



# St John's CE (A) Primary School

**Dedication - Courage - Joy**

## *Behaviour Policy 2019-2020*

### **Revision History**

Version	Date	Comments	Review Date
15	Spring 2020	Amended, approved and issued	Spring 2021
14	Summer 2018	Amended, approved and issued	Summer 2019
13	Summer 2017	Amended, approved and issued	Summer 2018
12	Summer 2016	Amended, approved and issued	Summer 2017
11	Summer 2015	Amended, approved and issued	Summer 2016
10	Summer 2014	Amended, approved and issued	Summer 2015
9	Autumn 2013	Amended, approved and issued	Autumn 2014
8	Autumn 2012	Amended, approved and issued	Autumn 2013
7	June 2011	Amended, approved and issued	Autumn 2013
6	May 2010	Amended, approved and issued	September 2011
5	September 2009	Amended, approved and issued	September 2010
4	September 2008	Amended, approved and issued	September 2009
3	September 2007	Approved and issued	September 2008
2	September 2006	Approved and issued	September 2007
	September 2005	First draft	

*School DfES Establishment Number: 3303*

## **INTENT**

At St John's we believe that a calm, orderly, happy environment is essential in which effective learning can take place. It is the responsibility of the whole school community in which there is mutual respect between all members and where there is proper concern for the environment.

The behaviour in our school should reflect the values we promote in encouraging good relationships, positive learning, respect and co-operation in a civilised society. It should also reflect the Christian character of the school. We also commit to equal opportunities including race, disability and gender equality.

As a Christian school, we develop in pupils a sense of self-management and an acceptance of responsibility for their own actions. These are best achieved in the framework of a structured, positive system based on praise for making the "right" choices about behaviour. This positive policy includes encouraging good attitudes, rewards and praise, setting a good example and having consistently high expectations of the pupils. Where success will be celebrated.

## **IMPLEMENTATION**

### **CORE PRINCIPLES FOR STAFF AND SUPPLY STAFF**

1. Get the children to behave well by making your expectations very clear and reinforcing them with praise and positive rewards.
2. Avoid sarcasm - young children do not understand it anyway and it is negative and damaging to self-esteem.
3. Use descriptive praise to get what you want - e.g. "Well done XX, you are showing me that you are ready to listen because you are sitting silently, looking at me with empty hands.
4. If children misbehave, use a calm voice to tell them what is wrong with their behaviour - take issue with the behaviour, not the child, i.e. avoid remarks like "you are a naughty boy!"
5. Use a positive, firm clear voice to give instructions to whole classes. Ensure your tone gives the impression that you expect that the children will willingly do as you ask - they will "live up" or "live down" to your expectations.

### **Our Three Visible Consistencies which are integral to the Christian Vision and Values of our school are...**

**Brilliant Break times**

**Clever Classrooms**

**Great Greetings**

The Early Years school rules below have all been carefully linked to these.

- Kind hands (Clever Classrooms and Brilliant Break times)
- Kind feet (Clever Classrooms and Brilliant Break times)
- Kind Mouths (Brilliant Break times and Great Greetings)
- Be Sweet

The Key Stage 1 and Key Stage 2 school rules below have all been carefully linked to these.

- Be kind, polite and respect everyone (Brilliant Break times and Great Greetings)
- Always do your best (Clever Classrooms)
- Move safely and calmly around the school (Clever Classrooms and Brilliant Break times)
- Listen carefully and follow instructions (Clever Classrooms and Brilliant Break times)
- Respect all property (Clever Classrooms and Brilliant Break times)

### **Our Golden rules when using the Behaviour Policy are:**

**PIP** - Praise in Public

**RIP** - Reprimand in Private

### **WHEN USING ANY FORM OF BEHAVIOUR MANAGEMENT, STAFF MUST ADHERE TO THE FOLLOWING:**

1. Be confident and in charge (even if you don't feel as if you are).
2. Give plenty of praise and encouragement.
3. Avoid shouting and nagging
4. Avoid confrontation - don't push a child into a corner, they will come out fighting. If in doubt always refer back to the class rules.
5. Remind difficult students of the choices they make.
6. Keep the class on your side even if that means ignoring a difficult child at times.
7. Try to ignore minor incidents, remember you are dealing with children, they will act like it.
8. Keep up the focus and pace of a lesson and try to include disruptive children.
9. Always describe and model the behaviour you expect.

The important part now is to make sure children see the rules as a positive. That the rules are used within conversation as a reference point. That children understand them and can articulate them. That as a team, we role model the rules to all stakeholders. Consistency!

### **BEHAVIOUR REWARD SYSTEM**

As a school, we have adopted Good to be Green where every child starts each new day on a green card. Every child starts with 5 minutes of Golden Time and each day equates to an additional 5 minutes. This means that a child that is persistently green will have 30 minutes of Golden Time awarded at the end of the week. Good to be Green will also be used at break times and lunch times. Therefore, the lunchtime staff give weekly lunchtime awards and regularly praise good behaviour. Poor behaviour at lunchtime may lead to loss of privileges.

**Good to be Green rewards will include:**

- verbal praise
- stickers
- certificates
- team points
- half termly reward for children who are consistently 'Green'

**Consequences for EYFS**

1. Individual Warning
2. Move pupil picture to the Orange Face
3. Move pupil picture to the Red Face (Staff go out to speak to parents/carers on the same day)
4. Behaviour recorded in consequence book

**Consequences for Key Stage 1 and Key Stage 2:**

1. Verbal Warning
2. Yellow Card
3. Red Card- teacher to take the child to lunch time Reflection Club (Contact with parents via reflection club slip) and miss 5 minutes of Golden Time
4. Behaviour recorded in consequence book

If unacceptable behaviour persists then a member of SLT is to be informed to help support the child.

Additional rewards are celebrated as part of our Whole School Celebration Worship on a Friday. Children are chosen and awarded certificates for the following areas of learning...

- Outstanding Maths
- Outstanding Topic
- Outstanding English
- Number Champion
- Star Learner
- Star of the Week

**Definitions of unacceptable behaviour**

St John's defines "low level unacceptable behaviour" as behaviour which may disrupt the education of the perpetrator and/or other pupils including but not limited to:

- low level disruption and talking in class
- failure to complete classwork
- rudeness
- disruption on educational visits
- graffiti

"Unacceptable behaviour" may be escalated to "serious unacceptable behaviour" depending on the behaviour breach.

St John's defines a "serious unacceptable behaviour" as any behaviour which may cause harm to self or others, damage the reputation of the school within the wider community and/or any illegal behaviour including but not limited to:

- Discrimination - not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality or marital status
- Harassment - behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour - deliberately acting in a manner so as to cause annoyance and irritation
- Bullying (mental, physical or cyber)- a type of harassment which involves persistent actions, criticism or personal abuses which humiliate, intimidate, frighten or demean the individual
- Possession of legal or illegal drugs, alcohol or tobacco or presenting at school under the influence of drugs or alcohol
- Accessing inappropriate web sites
- Truancy
- Refusal to comply with disciplinary sanctions
- Stealing
- Disrespectful behaviour towards a teachers, other adults and each other including swearing and fighting
- Any illegal behaviour

### **Key Roles and Responsibilities**

1. The Governing Board has overall responsibility for the implementation of the behaviour policy and procedures of St John's CE (A) Primary School.
2. The Governing Board has overall responsibility for ensuring that the behaviour policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
3. The Governing Board has responsibility for handling complaints regarding the policy as outlined in the school's complaints policy.
4. The Head teacher is responsible for the day-to-day implementation and management of the behaviour policy and procedures at St John's CE (A) Primary School.
5. All staff and volunteers are responsible for following the policy and for ensuring pupils do so also. They are also responsible for ensuring the policy is implemented fairly and consistently.
6. All staff and volunteers will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy.
7. Parents/carers are expected to take responsibility for the behaviour of their child/children inside and outside of school.
8. Parents/carers are expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
9. Pupils are responsible for their own behaviour both inside school and out in the wider community.
10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour.

### **Confiscation of Inappropriate Items**

There are 2 sets of legal provisions which enable school staff to confiscate items from pupils.

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability to, or loss of any confiscated items.

2. Power to search without consent for prohibited items including knives, weapons, stolen items, drugs, tobacco, fireworks or any item which has been identified in the school rules as an item which may be searched for. Staff members may ask a pupil to turn out their pockets or backpack. This will be done in the presence of another staff member.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

Review and Monitoring

This policy overlaps with other policies and should be reviewed in conjunction with these policies in accordance to the schools review cycle.

**Section 89 (5) of the Education and Inspections Act 2006** gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools).

Approved and Authorised by:

Signed

Headteacher/Co-ordinator

Signed

Chair of Governors/Governor

Date: