

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



## Our Vision Statement

*Shine like stars*

*Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.*

**Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.' Matthew 5:16**

**Policy: Behaviour Policy**

**Reviewed: July 2024 Ratified at the Governing Body: 18<sup>th</sup> October 2024**

**Future Review: July 2025**

## **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 vision statement underpins the Behaviour Policy. At St. John's School we want all our pupils:

*Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.*

- **St. John's C. of E. Primary School** recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. Our core school values of forgiveness, respect, endurance, compassion, justice and confidence are there to guide and support all our pupils ensuring that they use these values to guide them in making the correct choices, showing respect for others and themselves at all times ensuring that we are striving for a fair and friendly school.

This vision statement is developed through:

- Daily Collective Worship.
- PSHE.
- All aspects of our curriculum and enrichment programme
- Religious Education
- Church services
- High quality pastoral support by all staff
- Ongoing communication with all members of the school community

## **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, pupils 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. Going for Gold Behaviour Reward System across the school
5. Individual charts to support pupils who are experiencing some challenges
6. Individual responsibilities e.g. School Council, Eco-Committee, monitoring roles
7. Stickers/stamps and sticker charts.
8. Value certificate in Ruby, Sapphire, Diamond Class & Emerald Class

## Going For Gold Behaviour Reward System

### In each classroom the same reward system will be in place for behaviour.

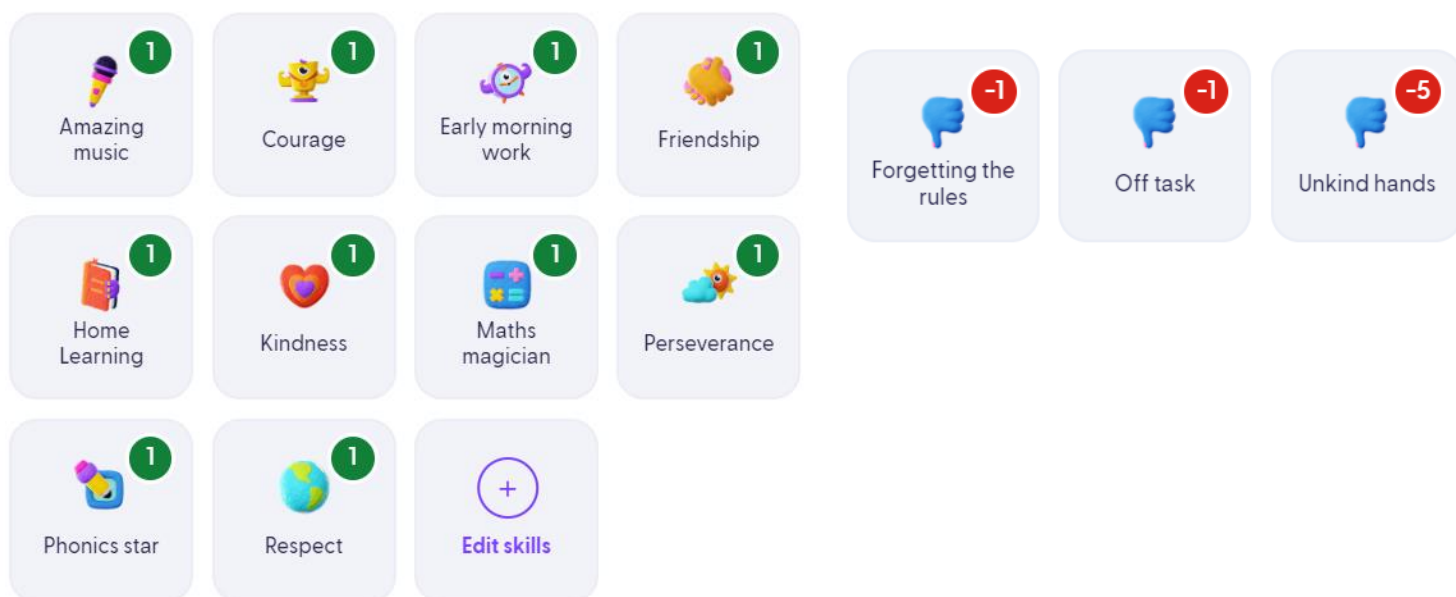
Each child will start off on green each day. Their aim is to have a good day and stay within green. If they fail to behave they will need to move down the chart depending on the seriousness of the behaviour stated in the table below. The colours being yellow, orange, red.

<b><u>Class Behaviour</u></b>	<b><u>Play/Lunch Time Behaviour</u></b>
<b><u>Green Card</u></b>	
Children are focused and display a positive attitude to learning. They work hard in class and produce work reflecting their ability. They may be given a verbal reminder of the appropriate behaviour if they lose focus or display minor behavioural problems.	Children play well together, show respect, co-operate with everybody in the playground and in the dining hall and generally enjoy themselves out of the classroom. They may receive a verbal reminder about the appropriate way to behave if they display minor behavioural problems.
<b><u>Yellow Card</u></b>	
Persistent low-level behaviour problems where they have been given a verbal reminder but they still continue to display inappropriate behaviour. They need to move to another part of the classroom and also spend 5 minutes in at playtime or lunchtime.	Persistent low-level behaviour problems where they have been given a verbal reminder but they still continue to display inappropriate behaviour They will need to have 5 minutes time-out in the playground before they are ready to resume break time.
<b><u>Orange Card</u></b>	
Unacceptable behaviour in the classroom where the child is not only not doing their work or causing disruption but also affecting the concentration of others. A number of reminders will have been given. They should be sent to another part of the classroom, until the end of the lesson and miss their break time or 15 minutes of lunchtime. The Headteacher will be informed.	Unacceptable behaviour where the child is clearly not following the playground rules and is not listening to any of the verbal reminders that have been given. Sent to the Headteacher and a serious incident form completed.
<b><u>Red Card</u></b>	
Continual negative and disruptive behaviour is displayed in the classroom and after constant reminders over a period of time they are refusing to do the correct thing. They display aggressive, disrespectful and inconsiderate behaviour that warrants a serious incident form in the classroom. Sent out of the classroom to the Headteacher and excluded from break and lunch times.	They display aggressive, disrespectful and inconsiderate behaviour that warrants a serious incident form. Sent out of the playground to the Headteacher and excluded from break and lunch times.

## Early Years reward system for behaviour

Within Early years the same expectations of good attitudes and behaviour are promoted in line with the rest of the school. To support the younger children in the Early Years the reward system for behaviour has been adapted and is more visual whilst the overall expectations of good attitudes remain the same as the whole school approach.

Class families have access to Ruby's ClassDojo – each child has a 'monster' which they can dress and change the appearance of from home. The children can be awarded points for:



Classroom behaviour	Lunchtime behaviour
<b>+1</b>	<b>+1</b>
Children show empathy and exceptional kindness to each other and follow the class rules independently, supporting others	Children demonstrate empathy and exceptional kindness and co-operation to each other in the dining hall and Catriona's garden
<b>+1</b>	<b>+1</b>
Children are focused and display a positive attitude to learning. They work hard in focus groups, cooperate with their friends in self-initiated activities and follow the class rules	Children play well together, show respect, co-operate with everybody in the playground and in the dining hall and generally enjoy themselves out of the classroom.
<b>-1</b>	<b>-1</b>
Children are not following the class rules and after three warnings they have to sit in the Reflection Corner. Children will take a timer and have some reflection time before speaking with an adult about their behaviour	Persistent low-level behaviour problems where they have been given a verbal reminder, but they still continue to display inappropriate behaviour. They will need to have 5 minutes' time-out in the playground before they are ready to resume break time.
<b>-5</b>	<b>-5</b>
Continual negative and disruptive behaviour is displayed in the classroom and after constant reminders over a certain time they are refusing to do the correct thing. They display aggressive, disrespectful and inconsiderate behaviour that warrants a serious incident form in the classroom. Sent out of the classroom to the head/DHT and excluded from the classroom	They display aggressive, disrespectful and inconsiderate behaviour that warrants a serious incident form. Sent out of dining hall /Catriona's garden to the head/DHT

Parents have access to ClassDojo through a free app – they can see their child’s points as they are awarded, allowing children to share their success with their families. Children are encouraged to reflect, at home time, on their points and to share this with their families.

When a child reaches 50 Dojo points, we ‘redeem’ the points for a special treat from the lucky dip box. The children come to the whiteboard and press the ‘redeem’ button, which has a sound effect and a trophy. The class gathers round to watch and applaud their friend. Each time a child redeems 50 points, they put a special sticker onto the sticker chart.

We also use stickers throughout the day to award children’s hard work and positive choices. There are a range of stickers – phonics star, maths magician, rainbow of kindness and general ‘well done’ stickers. **Roles and Responsibilities**

**Headteacher’s responsibilities are:**

- To oversee the implementation.
- To draw up the school’s behaviour policy.
- To ensure that the school fulfils the responsibilities as outlined in the Home/School Agreement

**Governors Responsibilities are:**

- To ratify behaviour, 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.
- To agree the Home/School Agreement and to monitor closely.

**Children’s responsibilities are:**

- To follow the Golden Rules.
- To take increasing responsibility for their own conduct.
- To sign up to the role that they agree to play in the Home/School Agreement.

**Staff Responsibilities are:**

- To implement this policy fairly and consistently, hence promoting positive attitudes and behaviour.
- To ensure that they fulfil their responsibilities as outlined in the Home/School Agreement.

**Parents’ Responsibilities are:**

- To support and encourage their child to follow the Golden Rules.
- To sign up to the role that they agree to play in the Home/School Agreement and to ensure that they fulfil this.

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

1. Do wash your hands thoroughly at required times during the day.
2. Do follow all rules so that we can keep each other safe.
3. Do be kind and helpful.
4. Do listen to people & show respect.
5. Do work hard.
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 and always wash your hands thoroughly
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 (EYFS – Yr.6) or the person supervising children at that time by:

- 1 Reminder (optional)
- 2 Warning
- 3 Time out with the Headteacher, with work if appropriate and the time will be agreed between the teacher and Headteacher.

In Ruby Class, the Reflection Corner will be used when the child has been spoken to 3 times – this is a space to sit quietly and calm down before speaking with an adult about why they were sent there. It is a learning opportunity and aims to eliminate negative behaviour through discussion and understanding as to why it has had a negative impact on the classroom.

When the child is sent to see the Head teacher a serious incident form maybe filled in if requested by the Headteacher 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
- Child on child abuse
- Bullying including cyberbullying, prejudice-based and discriminatory bullying
- Racial abuse
- Running out of school
- Stealing
- Sexual Harassment
- Sexual violence
- 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**

The Head teacher monitors and evaluates written incidents of unacceptable behaviour throughout the school. The Headteacher will feedback to the Governors on a termly basis to identify any patterns of unacceptable behaviour, identify support in place, meetings with parents/carers and monitoring behaviour management both within the classroom and outside in the playground, dining hall and extra-curricular activities.

### **Child –on-Child Abuse**

All members of staff at St. John's School recognise that children can abuse their peers. This can happen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered

reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.

All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:

- that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
- the importance of challenging inappropriate behaviour between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.
- that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.

In line with KCSIE 2024 the school recognises that child-on-child abuse is likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- sexual violence
- sexual harassment
- upskirting
- consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery);

## **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 (PRICE trained) holds, (Mr. Law and Mrs. Notley) 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. Using the school's vision statement and core values to guide them in making the correct choices and being responsible for their actions.

<b><u>Rules in the dining hall</u></b>	<b><u>Rules in the playground</u></b>
Do wash your hands thoroughly Do line up sensibly Do be polite, kind and respectful Do eat correctly using your fork and knife Always put up your hand to request to leave or if you require something Ensure that you eat all your food on your tray and your drink is finished so that we don't waste anything Use the toilet in the hall whilst you are eating your lunch	Do listen to the adults on duty and follow their instructions Do say sorry if you hurt or bump into anybody by accident Do listen to people and show respect Do look after property and our equipment Do be helpful and kind Do be honest at all times Do stop and stand still in silence when you hear the first whistle, after the second whistle walk in silence to the line and wait to be dismissed Walk down in single file to the classroom in silence

A member of the Senior Management Team is on duty in the dining hall (12.15pm to 1pm), pupils to be sent to the dining hall if they are not getting it right in the playground. 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.

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, support staff and School Council feed into these meetings as well. Training and support are also provided for all staff who are on playground and lunch duty, in order to support them in making these times an enjoyable and safe 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
  - Child on child abuse
  - Bullying/cyberbullying, prejudice-based and discriminatory 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

### **Power of Discipline beyond the School Gate**

Response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

When pupils are taking part in any school organised or school related activity **away from the premises**, the Behaviour Policy will be applied consistently. Parents who are helping with supervision on a school trip are expected to ensure that the children in their care behave appropriately. Before any trip, teachers remind the children about acceptable behaviour and care is taken with grouping children and allocating adults. Any parent experiencing problems with a child's behaviour on a school trip should speak to the teacher in charge of the trip.

Other reported bad behaviour or bullying will be dealt with on a case-by-case basis. Generally, school staff should not expect to be involved with incidents that occur off the school premises when a child or children are not under the lawful control of that staff member. However, in cases where the incident could adversely affect the reputation of the school or where the incident is likely to impact further on members of the school community (i.e. retaliation, bullying or continuation of bad feelings between children) staff may be required to intervene. Parents will be involved in the investigation of the incident and sanctions, as already identified within this policy, may be applied. Where there are abusive comments or aggression to staff, outside of school, these matters will be investigated and reported to the appropriate agencies.