

## Positive Behaviour Policy - September 2024

### Linked Policies:

Physical Management

Religious Education (RE)

Personal, Social, Health, Citizenship and Emotional Education (PSHCE)

### Approved and Authorised by:

Signed: \_\_\_\_\_ Headteacher

Signed: \_\_\_\_\_ Chair of Governors

Date:

Date for Review:

*'Life in all its fullness' John 10:10*

**Dedication - Courage - Joy**

St. John's C.E. (A) Primary School, Wheatly Avenue, Trent Vale, Stoke-on-Trent, ST4 6SB

## Contents

<b>Intent</b>	<b>Page 3</b>
<b>Aims and Objectives</b>	<b>Page 3</b>
<b>Who is Responsible for the Positive Behaviour and Discipline of Pupils</b>	<b>Page 3</b>
<b>Strategies for Promoting Positive Behaviour:</b>	
<b>Positive Praise and Reward</b>	<b>Page 4</b>
<b>Good Orderly Environment Principles</b>	<b>Page 4</b>
<b>Religious Education (RE) and Physical, Social, Health, Citizenship and Emotional Education (PSHCE)</b>	<b>Page 4</b>
<b>Independence</b>	<b>Page 5</b>
<b>Restorative Justice</b>	<b>Page 6</b>
<b>Emotion Coaching</b>	<b>Page 6</b>
<b>Sanctions</b>	<b>Page 7</b>
<b>Consequences Graded System</b>	<b>Page 8</b>
<b>Early Years Foundation Stage</b>	<b>Page 10</b>
<b>Inclusion</b>	<b>Page 11</b>
<b>Record Keeping</b>	<b>Page 11</b>
<b>Reporting Behaviour</b>	<b>Page 11</b>
<b>Exclusions</b>	<b>Page 12</b>
<b>Roles and Responsibilities</b>	<b>Page 13</b>
<b>Off-site Misbehaviour</b>	<b>Page 16</b>
<b>Responding to misbehaviour from pupils with SEND</b>	<b>Page 17</b>
<b>Appendix A</b>	
<b>Example Expectations of Pupils Responses to STARS</b>	<b>Page 19</b>
<b>Appendix B</b>	
<b>Behaviour Pathway for Pupils</b>	<b>Page 20</b>
<b>Appendix C</b>	
<b>Pupils Behaviour Log</b>	<b>Page 22</b>
<b>Appendix D</b>	
<b>Adult Incident Log</b>	<b>Page 24</b>

## **St. John's CE (A) Primary School is committed to:**

Enabling children to learn creatively, achieve their best personally and develop independently in a happy, secure, Christian environment.

Establishing a whole-school approach to maintaining high-standards of behaviour that reflect the values of our school and providing a consistent approach to behaviour management that is applied equally to all pupils.

Valuing individuals; encouraging them to value others and make a positive contribution to their socially and multi-culturally diverse community.

Developing a firm foundation to provide children with the skills necessary to make the correct choices on life guided by the Holy Spirit.

## **Aims and Objectives**

### **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.

*My command is this "Love each other as I have loved you."  
John 15:11-13*

### **Implementation**

#### **Who is Responsible for the Positive Behaviour and Discipline of Pupils?**

St. John's promotes a supportive climate at all levels and each member of the community is responsible for promoting positive behaviour, this includes pupils and staff.

All staff are responsible for supporting pupils' behaviour when needed and this responsibility may be given to certain pupils under special circumstances, for example a head pupil asking a pupil to take time out within a team game.

## **Strategies for Promoting Positive Behaviour:**

These aims are best achieved through a joined up approach involving:

Positive Praise and Reward  
Good Orderly Environment Principles  
Religious Education (RE) and Physical, Social, Health, Citizenship and Emotional Education (PSHCE)  
'What if...discussions  
Independence.

### **Positive Praise and Reward**

A positive, structured framework which gives praise for making the right choices about behaviour and use of reward are part of the core of this policy.

Our main emphasis is on the children who behave well and members of staff will recognise and reward these children. This good behaviour will be acknowledge, for example by:

- Verbal and written positive praise
- Positive touch/ body language (smiles, thumbs up, pat on the back)
- Stickers and certificates
- Head teacher award.
- Star/ smiley face charts
- Receiving a team point
- Praise pads/ post cards sent home to parents
- Class agreed rewards e.g. extra playtimes, table points
- Good to be green stamps in books
- Dedication, Courage, Joy Cards
- Values Certificates in Celebration Worship
- Gold reward cards and Golden Playtime

The whole school scheme is based on team point awards through which children can be rewarded for academic and non-academic achievements. Within all phases, (EYFS, Key Stage 1 and 2) the children have been divided up into four teams (St. Andrew, St. David, St. George and St. Patrick). Each team's points are counted up at the end of the week, and the winning team announced in celebration worship. Pupils are expected to encourage members of their team to try their best in every aspect of school life.

### **Good Orderly Environment Principles**

St. John's believes a calm and orderly environment promotes positive behaviour. Examples of key factors to ensuring good order can include:

- Ensure high standards and expectations.
- Following whole school time routines.
- Being well prepared for lessons or activities.
- Effective communication systems.
- Give and expect to receive respect to and from everyone as we are all unique individuals made in God's image and likeness.

- Greet with a smile and positive words.
- Adults set the example by speaking in a respectful tone and modelling good relationships in front of the children.
- React positively by avoiding confrontation, listening carefully, establishing the facts and judging only when certain.
- Respect the environment which we share and keeping the school and its grounds clean and tidy.
- Ensuring **consistency**.

### **Christian distinctiveness**

St John's embeds certain elements of our Christian distinctiveness through What if ...Learning, Worship, RE and PSHCE education in order to maintain and develop a supportive environment where positive relationships are created. The use of these will promote positive behaviour through for example:

- Teaching children to recognise their own and others emotions.
- Teaching pupils to respect and treat others as they would like to be treated.
- Dealing with conflict and negotiating.
- Being aware of our conscience and asking ourselves 'What would Jesus do?'

### **Independence**

In order for pupils to become independent and responsible members of their own community, pupils need to begin to make their own decisions and choices. In order to do this with support, school rules are used, which allow for the values of the Gospel to be acted out.

Use of restorative language is important to support pupils in this journey of independence

E.g. What happened?

What are/ were your thoughts and feelings?

What was the impact to those involved?

Who has been affected and how?

What needs to happen to put things right?

What will be done differently in the future?

In order to address children's mental health needs and their ability to self –regulate, staff have completed training to focus on using restorative justice and emotion coaching approaches to relate to children.

## **A Restorative Approach**

This has shown that staff are more aware of how to create a positive outcome from negative behaviours. Staff use the four key features of:

- Respect – Listening to other opinions and learning to value them
- Responsibility – Taking responsibility for your own actions
- Repair (Fix its) – developing a school community so its individual members have the necessary skills to identify solutions and fix the problem
- Reintegration – Working through a structured, supportive process that resolves the issue and helps unwanted behaviours to not be repeated.

A restorative approach allows for conversations to be centred on who's been affected and how children could deal with the situation differently next time. This enables staff to begin to help children to recognise how to change their behaviour, deter others from copying the negative behaviours and may reduce the likelihood repeated misbehaviour. These conversations use non-judgemental questions that take everyone from the past (what happened) to the future (repairing harm). Examples include:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened? In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Positive Outcomes from a Restorative Approach:

- Genuine apology
- Acknowledgement of wrongdoing
- Joint responsibility in a resolution of the problem
- Change of behaviour
- Friendship/relationships can be repaired
- More honesty due to the non-judgemental approach
- Shared strategy for a better future

## **Restorative Conferencing**

Conferencing can be used as part of a restorative approach. This involves:

- A process for resolving conflict
- A common language to resolve conflict
- Focuses on the needs of the victim
- Allows the wrongdoer(s) to understand the impact of their actions
- Encourages wrongdoer(s) to take responsibility for their actions
- Therefore creates accountability
- Likely to change behaviour and build character

## Emotion Coaching

Emotion coaching helps children recognise the different feelings they experience as they become more aware of their emotions through conversations with adults. Emotion coaching also enables pupils to understand why they show these feelings and emotions and provide strategies for how to deal with them.

Emotion coaching allows staff to:

- Recognise the child's feeling and empathise with them.
- Validate the feelings and label them.
- Setting limits on behaviour.
- Problem solve with the child.

Emotion coaching helps staff to listen to the child and relate to their thoughts as well as show an understanding to the reasons for their feelings. Staff can then set out acceptable behaviours and work with the child to problem solve how to deal with different situations in a calm, rational manner.

The zones of regulation posters are used to support the children's understanding of their emotions and the tools that they can use to self-regulate.

### School Behaviour Stars (Rules)

- **Safe**
- **Team**
- **Achieve**
- **Respect**
- **Smile**

Our expected school behaviours can be remembered easily by the acronym **STARS**.

**We always ask ourselves:**

**'What  
would  
Jesus do?'**

Appendix A holds examples of expected behaviour in relation to STARS by our children in September 2022. These examples will help guide pupils to make the right choice about their behaviour.

## Rewards and Consequences through the Behaviour Pathway

As part of growing up pupil's need to discover where the bounds of acceptable behaviour lie and there will be times when children break school rules. A Behaviour Policy must state these boundaries firmly and clearly. Choices will always be offered to children to encourage them in their decision making to enable positive choices/ actions. Adults within the school community have a huge responsibility to model positive behaviour in their dealings with children and towards each other

All staff have the responsibility to deal with pupil's behaviour and will use our consistent and graded approach – we call this our behaviour pathway, and the steps involved are detailed below:

<b>Positive Rewards</b>	<p>There are a wide-range of rewards that we use in school. The choice of reward is up to the person that this awarding it, and is dependent on the good behaviour that is seen and knowing what works best for each individual child. When rewarding a child, it is important that they know exactly what they are being rewarded for. Try to link back to STARS and <b>the School values of dedication, courage and joy</b>.</p> <p>Examples of rewards that we use at St. John's are listed below:</p> <ul style="list-style-type: none"> <li>• Team Points – these can be given out verbally or recorded in exercise books as a reward for work completed – children receive a token to put in their team tube.</li> <li>• Verbal praise</li> <li>• Stickers</li> <li>• <b>Values certificate awarded in the Friday celebration worship</b></li> <li>• Praise Postcards</li> <li>• Privilege Card – reward is class specific</li> <li>• <b>Gold card – pupil can attend the Friday golden play session</b></li> <li>• <b>Values card – pupil receives a card to display on the behaviour chart and take home that demonstrates the value that they have shown.</b></li> <li>• Green all week – stamp in home-school diary</li> </ul>
<b>Good To Be Green – Every Day is a Fresh Start</b>	
<b>1<sup>st</sup> Warning</b>	A verbal reminder – This should be given 1:1 to the child at their level. Clear focus on the expected behaviour linked back to STARS. The reminder should inform the child that the next step will have a consequence.
<b>2<sup>nd</sup> Warning – Yellow Card 1</b>	<p>Approximately 10 minutes 'time out' within the classroom – child completes their work in a different place, followed by a restorative conversation with the person that gave the card.</p> <p><b>Follow Up - Record on CPOMS (Tag Yellow Card) + Restorative Conversation with person that gave card. Class Teacher to Inform Parents</b></p>
<b>3<sup>rd</sup> Warning – Yellow Card 2</b>	<p>Pupil sent for 'Time out' in another class with their work for the remainder of the lesson. Classrooms have a dedicated workstation that pupils can work at for this.</p> <p><b>Follow Up - Record on CPOMS (Tag Yellow Card) + Restorative Conversation with person that gave card. Class Teacher to Inform Parents</b></p>
<b>3<sup>rd</sup> Warning – Red Card</b>	<p>Card given and behaviour slip completed by member of staff.</p> <p>Pupil sent to SLT member (<b>HT/DHT/Phase Leader</b>) with card and slip</p> <p>SLT discussion with child and behaviour recorded on CPOMS (using details recorded on the behaviour slip)</p> <p>Pupil placed on <b>behaviour watch</b> for 2 weeks <b>if there are repeated red cards</b>. Class Teacher to complete BW form at end of wk2 to inform next steps if this is felt necessary</p>



<b>4<sup>th</sup> Warning – Phone Call Home</b>	Children may be asked to make a phone call home with their class teacher or the adult dealing with the behaviour incident to inform their parents of their behaviour if the incident/behaviour continues following the red card. Parents may be asked to come into school if support is needed. <b>Follow Up – Person making the call to record on Behaviour Log</b>
<b>Reflect Session</b>	If the unacceptable behaviour continues when they return to class. They will have time out for reflection at lunchtime, missing some of their playtime and complete a reflection sheet explaining their actions for school records. <b>Follow Up - Record on Behaviour Log + Discussion with Parents</b>

<b>Internal Exclusion</b>	For more serious behaviour incidents, internal exclusion may be used. Children to spend a longer period (1/2 or full day) in another class. Meet with the Key Stage Leader/senior teacher to discuss behaviour and modifying this. <b>Follow Up - Record on Behaviour Log + Meet with Parents</b>
---------------------------	--

If a child receives a red card they may be placed on 'behaviour watch' for a 2 week period (if necessary e.g. repeated behaviour incidents). At the end of this, the behaviour watch form will be completed and reviewed. Senior leaders, in conjunction with the class teacher will determine if the child would benefit from an individualised behaviour plan.

**Parents should be heavily involved in this part of the behaviour pathway. Behaviour incidents should be continued to be logged on the log to keep a continuous record. Adult incident forms must be used for more serious incidents, and these should be referenced on the behaviour log.**

<b>ABC Record</b>	Prior to moving a child to a more formalised plan, it is important to pinpoint any triggers/causes of behaviour. An ABC record should be completed for the child over the course of a week and then reviewed by the class teacher and Key Stage leader. <b>This is completed on CPOMS.</b>
<b>STAGE 1 – PBP 1 - Behaviour Promise Chart</b>	No improvement is seen over a two to three week period and the child continues to receive yellow or red cards. <ol style="list-style-type: none"> <li>1. Arrange a meeting with the parent, child and phase leader to agree in class strategies. The 3 stage pathway should be shared with parents at this point so that they have an understanding of what will happen next if behaviour does not improve.</li> <li>2. Complete a stage 1 PBP (Behaviour Promise) on the proforma. Inform the Assistant Headteacher, Deputy and Headteacher.</li> <li>3. The child should take the PBP to every lesson and this should be completed by the staff member working with the child. <b><u>It should be shared with the parent daily.</u></b></li> <li>4. At the end of the agreed PBP timescale, a meeting should take place with the class teacher, KS leader, child and parents. <ol style="list-style-type: none"> <li>a. Progress seen – child comes off PBP</li> <li>b. No progress seen – child still receiving yellow and red cards – Move to stage 2 PBP</li> </ol> </li> </ol>
<b>STAGE 2 – Personalised Behaviour Plan 2</b>	If no improvement is seen over the agreed PBP 1 timescale inform the assistant/deputy headteacher and arrange a meeting with the parent, child, teacher, phase leader and Assistant Head. Further strategies may be put in place. Further support such as use of the rainbow room, counselling, home-school link worker time, referrals to external agencies may be utilised as appropriate

	<ol style="list-style-type: none"> <li>1. Arrange a meeting</li> <li>2. Complete a stage 2 PBP on the proforma. This should be signed by the class teacher, child and parent/s The headteacher should be informed.</li> <li>3. The child should take the PBP record sheet to every lesson and this should be completed by the staff member working with the child. <b><u>It should be shared with the parent daily.</u></b></li> <li>4. The child should report to a member of SLT at the end of each day to share their daily record and have a conversation about how their day has been.</li> <li>5. At the end of the agreed PBP timescale, a meeting should take place with the assistant/deputy head, class teacher, KS leader, child and parents. <ol style="list-style-type: none"> <li>a. Good progress seen – child comes off PBP and returns to the ‘level’ pathway</li> <li>b. Some progress seen – decide whether to stay on Stage 2 or drop back to Stage 1</li> <li>c. No progress seen – child still receiving yellow and red cards –Move to stage 3</li> </ol> </li> </ol>
<p><b>STAGE 3 – Enhanced Support</b></p>	<p>No improvement is seen over a three to four week period and the child continues to have several yellow or red cards a week. Inform deputy heateacher/headteacher who will arrange a meeting with the parent, child, SLT, teacher and Governors.</p> <ol style="list-style-type: none"> <li>1. Arrange a meeting</li> <li>2. Stage 2 PBP to be updated. This should be signed by the headteacher, class teacher, child and parent/s.</li> <li>3. The child should take the PBP record sheet to every lesson and this should be completed by the staff member working with the child. <b><u>It should be shared with the parent daily.</u></b></li> <li>4. The child should report to the headteacher at the end of each day to share their daily record and have a conversation about how their day has been.</li> <li>5. At the end of the agreed PBP timescale, a meeting should take place with the headteacher, class teacher, KS leader, child and parents. <ol style="list-style-type: none"> <li>a. Good progress seen – child comes off PBP and returns to the ‘level’ pathway</li> <li>b. Some progress seen – decide whether to stay on Stage 2 or drop back to Stage 1</li> <li>c. No progress seen – child to stay at Stage 3</li> </ol> </li> </ol> <p>Further support could be sought if the child is at Stage 3 such as Ed Psych, SENCO, behaviour support service if it is felt that this may help.</p> <p>Alternative Provision - Inspire – may be utilised as appropriate at this stage.</p>

**N.B. It is important to note that formal suspensions can be used at any point of the behaviour pathway as a consequence for serious breaches of the school behaviour guidelines.**

See Appendix B for the pupil version of the behaviour pathway. This is shared with pupils and displayed in classrooms.

For some pupils this graded system may not support the individual needs of some of our pupils. If using the graded system will cause more detriment/ disturbance, then individual plans need to be put in place. Knowing your child will help you to approach individual situations.

If unacceptable behaviour continues the pupil may meet with key adults e.g. the class teacher, senior leader, SENCO and parent to decide an individual behaviour support plan/log. Staff will use ABC charts to track behaviour and decide solutions. In such cases communication between School and home is vital. Children displaying unacceptable behaviours over a period of time may be placed on the Special Educational Needs register for additional support.

Physical punishment is never used however physical management strategies may need to be used to ensure the safety of the pupil, other pupils, staff and school property. This is where we would refer to the physical management policy.

When an issue has been dealt with, it is important that the matter is closed so that all parties are able to move on and a fresh start can be made. Children have regular opportunities through class, key stage and whole school gatherings to reflect on their behaviour and their treatment of each other. Saying sorry and asking forgiveness are part of the culture and ethos of the school.

Serious misdemeanours do not warrant this staged approach and a sanction is imposed further up the graded approach. Children consistently choosing unacceptable behaviour can face exclusion.

Examples of serious and unacceptable behaviours can include:

- Bullying
- Physical abuse (fighting, kicking, punching, pinching, biting etc.)
- Destructive behaviour
- Stealing
- Verbal abuse (foul language, racist comments, insults, threatening/aggressive language to members of the school community)
- Disrespectful behaviour towards members of the school community.

There are times where the teacher will issue a consequence for certain behaviours to defuse further negative behaviour. A consequence may include:



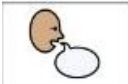




- Missing a break time (which is supervised).
- Time out of a game.
- Thinking time.
- Quiet conversation.
- Distraction techniques.

## Early Years Foundation Stage (EYFS)

For EYFS, there is an alternative graded system that is in place, so that the children in EYFS understand when they are showing positive behaviour and for when they need more awareness of their choices.

EYFS use the same school rules as the rest of the school and the children show a good understanding of STARS.

Children in EYFS receive positive and verbal reminders to help them make positive choices, but for the children struggling with these they use a 'weather chart' as a representation of yellow and red steps. There is also a sticker chart for those children who are displaying positive choices and an excellent effort with their learning.

Our EYFS Behaviour Pathways		
Praise and Rewards	If I demonstrate STARS there are lots of different rewards I could receive!	
Busy Bee Sticker Chart	Collect 10 stickers for demonstrating STARS and you get to choose a prize from the pot.	
Verbal Reminder	Verbal reminder with next step if my behaviour continues.	
Grey Cloud warning	3 minute 'time out' in class - I will need to sit on my carpet spot with a timer to watch.	
Black Cloud	'Time out' in a different classroom. I will have a restorative conversation with an adult to help me to reflect on my behaviour.	
Phone Call	Consequence- An adult will call my parents to discuss my behaviour. My parents will meet with my teacher.	
Outdoors	If I am taking part in outdoor learning I will miss part of my playtime to reflect on my behaviour with an adult.	

The children in EYFS are encourage to make positive choices through the direction of their learning from the class teacher, teacher interaction to encourage good decision making and distraction techniques to allow the child thinking time.

## **Inclusion**

Our systems always maintain to be fair and consistent however there will be times were the system operates throughout the School with some adaptations for our youngest children and children with Special Educational Needs.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to a consequence.

Pupils whose needs are not met by our school policy will be monitored by the class teacher and the support staff. The result of this will be a carefully formulated behaviour support programme that will have been created by the class teacher, support staff, Head Teacher, Deputy Head Teacher, SENCO, Learning Mentor, pupil and parent. The behaviour support programme should target and support particular problem behaviours which will be reported on at the end of each session of the school day. The Behaviour Lead and class teacher will review targets regularly to ensure that appropriate support is provided.

## **Record Keeping**

Pupils will record their actions on a reflection sheet log which is filed in phases (see appendix B). Teachers will also record serious incidents to be filed in class (see appendix C), and these incident reports should be completed when violence or threatening behaviour has been shown towards other children or staff members. All yellow and red cards are logged by staff on an electronic tracking system (CPOMS). These are monitored by senior leaders and evaluated at regular intervals. Where pupils move onto the 'stage' pathway due to repeated behaviour incidents, staff will complete the relevant paperwork to monitor progress and record support. These include ABC charts (these are used for a short period to identify potential triggers and solutions) and personalised behaviour plans. These documents are shared will all key stakeholders.

Alternative recording systems may be used by pupils on the SEND register for behaviour, where parents may be involved in the recording of 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
- Statutory Guidance on School Suspensions and Exclusions – Sept 2022

The decision to suspend (exclude for a fixed period) or permanently exclude a pupil will always be lawful, rational, reasonable, fair and proportionate. The head teacher 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 school suspension 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.

Governors and the LA are formally notified of any suspensions or exclusions.

Although not an exhaustive list, serious breaches may include:

- Physical assault against and a pupil or adult.
- Verbal/threatening behaviour against a pupil or adult.
- Bullying
- Racist Abuse
- Sexual misconduct.
- Drug/alcohol related.
- Damage
- Theft
- Persistent disruptive behaviour
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health.

All decisions would be made on an individual basis. The nature of the incident, occurrence over a period of time and number of incidents that occur are considered.

### **Off-site misbehaviour**

**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.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

All decisions are made on an individual basis. The nature and number of incidents and how they have occurred over a period of time will be taken into consideration.

## **Responding to misbehaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their



SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We will use ABC charts to identify and remove triggers of misbehaviour using strategies such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**



The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **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.

### **Revision History**

<b>Version</b>	<b>Date</b>	<b>Comments</b>	<b>Review Date</b>
3	January 2023	Reduced graded systems. Examples of serious breaches	Autumn 2023
2		Approved and issued	Spring 2022
1	September 2021	First draft	

**Appendix A**  
**Example Expectations of Pupils Responses to STARS**

Examples of expected behaviour in relation to STARS by the children of St John's CE (A) Primary School, September 2022.

**SAFE**

We will:

Listening to and following instructions

Walk in school

No rocking on chairs/ sit safely

Being serious

No fighting

Hang our coats and bags on our pegs

Stop and think

**TEAM**

We will:

Use the agreed activities at play time

Negotiate with each other

Always try to be fair

No fighting

No bullying

Stop when the whistle has been blown, and on the second whistle, children to line up quietly

Tidy up at lunch time and during class activities

**ACHIEVE**

We will:

Use the talents that God has given me.

Try your best and give 100%

Try to be independent

Don't give up

Mature

Listen

Work quietly when needed

**RESPECT**

We will:

Treat others as we would like to be treated

Take care of each other property and the school building

Listen to others

Use our manners

Wait until someone has finished speaking before I speak

Use kind words

**SMILE**

We will:

Be cheerful

Support others who need a smile

**We will always think "What would Jesus do?" to help us.**

# Our Behaviour Pathway

## Our Rewards



Stickers



Team Points



DCJ Cards



DCJ Certificate



Privilege Card



Gold Card

**Good to be Green!**

**We aim to be green all day, every day!**



<b>Verbal Reminder</b>	Verbal reminder with next step if behaviour continues.	
<b>Yellow Card 1</b>	5 minute 'time out' in class	
<b>Yellow Card 2</b>	'Time out' in a different classroom.	
<b>Red Card</b>	I will need to take my card to a Senior Leader	
<b>Phone Call Home</b>	I will need to call my parents to discuss my behaviour.	
<b>Reflection Time</b>	I will miss part of my playtime to reflect on my behaviour.	



St John's CE (A) Primary School

KS1 Reflection sheet

**Dedication - Courage - Joy**

Be kind to each other, forgiving each other, just as God forgave you

[Ephesians 4:32](#)

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_ Signed: \_\_\_\_\_

**Window**



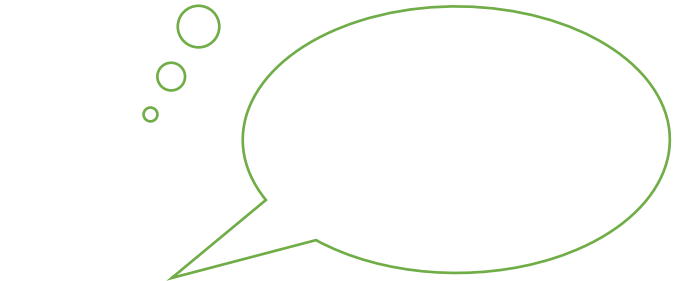
Why am I here?

**Mirror**



How can I stop this from happening again?

Who do I need to say sorry to?



How has this made me feel?





St John's CE (A) Primary School

KS2 Reflection sheet

**Dedication - Courage - Joy**

Be kind to each other, forgiving each other, just as God forgave you

Ephesians 4:32

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_ Signed: \_\_\_\_\_

**Window**



Why am I here?

---

---

---

---

---

---

---

**Mirror**



How can I stop this from happening again?

---

---

---

---

---

---

---

**Door**

Who do I need to apologise to?

---

---

---

---

How has this made me feel?

---

---

---

---

---

