



# St John's CE (A) Primary School

**Dedication - Courage - Joy**

## *Behaviour Policy 2020-2021*

### Revision History

Version	Date	Comments	Review Date
15	November 2020	Amended, approved and issued	September 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 to effective teaching and learning. It is the responsibility of the whole school community to build mutual respect between all members and to develop a safe environment in which all can flourish. We believe that behaviour needs to be taught like any other subject and we recognise that children begin their educational journey at different points.

The behaviour in our school should reflect and promote the values which we encourage throughout the school day: Dedication, Courage and Joy. Through encouraging good relationships, creating a positive learning environment, developing respect and co-operation we enable children to become happy, healthy global citizens. In doing this our children will develop self-management and an acceptance of responsibility for their own actions. This reflects the Christian character of the school where we are fully committed to ensuring equal opportunities for all.

Matthew 22: 39 - "Love your neighbour as yourself."

## **IMPLEMENTATION**

This behaviour policy is built on, modelling good examples, forming positive relationships with children, implementing rewards and praise, alongside having consistently high expectations of the pupils.

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

1. Children will behave well if you make your expectations clear and reinforce this with praise and positive rewards.
2. Children will behave well if you have worked hard to develop positive relationships.
3. Use positive 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. Use a clear, firm voice to give instructions. Ensure your tone gives the impression that you expect that the children will willingly do as you ask.
5. Use a calm, firm voice to tell children what needs to be changed about their behaviour - comment on the behaviour, not the child, avoid remarks like "You are a naughty boy!" Encourage children to make the right choices.

**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** (Great Greetings).

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 try 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.**

Children respond well to a structured environment: it is important, therefore, that we encourage children to see the rules set as a positive. In order to achieve this, rules should be referred to in conversations and used as a reference point.

1. Always describe and model the behaviour you expect.
2. Be confident and in charge (even if you don't feel as if you are).
3. Give plenty of praise and encouragement.
4. Avoid shouting and nagging
5. 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.
6. Remind children about making good choices.
7. Keep the class engaged, encourage all children to take part, even if that means at times ignoring disruptive behaviour.

## 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 30 minutes of *Golden Time* each week. Any child issued with a yellow card will lose 5 minutes of their *Golden Time*; a child issued with a red card is required to attend reflection club at lunch time. It is essential that all adults throughout the school community apply *GTBG* consistently and throughout the day- this includes use at break times and lunch times. EYFS have 15 minutes of *Golden time* daily. Staff will give out weekly awards, stickers and regularly praise good behaviour.

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

- verbal praise
- stickers
- certificates
- team points
- juice and biscuits
- extra breaktime
- extra laptop/ipad time
- film afternoon/cartoon half hour
- half termly certificates and prizes for children who are consistently 'Green'

### **Consequences for EYFS**

1. Individual Warning
2. Move pupil picture to the Orange Face-child sits in a hoop.
3. Move pupil picture to the Red Face (Staff go out to speak to parents/carers on the same day. **They also have to go to the EYFS lead.**)
4. Behaviour recorded on *GTBG* chart.

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

1. Verbal Warning to child.
2. Second verbal warning to child (or give out a Stop and Think card).
3. Yellow Card and miss 5 minutes of *Golden Time*. (Teachers try to encourage child to get back to *Green*.)
4. Child continues unacceptable behaviour-RIP.
5. Red Card- teacher to take the child to lunch time Reflection Club (Contact with parents via reflection club slip) Behaviour recorded on *GTBG* chart.
6. After receiving several yellow/red cards teacher to use A,B,C chart.
7. After receiving several red cards the child to be sent to Phase leader. They set the extra consequence for Reflection Club - positive lines.
8. Behaviour diary and parents meeting with Deputy Headteacher.
9. Fixed term exclusion parents meeting with Headteacher. (Number of days will vary depending upon severity and will not exceed 15 days in a term.)
10. Exclusion.

Where children have difficulties with behaviour then the SENCO will be involved and alternative support will be given.

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...

- Clever Classrooms: Outstanding Maths, English, RE, Topic/LCC, attitude to learning
- Great Greetings
- Brilliant Breaktimes
- Class rewards: PE 'Good Sportsmanship' and Attendance

### **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
- refusal to complete classwork
- rudeness
- disruption on educational visits
- graffiti

"Unacceptable behaviour" may be escalated to "serious unacceptable behaviour".

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 anyone within the school community including swearing and fighting.

### **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.

### Exclusions

With regards to school exclusions this policy adheres to the following legislation:

- The Education Act 2002
- Equality Act 2010
- Human Rights Act 1998
- Special Educational Needs Code of Practice

The decision to exclude a pupil will always be lawful, rational, reasonable, fair and proportionate. The headteacher has a statutory duty not to discriminate against pupils on the basis of protected characteristics; and will always give particular consideration to the fair treatment of vulnerable pupils.

Following a fixed term exclusion the parents and child will be invited to a reintegration meeting in order to ensure future behaviour is managed.

The decision to exclude a pupil permanently will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Where practical the headteacher will give the pupil an opportunity to present their case before taking the decision to exclude.

### 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: Miss S Mazzei-Scaglione**

**Acting Headteacher/Co-ordinator**

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**Signed: Reverend C Rushton**

**Chair of Governors/Governor**

**Date: 30.11.2020**  
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