

# St. John's C.E. Primary School



Policy: Behaviour Policy

Reviewed: July, 2016

Future Review: July, 2017

## **Vision Statement**

**With God's help we will find our gifts, develop our strengths and share them with others.**

## **Our School Motto**

**Learning through enjoyment**

## **Behaviour Statement**

In St. John's our attitudes towards behaviour and discipline are based on the fact that every member of the school community is of equal importance in the eyes of God, we are therefore all responsible. St. John's encourages respect for others within a moral, spiritual and cultural context. The school's ethos and moral code underpins the Behaviour Policy.

The moral code and ethos is developed through:

- Collective Worship.
- PSHE.
- Citizenship.
- Religious Education

## **Purpose of the Policy**

- To make clear expectations of children's behaviour.
- To set clear boundaries of acceptable/ unacceptable behaviour.
- To clarify rewards for good and consequences of unacceptable behaviour.

## **Policy Formation**

It is a working document that has been formulated following advice from Behaviour Support in consultation with all staff and shared with the Governing Body and parents.

## **Success Criteria**

The policy will ensure;

1. that problems do not arise in the first place, or are minimised.
2. that when they do occur measures are in place to reduce the impact on the smooth running of the school day.
3. that all personnel, pupils, parents, teaching staff, support staff, and Governors fully understand, agree and share the responsibility for the successful implementation of the Behaviour Policy.

## **PROMOTING GOOD ATTITUDES AND BEHAVIOUR**

Our emphasis is constantly on praise and nurturing of positive attitude and self esteem.

**Incentives and rewards** are promoted by the whole school community. They operate on an individual basis as well as whole classes working together.

The following incentives may apply.

1. Individual class reward system
2. Team points.
3. Golden Merit Award for achievement.
  
4. Individual charts to support pupils are experiencing some challenges
5. Dinnertime certificates.
6. Individual responsibilities eg. Monitors at lunchtime
7. Stickers/stamps and sticker charts.
8. Star of the week in Ruby, Sapphire & Diamond Class
9. Golden Points system

## **Golden Points System**

Every child throughout the school will be involved in this positive behaviour reward system. The idea is to promote excellent behaviour and manners around the school by giving out golden points to children who deserve them.

Generally, this will mean that the children who are 'always good' will be able to gain recognition for this and the children who sometimes find it difficult may see this and work towards improving their behaviour. Obviously it is completely up to the member of staff whether or not they give a child a golden point.

We will be rewarding pupils who are demonstrating outstanding Christian Values e.g. thankfulness, forgiveness, kindness. The types of things the children may be rewarded for are:

Being kind to other children  
Showing excellent manners  
Superb behaviour in the classroom, on a trip, in an assembly

In each class there will be a wall displaying the progress of each child's behaviour

Ruby- gold stickers are put on a chart and a badge is awarded for every 5 points  
Sapphire- Gruffalo  
Diamond- Planets  
Emerald- Passports

A gold sticker will be given to the child when they are awarded a golden point. The aim of the system is to reach 50 golden points with the children being rewarded for each multiple of 5 they reach, (see rewards). Every year the School Council will agree the reward for 50 golden points. The top 6 pupils with the most golden points in every class will be invited to this special event at the end of the year.

**Golden Points are not part of the lunchtime and breaktime reward system, team points are the reward system in place on both these occasions.**

## **Roles and Responsibilities**

### **Head teacher's responsibilities are:**

- To oversee the implementation.
- To draw up the school's behaviour policy.

### **Governors Responsibilities are:**

- To ratify behaviour and monitor and evaluate the effectiveness of the policy.
- To support the Head teacher's implementation of this policy.
- To have in place a committee properly appointed by the Governing Body themselves, to consider matters relating to the exclusion of pupils from the school - the committee having delegated powers to act on behalf of and to represent the Governing Body.

### **Children's responsibilities are:**

- To follow the Golden Rules.
- To take increasing responsibility for their own conduct.

### **Staff Responsibilities are:**

- To implement this policy fairly and consistently, hence promoting positive attitudes and behaviour..

### **Parents' Responsibilities are:**

- To support and encourage their child to follow the Golden Rules

## **We have 6 Golden Rules which are;**

1. Do be kind and helpful
2. Do be gentle
3. Do listen to people & show respect.
4. Do work hard.
5. Do look after property.
6. Do be honest.

These golden rules are very closely linked to our set of Christian Values which are referred to frequently in assemblies and throughout the school day.

We expect every child to behave well and follow the rules.

The common Class Rules across the school are as follows:

1. Hands up if you wish to request anything.
2. Use your classroom voice whilst inside the building
3. Make sure that you use the toilet at breaktimes and lunchtimes
4. Always be ready to learn
5. No swinging on chairs
6. Treat all school property with respect

At the beginning of the school year all classes will agree collectively their set of class rules alongside the above rules.

### **Managing unacceptable behaviour**

Unacceptable behaviour is defined as breaking golden rules in classrooms and outside class. This will be dealt with initially by the class teacher (Yr1 – Yr6) or the person supervising children at that time by:

1. Reminder (optional)
2. Warning
3. Time out in Emerald Class, with work if appropriate and the time will be agreed between both teachers.
4. Sent to the Head teacher

In Ruby Class, the Time Out Chair will be used after the child has been given 3 warnings

When the child is sent to see the Head teacher a serious incident form maybe filled in and the parents/carers maybe contacted to meet with the Head teacher and class teacher.

However, the following unacceptable behaviours are reported immediately to the Head teacher and parents informed. A serious incident form must be completed. The parents/carers will be contacted to meet with the Head teacher and any other members of staff where appropriate.

- Verbal or physical abuse of staff.
- Intimidation
- Bullying
- Racial abuse
- Running out of school
- Stealing
- Sexual Harassment
- Violence
- Constantly refusing to follow instructions
- Seriously impacting on the teaching and learning in the classroom
- Seriously impacting on the welfare of the other pupils

## **Recording procedures**

Staff keep a record of unacceptable behaviour. This will be kept in the classroom by the class teacher. The Head teacher monitors and evaluates incidents of unacceptable behaviour throughout the school. Should a child be regularly receiving time out (twice a week) then this needs to be reported to the Head teacher and a meeting needs to be set up with the parents/carers in order to review the child's behaviour and put the necessary provision in place to support the child and possibly the parents.

## **Exclusion**

In the unlikely event of children needing to be excluded for a fixed period or excluded permanently, such decisions are the responsibility of the Head teacher or Deputy Head teacher, in her absence. The Head teacher would report such matters immediately to the Chair of Governors and to the governing body at their next meeting.

We believe that discipline should be a joint responsibility and prefer to work in partnership with parents, if there is a persistent problem. We will contact parents if we are concerned about persisting behaviour difficulties.

In extreme situations where a pupil is at risk of:

- Injuring self or others
- Committing a criminal offence (including behaving in a way that would be a criminal offence if the pupils were not under the age of criminal responsibility)
- Causing damage or
- Engaging in behaviour prejudicial to maintaining good order,

Teachers may use 'reasonable force' to resolve the situation.

Reasonable force includes:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive (Approach trained) holds, only if trained to do so

These restrictive measures will only be used in exceptional circumstances and parents will be informed of any serious incident involving their child.

## **PROMOTING GOOD ATTITUDES AND BEHAVIOUR AT BREAKTIME & LUNCHTIME**

At St. John's school we want all children to enjoy their lunchtime and to be encouraged and supported in behaving well and following the rules both in the dining hall and in the playground.

### **Rules in the dining hall**

Do line up sensibly  
Do be polite  
Do eat correctly  
Do listen to people and show respect  
Do be helpful  
Always put up your hand to request to leave  
or if you require something

### **Rules in the playground**

Do be polite, kind and helpful  
Do listen to the adults on duty and follow their instructions  
Do say sorry if you hurt or bump into anybody by accident  
Do look after property and our equipment  
Do be honest at all times  
Do stop and stand still when you hear the whistle  
Do put equipment back in the box when you are finished

A member of the Senior Management Team is on duty in the dining hall (12.15 – 12.45pm) and on call in the playground on a daily basis. This reinforces to all children and staff the importance of outstanding behaviour and attitudes both in the dining hall and the playground. It also shows that lunchtime is a very significant part of the school day and that all children enjoy these special times. A playleader will be in the dining hall at 12.15pm as well and will take the children to the playground when ready.

The members of staff on duties and the Head teacher talk regularly so that we can monitor both behaviour and organisation of the lunchtime. The cooks, Play leader and School Council feed into these meetings as well. Training is also provided for all staff who are on playground and lunch duty, in order to support them in making these times an enjoyable experience for all concerned.

### **Managing unacceptable behaviour**

Unacceptable behaviour is defined as breaking any of the rules of the playground or dining hall. This will be dealt with initially by the member of staff on duty by:

- 1 Reminder (optional)
- 2 Warning
- 3 Time Out
- 4 Sent to the Head teacher or the person in charge.

When the child is sent to see the Head teacher a serious incident form must be filled in and the parents/carers maybe contacted to meet with the Head teacher and class teacher. If this behaviour is to persist then the following procedures need to be followed.

1. Verbal warning and the parents/carers are informed.
2. A letter to the parents/carers regarding a meeting that if the behaviour is to continue then the child will need to be excluded from lunchtimes for a set period of time.
3. Exclusion from lunchtime for a set period.

However, the following unacceptable behaviours are reported immediately to the Head teacher and parents informed. A serious incident form must be completed and a meeting is arranged with the parents/ carers.

- Verbal or physical abuse of staff.
- Intimidation
- Bullying
- Racial abuse
- Running out of school
- Stealing
- Sexual Harassment
- Violence
- Constantly refusing to follow instructions
- Seriously impacting on the welfare of the other pupils

Reviewed: July, 2016

By: All staff

Next review: July, 2017

Monitored by: Head teacher & SMT