

Behaviour Policy

Purpose

St. John's School's behaviour policy is designed to enable all children to fulfil our mission to work together to fly high like an eagle. To achieve this, the policy has been created to promote good behaviour, not just to deter bad behaviour. Central to this policy is the belief in and language of rights and responsibilities. The aim is to promote an ethos where children respect everyone's right to an education and opportunity to fly high, and where they feel safe and well. The children should work together to protect the rights of everybody.

Introduction

St. John's Primary School is a learning environment where we all have the right to:

- Be shown respect
- Learn and teach
- Have equality of opportunity
- Be safe
- Be treated fairly and with kindness
- Achieve our potential and have achievement recognised
- Have respect shown for our property and environment
- Make appropriate choices
- Be listened to
- Be treated as an individual
- Develop our own beliefs whilst maintaining our British values.

At St. John's School we value:

- Making the best use of our learning opportunities
- Trying to the best of our ability and taking pride in our work and appearance
- Telling the truth and treating others fairly
- Respecting the rights and property of others
- Acting considerately towards others
- Taking personal responsibility for our actions
- Acting with self-control.

Expectations

Each class in the school generates its own class charter which commits the class to working together in all respects. This is on display for staff and children to refer to. In addition everyone should follow these simple rules:

1. We keep our hands and feet to ourselves.
2. We respect the rights of all the children in the school
3. We follow all instructions from adults about the expectations of the school

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Responsibilities

To ensure the policy is effective it is essential that everyone understands their role and responsibilities.

The Governing Body will:

- Carry out its statutory duties in relation to behaviour
- Discuss data and trends related to behaviour on a regular basis
- Consider the advice of the Headteacher regarding any amendments to this policy
- Ensure that the policy is communicated to staff, parents and pupils
- Support the school in maintaining high standards of behaviour
- Have an overview of the mission, values, aims and ethos of the school.

The Headteacher, assisted by the Senior Leadership Team, will:

- Ensure the implementation of the policy and related procedures
- Report to Governors on behaviour monitoring and advise if any amendments need to be made to the policy
- Ensure that the policy is applied fairly and consistently
- Ensure that the policy is reflected in the formal and informal curriculum
- Promote the highest possible standards of behaviour, and provide clear guidance about these standards and their practical application
- Encourage recognition of and support for good behaviour as well as recognising and discouraging that which is inappropriate
- Be seen around the school and be available when the response to behaviour requires escalation, including during break and lunchtimes.

All Staff will:

- Ensure that the policy and procedures are followed consistently and fairly and that no incident, however small, is ignored.
- Make the pupils aware of the values and expectations of the school
- Enable pupils to take on responsibilities
- Ensure that their own behaviour and the way they deal with pupils is a model of good practice
- Seek opportunities to recognise and reward good behaviour, effort and success
- Work in partnership with parents, informing them of repeated or serious incidents
- Support each other with implementation of the policy
- Record more serious and ongoing behaviour on CPOMS (online record keeping system) to alert senior leaders
- Ensure that new pupils and visiting teachers are aware of the policy and how it operates
- Have the opportunity to be involved in devising and reviewing the policy
- Work with outside agencies and be involved in training related to behaviour management.

Parents and Carers will:

- Take responsibility for the behaviour of their child, both at the school and elsewhere
- Support their child's learning
- Be aware of the school rules and support them
- Share key information about any events that may be affecting their child's behaviour so the school is aware of this and can plan provision accordingly

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- Support the school when we have to apply consequences in light of a specific incident
- Work in partnership with the school and share any serious concerns they may have about other pupils' behaviour rather than approaching another parent or child directly
- Have the opportunity to raise with the school any issues arising from the implementation of the policy.

Pupils will:

- Take responsibility for their own behaviour and follow the school rules
- Be aware of the school's values and show these through their behaviour
- Ensure that incidents of poor behaviour, particularly violence and bullying, are reported to staff immediately
- Take on responsibilities related to this policy

Outside Agencies:

The School will work positively with outside agencies and seek appropriate support where necessary.

Approach

All staff in St John's have high expectations of behaviour and have a role in promoting good behaviour. The priority is to reward good behaviour (e.g. with praise or house points). 'Catching' pupils behaving well is vital, as is specifically explaining why a child is being praised.

Teachers and other staff will use their discretion to decide which level of reward or sanction is suitable for a specific child on a specific occasion. Pupils who have challenging behaviour will be rewarded when they achieve their own personal targets.

The pastoral system gives teachers a key role in the care of pupils; therefore incidents of poor behaviour outside the classroom will be reported to the teacher, who will decide the appropriate course of action.

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E-Safety Incidents

Any incident that involves the use of electronic communication or devices needs to be recorded, including follow-up, using CPOMS. Any consequences will be in line with the E-safety Response Grid. These incidents are additionally monitored by the E-Safety Committee.

Discriminatory Incidents

Any incident that is perceived to be discriminatory (even if this is not agreed with by the member of staff) must be dealt with following the Local Authority guidance. Parents of all children involved must be informed of the incident so that they can reiterate the key messages at home. The Year Group Leader and Headteacher must be informed and the incident, including follow-up, be recorded appropriately using CPOMS. Staff will evaluate the context and use their knowledge of the child to judge the appropriate response.

Serious Behaviour

If any child misbehaves in a serious manner (this might be swearing, violence, personal insults, sexual language or defiance), then warnings may be bypassed. The Year Group Leader and Headteacher will be informed and the incident recorded, including follow-up, on CPOMS. Staff will evaluate the context and use their knowledge of the child to judge the appropriate response. These actions may include:

- Internal exclusion
- Referral to outside agencies
- Use of reasonable force to protect the safety of the child or others, as a last resort (see below)
- External exclusion (see below).

Exclusions

Exclusion may be used in response to extreme behaviour, particularly where the health and safety of other members of the school community are deemed to be at risk. It may also be resorted to where there have been repeated breaches of this policy and all other courses of action have been exhausted. Exclusion can be fixed-term or permanent and only the Headteacher or their representative may decide to exclude a pupil. In all cases, parents will be informed in writing and have the right to appeal.

Reasonable Force and Search

We strive to create an environment in which both children and adults feel happy, safe, secure and valued. The use of force upon any pupil by a member of staff is a serious matter, and should only be considered as a last resort. However, the law is clear and the Governing Body has a responsibility to all concerned to support any member of staff who as a last resort uses reasonable force in accordance with the law.

Reasonable force will only be used when other means of dealing with the situation have failed and must be applied relative to the risk of the situation. We will follow the advice from the government

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as set out in DfE Guidance document: [Use Of Reasonable Force \(July 2013\)](#). Staff in our school do not hit, push or slap children as it is always unlawful to use force as a punishment.

When the school is aware of a child who is experiencing difficulties and may pose a risk to themselves or others, a risk assessment will always be put in place. Where positive handling is likely to be required, we will ensure staff working with the child have received additional training to do this, such as Team Teach.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples include but are not limited to:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

School staff are permitted to search for and confiscate prohibited items with consent from the pupil and without consent where they have reasonable grounds for suspicion of possession. Prohibited items include those that are against school rules, illegal or stolen; and those that have been, or are intended to be, used in a crime or to cause personal injury or damage to property. We will follow the advice from the government as set out in DfE Guidance document: [Searching, Screening and Confiscation \(January 2018\)](#).

Special cases

We recognise that consistency is fundamental to ensuring correct behaviour in school. We also recognise that there are children who, for whatever reason, require a different approach. This is usually because of a special educational need or disability, in which case a separate plan, procedure, language or approach will be used.

Partnership

It is essential that pupils, parents and teachers work together. The school works collaboratively with parents so that children receive consistent messages about how to behave. Parents will be informed as soon as is reasonably possible if there are any serious incidents (see above) or if a pattern emerges of frequent minor incidents.

If any parent has any concern about the way their child has been treated they should initially talk to the Class Teacher. If they feel the issue hasn't been resolved they should then meet with the Year Group Leader. If the concern remains they should then meet with a Deputy Headteacher and then the Headteacher. See our Complaints Policy for more information.

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Monitoring and Evaluation

Monitoring and evaluation will enable the policy to be amended as required. The effectiveness of the policy will be monitored and evaluated in the following ways:

- Recording and analysing data related to internal and external exclusion (as recorded on CPOMS)
- Tracking and analysis of the behaviour of individuals who are causing concern.
- Discussion at Governors' meetings and those held at staff, year group and senior leadership level
- Outcomes of lesson observations and classroom walkthroughs
- Feedback from parents, pupils and other interested bodies.

Appendix: Guidelines For Staff

Positive consequences:

1. Verbal feedback from any member of staff.
2. Awarding a house point (blue token by any member of staff). Explain exactly why a house point has been awarded, and what school value the child has been displaying.
3. Headteacher's or Deputy's certificate for exceptional effort, work or kindness
4. Year Group specific rewards (Eg. marble in a jar, JPs etc.)

Modifying Behaviour & Sanctions:

Every new lesson means a new start for every child. For consequences to have meaning, they need to happen as soon as possible after the event. Staff at St John's follow a consistent and clear script. This is in place to ensure that St John's is a safe, positive learning environment, where healthy and positive relationships can flourish.

If someone breaks a school rule:

1. A statement of reality (tell them what you **SEE**.)

"Sam, you are talking while I am doing the register."

- a. Don't ask the child why they are doing something. It's confrontational and you don't actually need to know. You just need them to stop it!
 - b. Once a child is aware that their behaviour is inappropriate they will usually take steps to stop it.
 - c. If they change their behaviour remember to thank them and praise their choice. If they continue, carry on to the next stage.
2. Describe the behaviour you **NEED** to see, ending the statement with a thank you.

"Sam, you need to be silent while I do the register. Thank you."

- a. 'Thank you' carries more weight than 'please.' Rather than asking a child to change their behaviour, you are explaining what they need to do.

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- b. Give the child ‘take-up time.’ Many children will need to hear the instruction more than once. **Repeat what you need them to do using exactly the same calm tone of voice.**

3. A statement of CHOICE.

“Sam, if you continue to talk while I do the register you will go to It’s your choice.”

- a. This gives the child responsibility for the consequences of their behaviour.
- b. If the child chooses to do the right thing then you need to praise them straight away for making the right choice. Every child likes praise on the inside even if they don’t show it on the outside!
- c. If the child has changed their behaviour to do what you want, praise that and ignore the inevitable stomping around and sulking – they have made the right choice! This is just face- saving.
- d. If they don’t make the right choice and the behaviour continues, carry out the consequence you have explained.
- e. Infant children may repeat step 3 (after time out in class) if they are at risk of going to partner class.

If a child breaks a rule and ends up having a consequence for their behaviour (e.g. goes to partner class) it is important to discuss the matter with them when they return – the debrief. Use the language of rights and responsibilities. And ask for an apology.

“Sam, everyone has the right to a good education. If you distract people when I am teaching, you are taking away that right. Is that fair?”

If incidents are occurring frequently then teachers will monitor and check for patterns using the ABC approach (antecedent – behaviour – consequence).

Break and lunchtimes.

All children are expected to follow the three simple rules. We recognise that most issues at playtime are different in nature to classtime and usually centre around peer conflict – we therefore adopt a problem-solving approach to support and guide children to think for themselves and solve their own problems.

Remember:

1. The children will want to **solve** their problems.

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2. Make no assumptions as to who is at fault; don't take sides.
3. If children are angry, make sure they are calm before you try to solve their problems.
4. Let the children come up with their own solutions to the problems. If they fail to come up with a solution then you can offer a suggestion.

The problem-solving script in action...

Two children (Colin and Tam) come up to you with an issue in the playground. FIRST make sure they are both calm THEN work through the script. Place yourself between the children to provide a barrier and space. If any object is involved take it away and hold it. Make sure YOU are calm.

1. My name is _____. I'm going to help you solve your problem. (If you don't know their names, ask.) Acknowledge their feelings (I can see that you're angry, Tam, and I can see that you're upset, Colin).
2. I'm going to listen to Colin first, then I'm going to listen to Tam.
3. Do you both promise not to interrupt each other?
4. Do you both promise to tell the truth?
5. Do you both promise to try to solve the problem?
6. Ok, Colin. What happened?
 - a. Repeat what they have said in simple terms.
7. Thank you. Tam, what happened?
 - a. Repeat what they have said in simple terms.

RESTATE the problem simply, making the children aware of needs (one child has a cut so needs the goalie gloves).

8. Ask them both: How are we going to solve the problem? (Possible silence: that's fine.) Respect all the suggestions. You will get a solution.
9. Restate the solution: What it is they need to do to solve the problem. Summarise what will happen next. Make it clear so they know what will happen.

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'I' statements

These can be used with children who are displaying extremely challenging behaviour. By not using the child's name and giving them limited choices, this firmer approach can be helpful:

1: I feel

"I feel worried, upset, frustrated."

2: About

"I feel worried that scissors are being waved around."

3a. Say what you want

"Scissors need to be used for cutting. Thank you."

3b. Give limited choices

"Either use the scissors for cutting or put them away. It's your choice."

4. Make the choice

"A choice needs to be made. I think you will feel better if you choose."

5. Make the choice

"Well I will choose and my choice is... If you want to choose, do so now."

Both the 'problem-solving approach' and 'I statements' scripts are on mini reminder cards and are available to all staff on lunch or break duty.

Consequences of bad choices:

When	LRR	WR
Classtime and Assembly	Time out in class Then sent to partner class (5 mins)	Sent to partner class (5 mins) Time missed from break 50 JPs deducted for Yr 5/6
Playtime	Time out by the wall Class teacher informed	Time out by the wall Class teacher informed
All	Serious offence or repeated poor behaviour*: <ul style="list-style-type: none"> ● Playtime(s) missed ● Involvement of parents ● Repeated poor behaviour will require regular monitoring and liaison with parents ● Internal exclusion ● Referral to outside agencies ● Use of reasonable force to protect the safety of the child or others, as a last resort (see policy guidance) ● External exclusion * This will also require recording on CPOMS	