visual prompts and/or clear verbal instructions, using a pupil's preferred method of communication
- A change of environment, such as to read, go for a walk, or engage in a physical/sensory activity
- Suggesting a move of place, such as through the use of a preferred/engaging activity
- In line with a pupil's age and stage of development, staff support pupils to engage in calming activities and use a range of de-escalation strategies, such as co-regulation sensory and interest led activities
- If appropriate, reminding pupils of strategies they have used before when they were finding it hard to regulate, through the use of familiar self-regulation or co-regulation activities
- Social Stories to explain situations/what can be done - read daily/as appropriate
- Defusing the situation, such as through a change of person, distraction, or humour, if appropriate
- Planned/strategic ignoring, when safe to do so

5.6 Consistency: Staff will:

- Provide a clear and consistent approach to behaviour, through supporting and modelling how pupils can regulate their emotions
- Treat pupils with respect and understanding, to ensure that responses support their mental health and wellbeing, without promoting negative feelings, such as shame
- Work with pupils to explain and move on from incidents. This might include bespoke resources, such as Social Stories, working with other pupils affected by an incident, or their parents/carers
- Watch for 'trigger' times for individuals using behaviours that challenge, such as transition times in the day,

e.g. lunch times, beginning/end of the day and the end of term/half term

- Record recurring behaviour using a STARR (Setting/Trigger/Action/Response/Recorded by) document, to monitor and analyse possible triggers
- Support pupils to work through possible triggers/situations, using a range of strategies, such as advanced warning, Social Stories, Now/Next visuals, and the use of visual timetables

5.7 Specialist help and advice: Most instances of negative behaviour will be supported effectively by staff. Where anti-social, disruptive, physical or aggressive behaviour is frequently used by a pupil, strategies may prove ineffective. In such cases, careful evaluation of what these behaviours are communicating will be reviewed. This will be alongside the curriculum on offer, classroom organisation/management, and whole school procedures, to eliminate these as contributory factors. Additional specialist help and advice may be sought from Educational Psychologists, PCAMHS / LDCAMHS / CAMHS, with an Early Help Assessment offered to parents/carers.

5.7 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

6. Sanctions

6.1 Suspension and exclusion: When behaviour is considered to be significant and a pupil is finding it too challenging to self-regulate with staff, or demonstrate safe behaviours, then this may warrant an internal exclusion. As with seclusion, this would be with a member of SLT, in a safe calming space, with the headteacher and parents/carers informed. The decision to suspend or exclude a pupil will be made by the headteacher, and only as a last resort.

The school can use suspension or permanent exclusion in response to serious incidents, or in response to persistent negative behaviour, which has not improved following support and interventions, such as input from multi-agency professionals. Suspensions and exclusions are only used as a last resort, and may be used in cases when pupil behaviour is not considered to be safe enough for them to remain in school for their own and others safety. A suspension for a period of 3-5 days, can provide time in which school leaders can revise all Risk Assessments, including individual BRAs, and put procedures in place for the individual pupil, to ensure they and others are safe upon their return.

7. Supporting pupils

7.1 Pupil support systems: Pupils are encouraged to communicate with an adult about how they are feeling and work through incidents. Pupils are supported to 'tell an adult' if they see, or experience, something they don't like, using their preferred method of communication. They are also supported through the Anti-bullying information [sheet](#).

As pupils become more secure in developing self-regulation strategies, they may choose to move to an agreed quiet area of the classroom/building until they feel calm and well regulated. A member of staff will make sure they are supported and aid them in rejoining the class.

Mental Health Champions are highlighted and displayed around the school to support pupils in discussing issues and concerns in relation to their mental health and wellbeing.

7.2 Engagement with parents/carers and external agencies

- EHCPs are reviewed annually with parents/carers and external agencies
- Individual Learning Plans (ILPs) include SEMH outcomes for all pupils, which are shared with parents/carers
- Daily electronic diaries provide two-way communication with parents/carers and teachers
- Pupil Support Plans are shared with parents/carers
- Enhanced communication opportunities with parents/carers to support particularly vulnerable pupils
- Teachers meet with parents/carers as required to discuss specific behaviour changes and challenges
- Meetings between parents/carers and the paediatric doctor/s
- Teachers can make referrals to LDCAMHS /CAMHS for young people whom staff and parents/carers feel may need additional support in managing their behaviour
- Parents/carers have access to the Anti-bullying Policy

8. Pupil transitions

- Transitions are planned and skillfully managed by teachers and the leadership team. This is on an individual basis to ensure that transitions cause the least amount of anxiety, such as through the use of transition books, Social Stories, objects of reference and transition objects
- Teachers use non contact time to observe new pupils in their class, to see how they behave and work in a secure, and familiar setting
- Teachers are given meeting time to share information about pupils who are transitioning

9. Training

All staff working directly with pupils in class:

- Receive Team Teach training (permanent staff only)
- Receive Safeguarding training
- Access to CPD and resources for supporting their own and pupil mental health, SEND, and communication strategies
- Receive an induction that ensures they are aware of how to raise queries or concerns with their line manager
- Are required to read the Known Risks of pupils in any class they work in
- Are required to attend weekly class team meetings, to read and discuss individual PSPs and BRAs, where they are encouraged to make contributions to support and improve their development and implementation

10. Reporting and recording

The school have established systems for reporting and recording behaviour instances:

- Known Risk records that highlight areas of need and potential triggers for behaviour. These are stored and shared with all relevant staff, to ensure a uniformed and consistent approach to supporting pupil behaviour
- Record of Communication (RoC) electronic documents are used to record behaviour instances in a timely way, with RPIs recorded and responded to within 24 hours
- STARR (Setting Trigger Action Response) observation records are used to monitor reoccurring behaviours. These may be used to identify triggers, to support interventions and referrals to external professionals, e.g. Child and Adolescent Mental Health Services (CAMHS)
- Pupil Support Plan (PSP): Some children need specific plans to support their ability to access school life and learning. PSPs are individual pupil specific plans to support pupils to regulate their behaviour in a safe way
- Behaviour Risk Assessment (BRA): Behaviour Risk assessments are conducted and recorded in order to best support the individual, keeping them and others in the school community safe. The BRA is part of the PSP document

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour

The school will collate, securely store and analyse data on the following:

- All behaviour incidents recorded on Record of Communication electronic documents
- Attendance, permanent exclusions and suspensions
- Use of managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys of staff, pupils, governors, and other stakeholders on their perception and experiences of behaviour within the school community

Data will be analysed from a variety of perspectives, which may include:

- At school level
- By age group
- At the level of individual members of staff
- By time of day / week / term, e.g. STARR Observation Records
- By protected characteristic

The school will use the results of this analysis to meet its duties under the Equality Act 2010.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing annually, or more frequently, if required, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of Governors.

The Written Statement of Behaviour Principle will be reviewed and approved by the governing body annually.

12. Legislation, statutory requirements and guidance:

- Children Act 1989: Welfare of the child is paramount.
- Education and Inspections Act 2006: Allows reasonable force to prevent harm or maintain discipline.
- Equality Act 2010: Prohibits discrimination.
- Children and Families Act 2014: Highlights duties to support pupils with special needs.

- Human Rights Act 1998 and UNCRC (1991): Emphasise safeguarding and dignity.

Relevant guidance includes:

- Keeping Children Safe in Education (2024).
- Reducing the Need for Restraint and Restrictive Intervention (2022).
- Use of Reasonable Force in Schools (DfE, 2013).
- Behaviour in Schools: Advice for Headteachers and School Staff (2024).

13. Related JWS Policies and Documents:

- [Written statement of behaviour principles](#)
- [Anti-bullying Policy](#)
- [PSHE Policy](#)
- [Safeguarding Statement](#)
- [Child Protection and Safeguarding Policy](#)
- [Positive Handling Policy](#)
- [PSP/BRA template](#)
- [STARR Record](#)