

St John the Divine Church of England Primary School

Behaviour Policy

Our Vision Statement

We are a vibrant Community where every person makes their unique contribution to making a better society.

At St John the Divine, our vision is of a joyful place where children are empowered to explore their potential through educational excellence within an environment of spiritual growth and well-being.

We are a school where all can flourish and be all they can be.

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'Jesus said: I have come that they may have life, and have it to the full.' 1 John 10:10

Our school motto is: TEAM - Together Everyone Achieves More

'You are the body of Christ, and each one of you is part of it.' Corinthians 12:27

In order to achieve the aims, set out by the governors of our school we all have certain roles and responsibilities:

As governors we will:

- Actively support the school in the implementation of the behaviour policy
- Meet regularly with the Head Teacher
- Ensure that the behaviour policy is maintained and regularly reviewed

As a member of staff we will ensure that:

- Any issues brought to our attention will be listened to carefully and dealt with promptly, fairly and consistently
- Instructions given and expectations set are appropriate and clearly understood, following policies and procedures
- Plan challenging and engaging lessons, providing support for those who need it
- Be role models

As parents we will:

- Be aware of the policies and expectations of the school and will actively support the implementation of them
- Liaise with the school by way of letters, informal discussions with class teachers, formal parents' meetings and acknowledge the positive aspects of children's behaviour and achievements

As pupils we will:

- Keep to the school rules and represent the school values
- Work hard and to the vest of their ability
- Treat others how they want to be treated and look after our school environment
- Be honest and accept responsibility for their own behaviour
- Report incidents to a member of staff or school councillor

SCHOOL ETHOS

As a church school, our behaviour systems are underpinned by our Christian values. Each month the children are introduced to a new value which forms the foundation for our collective worship, prayers, house activities and rewards. Members of staff are encouraged to talk about these values in relation to the children's negative and positive behaviour both to children and parents. In Monday's Celebration Assembly, children are celebrated whose behaviour has reflected the week's value.

We aim to create in our school:

- A secure, caring and welcoming environment, which meets the needs of **all** our pupils
- A stimulating and challenging environment encouraging positive attitudes towards learning and self esteem
- A commitment by Governors, staff, parents, pupils and visitors to do what is in the best interest of the school community
- The opportunity for all pupils through the Early Years Foundation Stage Curriculum and the National Curriculum, to develop their potential in accordance with their abilities, interests and aspirations.

In order to ensure the best environment for good behaviour in school, teachers and adults at St John the Divine are committed to:

- Offering stimulating learning environments in which children's work is valued and well displayed

- *Setting clear boundaries of good behaviour based on our values*
- *Creating opportunities for pupils to work from direct experience and relate to the real world*
- *Planning and teaching learning which inspires and engages the children*
- *Carefully preparing resources and learning to meet different needs*
- *Setting work which responds to children's needs, giving positive encouragement for each individual to achieve their best*
- *Ensuring success is celebrated*
- *Ensuring cultures, values and beliefs are respected and reflected in the curriculum and life of the school*
- *Creating an environment where children feel safe and happy*
- *Establishing positive, true and effective partnerships between home and school*

SCHOOL CODE OF CONDUCT AND BEHAVIOUR

*School rules are vital to ensure children and adults are safe and happy at school. In addition, our values and ethos aim to teach them to be caring, polite and trustworthy. We expect that whilst on the school premises, parents and visitors will join with the staff in setting a good example to the children and that the children themselves will always maintain excellent standards of behaviour outside of the school gates. (For a breakdown of the **behaviour expectations** see Appendix i)*

Classroom expectations

- *We work quietly so that other children can concentrate*
- *We look after our school environment and put things away so that other children can find them*
- *We call people by their proper names and treat them with respect*
- *We keep our hands, feet and other objects to ourselves*
- *We put our hands up without calling out*
- *We listen carefully and do as we are asked.*

We expect children to:

- ***Listen** carefully to adults and each other.*
- ***Learn** by taking an active part in lessons and tasks set.*
- ***Study** in class and at home.*
- ***Apply** what they have learned in real life situations and across the curriculum.*
- ***Achieve** the best they can.*
- ***Enjoy** and be proud of what you can do*

In the playground:

- *We share, play and look after each other with consideration and care*
- *We look after the things we play with and share.*
- *We are careful so that no-one gets hurt.*
- *At the end of playtime, we line up ready for learning (quietly and sensibly)*

In order to ensure the playground is a safe and enjoyable environment, teachers and support staff are committed to:

- *Providing a wide range of stimulating play equipment and markings for different activities as well as quiet areas*
- *Having a structured end of play whereby the bell is rung, children stand still and individual classes are called upon to form a straight, smart and silent line.*

REWARDS AND SANCTIONS

We endeavour to strike a balance between encouragement and consequences. Good behaviour and improving behaviour is consistently acknowledged and encouraged. We use a range of methods to celebrate success, these are used consistently across the school to ensure parity and fairness:

- *In class Behaviour Chart*
- *House Points and House Point prizes*
- *Positive Postcards home*
- *Good News phone calls*
- *Weekly Spelling test scores text message*

There is also acknowledgement of children's best efforts each week in our Celebration Assembly. Staff use the school values as a basis for conversations about behaviour, enabling children to understand that making the right choice is an expectation without an 'extrinsic' reward.

Consequences are important for children to understand the behaviour is unacceptable and discourage them from repeating the choice. There are a variety of consequences which range according to the behaviour choice which has been made. These consequences escalate with severity of behaviour and follow a clear procedure laid out in Challenging Behaviour (Appendix ii); the consequences are designed to be appropriate in addressing low level behaviour to more serious behaviour which may impact the learning or safety of others. Examples include:

- Visual or verbal warning
- Use of behaviour chart which may mean the child will miss some or all of their playtime (detention)
- Reflection time within class; Time out from class
- Withholding participation in a school trips (if behaviour concerns health and safety such as following instructions/listening)
- Confiscation of inappropriate items
- Reporting to parents; Introduction of communication or report card

We create opportunities to enable children to talk with adults regarding their behaviour choice, ensure all information is gathered correctly and enable children to move forward. Forgiveness, a school value, is an essential part of providing a fresh start.

For serious breaches of the behaviour policy or persistent issues, action towards internal exclusion, fixed term exclusion or permanent exclusion may be taken. In addition, individual behaviour plans may be introduced or support from multi-agency assessments may be requested to enable the school to best support an individual's needs.

BULLYING

Our behaviour policy is supported by our Anti-Bullying Policy. Acts of bullying, on the grounds of race, religion, culture, special needs or disability, or sexist behaviour will not be tolerated. We define bullying as **deliberately hurtful behaviour which is repeated over a period of time and where it is difficult for those being bullied to defend themselves.**

This includes:

- physical (hitting, kicking)
- theft and verbal (name-calling, racist remarks or indirect spreading of rumours, including through the use of texting, emailing and any form of communication technology)
- excluding someone from social group
- encouraging others to be persistently unkind either verbally or with actions.

Pupils are encouraged to report concerns to staff and the school keeps an incident log of bullying incidents.

CONSISTENCY AND IMPLEMENTATION

The Senior Leadership Team supports all staff in implementing the behaviour policy through regular training and discussion, support with escalating behaviour and whole school procedures. Each class has a behaviour chart which allows two movements downward and at least two movements up. The system is standardised across the school as are the consequences. Children can move up and down the chart and always have a fresh start the next day.

The Head Teacher and/or Deputy Head will monitor the quality of behaviour and provision on a daily basis throughout the school. Serious incidents of behaviour will be reported to the Head or Deputy. Parents may also be informed.

CONFISCATION (including retention and disposal) of inappropriate items

The legal power to confiscate items from pupils stems from the general power to discipline which enables a member of staff to search for, confiscate, retain or dispose of a pupil's property as punishment, providing it is reasonable to do so. Decisions about retention and disposal of confiscated property will be taken in a reasonable way and take into account the circumstances of the particular case. Parents will be informed of the actions taken and the decision to confiscate. Items in most cases will be returned at the end of the day or week to the child or parents/carers.

Any items that pose a threat to others will in all circumstances be confiscated. Weapons and Knives will always be handed into the police. Any of the following may be confiscated:

- An item that poses a health or safety threat to others or good learning
- An item which is not part of the school uniform codes
- An item which is counter to the ethos of the school or interferes with learning outcomes
- An item which it is illegal for a child to have.

Mobile phones

We do not expect young children to bring a mobile phone to school. We are aware that some pupils in KS2 travel to and from school alone and parents may wish to keep track of their child's movements. Permission for children to bring in a mobile needs to be granted; the school encourages parents to refrain from sending their children to school with SMART phones as these draw unwanted attention to children. Phones must be handed into the school office at the beginning of the day and will be returned to the pupil at the end of the day. The school reserves the right to respond to situations linked to social media and children's use of mobile applications where such situations have an impact on behaviour in school.

PERSISTENT OR ESCALATING BEHAVIOUR

We take into account individual needs and we like to include parents when working to improve behaviour patterns. The staff, including class teachers and members of the Senior Leadership Team, will try to make sure this is done at an early stage so that parents are clear about what the issues are and decide together what action to take.

Where records show that a range of modification strategies have been used but the child's behaviour remains unacceptable or a danger to others, consideration will be given to a temporary, and in some serious cases, a permanent exclusion in accordance with the procedures laid down by the DfE. Details are on the DfE website: <https://www.gov.uk/government/publications/school-exclusion>

BEHAVIOUR OUTSIDE THE SCHOOL

We expect children to behave in line with our policy when they are on school visits and on the way to and from school.

The Head Teacher may implement consequences or take action necessary as a result of unacceptable behaviour which occurs anywhere off the school site.

Agreed by Governors: September 2017

Reviewed by the Full Governing Body:

- 4th October 2019
- 26th September 2020
- September 2021

To be reviewed – September 2022:

Review: Rewards – details of the rewards in place added to provide balance to the policy

Confiscation – informing parents line added

Clarification on consequences flow chart added



Behaviour Expectations

Behaviour Policy, Report Cards and flow chart for behaviour are on the T-Drive under 'Behaviour'

Behaviour is classed as Learning Behaviour and Social Behaviour.

We aim to have a positive approach to behaviour at St John the Divine and our behaviour systems work alongside our school values. Building relationships and modelling appropriate behaviour should always be a priority.

Classrooms

- All children are encouraged to sign the school's 'classroom agreement' at the beginning of each new academic year - this is to be revisited by teachers termly.
- Teachers are expected to apply the school wide system for monitoring behaviour - this allows for all members of staff to respond consistently to children
- Low-level behaviour should be given a non-verbal or 'eye warning' first.
- Our monitoring system allows a child to redeem themselves e.g. If a child moves down to a time out, once the timeout is complete they return to 'ready to learn' They will still miss their playtime but they are allowed to move up the chart if their behaviour improves. Also, honesty and dealing well with a situation should be praised and considered when child is given their consequence.
- Children are never allowed to stand or wait outside the classrooms on their own when they are in trouble.
- We do not shout or raise our voices to our children – voices should only be raised in exceptional circumstances to be heard not to discipline. Teachers/TAs who shout or do not speak to a child in a respectful way will be asked to speak to the SLT.
- Each classroom needs a reflection area – a quiet place where a child is given time to calm down or think about their actions.
- Children in KS2 are not allowed to go to the toilet during lessons. There are exceptions (medical/needs) but this should not be encouraged.

Time Outs (Please also see the Flow chart of Behaviour)

- Children should only be sent out of class if their behaviour cannot be dealt with in the classroom e.g. absolute refusal to follow instructions, behaviour that is dangerous to themselves or others, extreme rudeness for rudeness sake (not just reacting badly because they are angry or for silly behaviour). Time outs should be rare!
- A child should have been given reflection time in class before they are sent to another class
- A child who is sent out must be accompanied by an adult and must be given a reflection sheet stating the reason for being asked to leave the classroom. All reflection sheets must be kept in a class file and noted on CPOMS.
- As a general rule in KS2 reflection time – 20mins, KS1 reflection time 10/15mins. Children must miss playtime as part of the time out process to understand that it is their learning time they are wasting. They must also complete any missing work. If the reflection is in the afternoon, they miss the next day's playtime. This is a teacher's responsibility to follow up.
- Internal exclusions are put in place by SLT after discussions with class teachers about the behaviour displayed

Around the school

- Children walk around the school silently and calmly in a line; children must make sure their shirts are tucked in and their hats are off when walking around the school. Jumpers must be worn properly or not at all.
- We encourage the children to use 'Language for Life' and their manners e.g. good morning, meeting and greeting visitors, please and thank you in the dinner hall and opening doors.

Assembly

- Children must walk in and out of assembly in silence and with the correctly worn uniform.
- Teachers are in charge of their classes during assembly and should be monitoring positive and negative behaviour.

Lining up

- Lines should be accompanied by 2 adults. The teacher should never just walk at the front leaving the class behind. The class should walk ahead to a given point, stop and the teacher should catch up with a TA also accompanying the back of the line.
- Children line up on the playground in the morning. Teachers are with the lines from 8.45am and in bad weather children go straight to class.
- Teachers and TAs must be out before the bell at break time and lunchtime

- When the bell rings, children must stop and wait silently and calmly. The SLT member of staff outside will 'call' classes individually to their lines. It is the responsibility of all adults outside to help the children remain silent and still; this should be done quietly and discreetly.
- Adults should not be talking with children or each other after the bell or in the line unless addressing an immediate and important issue.
- Teachers and SLT check the line before moving. All children should be smart, have their hands by their side and be silent. It is sensible to risk manage the line at this stage e.g. moving individual children, children who are keen to be at the back at the front etc. PRAISE, PRAISE, PRAISE!

Dismissal

- Children should complete the day of learning with time to end the school day in a calm manner. All classes finish the day with a prayer. They should be ready to leave the classroom with between 5 and 10 minutes to spare to ensure that they are on the playground at 3.15am.
- No one should leave the line until they are dismissed one by one by the teacher who should speak to each child individually as they leave.
- Children who go to a club must be released to an adult unless a special arrangement is in place with the club (KS2 only). Children should not be allowed to go and wait for their club teacher alone.
- Late children are taken to the office at 3:25.

Clubs and Trips

- Any decisions regarding children's participation in clubs and trips must be agreed by the Head Teacher.
- The aim should be that every child goes on every trip every half term. Children should only be excluded from trips if their behaviour is unsafe or they are on target card and they are not meeting their targets. The parent must always be warned that this might happen and then informed.
- Children who have had an internal exclusion that day should not be allowed to participate in their club. If the parent cannot pick them up, they can wait with the SLT.
- Clubs should work on a verbal warning, first letter and second letter. The second letter removes the child from the club for the rest of the term.

Detentions

- We do not use whole class detentions. If an issue that affects the whole class needs to be addressed, those children who you know are consistently making the right choices should be dismissed after a shorter time.
- Children must be told exactly why they are in detention and what they should do next time. Ask yourself why they are behaving this way?
- While remaining consistent, those children with complex needs should not necessarily stay in at break but be spoken to in the appropriate way about their behaviour (according to their pupil passport). This may need to be delicately brought up with the class depending on age and understanding.
- Children should be encouraged to apologise for their behaviour, we want them to eventually do this without being told to.
- Teachers do their own detentions and the SLT can support whole lunchtime detentions if necessary. This is vital for children to be answerable to class teachers.
- If a child does not do a detention properly then they should repeat the detention. Remember to allow time to cool down though! E.g "Your detention will start when you are sat nicely and calm."
- Detentions in FS should be on time out chairs for a few minutes and should be about talking to the child.
- Allow time for the toilet and a drink of water.
- Children who are in for a long time e.g 1 week can begin to earn a 5-10 min playtime after the first 2 days of detention if they have shown excellent behaviour in class and in detention.

Fairness and consistency

Example	KS2	KS1	Actions
Running in the corridor	15 mins	Child asked to go back and walk	Continual breaking of this rule – detention increased.
Talking in the line	15 mins	Warning	Continual breaking of this rule – detention increased and noted on CPOMS
Talking in assembly	15 mins	10 mins	Continual breaking of this rule – detention increased and noted on CPOMS
Fighting – Exclusion	3 days-1 week	1 day	Parent must always be informed and internal if in class or standalone (not a build-up in an argument) To be noted on CPOMS

Play fighting /Violent behaviour	1-3 days	15mins +	Parent must always be informed. To be noted on CPOMS
Sweets	confiscated	confiscated	Parent informed and 15 min detention if repeated.
Jewellery/toys/ football cards etc..	confiscated until the end of the week – 1 st time only	confiscated until the end of the week – 1 st time only	Parent and detention informed if repeated. After 1 st time the parent must collect the confiscated items.
Forgotten Homework/book	Children given until the next day to complete their HW and then complete it during their break if still forgotten. Children in upper KS2 who forget their reading book/ should miss 15 minutes of their break and read.	Speak directly to parent.	If continually forgetting, invite the parent in for a talk.
Forgotten PE kit	Children to still take part in PE in their school uniform unless they have dangerous footwear or is inappropriate. If this is the case, they can do a job like scoring.	As KS2	The second time that it is forgotten, please inform the parent (phone or text).

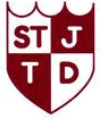
Rewards and Praise

- Positive reinforcement should be used as much as possible as a management strategy.
- Children's efforts and achievements should be acknowledged and their name moved up the behaviour chart / house points awarded - one does not necessary equate to the other. The behaviour chart reflects children's attitude to learning and learning behaviours
- Weekly whole school awards assembly - Head Teacher awards - please ensure a range of children are selected and keep a record for the whole year; send work to HT/DHT/SLT etc.
- Children to be given extra responsibility to encourage good behaviour as well as reward it.

Leading Behaviour

- Class teachers manage the behaviour of their class with support from TAs. The teacher should be in charge of any correspondence and discussion with the parent/carer.
- If the behaviour continues or is serious it should be reported to a member of SLT.
- Incidents of bullying (very rare) should be reported straight to the Head Teacher
- Issues with parents should be reported to the Head Teacher
- Reflections should be carried out in other classrooms (usually 1/2, 3/4 5/6), before going to SLT.
- Internal exclusions may be carried out in classrooms, with senior teachers or SLT.
- It is the teacher's responsibility to ensure that all the above is followed fairly and consistently. If a teacher requires further support, please speak to SLT.

Managing Challenging Behaviour



'Love me when I least deserve it because that is when I need it most' – Proverb

Systems and supportive procedures support good behaviour from children at all times; engaging and challenging learning encourages good behaviour.

- 1. General Classroom management:** e.g. positive system and charts visual cues, praise and reminders, HT Awards, 4x praise, jobs and responsibilities, circle time and HELS, interventions, focus initiatives for children with attention needs.
- 2. Play and lunchtime detentions with teachers:** This is extremely important to show they are answerable to you; it allows teachers to take ownership of the systems. Talk to the children after the detention and ensure they are taking responsibility and acknowledging how to move forward.
- 3. Reflection Area:** At this stage, talk to the children about their behaviour and if they have calmed down/ready to learn/acknowledge their choice they can re-join and could have some play.
- 4. Time Out:** Time out to another classroom with reflection sheet for 20mins (KS1 – 10mins). On return:
 - Have completed sheet to acceptable standard – (to be filed in class file)
 - Be ready to learn and acknowledge mistake
 - Make up any missed work during lunchtime
 - Must miss lunchtime with teacher

If the child is unable to return and resume learning as expected, second time out:

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Behaviour in relation to school procedures: timeout 1, sheet recorded; timeout 2: parent informed; timeout 3, sent to SMT; timeout 4; intervention

Serious incident/behaviour: timeout 1, parent informed and internal; SLT and parent to meet with parent and internal

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2 Internal exclusions or regular refusal to follow instructions or regular time outs – Discuss with SLT

Next Steps

1. Communication/Target card

- Meeting with parents and letter home (needs to outline how parents can support and indicate that they may be asked to support within school time e.g. accompany on trips); regular meetings with parents; report to SLT at end of every week; targets and play related

If necessary, further report card targets may relate behaviour and safety such as:

- After school clubs, trips and special events; not allowed to represent school at matches/events; immediate internals for certain behaviours

2. Additional support

- Review outside agency and professional support – EP, CAMHS, SALT, Counselling, dramatherapy
- Internal interventions – cooking, art, extra 'social' support
- Resources and timetables

If behaviour continues after support/plans/cards or extreme behaviour is affecting other children, taking too much staff time or unduly stressed/injured: external fixed term or permanent exclusion

NB: This chart needs to be applied with common sense as behaviour can be vary by degrees/severity; while children with particular needs are expected to follow our general behaviour expectations their needs should be considered carefully when assessing behaviour. Guidance on behaviour needs and behaviour choices for children with SEND can be discussed with SENCO or Inclusion Manager.

CONSEQUENCES

