

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: March 2024 Ratified at the Governing Body: 21st March 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 to grow and to flourish whilst feeling safe and secure in our small nurturing community where the knowledge and love of God is there to guide and inspire us in everything that we do.
- **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 peace, respect, humility, determination, friendship and wisdom are there to guide and support all our pupils ensuring that they use wisdom to guide them in making the correct choices, showing respect for others and themselves at all times ensuring that we are striving for a peaceful and friendly school.

This vision statement is developed through:

- Daily Collective Worship.
- PSHE.
- Citizenship.
- 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
4. Individual charts to support pupils who are experiencing some challenges
5. School's vision and values certificates.
6. Individual responsibilities e.g. School Council, Eco-Committee
7. Stickers/stamps and sticker charts.
8. Value certificate in Ruby, Sapphire & Diamond 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 stay within green for an entire half-term they receive a certificate awarded in celebration assembly every half-term. If they manage to stay on green for the whole year, they will be rewarded with a special garden party in Mr. Harold's field at the end of the year. However, to support some pupils who may find this difficult, we will allow pupils who receive 5 certificates to also attend this party.

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.

<u>Class Behaviour</u>	<u>Play/Lunch Time Behaviour</u>
Green Card	
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.
Yellow Card	
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.
Orange Card	
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.
Red Card	
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.

Every day the children begin on the rainbow and can move onto the sunshine if they show exceptional kindness or follow the class rules independently. If they finish the day on sunshine they have a special sticker to take home to share with their adults. If they remain on either rainbow or sunshine all week they take home a 'Friday treat'. If the children are not following class rules and have been on the 'stop and think' chair after having three reminders they have to move their picture onto the rain cloud; they have an opportunity to make amends and move back onto the rainbow by the end of the day. For a serious incident they go onto the thunder cloud and are sent to the head/deputy, the class teacher will speak to the parent and a serious incident form completed.

Sunshine	Lunch Time Behaviour
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
Rainbow	
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.
Rain Cloud	
Children are not following the class rules and after three warnings they have to sit on the 'stop and think' chair they will move to the rain cloud. They have an opportunity to return to the rainbow if behaviour improves.	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.
Thunder Cloud	
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

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 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.
- 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 – Yr6) 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 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
- Peer on peer/child on child abuse
- 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 (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.

Rules in the dining hall

Do wash your hands thoroughly
 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 in silence when you hear the whistle

A member of the Senior Management Team is on duty in the dining hall (11.55 – 12.20pm) and in the playground at lunchtime from 12.15pm – 1pm 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.

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 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 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
- Peer on peer/child on child abuse
- 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.