



St John's C.E. Primary School

Behaviour Policy

Last reviewed: December 2023

Date of next review: December 2024

Behaviour Policy Principles

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our mission for all pupils at St John's, is that:

We aim to provide pupils with high quality teaching and learning, so that they can become effective life-long learners, striving for excellence.

We aim to demonstrate clear Christian characteristics and values, whilst at the same time, encouraging recognition of and respect for other faiths.

We value greatly school, home and parish connections.

Our vision is to empower creative independent thinkers, resilient to challenges, in readiness for our diverse and ever-changing world.

Our school values are based on the Biblical Quote:

"Let your light shine before others" – Matthew 5:16

With these in mind, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language and silent signals to promote positive behaviour
- Use restorative approaches instead of punishments

Purpose of the behaviour policy: To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make good choices
- Recognise individual behaviour norms and respond appropriately
- Teach appropriate behaviour through positive intervention
- Ensure a consistent approach to behaviour is used throughout school

All Staff Must:

- Act professionally and be a good role model eg dress, behaviour, timekeeping, attitude
- Be punctual, present and positive
- Be 'relentlessly bothered'
- Begin each day with a positive presence and meet and greet each child with a warm, happy smile
- Be prepared and ready for the day
- Use silent signals consistently throughout school
- Have high expectations of themselves and others

The Headteacher and the Senior Leadership Team must:

- Be a visible presence around the school, modelling high expectations and the use of silent signals
- Encourage use of positive praise, phone calls/texts/notes home/certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records/cpoms to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well but also develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Be approachable and listen

Behaviour for Learning

Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe'. Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences

Be Ready

- I will be punctual, prepared and present.

Be Respectful

- I will treat everyone and everything with care and kindness.

Be Safe

- I will think before I act and speak in order to look after myself and others.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance by the class teacher. Incidents should be logged on Arbor.

Sanctions

Sanctions should always

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community
- Avoid being applied to a whole group for the activities of individuals
- Be consistently applied by all staff to help ensure that children and staff always feel supported and secure
- Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not made personal to the child

Our Behaviour Pathway (See Appendix 1)

- Reminder (3 rules – Be Ready, Be Respectful, Be Safe)
- Warning (-1 behaviour/amber notification – privately if possible. Use 30 second scripted intervention see Appendix 2)
- Consequence (recorded as -2 behaviour on Arbor. Restoration conversation with teacher after the lesson. Missed playtime/lunchtime – See Appendix 3)
- Parents contacted
- Internal Exclusion
- Short Fixed Term Suspension (1-2 days)
- Longer Fixed Term Suspension (3-5 days)
- Permanent Exclusion

Adult Strategies to Develop Excellent Behaviour

At St. John's adults apply the following principles in all interactions with pupils

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Visible Consistencies

- Daily meet and greet – on time at 8.50/9.00
- Persistently catching children doing the right thing
- Picking up on children who are failing to meet expectations
- Ensuring children exit onto the school playground at the end of every day – safely and timely
- Praising in public
- Remanding in Private

- Consistent language

Over and Above Recognition

- Verbal praise – short term (daily) and frequent
- Stickers – short/long term
- Show work to another adult – short/long term
- SLT praise – short/long term
- Certificates - long term
- Postcards/notes home – long term
- Phone call/text home – long term
- Recommendation to HT/HT award- long term
- Shiny box – long term

Whole School Rewards

- Shiny box – raffle ticket – individual showing a shine value
- Star of the Week – linked to learning or learning behaviour
- Fred Star of the week – Celebration Assembly – RWInc – EYFS/KS1
- Reading Star of the Week – KS2
- Star in the Jar – class reward
- 100% attendance – non uniform day

Whole School Sanctions

- Keeping in Step 12.45 – 13.15
- Monday Miss Stoker Miss Penney
- Tuesday Mr Swann Mrs Luscombe
- Wednesday Mrs Bannister Mrs Crossley
- Thursday Mrs Shepherd Miss Price
- Friday Miss Cain-Wildman Miss Earle
- Staff to email the member of staff on Keeping in Step duty with name of child and relevant details

The Power to discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DFE guidance. If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy. St John's strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and on their way to and from school.

Searching Pupils

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary, this is always carried out by 2 members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item however harmful or detrimental to school discipline. Staff carrying out a search should also have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

Positive Handling and Reasonable Force

St John's C.E. Primary School makes use of the DFE guidance: Use of reasonable force in schools (2013). Any force used should always be the minimum needed to achieve the desired result. Key staff at St John's C.E. Primary School have had the appropriate Team Teach Training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on Arbor. Parents will be kept informed of any incident where force or restraint has been used on their child.

Procedure in the event of a child running away from an adult

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger but will observe from a distance and keep in contact with the school via mobile phones. If a child leaves the school site, the police will be contacted for the safety and well being of the pupil.

Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; age; religion or belief; sexual orientation, or because of gender reassignment.

For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg Educational Psychologist, QEST, Social Care or CAMHS.
- A reduced timetable may be put in place in line with guidance from the Oldham LA. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such as attending school trips but only if the behaviour is unsafe or dangerous.

Supporting pupils with SEND

Expectations for managing behaviour of pupils with SEND

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking a reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

All adults, who will be teaching group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure that they have accessed the child's provision map. Teachers need to use provision maps to understand what works and what doesn't work for that child. For example, if a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed.

Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their provision map which will be monitored by the SENDCO. A children's triggers for negative behaviour need to be on their provision map so that everyone can be aware of these.

Teachers who are preparing for their classes to be covered by someone else must ensure provision maps are communicated with covering teachers so the approach to managing their behaviour is always consistent.

When dealing with Send children, staff should adopt the STAR approach (Setting, Trigger, Action, Result) to identify and analyse patterns.

Behaviours that children with SEND might exhibit to try and communicate with you:

- Work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing
- Focussing their attention on the adults- following and asking repeated questions. This might be for more reassurance that they are doing the right thing or they are liked
- Calling out – this might be so they feel noticed and to also feel reassured

Parent Concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – through the school office
- Arrange an appointment with the teacher
- Arrange an appointment to see the Assistant/Deputy Headteacher
- Arrange an appointment to see the Headteacher

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

Accountability

It is the responsibility of the Headteacher and Senior Leadership Team to:

- Provide a framework for consistent behaviour monitoring in school
- Ensure that all staff are following the policy and review the policy accordingly
- Issue fixed-term suspensions and/or permanent exclusions to individual pupils

Governors

The Local Advisory Board has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Headteacher in implementing this policy.

Appendix 1

St. John's Behaviour Pathway

0 Not recorded on Arbor	Children start each session here if they show expected behaviour. Some children may have their own behaviour plan OR positive handling plan.
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0	<u>First Warning:</u> If behaviour falls below the expected level the child will receive
Not recorded on Arbor	A non-verbal warning
	A clear verbal warning: 'If this behaviour continues...' With a possible explanation of behaviour choices

-1	<u>Second Warning:</u> Verbal disruption to teaching/ low level disruption/refusal
Record on Arbor	After a child receives a second warning, the child will reflect on their behaviour in class during one playtime, with their teacher.

-2	Parent Meeting with Teacher/Senior Leader: Refusal to follow repeated instructions, swearing, damage to school property, persistent low-level disruption. Rough play resulting in injury.
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-3	When a child displays behaviour warranting parental contact from the headteacher, the following playtime is missed and a lunchtime. A restorative reflection time is completed by the child during lunchtime. A Senior Leader or Headteacher will call a meeting with the parents.	Parent Meeting with Senior Leader/Htchr
	Sexual Orientation or Homophobic Incident/Bullying (LGBTQ)	When a child displays this behaviour the following playtime is missed and a lunchtime. A restorative reflection time is completed by the child during lunchtime with a member of staff. A Senior Leader or Headteacher will call a meeting with the parent
	When people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. Sexual Harrassment; Online Sexual Abuse	
	Online Abuse can include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery. Religion Incident/Bullying	
	When a religious or religiously unaffiliated person chooses to intentionally or unintentionally degrade another person emotionally, mentally or physically based on; the bullied individual's actual or perceived religious or religiously unaffiliated identity, or the doctrines or practices of their belief.	

-4	Fixed Term Suspension – Unprovoked attack/ Physical attack/Weapons/Drugs/Substances These are examples but not an exhaustive list. These types of behaviours may need to involve the Headteacher and, on occasion the involvement of school Governors. If the incident is of a high severity, the procedure is accelerated to the Headteacher for a FTS to be made.
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<p>-5</p> <p>Record on</p> <p>Arbor</p>	<p>Permanent Exclusion</p>
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Appendix 2

30 Second Scripted Intervention

- I have noticed that you are (having trouble getting started, wandering around, playing with apparatus) right now
- You are not showing our (3 rules)
- You have chosen to
- Because of that you need to (refer to action to support behaviour eg move to another table, complete learning at another time)
- Do you remember when you (refer to previous positive behaviour)
- Thank you for

Appendix 3

Restorative Questions

As part of our approaches to managing behaviour, adults should hold a restorative conversation with any child who reaches stage 3. This conversation will normally take place during lunch time. Sometimes it may include other adults or children.

Staff will have a script for the restorative conversation that they feel comfortable with. The questions may include:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did the make people feel?
- Who has been affected ?
- How have the been affected?
- What should we do to put things right?
- How can we do things differently in the future?