



# St John's Church of England Primary School

## Positive Behaviour Policy

Date Approved:	September 17
Headteacher:	Mrs Helen Langeveld
Chair of Governors:	Mrs Julie Griffiths
Review Date:	September 18

### Love, Respect, Value

St John's Church of England Primary School is committed to high expectations for all and to embracing equality.

*A school community has no higher task than to help children and young people develop a deep and proper sense of their worth. John Cox*

*Love and forgiveness will be deep rooted in our approach to behaviour.*

## Purpose

The purpose of this policy is to ensure a whole school approach to high expectations for a positive and effective approach to behaviour. This will then enable learning to be at the centre of the school supported by a Christian ethos of love and forgiveness.

## Aims

St John's School places great importance on high standards of behaviour and every member of the school community is expected to value the school ethos and therefore enable all to learn successfully.

The ethos at St John's is based on core Christian values.

The Christian ethos of:

Loving your neighbour

Respecting each other

Valuing diversity

is integral to our school life.

These underpin all elements of school life, and enable every child to develop as a moral, social and spiritual human being. Every child, whatever their background, is valued as a unique child of God, and is enabled to grow in confidence and self-belief through their experience of school life at St John's. St John's provides a stimulating, disciplined, enriching learning environment where every child, whatever their needs, their language or their background has the opportunity to reach for the skies.

## Objectives

Everyone within the school has a right to:

- be safe
- learn in a positive environment
- be treated with respect

The school is committed to promoting high expectations for excellence in learning behaviours and respectful general behaviours. There will be an emphasis on consistency throughout the school, and expectations for behaviour will be shared every year with children, parents, staff and governors.

The school will operate a whole school positive behaviour management system based on the Secrets of Success. There will be room for each class to personalise the visual elements so the children feel a sense of ownership.

Behaviour expectations will be underpinned by Christian values e.g. showing love and respect to one another. Also modelling forgiveness will be key to actions taken.

## Implementation

The Behaviour Code will be shared every year with pupils and parents.

We positively encourage every member of the school community to be responsible for their own actions, their own property and the school and church environment.

Good and responsible behaviour is rewarded through the use of praise and positive modelling with the Secrets of Success, house points, celebration assemblies and visits to the Head teacher and other members of staff. We will be a sticker free school. Children should be encouraged to work hard for the outcome and gain value from their achievements and not for a sticker

Undesirable behaviour is dealt with in numerous ways e.g. by the child being asked to reflect upon the behaviour causing concern; social stories; letters of apology may be written; privileges may be lost; the teacher may speak to the parents and in very exceptional cases a child may be excluded from school for a period of time.

We always try to ensure that the child understands why their behaviour was seen as undesirable and ask them to explain their actions.

We aim to inform and involve parents as necessary and look for the reinforcement of parental support. We hope that parents will feel able to come and discuss any worries about their child with us.

We believe that it is important for children to know that all members of staff follow the same codes of acceptable and unacceptable behaviour so that children are treated fairly and consistently. This policy is followed throughout the whole of the school day, whether on or off-site.

Incidents of bullying will be addressed following the school's Anti-Bullying Policy.

To enhance and embed our core values so as to create a positive, purposeful, learning ethos we ask all members of the school community to:

Love

- To be kind in thoughts, words and deeds
- To take ownership and do your best
- To learn from mistakes and support others

Respect:

- To be respectful to all people and all property
- To listen carefully and communicate constructively
- To engage and contribute to the learning community

Value:

- To value the whole school team and care for others
- To value yourself and stay safe
- To learn to risk take, to grow in new areas and increase your personal value

Our behaviour code is on-going. A copy is given to each child annually and discussed during lesson time. We ask all parents to play a vital part in supporting our school's behaviour code and through talking about it with their children. At the beginning of each school year, the classes create their own Golden Class Rules. These are displayed in the classroom and added to the children's copy of their behaviour code.

### Positive Behaviour Management Tool

These eight 'Secrets of Success' can help all children to achieve next steps and to experience success for themselves. They will encourage positive learning behaviours and will be a benchmark to measure and discourage negative, undesirable behaviours.

#### 1. Try new things

If children are willing to try new things, they may just find something they are good at. Even better than this, they may find something that they love doing. Most successful people love what they are doing. This gives them energy and motivation. Instead of enduring life they enjoy it. If the curriculum gives lots of opportunity for children to try lots of new things, they may just find something that gives them energy.

#### 2. Work hard

Although it may seem attractive to design a curriculum that is fun for children, it is also important to plan activities that will make children work hard. No real success comes without hard work. Successful people work hard, but they also have a great deal of fun working hard. We need to be careful that we do not separate work and fun into two separate categories.

#### 3. Concentrate

Successful people learn to give their full attention to whatever they are doing. However, the curriculum usually flits from one thing to the next. A curriculum that is not too over-crowded with content is very important in helping children to learn the skills of concentration. Allowing children to focus on things that interest them, whilst at the same time learning all of the content that is required, is a great way to secure engagement.

#### 4. Push yourself

Successful people need to push themselves. They need to push past doubts, fears and laziness. A great curriculum needs to push children and teach them about the need to push themselves. Of course, it is much easier to push yourself if you see the point to what you are doing. That is why the curriculum needs to be engaging and relevant for children.

## 5. Imagine

Successful people have ideas. They use their imagination and are prepared to be wrong. The curriculum needs lots of opportunities for children to use their imagination. This is the keystone to creativity. After all, everything we now see as brilliant, began with an idea.

## 6. Improve

The curriculum is often more concerned with coverage than accomplishment. Real accomplishment does not come from doing something once and moving on. It comes from lots of tweaks and refinements. Not only does the curriculum need to provide lots of opportunity to do this, children need to realise that greatness does not happen immediately. Successful people are always trying to improve what they do.

## 7. Understand others

No one has experienced success by thinking about themselves. Successful people understand others. They communicate in a way that helps others to understand and they present things in a way that others value. The curriculum needs to help children to realise that collaboration is what the real world is about, and that financial success, community harmony and peace are all about understanding each other.

## 8. Don't give up

All successful people experience set backs, rejection, criticism and failure. However, they all manage to bounce back. The curriculum needs a certain degree of danger and risk if children are to experience the real world. They need opportunities to fail in a safe environment and learn to have another go.

Three steps.

1. All eight Secrets of Success (Picture card) start on the outside of the chosen symbol at beginning of the week
2. An individual/group or whole class positive action to be celebrated and modelled means that a certain Success can be placed on the centre of the symbol.
3. An individual/group or whole class negative action means that Success is placed on the peripheral of the symbol.

The aim is for all eight Successes to be on the centre of the symbol by Friday. It can be reviewed in lessons/daily and the whole class will work together to ensure success. It is a system that is effective in using positive reinforcement whilst also holding negative behaviours to account whilst being simple to administer.

100% achievement = 10 mins extra play the next week at the teachers discretion.

Not 100% = no extra play.

Rewards and sanctions will be known and understood by children and parents. If a child is having difficulty in managing his/her own behaviour, it will be always made clear to the child that it is the behaviour which is unacceptable, not the child.

A positive approach will be modelled by all staff following guidelines such as Bill Rodgers. See below.

Reward systems will be in place to give a high profile to good behaviour through a House System. Each child will be placed in a House (with siblings). The Secrets of Success can feed into House Points for individuals to contribute to their House. House achievements will be celebrated with the whole school in a celebration assembly and used in Sports day etc.

Children who find it difficult to manage their behaviour within the positive behaviour system will be given additional support from the learning mentor. The school will work closely with parents to support children with behaviour difficulties.

### **Sanctions**

Sometimes children behave inappropriately or make unwise choices. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Each case is treated individually. Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Parents will be involved at the earliest possible stage. If problems are persistent or recurring a meeting will be arranged with the class teacher and parent to discuss appropriate strategies for assisting the child to make appropriate choices. The Headteacher will be involved if problems are serious.

Children are made aware that they are responsible for their own behaviour and that if their behaviour prevents someone else enjoying their rights or does not live up to our agreed school values it may lead to sanctions.

In general the following sanctions apply:

#### **Normal classroom sanctions are as follows:**

1. Non-verbal warning
2. Verbal warning (with reference to the School Values)
3. Time-out (in own or other classroom)
4. Miss a short part of playtime (use of sand-timer)
5. Miss a privilege
6. Sent to a member of the Senior Leadership Team (serious incidents logged on an incident report form)

#### **Playtime and lunchtime sanctions are as follows:**

1. Non-verbal warning (when possible)
2. Verbal warning (with reference to the School Values)
3. Time-out (use of sand-timer)
4. Discussion about the incident before going back to play
5. Incidents are reported to the class teacher (serious incidents logged on an incident report form)

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. A meeting will be arranged with the class teacher and parent to discuss appropriate strategies for assisting the child make appropriate choices.

**Sanctions for incidents outside school (such as school trips, outside school gates) are as follows:**

1. Non-verbal warning (where possible)
2. Verbal warning (with reference to the School Values)
3. On school trips:  
Time out with member of staff  
Outside school gates:  
Invite parents and child to come back to school to discuss behaviour
4. Contact Headteacher who will advise next steps which might include parent being asked to collect child from school trip/take child home.

**Recording of incidents**

Any serious or more persistent issue is recorded on an Incident Report form and filed in the key stage Behaviour Log and a copy given to the Headteacher. If there is a major breach of the behaviour code, the Headteacher is informed immediately.

**Major breaches of discipline**

Major breaches of discipline (such as discriminatory behaviour, deliberate physical assault or damage to property, bullying, foul or abusive language, stealing, refusal to work) are generally rare and it is the responsibility of the Headteacher to deal with it appropriately. Parents will be involved in all such cases. On some occasions it may be deemed necessary for an internal exclusion where a child is removed from their classroom and is supervised in their learning by a member of staff.

**Procedures for Dealing with Major Breaches of Discipline**

If the problem is severe or recurring then exclusion procedures may be implemented:

- A case conference involving parents and support agencies and a behaviour support plan implemented
- Fixed term exclusion
- Permanent exclusion

Parents have the right of appeal to the Governing Body against any decision to exclude.

**Physical Restraint and Positive Handling**

Physical restraint (positive application of force with the intention of protecting the child from harming him/herself or others, seriously damaging property or in order to maintain good order and discipline in the classroom) will only be used in emergency situations as a last resort.

**Behaviour modification strategies**

There are occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we use behaviour modification

strategies to seek to change individual children's behaviour. These are used by all staff. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of strategies are used to reinforce and promote positive behaviour. These include:

- Ensuring that the planning is personalised and appropriate for each child
- Ensuring that the pace of lessons is appropriate
- Changes in classroom organisation
- Using different resources
- Use of social stories to support child to see where behaviour went wrong and promote Better alternatives
- Rewards of stars/smiley faces on work, on charts and in special books
- Home-school books or 'good news' books
- Involving parents at an early stage to make a plan together
- Meeting of all involved, including parents/carers, to draw up a Behaviour Contract. This is to be reviewed regularly
- A safe place (respite) to go at playtimes/lunch times
- Sharing good behaviour with other children/other classes
- A special mention in Collective Worship

Some children may require additional more specialised intervention from an external agency that can provide advice and guidance to parents and the school. This might include the Behaviour Support Team, an Educational Psychologist or a member of the Child and Adult Mental Health Team. In such cases it is likely that an Individual Behaviour Plan may be developed in order to provide support for the child and a Team Around the Family meeting be initiated. In some cases additional adult support may be required.

### **Crisis Management**

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

The school agrees that:

- Members of the Leadership Team are available to help in a crisis.
- If a child leaves the school premises without permission, the Head teacher or Deputy Head teacher is informed. They will confirm that the child is not in the school or the grounds. The parents will be contacted and asked to bring the child back to school. If the parents cannot be contacted the police will be informed. Staff will not follow the child once he/she has left the school grounds.
- In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:
  - Phoning or sending a child for help from other staff
  - Issuing instructions for the child to stop, clearly using their name
  - Removing the child from the area where they are causing disruption.
  - If necessary taking the class out of the room leaving the child with an adult if possible.

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force will only be used when all other options have failed and the child's actions are preventing other children from learning or there is a high level of concern for the safety of others. Parents/carers will receive an accurate report of any incident including concerns raised.

### **Keeping records**

It is essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the SLT together with contributions from any other staff who are involved. This will be stored on the MIS system for evidence/tracking as required.

### **Exclusion**

The school follows the DfE guidance. Copies are available from the school office.

Only the Head teacher can exclude a pupil from school. Exclusion of a pupil is a last resort, although rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- the pupil seriously breaches the school behaviour policy in a violent way;
- a range of alternative strategies have been tried and failed;
- allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Head teacher will:

- Consider the evidence of the allegation
- Allow the pupil to give their version of events
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion, the child is required to follow an education programme at a school.

### **In summary**

By using a positive system of incentives and clear boundaries, we help our children to develop confidence, a healthy self-esteem and a set of skills and strategies, which will take them on to the next stage of their schooling and into adult life. This enables every person in the school community to grow and flourish as they live and learn in the family of God.

## Monitoring and Evaluation

All members of staff are responsible for the ongoing implementation and evaluation of the Behaviour Policy. All observations (positive and negative) are to be fed back to the Headteacher around:

Pupils attitude to learning

Pupils behaviour around school and in lessons

Pupils behaviour towards and respect for each other.

How well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive.

The extent to which the school ensures the systematic and consistent management of behaviour

The extent to which there is a positive ethos in school.

The engagement of parents in supporting pupils' behaviour.

Behaviour will be an ongoing item on the weekly staff meeting agenda alongside Health and Safety.

The Headteacher will report to Governors about Behaviour in the half termly Headteacher report.

The Headteacher and SLT will regularly drop into classrooms to monitor and evaluate behaviour and will share their findings with the staff at staff meetings.

Lesson observation and Lesson Study systems will focus on Behaviour and its effect on learning.

Staff voice and pupil voice will be gathered about behaviour and adjustments made as a result.

School Council will be involved in evaluations and next steps.

New staff will be referred to the positive behaviour management techniques of Bill Rodgers.

Legislation: Education and inspections Act 2006: Section 5

Education Act 2011

Statutory Guidance: Independent Schools Standards Regulations (Schedule 1 part 3 paragraph 9)

Website: [www.legislation.gov.uk/ukxi/2010/1997/schele/1/made](http://www.legislation.gov.uk/ukxi/2010/1997/schele/1/made)

[www.education.gov.uk](http://www.education.gov.uk)

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>