



# St John's Church of England Primary School

## Behaviour Policy

Date Approved:	Autumn 2024
Headteacher:	Miss Anna Pyatt
Chair of Governors:	Mr Robin Davis
Review Date:	Autumn 2025

### 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, therapeutic, restorative 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 values at St John's are based on core Christian values.

The following Christian values are integral to our school:

Loving your neighbour

Respecting each other

Valuing diversity

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 encouraged to grow in confidence and self-belief through their experience 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.

*'... we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.'* John Holt

## **Objectives**

Everyone within the school has a right to:

- Feel 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.

There are three basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child
- We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable.
- We teach children how to learn from their behaviour

The school will operate a whole school positive behaviour management system based on the Hertfordshire Steps Approach which is a therapeutic, restorative approach. This recognises that part of the role of a school is to 'teach' behaviour and that we are responsible for growing 'internal

discipline' in the children whom we teach. Behaviour expectations will be underpinned by Christian values e.g. showing love and respect to one another. In addition, modelling forgiveness will be key to actions taken.

### **Implementation**

The Behaviour Code will be shared every year with children 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.

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 adhere to our Golden Eagle Standards for Behaviour:

Love, Respect and Value

1. We will show respect to the people and things around us.
2. We will listen and follow instructions.
3. We will be honest.
4. We will work hard and try our hardest in everything we do.
5. We move around school in a respectful way
6. We will be kind and show love.

### **Promoting Positive Behaviours**

Our school ethos of 'Growing Together in Love and Respect' underpinned by our monthly values is used to guide and teach our children about pro-social behaviours. These encompass all aspects of a child's life in school and serve to guide our children towards being positive, responsible, giving citizens.

Our approach is underpinned by the therapeutic values and principles outlined by Hertfordshire Steps. External discipline may suppress anti-social behaviour but long term behavioural change comes from developing internal discipline. We believe that children 'learn behaviour' and make positive behaviour choices through:

- Positive relationships with adults and peers
  - Positive role models
- Using words and actions that mirror the responses we are trying to encourage in children
- Positive phrasing and repetition of expectations - Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual (Appendix A)
  - Consistency - Working out the best way to support each individual child and ensure that approaches to that child are consistent
  - Praise, positive reinforcement - Catch them being good!, use of "Caught You" cards, class charts for success, individual success targets, class marbles, house points for Key Stage Two children, Headteacher awards, celebrations in the newsletter and Dojo
  - Comfort, calmness and forgiveness - Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

We aim to **Analyse and not Moralise.**

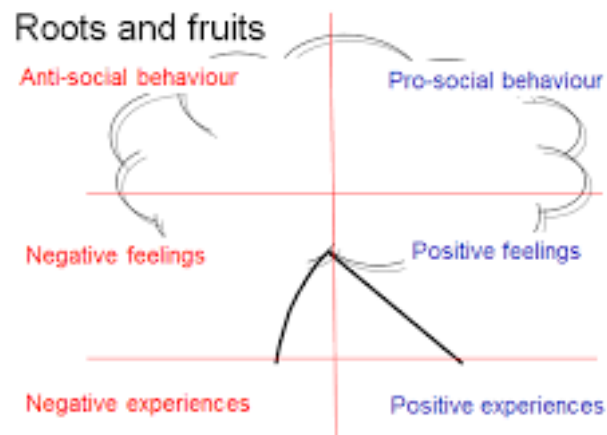
Analyse = Examine (something) methodically and in detail, typically in order to understand, explain and interpret it.

Moralise = To comment on issues of right and wrong, typically with an unfounded air of superiority.

The important principle is that we ANALYSE children's behaviour and not MORALISE about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child.

Staff are encouraged to investigate and acknowledge how behaviour, experiences and feelings are inseparably linked.

Positive experiences create positive feelings. Positive feelings create positive behaviour. Negative experiences create negative feelings. Negative feelings create negative behaviour (Hertfordshire's Behaviour and Attendance Strategy, 2014).



Undesirable behaviours (anti-social behaviours) are limited by disempowering the behaviour that is to be discouraged. Using positive phrasing, limiting choice, disempowering the behaviour and applying educational consequences will help a child to learn the more appropriate pro-social behaviours over time.

Procedures are in place for supporting and debriefing the child after any significant incident, as it is essential to safeguard their emotional well being and help them to reflect and progress.

### **Consequences:**

It is essential that there is always an educational consequence. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

What does the child need to learn?

How are we going to teach it?

Staff are to complete the Restorative sheet alongside the child (Appendix B):

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

We always try to ensure that the child understands the reason/s their behaviour was seen as undesirable and to teach them alternative behaviours. We refer to our Golden Eagle rules when discussing undesirable behaviour.

We inform and involve parents as necessary and look for the reinforcement of parental support. Parents are always welcome to come and discuss any worries about their child with us. The school will work closely with parents to support children with behaviour difficulties.

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.

Bullying is not acceptable in any form. Any Incidents of bullying will be addressed following the school's Anti-bullying Policy.

Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.

Children need to learn 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 the age and stage of the child. If anti-social behaviours are persistent or recurring, a meeting will be arranged with the class teacher and parent to discuss appropriate plans for assisting the child to make appropriate choices. The Headteacher will be involved if there is a serious breach of behaviour.

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 there will be clear consequences that every staff member is expected to follow. This exists for lesson time as well as lunchtimes (Appendix C).

### **Recording of incidents**

Any serious or more persistent issue is recorded on the CPOMS and the Key Stage Lead/SLT/Headteacher is made aware. If there is a major breach of the behaviour code, the Headteacher or Deputy Head 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. 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 following the Herts Exclusion Guidance for schools:

There may be:

A case conference involving parents and support agencies and a behaviour support plan implemented

- Suspension
- Permanent exclusion

Please refer to the Exclusion Policy for more information

### **Physical Restraint and Positive Handling**

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort a student (in a very stressed situation)
- To direct or steer a student
- For activity reasons (for example in drama, physical games)
- To ensure the safety of a student or their peers

Please refer to the Restraint and Restrictive Intervention Policy.

At St John's physical contact with children is limited to a bare minimum and only to be used to meet the needs of the child and/or a specific situation. For example - whole class/group walking outside of school and to keep the pace the school adult holds a hand with the lead child if their permission has been sought verbally and they are comfortable to do so. If a child is in need of comfort the adult should sit to the side of the child or place a hand on their shoulder with the purpose of calming them. However if a child is extremely distressed/hurt, the staff member's duty of care to act in loco parentis may require the child to have an arm around them or for the younger child to sit on an adult's knee. This requires the presence of two adults and is only to be done to meet the child's needs and of their free will.

If a situation arises where for the child's safety or those of their peers a child needs to be moved to a different place then only the handling techniques taught to all staff through the STEPS training are to be applied in line with the Restraint and Restrictive Intervention Policy .

## **Behaviour Modification Strategies**

This Positive Behaviour Policy is the plan for the majority of children. However, in addition some children may require Anxiety Mapping (Appendix D) to ascertain where their anti-social behaviours are triggered and to then plan for reduction of the triggers. Individual Risk Reduction Plans (Appendix F) are available for children who need a further personalised approach. These are to be constructed with the class teacher/Senco/parents/child as deemed appropriate.

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 Plan will already have been 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 Headteacher 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 if appropriate the police will be informed. SLT will monitor the ongoing situation and take appropriate actions.
- 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:
  - Using the 'Help Needed' card sending two children 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, removing the class from the room while 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 CPOMS for evidence/tracking as required. Any records of restraint or restriction will be recorded in the Restraint book kept in the Headteacher's office.

### **In summary**

By using a positive system, with clear boundaries, and a therapeutic restorative approach we help our children to develop confidence, 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:

- child's attitude to learning
- child's behaviour around school and in lessons
- child's behaviour towards and respect for each other
- How well teachers manage the behaviour and expectations of children to ensure that all children 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 children's behaviour
- Behaviour will be an ongoing item on the SLT 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 child voice will be gathered about behaviour and adjustments made as a result
- EaglePlay Mentors will be involved in evaluations and next steps
- New staff will be trained as part of induction

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/childsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>



## Appendix A

Positive phrasing:

Come sit next to me for a story.

Limited choice:

Would you like to sit on the chair or bean bag?

Disempowering the behaviour:

You can listen to the story from there.

Consequence:

We will check you understand the story before going out for break time.

*Reflect, repair, restore is the restorative justice approach to inappropriate anti-social behaviours that puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.*

Wright 1999

Appendix B

Restorative sheet

1.

What happened? Write or draw what happened



2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.

3.



How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.



Appendix C:

Golden Eagle Standard for Behaviour at St John's 23/24

	<p style="text-align: center;"><u>Respect, Love, Value:</u></p> <ol style="list-style-type: none"> <li>1. We will show respect to the people and things around us.</li> <li>2. We will listen and follow instructions.</li> <li>3. We will be honest.</li> <li>4. We will work hard and try our hardest in everything we do.</li> <li>5. We move around school in a respectful way</li> <li>6. We will be kind and show love.</li> </ol>	
Behaviour Principles	<p>We follow our Positive Behaviour Policy. We are a STEPs school.</p> <ul style="list-style-type: none"> <li>- We use positive language to reinforce positive behaviour</li> <li>- We believe in therapeutic and restorative consequences             <ul style="list-style-type: none"> <li>- We do not label the child, we label the behaviour</li> <li>- We practise forgiveness and second chances</li> </ul> </li> <li>- We model the same standard of behaviour that we expect from our children</li> <li>- We make reasonable adjustments for all children with diagnosed or undiagnosed SEND</li> </ul>	
If during lesson time	Consequence 1	If a child breaks one of these rules, the child will be reminded of our rules and will be given a clear warning that the expectation is to change their behaviour.
	Consequence 2	If the child continues to break the rule, or breaks another rule in close concurrence, they will be moved to another working space within the classroom for some time to think. After an age-appropriate period of time (ie a minute per chronological age), the child must be moved back to their original space and a restorative discussion to take place. Complete restorative sheet.
	Consequence 3	<p>If the child continues to break rules, they need to go to another classroom in order to reflect. Please bear in mind lunch timings however.</p> <p>REC---- peer REC class</p> <p>Y1---- Y2</p> <p>Y2-----Y3</p> <p>Y3-----Y4</p> <p>Y4-----Y5</p> <p>Y5-----Y6</p> <p>Y6-----Y5</p> <p>Child to remain in other classroom for an age-appropriate period of time then be collected to return for a restorative conversation. Complete restorative sheet.</p> <p><b>Parents should be informed about this level of disruption.</b></p>
	Consequence 4	<p>If a child continues to persist, they must be sent to SLT- DH or HT or SENCo (not a child with SEND) for consequences and restorative discussion.</p> <p><b>Parents should be informed about this level of disruption</b></p>

**If at any point, a child refuses to comply with the consequences, the adult in charge must seek assistance from SLT/MLT. Use the 'Help needed' card or send two children for help.**

**If a child deliberately hurts another child or adult, they must go straight to Consequence 4- SLT inform home.**

**Child to remain in SLT office, complete restorative sheet, write apology letter, have discussion over behaviour. Child will miss at least one session from their class/peers to ensure adequate reflection and restorative time.**

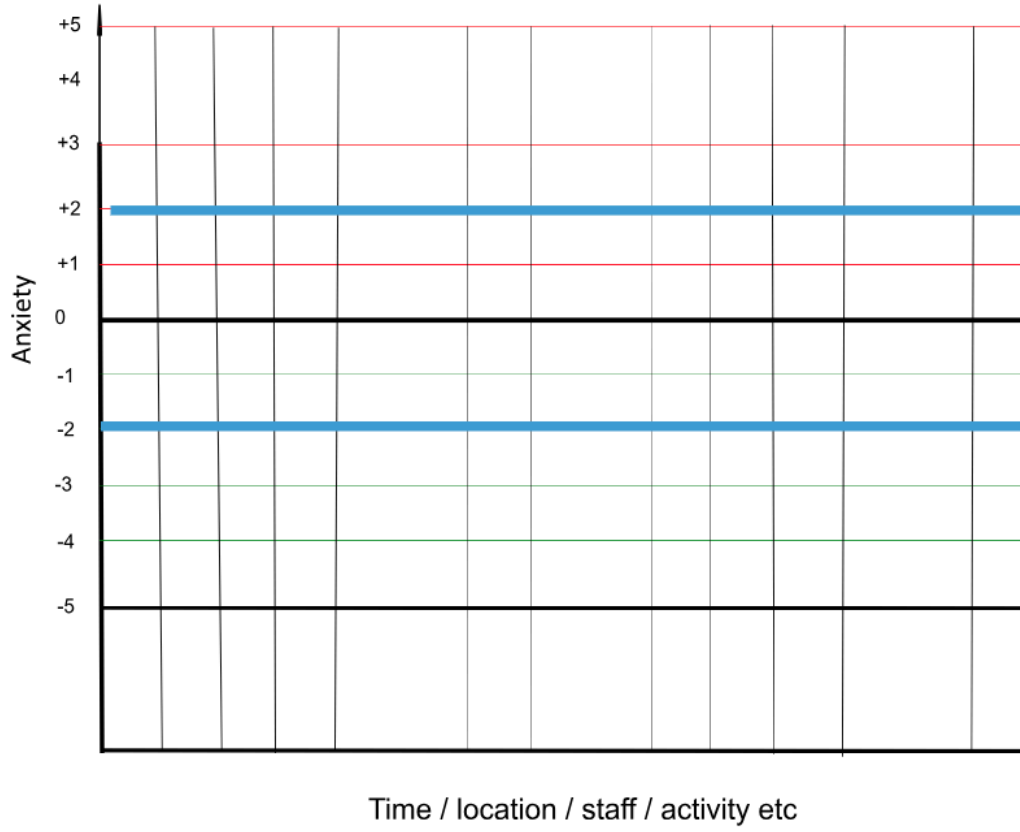
<b>If during play/ lunch time</b>	<i>Consequence 1</i>	If a child breaks one of these rules, the child will be reminded of our rules and will be given a clear warning that the expectation is to change their behaviour.
	<i>Consequence 2</i>	If the child continues to break the rule, they will be moved to a quiet spot of the playground/rooftop for some time to think. After an appropriate period of time, the child must return but must have a restorative discussion with staff/children.
	<i>Consequence 3</i>	If the child continues to break rules, they need to go to a member of SLT- SLT will be called upon to collect Child from the thinking spot. Child to remain with SLT for an appropriate period of time then be collected to return for a restorative conversation. <b>Class teacher should be informed - Parents/carers should be informed about this level of disruption</b>

**If at any point, a child refuses to comply with the consequences, the adult in charge must seek assistance from SLT/MLT. Use the 'Help needed' card or send two children for help.**

**Child to remain in SLT office, complete restorative sheet, write apology letter, have discussion over behaviour. Child will miss at least one session from their class/peers to ensure adequate reflection and restorative time.**

Appendix D

### Anxiety Mapping



**Appendix E**

**Risk Assessment Calculator**

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

<b>Seriousness</b>	
<b>1</b>	Foreseeable outcome is upset or disruption
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>Probability</b>	
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
<b>2</b>	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>3</b>	The risk of harm is more likely than not to occur again

<b>4</b>	The risk of harm is persistent and constant

*Risks which score 6 or more (probability x seriousness) should have strategies listed on next page*

## Individual Risk Management Plan (Doc 1)

Name	DOB	Date	Review Date
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**