



St John's C of E Primary School

Behaviour Policy

At St John's Church of England Primary School we believe that:

- Everyone is different and everyone is special
- Everyone should be encouraged to aim high and be the best that we can be
- Learning should be rewarding, exciting and fun
- We should be proud of ourselves and where we are from.

Updated: August 2016

The staff and governors at St John's C of E Primary School believe that:-

- ✓ a safe, happy, caring and welcoming environment helps to develop self-esteem and promote good behaviour.
- ✓ relationships here are based on mutual respect and high expectations,
- ✓ everyone involved in the school has **rights and responsibilities** and understands that everyone else has **rights and responsibilities** too.
- ✓ behaviour plays a vital role in the life of the school and to the happiness and well being of the school community.

The purpose of this policy is to provide a clear code of conduct for the use of all at St John's C of E Primary School - adults and pupils.

AIMS

- To provide a caring and safe environment in which everyone feels valued.
- To foster positive caring attitudes towards one another and the environment.
- To acknowledge that each and every person who joins our community has a part to play and that each person's strengths will be valued and celebrated.
- To ensure we listen with care to one another's views and opinions and value them.
- To provide a time and space for reflection for individuals to consider their actions, with support if required.
- To respond in a polite and thoughtful manner to one another.

WE BELIEVE...

Children are not bad, but can sometimes make bad choices.

Every bad choice can be turned around

A new day is a fresh start

The only person's behaviour anyone can directly change is their own.

Good behaviour and attendance needs to be taught at home and school.

Children often don't have the right language to explain their feelings.

What you pay attention to is what you get more of.

People can have different perceptions of the same situation.

The classroom climate is controlled by the adults in there.

The child who likes to be in trouble has yet to be born.

Children respond better to encouragement than punishment.

Positive praise and rewards work better than any sanction.

We treat everyone fairly and apply this behaviour policy in a consistent way.

RULES & REWARDS

The Pupil Promise

In our school, the children have written the Pupil Promise; this is:



These promises are displayed in every classroom and around school, and children are reminded of them often. Every child has signed an agreement with the headteacher to promise they will uphold these. These promises are reviewed at least annually to ensure their relevance.

Behaviour in school is maintained by the use of positive praise and rewards. The following should be used as much as possible to reinforce 'good choices'. The warning system should be seen as a last resort.

POSITIVE INCENTIVES/ REWARDS

We prefer to offer pupils incentives/rewards for positive behaviour and effort shown in class work. For example:-

- ☺ A smile – a simple but positive way to recognise a child is making the right choices
- ☺ Verbal recognition for correct behavior and / or good work
- ☺ Positive comments in pupil's work
- ☺ Stickers – all staff value the importance of stickers to acknowledge good learning and / or behaviour
- ☺ Praise 1:1 and /or praise in front of peers and parents/carers
- ☺ Taking good work to another teacher and to the Headteacher/SLT for praise and stickers
- ☺ Star of the Day – each class selects a Star of the Day – parents are informed that their child has had a super day in school
- ☺ Regular Friday 'Celebration of Assemblies', where public mention is made of good examples of work and behaviour. E.g, I have noticed awards, Learning Champion Awards, Certificates/awards brought in from home to celebrate with the school
- ☺ Sharing achievements with parents
- ☺ In Class Reward systems
- ☺ Celebrating children who look after our school – Caretaker's Cleanest Class Award
- ☺ Celebrating attendance – Office Award for the best attending class of the week
- ☺ Celebrating children with the most improved attendance each half term
- ☺ Responsibilities for Pupils – House Captains, School Council
- ☺ End of Year Prizes – to acknowledge 'always children' who always follow our promises
- ☺ Celebrating Success with Parents – informal comments at the end of the day or phone calls home to share exceptional work and achievement

The school acknowledges all the efforts and achievements of children, both in and out of school.

BEHAVIOUR SYSTEM

There are times when children will make 'wrong behaviour choices'.

We believe there is no place for: -

VIOLENCE, BULLYING, THREATENING BEHAVIOUR, DISCRIMINATION, RACISM, HOMOPHOBIA, LACK OF RESPECT FOR ADULTS AND PUPILS, LACK OF RESPECT FOR PROPERTY, DELIBERATE DISOBEDIENCE OR DELIBERATE VANDALISM

Any person observing or experiencing any form of unacceptable behaviour must use the behaviour system as follows:-

- *please note, children on a behaviour statement may have an alternative behaviour route*

Every child will move back to point 1 (green section) of the behaviour system at the start of each day

- 1. Verbal Reminder** (The teacher should remind the child that continuation of this behavior could result in moving onto the warning system. This reminder can be in line with class/teacher's own strategies of behaviour management).
- 2. First Warning** (the child's name is moved onto the yellow section as a reminder that this situation/behaviour can be 'turned round').
- 3. TIME OUT IN CLASS On the time out chair (Maximum is until the end of the current lesson)**
'Time-out' is a consequence for those pupils whose behaviour is causing disruption in the class. It allows the child and adult time to review the situation. (the child's name is moved onto the left hand side of the orange section)
- 4. TIME OUT IN ANOTHER CLASS On the time out chair (Maximum is until the end of the current lesson)**
The child should be sent to the agreed partner classroom (the child's name is moved onto the right hand side of the orange section)
An adult must complete an orange 'Time out' form and put in the behavior box in the staffroom
If a child persistently moves to point 4 – class staff must inform parents.
If a child refuses to take their time out, then move to point 5.
- 5. SEND FOR DHT or a member of staff on management time**
A red behaviour incident form must be completed or as soon as is possible thereafter. If the child has adult support, then they must accompany the child and stay with them. This conversation is the last chance for children to 'turn their behaviour round'. The staff approach should be firm but understanding. The child should be made aware that the next step is the HT and this could result in exclusion. (the child's name is moved onto the red section)
Class staff must inform parents on the day of the incident.
- 6. TAKE CHILD TO HT**
The headteacher, dependent on individual incidents, will decide on the best course of action. These will usually be working out of class in HT office, exclusion, or internal exclusion (where an external exclusion is felt to be inappropriate)
PARENTS CONTACTED
If appropriate, parents will be invited in to discuss behaviour concerns. This may result in:
a) a child being put on a behaviour report for a period determined by the Headteacher, following discussion with class teacher, parent and child; or b) exclusion.
- 7. SEVERE**
Where pupils do not respond to our behaviour strategies, ultimately a child may receive a fixed term or permanent exclusion.

There will be a warnings board in every class to monitor the movement of children through the warning system throughout the day. Children or staff will 'move their name' when they receive a warning. The warning board is reset at the start of each day.

At St John's C of E, we discourage the punishment of a whole group of pupils and feel it is important too for adults to be careful not to damage relationships and self esteem by the use of sanctions.

We therefore believe every child is given a '**fresh start**' each session/half day/each day, based on the individual needs of the child.

Punishments will not be carried over to the next day unless privileges are to be withdrawn.

POTENTIAL HOTSPOTS

We recognise problems with behaviour are more likely at certain times of the day, usually when pupils are not actively involved in the classroom. We are aware of the potential for problems, and try to minimise them. Such times include: -

- **When waiting in line and moving around school**
- **When going out to play and coming back in**
- **Playtimes**
- **Lunchtimes**

It is important that **all staff** are aware of their own responsibilities in these circumstances. In general, other members of staff should provide unobtrusive support to the lead adult in a situation and be mindful of the importance of their function as a role model.

LUNCHTIME SUPERVISION

Midday supervisors are responsible for the supervision of pupils during the lunch break and are supported by SLT.

Behaviour at lunchtime is maintained by the use of positive praise and rewards.

The following procedures should be used as a last resort:

- Any adult gives a verbal warning.
- First Warning (As a reminder that this situation can be turned around)
- If unacceptable behaviour is continued, the incident is recorded and the child has 'time out' against the wall.
This is a time for the child to think about their behaviour
The incident will be fed back to the class staff at the end of lunch.
- If the behaviour is violent, the child is brought in to the HT or SLT who will start the behaviour flowchart at point 4. A behaviour sheet must be filled in and statements taken.
- If a child's name is repeatedly reported to class staff, or their behaviour is causing significant problems during lunchtime, then the Headteacher will be informed and the child will be placed on Lunchtime/Break time Report for a period of one week and parents notified. The child's behaviour is to be recorded on to the report by the adults within the classroom and reported to parents on a daily basis. The report will be presented to the Headteacher at the end of a week.

- If a child continues to misbehave, parents will be asked to attend a meeting and a way forward will be considered. This could include the child being sent home at lunchtime, the child eating with the headteacher, parents sitting with the child during lunch.

GOVERNORS

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Policy updated : August 2016

Policy to be reviewed: August 2017



WAS IT VIOLENT,
RACISM, HOMOPHOBIC
OR BULLYING?

NO

YES

1

VERBAL REMINDER

2

FIRST WARNING

Chance to turn the behaviour round
Move name on system to yellow

3

TIME OUT IN CLASS

Move name on system to left orange

4

TIME OUT OF CLASS

Fill in time out sheet
Move name on system to right orange

5

SEND TO SLT

Complete behaviour incident form
and send with child, or as soon as
possible.

Return to class to turn
situation around

6

SEND TO HT / SLT

Add to behaviour incident form and
send with child, or as soon as
possible

PARENTS CONTACTED

7

EXCLUSION

IS IT SERIOUS ENOUGH FOR
SENIOR LEADERSHIP TEAM
INVOLVEMENT?

NO

YES

GO TO 4

Fill in T/O sheets
for all pupils
involved

GO TO 5

Complete
behaviour incident
form and send with
child, or as soon as
possible

Time out refused

St John's C of E Behaviour Flowchart



TIME OUT SHEET

(To be filled in for TIME OUT of class)



Child's Name:		Class:	
Teacher:			
Date:	Time:	Lesson:	Reason:



TIME OUT SHEET

(To be filled in for TIME OUT of class)



Child's Name:		Class:	
Teacher:			
Date:	Time:	Lesson:	Reason:



TIME OUT SHEET

(To be filled in for TIME OUT of class)



Child's Name:		Class:	
Teacher:			
Date:	Time:	Lesson:	Reason:



BEHAVIOUR INCIDENT FORM



(To be filled in if child being sent to SLT)

Child's Name:	Class:
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Date:	Time:	Lesson:	Teacher:
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Description of event (including names of all children and staff involved)

Actions to be taken:	To be carried out by:
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