



Behaviour Management Policy

Senior, Junior, EYFS and Boarding

Updated: June 2026

Next review due: June 2027

Applies to: all pupils, including EYFS, Junior School, Senior School, day pupils, full boarders and flexi boarders

Introduction

St John's School operates a Behaviour Code and School Rules which together promote a safe, orderly, respectful and supportive environment in which pupils can learn, develop and thrive.

This policy outlines:

- The values and expectations of behaviour.
- The standards of conduct required.
- Rewards and sanctions.
- Safeguarding-related behaviour.
- Attendance expectations.
- Online and off-site behaviour.
- Mobile phones and internet-enabled devices.
- Behaviour in boarding.
- Equality, SEND and additional needs.
- The use of reasonable force.
- Searching, screening and confiscation.

This policy should be read alongside the following school policies and procedures:

- Safeguarding and Child Protection Policy.
- Anti-Bullying Policy.
- Praise, Rewards and Sanctions Policy.
- Suspension, Required Removal and Exclusion Policy.
- SEND Policy.
- Equal Opportunities Policy.
- Attendance Policy.
- Pupil Acceptable Use of ICT Policy.
- Online Safety Policy.
- Boarding Handbook and boarding procedures.
- Health and First Aid Policy.
- Complaints Policy.
- Staff Code of Conduct.



All staff have a duty to report behavioural concerns that may indicate a safeguarding risk.

This policy is informed by the Education and Inspections Act 2006, the Education Act 2011, Keeping Children Safe in Education 2025, the draft direction of KCSIE 2026 and relevant Department for Education guidance, including Behaviour in Schools, Searching, Screening and Confiscation, Mobile Phones in Schools, Suspension and Permanent Exclusion, Working Together to Improve School Attendance and guidance on restrictive interventions and reasonable force.

Allegations against staff are managed in accordance with the Safeguarding and Child Protection Policy, Staff Code of Conduct, Low-Level Concerns Policy and allegations procedures.

The school does not use corporal punishment under any circumstances.

Aims

The school aims to:

- Promote high standards of behaviour.
- Create a calm, safe and respectful environment.
- Support pupils to develop self-discipline, responsibility and respect for others.
- Ensure that pupils understand expectations, rules and consequences.
- Recognise and reward positive behaviour.
- Apply sanctions fairly, proportionately and consistently.
- Identify behaviour that may indicate unmet need, distress, trauma, bullying, abuse or safeguarding concern.
- Protect the welfare, safety and learning of all pupils.
- Ensure that behaviour in boarding is managed consistently with school expectations.
- Ensure that online and off-site behaviour is addressed where it affects safeguarding, welfare, learning, boarding or the school community.
- Ensure that reasonable adjustments are made where appropriate for pupils with SEND, disabilities or additional needs.

The Behaviour Code

The Behaviour Code is displayed in classrooms and boarding houses and is printed in Senior pupil planners. It is regularly reinforced through tutor time, assemblies, PSHE, boarding meetings and daily school routines.

Behaviour Code

Recognition and Rewards: St John's School promotes good behaviour through a system of recognition and reward.



Environment: We want to work in a school that is clean, pleasant and safe.

Self-Discipline: We should take responsibility for our behaviour, appearance, organisation and belongings.

Partnership: There is a strong partnership between home, school and the community, and between our international friends.

Expectations: We have high expectations of our pupils and will provide a challenging, relevant, appropriate and interesting curriculum.

Consistency: All pupils will be treated fairly. Rules and sanctions will be used clearly and consistently.

Treat Others as You Would Be Treated: Treat one another with politeness, courtesy and respect.

Junior Learning Behaviour

The following progression outlines expectations for learning behaviour within the Junior School.

Unacceptable

- I do not try my best.
- I distract others through my actions.
- My work is not presented to the best I can do.
- I do not work hard and do not challenge myself.
- I do not accept help on how to make my work better.
- I do not listen and I am not polite.

Expected

- I always work to the best of my ability.
- I do what I am asked without distracting others.
- My work is presented to the best that I can do.
- I work hard to improve.
- I accept help when it is given.
- I am polite and listen so that I contribute.

Good

- I challenge myself.
- I contribute honestly and with care.
- I present my work to a high standard all the time.



- I take responsibility for my own development and myself.
- I ask when I am uncertain or need help.
- I am positive and take part in all areas of school life.

Great

- I go beyond what is expected and take initiative.
- I always try to play a principled and caring role.
- I am creative and make choices about how to present my work.
- I am ambitious and take risks to achieve all that I am capable of.
- I ask questions and ask others what they think of my work.
- I show open-mindedness, empathy and accept viewpoints other than my own.

Scope of School Rules

School rules apply:

- At all times during the school day.
- In EYFS, Junior School and Senior School.
- In boarding, including evenings, overnight, weekends and unstructured time.
- On educational visits and residential trips.
- During fixtures, clubs, activities and events.
- When representing the school, including abroad.
- When travelling to and from school.
- Online, where behaviour affects safeguarding, welfare, learning, boarding or the school community.
- At any time when a pupil's actions may affect the wellbeing of others, the orderly running of the school or the reputation of the school.

The school may impose sanctions for off-site behaviour where the behaviour:

- Poses a safeguarding risk.
- Constitutes or may constitute criminal behaviour.
- Negatively affects members of the school community.
- Affects behaviour, relationships, learning, attendance, boarding life or school order.
- Involves bullying, harassment, discrimination, threats, coercion, intimidation, sexualised behaviour, harmful sexual behaviour, image sharing, impersonation, deepfakes or abuse.
- Involves school systems, school devices, school email or school-related platforms.
- Takes place while travelling to or from school, while representing the school, during a school activity, while in school uniform or where pupils are identifiable as members of the school community.
- Could reasonably bring the school into disrepute or adversely affect the welfare of the school community.



Off-Site and Online Behaviour

The school recognises that pupils may disagree, fall out or communicate unkindly outside school, including through personal phones, messaging apps, gaming platforms and social media.

The school will take concerns seriously and will consider whether the matter has a safeguarding, welfare, behaviour, learning, boarding or school community impact.

The school will not routinely investigate, monitor or sanction every private disagreement, message or online exchange that takes place outside school and away from school systems. Parents and carers remain responsible for supervising their child's use of personal devices, messaging apps, gaming platforms and social media outside school.

The school may become involved, investigate and take action where off-site or online behaviour involves pupils from St John's School and:

- Raises a safeguarding concern.
- Affects the safety, welfare or wellbeing of a pupil.
- Affects behaviour, attendance, learning, relationships, boarding life or the orderly running of the school.
- Involves bullying, harassment, discrimination, threats, coercion, intimidation, sexualised behaviour, harmful sexual behaviour, image sharing, impersonation, deepfakes or abuse.
- Takes place during travel to or from school, during a school activity, while representing the school, while in school uniform or where pupils are identifiable as members of the school community.
- Involves school systems, school devices, school email or school-related platforms.
- Could reasonably bring the school into disrepute or adversely affect the welfare of the school community.

Where the matter is a private online disagreement outside school with no safeguarding concern and no clear impact on school life, the school may provide pastoral advice or signpost parents to support, but it may not be appropriate for the school to investigate, determine fault or impose sanctions.

EYFS and Younger Pupils

In EYFS and with younger pupils, behaviour management will be age-appropriate and focused on safety, supervision, emotional development, communication, kindness and learning appropriate boundaries.

Staff will support younger children through:



- Modelling.
- Clear routines.
- Praise.
- Redirection.
- Emotional literacy.
- Restorative conversations.
- Stories.
- Visual prompts.
- Partnership with parents or carers.

Where behaviour is repeated, unsafe, significantly disruptive or raises safeguarding concerns, it will be recorded and referred to the Head of Nursery, Head of School or DSL as appropriate.

The school recognises that very young children are still developing self-regulation, empathy, communication and social understanding. Responses to behaviour will therefore be firm, kind, proportionate and developmentally appropriate.

Boarding Behaviour

The expectations in this policy apply in boarding as well as during the school day.

Boarding pupils are expected to behave respectfully and safely during evenings, overnight, weekends, activities, meals, free time, room routines and all other boarding arrangements.

Boarding staff will respond to behaviour concerns in line with this policy, the Boarding Handbook, safeguarding procedures and boarding risk assessments.

Particular attention will be given to behaviour involving:

- Peer relationships.
- Room routines.
- Mobile phones.
- Online conduct.
- Sleep disruption.
- Unkindness.
- Bullying.
- Harassment.
- Intimidation.
- Unsafe behaviour.
- Absconding.
- Substance misuse.
- Inappropriate sexual behaviour.
- Image sharing.
- Behaviour that affects the welfare of boarders.



The Head of Boarding will liaise with Heads of School and the DSL where behaviour in boarding raises safeguarding, welfare, disciplinary or pastoral concerns.

Boarding sanctions may include loss of boarding privileges, closer supervision, restriction of free time, restriction of device access, restorative work, behaviour targets, parent or guardian communication or other appropriate measures.

Standards of Conduct

General Conduct

Pupils must behave courteously in language and action and must not bring discredit to the school.

Pupils are expected to:

- Show respect to others.
- Follow staff instructions.
- Move safely and calmly around the school.
- Behave appropriately in lessons, assemblies, meals, activities and boarding.
- Respect property.
- Use kind and appropriate language.
- Take responsibility for their belongings.
- Respect differences.
- Uphold the school's values.

Bullying

Bullying of any description is unacceptable.

This includes:

- Physical bullying.
- Verbal bullying.
- Emotional bullying.
- Cyberbullying.
- Prejudice-based bullying.
- Discriminatory bullying.
- Sexual bullying.

Bullying may constitute a safeguarding concern. Serious or repeated incidents may result in suspension, required removal or permanent exclusion.

Bullying will be managed in line with the Anti-Bullying Policy and Safeguarding and Child Protection Policy where relevant.



Safeguarding and Child-on-Child Abuse

The school recognises that certain behaviours may constitute child-on-child abuse and will be managed in accordance with KCSIE and the Safeguarding and Child Protection Policy.

This includes:

- Sexual harassment.
- Sexual violence.
- Sharing or threatening to share nude or semi-nude images.
- Upskirting.
- Initiation or hazing-type behaviour.
- Abusive behaviour within relationships.
- Online abuse.
- Coercion or intimidation.
- Exploitation.
- Harmful sexual behaviour.
- Serious violence.
- Low-level sexualised language or behaviour will not be dismissed as banter and will be challenged.

Where appropriate, the school will work with parents, carers and external agencies to provide early support to address underlying causes of harmful behaviour.

Where behaviour raises a safeguarding concern, the DSL must be informed and safeguarding procedures must be followed.

Theft and Damage

Theft is regarded as a serious offence and may result in suspension, required removal or permanent exclusion at the discretion of the Head of School.

Any damage to property must be reported immediately.

Deliberate damage must be paid for by those responsible.

Property that is borrowed and lost must be replaced or paid for.

The school may also use restorative approaches where appropriate.

Prohibited Items

The following items are banned in school and at school events:

- Cigarettes.



- Vaping devices.
- Alcohol unless authorised and supervised at an official function.
- Controlled drugs.
- Harmful substances.
- Offensive weapons.
- Pornographic material.
- Fireworks.
- Laser pens.
- Chewing gum.
- Items used, or intended to be used, to cause harm, intimidation or disruption.
- Medication not declared to Matron, the School Nurse or another authorised member of staff.
- Possession of illegal substances or weapons may result in suspension, required removal or permanent exclusion.

Pupils in possession of prescribed medication must hand it to Matron or the School Nurse unless agreed otherwise as part of an Individual Health Care Plan or authorised medical arrangement.

Searching, Screening and Confiscation

The school may search pupils and their possessions in accordance with DfE searching, screening and confiscation guidance, safeguarding expectations and school procedures.

Searches will only be carried out by authorised staff and will be conducted with proper regard to the pupil's age, sex, dignity, privacy, SEND, vulnerability, safeguarding needs and any relevant risk assessment.

Searches may be carried out without consent where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item or an item that may place the pupil or others at risk.

Prohibited or unsafe items may be confiscated, retained, returned to parents, disposed of or passed to the police as appropriate.

Electronic devices may be examined and data may be deleted where there is a good reason to do so, in accordance with DfE guidance and safeguarding requirements.

Searches and confiscations will be recorded and parents will be informed where appropriate, particularly where there is a safeguarding concern, a prohibited item, a serious behaviour concern or police involvement.



Mobile Phones and Internet-Enabled Devices

In line with Department for Education guidance, pupils are not permitted to use or access mobile telephones or other internet-enabled personal devices during the school day unless expressly authorised by the Head of School.

The school operates a mobile phone-free environment by default.

All mobile phones must be handed to the School Office at the start of the day and will be securely stored.

Boarders' phones will be held by the Boarding House during the school day.

Smart watches and wearable devices capable of communication, photography or internet access are not permitted unless authorised for medical or safeguarding reasons.

If a pupil is found in possession of such a device during the school day, it will be confiscated and may only be returned to a parent, carer or boarding staff as appropriate. Sanctions will be applied in accordance with the Praise, Rewards and Sanctions Policy.

Pupils must not take photographs, videos or audio recordings of members of the school community without consent and staff authorisation.

Boarders may have access to phones outside the teaching day in line with boarding procedures, supervision, welfare arrangements, age and individual risk assessment.

Online Conduct

Pupils must behave responsibly online and uphold school values when using digital platforms, whether in or out of school.

Inappropriate use of messaging services, gaming platforms, social media, email, school systems or online platforms which affects members of the school community will be treated as a behaviour matter and may also be a safeguarding concern.

Pupils are expected to understand and avoid online harms, including:

- Bullying.
- Harassment.
- Discrimination.
- Image sharing.
- Impersonation.
- Deepfakes.
- Misinformation.
- Disinformation.



- Online manipulation.
- Exploitation.
- Grooming.
- Coercion.
- Harmful or illegal content.

Pupils must follow the Pupil Acceptable Use of ICT Policy and Online Safety Policy.

Public Displays of Affection

Public displays of affection must remain appropriate to a school setting.

Brief greetings, such as a quick hug, may be acceptable depending on age, context and consent.

The following are not appropriate in school:

- Kissing.
- Excessive touching or cuddling.
- Sitting on one another's laps.
- Prolonged or intimate behaviour.
- Sexualised behaviour.
- Behaviour that makes others uncomfortable.

Staff will determine what is appropriate in context. Sanctions and pastoral responses will depend on seriousness, age, understanding, consent, impact and any safeguarding concerns.

Dress and Appearance

School uniform must be worn when travelling to and from school and during the school day.

Pupils must maintain a clean and tidy appearance.

Hair should be sensibly managed and of natural colour.

Facial hair may only be grown with permission from the Head of School.

Requests to wear jewellery or items of dress on religious, cultural, medical or disability-related grounds must be submitted to the Head of School.

The school will consider reasonable requests in line with equality duties, health and safety, safeguarding and school expectations.

Attendance

Pupils must attend registration between 0810 and 0830.



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The school day ends at 4.00pm on Monday and Friday and 5.00pm on Tuesday, Wednesday and Thursday.

Permission to miss school functions must be sought in writing from the Head of School.

Prior permission for absence must be obtained except in cases of illness.

Persistent lateness without convincing reason may be treated as a disciplinary matter.

Unexplained absence may be treated as a safeguarding concern and managed in accordance with Children Missing Education procedures.

The school treats persistent absence and patterns of non-attendance as potential safeguarding concerns and will act in accordance with statutory Working Together to Improve School Attendance guidance where applicable.

Pupils must not leave the school site during the day without permission and must sign out and sign in appropriately.

Out of Bounds Areas

All new pupils are inducted into permitted areas and informed of areas that are out of bounds.

Boarding pupils receive additional induction regarding boarding expectations, boarding areas, night-time routines, supervision and out of bounds areas.

Pupils must not enter out of bounds areas without permission.

Recognition and Rewards

The school promotes good behaviour through recognition and reward.

Rewards may include:

- Verbal praise.
- Written praise.
- House points.
- Tokens
- Certificates.
- Postcards or messages home.
- Recognition in assemblies.
- Leadership opportunities.
- Privileges.
- Responsibilities.
- Positive comments in reports.



Rewards should reinforce effort, kindness, courtesy, improvement, resilience, responsibility, contribution, leadership and respect.

Sanctions

Sanctions are applied fairly, proportionately and consistently.

Sanctions may include:

- Reminder or warning.
- Restorative conversation.
- Verbal warning.
- Loss of privilege.
- Breaktime or lunchtime reflection.
- Detention.
- Community or restorative task.
- Behaviour target.
- Behaviour contract.
- Parent or carer meeting.
- Restriction of device access.
- Restriction of boarding privileges.
- Internal suspension.
- Suspension.
- Required removal.
- Permanent exclusion.

The Head of School retains discretion in determining sanctions, in accordance with the school's Terms and Conditions, Behaviour Policy, Suspension, Required Removal and Exclusion Policy and safeguarding duties.

Suspension, required removal or permanent exclusion may be used in serious cases, or where allowing a pupil to remain in school would seriously harm the education, safety or welfare of the pupil or others.

The school will follow its own procedures for suspension, required removal and exclusion, and will take account of relevant statutory guidance where applicable or appropriate.

Parents will be informed of the decision, the reasons for it and any applicable review, complaints or appeal process available under the school's policies and Terms and Conditions.

The school monitors patterns of behaviour and sanctions to support consistency, fairness and appropriate intervention.



Graduated Response and Support

The school will usually seek to address behaviour concerns through a graduated response, taking account of the pupil's age, understanding, needs, circumstances, intent, impact and any safeguarding concerns.

Support may include:

- Reminder of expectations.
- Restorative conversation.
- Pastoral support.
- Tutor support.
- Parent or carer communication.
- Behaviour targets.
- Loss of privileges.
- SEND review.
- Risk assessment.
- Individual behaviour support plan.
- Mentoring.
- Counselling.
- Referral to the School Nurse.
- Referral to the DSL.
- External agency advice.
- Formal sanctions.

The school recognises that challenging behaviour may indicate unmet need, trauma, distress, mental health difficulty, SEND, bullying, abuse or another safeguarding concern. Staff will consider whether additional support or safeguarding action is required.

A graduated response does not prevent the school from taking immediate serious action where behaviour places pupils or staff at risk, seriously disrupts school life or constitutes a serious breach of school rules.

Equality, SEND and Additional Needs

This policy is applied in accordance with the Equality Act 2010.

The school will ensure that disciplinary measures do not discriminate unlawfully on the basis of protected characteristics.

The school will monitor behaviour and sanctions data where appropriate to identify patterns, concerns or disproportionate impact.

Reasonable adjustments will be made where appropriate for pupils with SEND or disabilities.



Behaviour that may be linked to additional needs will be carefully considered and appropriate support put in place where possible.

The school recognises that challenging behaviour may be a sign of unmet need, trauma, mental health difficulty, communication difficulty, bullying, abuse or safeguarding concern.

This does not mean that pupils with SEND or additional needs are exempt from behaviour expectations. It means that the school will consider the context, need, support and reasonable adjustments alongside accountability, safety and the welfare of the school community.

The SENDCo, DSL, School Nurse or external professionals may be consulted where appropriate.

Use of Reasonable Force

The school does not use corporal punishment.

Reasonable force may be used by authorised staff where it is reasonable, proportionate and necessary in the circumstances.

Reasonable force may be used to:

- Prevent a criminal offence.
- Prevent injury to a pupil or others.
- Prevent serious damage to property.
- Maintain good order and discipline.
- Prevent a pupil from leaving where this would place the pupil or others at risk.
- Manage a situation where there is an immediate risk to safety.

De-escalation strategies will be prioritised wherever possible.

Staff should use the minimum force necessary and for the shortest time necessary.

Any use of force must take account of the pupil's age, size, sex, understanding, SEND, disability, vulnerability, medical needs, emotional state and any known trauma or safeguarding concerns.

All incidents involving physical intervention will be recorded in accordance with the Restraint Policy and parents will be informed as soon as reasonably practicable, unless there is a safeguarding reason not to do so immediately.

Staff receive appropriate training in behaviour management, de-escalation and safe handling where required.

Where a pupil has an identified risk of requiring physical intervention, an individual risk assessment and behaviour support plan will be implemented where appropriate.



Use of force will be reviewed to consider whether further support, training, safeguarding action, risk assessment or reasonable adjustments are required.

Malicious Allegations and False Reports

All allegations, concerns and reports made by pupils will be taken seriously and handled in accordance with the Safeguarding and Child Protection Policy.

The school will never discourage pupils from reporting concerns.

Where, after appropriate investigation, the school concludes that a pupil has deliberately made a malicious allegation or knowingly false report, this may be treated as a serious behaviour matter.

Any response will take account of the pupil's age, understanding, circumstances, vulnerability and any safeguarding concerns.

Staff Responsibilities

All staff must:

- Model positive and respectful behaviour.
- Apply this policy consistently.
- Use calm, proportionate and respectful behaviour management.
- Promote self-discipline and responsibility.
- Record serious behaviour incidents.
- Record safeguarding concerns on CPOMS.
- Report safeguarding concerns immediately to the DSL.
- Work collaboratively with parents, carers and colleagues.
- Support pupils in developing positive behaviour.
- Consider whether behaviour may indicate unmet need or safeguarding concern.
- Follow the school's procedures for searches, confiscation, reasonable force and sanctions.

Parent and Carer Responsibilities

Parents and carers are expected to:

- Support the school's Behaviour Code and School Rules.
- Ensure their child attends school regularly and on time.
- Support school expectations around uniform, equipment, mobile phones and online conduct.
- Work constructively with the school where behaviour concerns arise.
- Inform the school of any circumstances that may affect their child's behaviour, welfare or attendance.



- Supervise their child's use of personal devices, messaging apps, gaming platforms and social media outside school.
- Avoid direct escalation with other pupils or families, particularly online.

Pupil Responsibilities

Pupils are expected to:

- Follow the Behaviour Code and School Rules.
- Treat others with respect.
- Follow staff instructions.
- Attend school regularly and on time.
- Take responsibility for their behaviour, appearance, organisation and belongings.
- Use technology responsibly.
- Report concerns about safety, bullying, behaviour or wellbeing.
- Respect the school environment.
- Represent the school positively.

Recording, Monitoring and Review

Behaviour incidents will be recorded in line with school procedures.

Safeguarding concerns must be recorded on CPOMS and referred to the DSL.

The school will monitor behaviour incidents, sanctions, exclusions, suspensions, bullying, discriminatory incidents, online behaviour concerns, boarding incidents and any patterns involving vulnerable pupils.

Monitoring will be used to support:

- Early intervention.
- Consistency.
- Fairness.
- Safeguarding.
- SEND review.
- Staff training.
- Supervision.
- Policy improvement.

The Head of School will report significant behaviour matters, trends and safeguarding implications to the Board of Directors as appropriate.

This policy will be reviewed annually, or sooner if required due to changes in legislation, statutory guidance, inspection expectations, school procedures or safeguarding risks.



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Governance

This policy is approved through the school's leadership and governance arrangements.

The Board of Directors maintains oversight of the school's approach to behaviour, safeguarding, pupil welfare, equality and boarding.

The safeguarding governor may be consulted where behaviour concerns link to safeguarding, child-on-child abuse, boarding welfare, online safety, discrimination, pupil vulnerability or significant harm.

The policy will be made available to staff, parents and pupils as appropriate.