



'The JOY of the Lord is Your Strength' *(Nehemiah 8:10)*

St. John's CE Primary School

Positive Behaviour Policy

St. John's CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our school community, we adhere to our core values of: Respect, Thankfulness, Compassion, Truthfulness, Trust and Responsibility.

At St John's we aim to:

- Provide a safe, comfortable and caring environment where fantastic learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Focus on positivity.

Purpose of the behaviour policy:

- To provide simple, practical procedures for staff and children that:
- Foster the belief that there are no 'bad' children, just 'bad choices'.
- Encourage children to recognise that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

All staff must:

- Take time to welcome children at the start of the day.
- Always pick up on children who are failing to meet expectations but do so in a positive manner.
- Always redirect children by referring to our school values and SMART expectations.

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Demonstrate unconditional care and compassion.

Children at St. John's want teachers to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.






The Power of Positivity

Key to ensuring outstanding behavior at St. John's is the power of positivity. Children are praised and celebrated for 'doing the right thing' and making appropriate choices. Positivity needs to be visible and consistent from everyone in the school community.

Our Rules	Visible Consistencies	Over and Above Recognition
Be SMART	Daily meet and greet Persistently catching children doing the right thing Picking up on children who are failing to meet expectations Accompanying children to the playground at the end of every day Consistent, positive language	Dojo and point system Certificates Stickers Golden tickets / texts Verbal praise Notes home Golden time Show work to another adult Headteacher award Names on display / newsletter

Low Level Disruption

The following stages are designed to address any low level disruption within the classroom and have been agreed as a school. It is vital that a consistent approach is taken to implementing these steps to children they apply to. As a school, we realise that some children require a personalised plan which will differ slightly in the stages but not in the approach that any discussion around behaviour requires.

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
REMINDER 	<p>YOUR TEACHER WILL GIVE YOU A POLITE REMINDER TO FOLLOW OUR SCHOOL VALUES</p> <p>Look for children to praise for doing what you have asked. Look at For sitting nicely Using Class Dojo for random points or picking out children Non verbal actions eg taking a pencil off them if they are tapping it etc Eye contact Thank you for putting your chair legs down etc Show 'Good behavior cards' Listening, sitting, waiting, put your hand up to speak</p>
WARNING – will now be... 	<p>HELP - YOUR TEACHER WILL OFFER YOU HELP TO MAKE A GOOD CHOICE</p> <p>Do you want me to help you at playtime? Show me that you can do it. I know that you can do this – listen really well etc I have seen you do it before.</p>
FOLLOW UP – will now be ... 	<p>TIME TO TALK – YOUR TEACHER WILL GIVE YOU TIME TO TALK ABOUT ANY DIFFICULTIES YOU MAY BE HAVING</p> <p>At playtime spend time with the child to help them –either outside or while whole class are working depending on when is best Explain to the child that you are giving them a fresh start Shall we try something else to help you? Maybe if you move seats etc If behavior continues within the same lesson then ask the child to move seats.</p>
Restorative Approach- will now be ... 	<p>THINKING TIME – YOUR TEACHER WILL ASK YOU SOME QUESTIONS TO THINK ABOUT HOW YOUR BEHAVIOUR MIGHT BE AFFECTING OTHERS</p> <p>If the behavior continues and the follow up does not work, then use restorative questions to understand the problem and for the child to recognize the consequences of their actions. What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?</p>
Referred to SLT for next steps	Depending on the child and the behaviour
Serious Incident 	<p>Missed playtime/lunchtime Record on CPOMS Speak to parents Letter of apology written by the child</p>
Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

Serious Incidents

Our School Council were firstly asked to define what might constitute a more serious behavioural incident in school. They came up with the following list (which is certainly not exhaustive):

- Physical violence
- All bullying
- Discrimination – language and actions
- Vandalism
- Stealing
- Repeated disruption
- Swearing
- Spitting
- Disrespecting adults

They were then asked to suggest what remedial action should take place in these instances:

1. Miss their playtime / lunchtime. A letter of apology to be written to anyone affected by their action.
2. Parents to be informed
3. Miss that day's allocation of golden time (5 minutes)

All of these sanctions occur for serious incidents.

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Be proportionate to the action
- It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly REINFORCE and REVISIT behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Language around Behaviour

At St. John's CE Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations with a

child around their behaviour should be conducted, in the first instance, by the staff member taking the class/group.

Incidents are logged in the class file at the staff member's discretion depending on the individual child and the severity of the action. Any serious incidents are to be logged on CPOMS.

Behaviour Flowchart

1. Reminder
2. Warning and move within the class
3. Time out in another class. 5 minutes missed at playtime
4. Discussion

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up/Reparative Conversation then follow the guidelines below:

Sent to SLT/DHT/HT

Parents phoned

Parents called to school

Seclusion

Exclusion

Extreme Behaviours

Some children exhibit particular behaviours which signify that they are struggling currently. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

These children will have bespoke behavior plans or risk-assessed 'Positive Handling Plans'

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort and by trained staff only.

Trained staff are:

Mr Thomson (Headteacher)

Mrs Thomas (DHT)

Mrs Preston (SENDSCO)

Mrs Maxwell (Learning Mentor)

Mrs Fitzsimons (TA)

Ms Godfrey (TA)

Mrs Lawson (TA)

The school will record all serious behaviour incidents on CPOMS and any restraints using the log in the Headteacher's office.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under one or more of these conditions:

- The child needs time to reflect on their behaviour

- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At St. John's CE Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child and this should be a last resort.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS or a pink concern form. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Permanent exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.
- Risk to themselves

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting; this may include a pupil referral unit (PRU). In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, practical science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply. Teachers are expected to utilise their training and professional judgement on these occasions

Review

This policy has been developed as a school family with input from staff and children and reflects the current climate and practice in school. At St. John's, we realise that a 'one size fits all' policy is not suitable for some children and bespoke plans are in place though the principles of positivity remain the same. Our policy is a fluid document and will be reviewed annually by adults and children to reflect changes in the school community and world around us.

Person responsible:	Phil Thomson
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