

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, and alignment with the HUMANS curriculum vision. 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:

- Review and approve the written statement of behaviour principles on an annual basis (Appendix 1)
- 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/carers and pupils
- Support the school in maintaining high standards of behaviour
- Have an overview of the vision, 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
- Implement the policy beyond the school gate as necessary
- 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
- Ensure staff induction covers behaviour and that staff are regularly trained and supported
- Provide pastoral support for any staff accused of misconduct, both internally and via external support as needed
- 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
- Recognise that all behaviour is communication and consider the reasons for it (including safeguarding)
- Enable pupils to take on responsibilities
- Ensure that their own behaviour and the way they deal with pupils is controlled, respectful and a model of good practice
- Seek opportunities to recognise and reward good behaviour, effort and success
- Consider when additional support may be needed during transitions (to and from the school, year group or adult)
- Work in partnership with parents/carers, informing them of repeated or serious incidents
- Support each other with the implementation of the policy and related procedures

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- 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 and related procedures
- 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 & expectations 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
- Support the school when consequences have to be applied
- Work in partnership with the school and share any serious concerns they may have about other pupils' behaviour rather than approaching another parent/carer 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, discrimination 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. Some pupils who find managing their behaviour more difficult 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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Online 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 Online safety Response Grid. These incidents are additionally monitored by the Online 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 taken seriously and dealt with following school guidance. Parents/carers 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 suspension or exclusion (see below).

Suspensions & Exclusions

Suspension may be used in response to extreme behaviour where it is in the child's best interest. This is often to break the cycle, 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. Suspension would be for the minimum fixed period of time to achieve a change in behaviour. Exclusion, the permanent removal of a child from the school roll, would only ever be considered in rare and extreme cases when all other options have been unsuccessful and a move to a different setting would benefit the child. Only the Headteacher or their representative may decide to suspend or exclude a pupil. In all cases, parents/carers 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.

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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 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 a pupil seeks comfort
- 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 acknowledge our legal duty under the Equality Act 2010 and as an inclusive school, we recognise that there are children who, for whatever reason, require a different approach. This is usually because of a special educational need or disability, or because of a safeguarding/mental health issue, in which case a bespoke plan, procedure, language or approach will be used.

Partnership

It is essential that pupils, parents/carers and teachers work together. The school works collaboratively with parents/carers so that children receive consistent messages about how to behave. Parents/carers 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/carer 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

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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.

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 behaviour, online safety and discrimination (as recorded on CPOMS)
- Tracking and analysis of the behaviour of individuals who are causing concern.
- Discussing and identifying trends (particularly of different groups) in behaviour, bullying, online and discrimination at head leadership meetings at least termly
- Discussion at Governors' meetings and those held at staff, year group and senior leadership level
- Outcomes of lesson drop-ins and classroom walkthroughs
- Feedback from parents/carers, pupils and other interested bodies.

Related Policies

This policy should be read in conjunction with:

Safeguarding Policy

Anti-Bullying Policy

Online Safety Policy & Acceptable use Promise

Equality Policy & Strategy

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Appendix 1: Governing Body Written Statement of Behaviour Principles

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The Governors at St John's School believe that high standards of behaviour lie at the heart of a successful school and enables pupils to fulfil their potential and *fly high like an eagle*.

We believe all members of the school community have the right to:

- Be treated fairly, with kindness and respect
- Learn and teach
- Be safe
- Have equality of opportunity

Our behaviour principles:

- St John's Primary is an inclusive school and every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are treated fairly, free from any form of discrimination
- All staff in school model, maintain, encourage and promote positive behaviour
- The behaviour policy is understood by pupils and staff and consistently applied
- All staff seek opportunities to recognise and reward good behaviour, effort and success
- Pupils are encouraged to take responsibility for their actions; they are supported to reflect upon, understand and manage their behaviour appropriately
- Staff are encouraged to work in partnership with families, fostering positive relationships between the school and pupils' home life
- Suspensions and exclusions will only be used as a last resort and when all other options have been unsuccessful.

Violence or threatening behaviour will not be tolerated in any circumstances.

The Headteacher is required to make the Behaviour Policy available on the St John's School website and for it to include details on the following:

- Screening and searching pupils
- The power to use reasonable force or use other physical contact
- The power to discipline beyond the school gate
- Pastoral care for school staff accused of misconduct
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body of St John's School annually.

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Appendix 2: Guidelines For Staff

Positive consequences:

1. Verbal feedback & praise 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. Send to another staff member or YGL for positive recognition
4. Headteacher's or Deputy's certificate for exceptional effort, work or kindness
5. Year Group specific rewards (Eg. marble in a jar, JPs etc.)
6. Manners matter certificates

Modifying Behaviour & Sanctions:

Principles to maintain trust & relationships:

- Remain calm & neutral (body language, face, voice)
- No shame for the pupil - we are part of a team & you're better than this
- Expectations need to be clear & concise for all – no guesswork
- Always pre-empt behaviour (e.g. if taking learning outside be clear about expectations)
- Every new session means a new start for every child
- Ignore secondary behaviours
- Positive and negative are 2 separate 'currencies' – no offset
- Implement other strategies before going to script:
 - use of non- verbal prompts (a look or touch)
 - use of positive reinforcement of others doing the right thing
 - offering jobs or roles when things starting to turn negative
 - movement breaks

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:

Script 1: Managing Behaviour (except extreme)

Reminder: "In this school we <quote rule> so <clear action*> thank you."

*This should be phrased positively i.e. "listen while I'm talking" as opposed to "stop talking"

Reason: "I can see you're still finding this difficult. You need to <reaffirm action> because <succinct reason*> Thank you."

* "otherwise you and others will miss some important learning."

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Choice: “You are continuing to break a school rule, if you continue to do so then you’ll need to go to calm time. If you stop then we can <positive outcome*>. Do you remember last week when . . ., that is who I need to see today.”

* “Have a great lesson and learn a lot.”

At the next available break, you need to have a repairing conversation.

Calm Time: “I need you to go to calm time and to think about how to avoid this happening again.”

If child refuses, say: In this school we follow instructions from adults so you need to go to calm time, thank you. Then walk away to allow take up, if they don’t change of face to repeat instruction. If they still refuse then ignore and say we will talk about this later.

Repair: At the next available break, you need to have a repairing conversation – see below.

Calm Time

- Calling it CALM TIME (Not time out or partner class): always 5 minutes (notional for younger children)
- In lessons, child is escorted (depending on child, need and issue) to the Year Group Leader
- On the playground, stay close to an adult on duty
- During PPA:
 - EYFS - sit in the other PPA classroom
 - Y1-6 - sit outside the office
- Script 2: Managing Extreme Behaviour

Context: Individual, dysregulated child exhibiting physical behaviours or verbally abusive (i.e. – lid has flipped!)

LSA or teacher to approach child/ren calmly with neutral body language

Adult: “I can see/hear that you are (angry, cross, sad etc). We need to keep everyone safe. Let’s go to a calm space.”

Calm space is outside the office & child given reflection card. **Known ch may have a specific plan that details who and where the above should happen.**

NOTE: If 2 or more dysregulated children, use 2 adults.

Repairing: After the event, when all is calm

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

For infants, focus on questions 5 and 7. Some children may need a social story or SEMH intervention.

If the child is struggling, use:

- Imagine if there were . . . (people affected/a way of putting it right/things you could do differently). What would they be?
- Use 1-10 scales – ‘on a scale of 1-10, how angry were you?’
- Offer a postponement and support if they are no ready to speak: ‘I can see that you aren’t quite ready to talk. Do you need a moment of 2 or would you like to meet later?’

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Notes for using the scripts:

- Maintain a calm, neutral tone with low volume and a matter-of-fact intonation & relaxed body language and facial expression.
- Where possible deliver the script privately.
- Don't ask for an apology, the focus is on learning.
- Compliant behaviour may be rewarded, but this should be done privately.
- Language needs to be as consistent as possible but adjust for age/stage of child **Break and lunchtimes**

All children are expected to follow the same three simple rules. Each site has clear operational expectations and sufficient, easily identifiable staff who are available to monitor and support. Varied provision of activities is a key part of reducing behavioural incidents so we offer a range of opportunity and regularly ask children for their views.

Issues at play/lunchtime will be dealt with using the same script and calm time consequence. However, 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.

The problem-Solving Approach

Remember:

1. The children will want to **solve** their problems.
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 (Chantelle 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 and THEY are calm*

1. My name is _____. I can see there is a problem and we need it to stop. 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, Chantelle, and I can see that you're upset Tam).
2. I'm going to listen to Chantelle first, then I'm going to listen to Tam.
3. Ok, Chantelle, what happened?
4. Repeat what they have said in simple terms, removing 'blaming language'.
5. Thank you. Tam, what happened?
6. Repeat what they have said in simple terms, removing 'blaming language'.
7. Chantelle, what do you think we could do now to make things better?

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8. Tam, what do you think we could do now to make things better? (If children don't have solutions, provide using the following phrases, 'How about you... Could you try...').

*If anyone is not ready to problem solve, send them away and ask them to come back in 2 minutes/when ready.

Escalation for Persistent Behaviour

- All adults need to 'own' the behaviour response, but as needed: escalate
 - Escalation means **you still 'own' it & deal with it** but others sit in to reinforce what you're saying
 - Teachers to monitor for patterns of behaviour
 - If a pattern is emerging or the behaviour not changing then escalate
 - Vital to follow the steps in order
1. Other adult meets with child & **class teacher**
 2. Inform parents/carers
 3. Meeting with child, teacher/adult and **parents/carers**
 4. Meeting with child, teacher/adult and **YGL**
 5. Meeting with child, teacher/adult and **Deputy Head**
 6. Meeting with child, teacher/adult and **Headteacher**

Each situation and child is different so it might be the parents are invited also into meetings with SLT depending on need.

Serious Incidents

- These are discriminatory insults or language (perceived), swearing, violence, personal insults, sexual language or defiance
- Follow Script 1 or 2 as needed depending on calmness of child
- Discuss with a member of SLT to evaluate the context and use combined knowledge of the child to judge the appropriate response.
- Inform YGL, Deputy and Headteacher and record incident, including follow-up, on CPOMS.
- Inform parents/carers of all parties involved - there is some flexibility depending on level of incident, except for discrimination which must be reported.
- For clarity: If discriminatory language is used, but not as an insult then record on CPOMS, alerting HLT and tell YGL (e.g. using the word 'gay' in a negative way but not to a person) and follow up with relevant education

Additional Strategies

The actions and support strategies that might be implemented at various stages are:

- Behaviour/ Home school book
 - ABC chart to identify any patterns
 - Reward chart
 - Action plan agreed by child, parent, school
 - Internal exclusions (from lessons or playtime)
 - External agency support
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- Use of reasonable force (Team teach) to protect the safety of the child or others, as a last resort (see Behaviour Policy)
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- External suspension or exclusion, only if the situation is extreme AND in the best interest of the child

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