

Behaviour Policy

St. John's C of E Primary School's behaviour policy is a means of promoting good relationships and good behaviour, so that people can work together with the common purpose of helping everyone to learn. We apply this behaviour policy in a consistent way throughout the school community to encourage children to become positive, responsible and increasingly independent.

This is applied both in school and 'outside' of school as part of educational activities (class or school trips and visits, walking to and from sporting fixtures, residential).

Please see the section 'discipline beyond the gate' for instances where this policy will be applied outside of educational activities.

Aims

- To create an environment that promotes and reinforces good behaviour.
- To define acceptable standards of behaviour, regulating the conduct of pupils.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, wellbeing, self-discipline and positive relationships built on respect.
- To ensure individuals build their ability to recognise responsibility for their actions.
- To provide the tools for children to manage their emotions when dealing with 'conflict' with others.
- To prevent (or reduce to zero) bullying.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

School Ethos

As a Christian school we believe that every child is unique and should feel valued. Our behaviour policy reflects the key principles of the Christian tradition and is based around our vision, ethos, mission and values (these are termed as the St John's WAYS).

As adults we should aim to:

- create a positive climate with clear and realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all;
- show appreciation of the efforts and contribution of all.

Equality and consistency

Through the application of this policy we ensure the consistency of all adults across the school in managing behaviour – as seen in the consistency of the 'reward' and 'sanction'.

The application of behaviour management for both reward and sanction, whilst being consistent across the community, must also recognise the factors relating to

individual children such as age, external conditions at the time, and specifically diagnosed medical / behavioural conditions. This is consistent with our Christian Ethos and with legal requirements of the Equality Act.

The school acts under the ethos of fairness and equality to all. Built into all stages of our approach is the requirement to listen to all children involved and apply any reward or sanction with fairness. To support this we use a system called 'Restorative Justice' in relation to any incidents between pupils (see below). We recognise that some individual children (and indeed those with parental responsibility) may struggle to see the fairness as they refuse to accept responsibility for the actions of the child – nevertheless, we will proceed with the sanction as part of the need to encourage and develop an individual's sense of responsibility for their own actions. Children and adults have the opportunity to speak with the Class Teacher, then the Headteacher, then with Governors if they feel they have a grievance over the sanction applied in accordance with our complaints procedure.

St John's WAYS

The Behaviour Policy seeks to re-inforce the following:

The St John's Way

Together we grow stronger – in our hopes, hearts and minds: with

RESPECT: as we respect everyone equally, caring for all of creation

LOVE: as we are gentle and loving to one another and have a love of learning

TRUST: as we trust in God and become trustworthy global citizens

JUSTICE: as we are just champions of fairness, forgiveness and equality

FRIENDSHIP: as we nurture rewarding and enduring friendships

HOPE: as we challenge ourselves to be the best we can be

PRIDE: as we practice excellent learning powers

HEALTH: as we make safe and sensible choices, mindful of our happiness.

The Behaviour Policy across the school

We aim to engage all children in their learning so that they see learning as an exciting and challenging activity that they wish to positively engage with.

We organise our classrooms to ensure children are aware of behaviour expectations, have clear access to resources, and have their work valued.

In Collective Worship we specifically teach VALUES FOR LIFE and BRITISH VALUES, and these are regularly referenced in classrooms, around the school and through the curriculum, in order to provide children with a set of 'principles' to support good behaviour.

In PSHE we teach mindfulness strategies and ways to 'calm down', and behaviours towards ourselves and others, in order to support good behaviour.

Across the curriculum we teach LEARNING POWER (we call this PRIDE – Learning Powers) as a set of 'attributes' children can apply to their learning behaviour in order to support good learning and thus promote good behaviour.

Displays can be seen in all classes and in the hall to reinforce all of these.

The role of the class teacher

It is the responsibility of the class teacher to consistently apply the Behaviour Policy. The class teacher will provide opportunities for whole-class or small group discussions to reinforce the behaviour policy. The class teacher will follow the PSHE and RE scheme of work to deliver specific aspects of the curriculum relating to positive behaviour. The class teacher will provide opportunities across the curriculum to reinforce our the Values, Pride learning powers and expected behaviours.

The class teacher liaises with the SENCO and the Headteacher as to pupil progress, behaviour and pastoral issues. The class teacher will also liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Behaviour Support Team or Educational Psychologist.

The class teacher reports to parents about the progress of each child in their class, in line with the school assessment policy and also reports to parents 3x per year about pastoral issues (including behaviour). This is term 2&4 parent / teacher consultations, and term 6 end of year reports. The class teacher may also contact a parent if there are concerns about the behaviour of a child, and will arrange meetings as required.

The role of the teaching assistant

It is the responsibility of the teaching assistant to support the class teacher in ensuring that the school expectations underpin behaviour in the classroom. For general teaching assistants this will be in terms of demonstrating consistent expectations and boundaries with consistent praise and consequences. For teaching assistants working with named pupils there may be an additional need to help pupils to understand these expectations and support them to adhere to them.

The role of the MDSA (midday supervisory assistant)

It is the responsibility of the MDSA to support the implementation of this behaviour policy fully.

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

The headteacher supports the staff by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The school keeps records of all reported incidents in line with the Behaviour Sanction Flow Chart.

The headteacher may exclude for a fixed period and/or permanently exclude a child. This action is taken in line with LA guidelines and after the school governors have been notified.

The role of parents

Parents are expected to support and model the school Behaviour Policy.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (in accordance with the School complaint procedure).

The role of 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 policy. The governing body will review any formal grievance raised by parents in relation to how a behavioural incident was managed.

The role of visitors to the school

It is the responsibility of visitors to support the implementation of this behaviour policy fully.

Restorative Justice

The school operates an approach that can be defined as Restorative Justice with regards to managing conflict between children.

This sits within our Christian ethos of tolerance, love and respect.

The key principle is around bringing both parties together to discuss the incident in a calm and managed setting. The adult who facilitates the process does not sit in 'judgement' but supports both parties to come to mutual agreement within the parameters of the school behaviour management system.

We ask all parties 5 key questions:

- What happened?
- How did you feel at the time / how do you feel now?
- How did you feel before / what was it like before the incident?
- What would you like to see happen to move forward?
- Have you been listened to and had a chance to share your views?

This approach enables the children to identify the issue and work together on a mutually supportive and respectful solution.

This approach can be applied at various stages in relation to the Behaviour Sanction Flow Chart below. It is not to be seen as a punitive sanction.

The children may be required to complete a 'restorative justice flow chart' to help them to reflect on their behaviours and the incident(s).

Rewards:

We believe that positive praise supports and promotes good behaviour for the majority of children. We praise and reward children for good behaviour in a variety of ways listed below:

- Class marbles – each class will have a class target it is aiming for – a class reward will be issued when this is achieved
- Verbal praise / thumbs up
- House tokens for anything from good manners to good effort, good learning powers, good pieces of work, good homework, etc – these contribute to a weekly total for their house
- Children who have behaved well in morning/afternoon sessions – at the end of the day they receive a 'raffle ticket' – at the end of the week one ticket is drawn and a prize given. The more raffle tickets the more chances
- Termly Headteacher award for the child who has done something amazing
- Termly Star of the Term (a major award) for the child who has been consistently good all term in many ways
- Termly Excellent Attendance

- Annual Excellent Attendance
- Pupil of the year (a major award) for the child who has been amazing all year in many ways – a major award
- Eagle standard awards (our pinnacle awards) covering various subjects, endeavour, behaviour, community work
- Full bookmark prize for reading at home
- Weekly St John's Ways Certificate

Sanctions FLOW CHART (appendix 1)

The school employs a number of sanctions to encourage children to think about and improve their behaviour. We employ sanctions appropriately to each individual situation but try to apply them in a uniform and progressive way.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions. .
- There should be a clear distinction between minor and major incidents.
- It should be the behaviour itself is what is being dealt with.
- It is important that the sanction is not out of proportion to the incident.
- The sanction applied, whilst being consistent across the community, must also recognise the factors relating to individual children such as age, external conditions at the time, and specifically diagnosed medical / behavioural conditions. This is consistent with our Christian Ethos and with legal requirements of the Equality Act.

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Please note that behaviour management is not a simple matter of a linear progression of stages of sanction – individual instances may appear at any stage depending on severity / persistence.

Children with specific needs

The school operates the following 'stages' of sanction as identified in the table below, with the proviso that the sanction applied, whilst being consistent across the community, must also recognise the factors relating to individual children such as age, external conditions at the time, and specifically diagnosed medical / behavioural conditions, SEN and Disability. These 'stages' are shown on the flow chart within coloured zones to make it easier for parents and pupils to understand.

Caveat

Parents must recognise that it is IMPOSSIBLE TO LIST ALL BEHAVIOURS WITHIN A BEHAVIOUR POLICY. The school operates a 'best-fit' approach. The consistency of the application of the rewards and sanctions are regularly reviewed.

Bullying

The definition of bullying is:

S Several
T Times
O On
P Purpose

This school makes a clear statement that bullying is unacceptable. We deal with any form of bullying swiftly and effectively. We encourage parents and children to alert us to bullying if and when it occurs.

The school also identifies the use 'cyberbullying' and 'sexting' through the use of digital media / internet / social media by pupils to upset / be mean / bully other children or members of our community as falling within this policy and will be dealt with according to the flow chart. However, the Headteacher will need to be provided with evidence of this 'cyberbullying' by the parent of the child in order to take action. Please note that if the use of social media is serious enough the Police will be informed. Sexting is now a criminal offence.

Use of digital media / Social media / internet

The school also identifies the use of digital media / internet / social media by pupils to upset / be mean / bully other children or members of our community as falling within this policy and will be dealt with according to the flow chart. However, the Headteacher will need to be provided with evidence of this 'cyberbullying' by the parent of the child in order to take action. Please note that if the use of social media is serious enough the Police will be informed.

The school makes a clear statement that bullying (including cyberbullying and sexting), violence towards others, honour based violence, gender based violence, and sexual assaults are unacceptable. Many of these are a criminal offence.

Peer on Peer abuse

This is abuse that happens between the children.

All our pupils have a right to attend school and learn in a safe environment. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys perpetrators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up".

It is likely to include, but not limited to:

- bullying (including cyber bullying)
- violence towards others
- gender based violence/sexual assaults
- sexting or
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a **SAFEGUARDING CONCERN**. Many of the behaviours and associated sanctions identified as peer on peer abuse

appear on our Behaviour Sanction Flow Chart and will be dealt with accordingly. However, as they are under the guidelines of Keeping Children Safe in Education, they will also be recorded under our systems of Child Protection. Our PEER ON PEER ABUSE POLICY provides more details

Being made aware

We may be initially made aware by an allegation made by parents, other adults, staff, pupils, other pupils. At this stage we will then:

- Discuss with the children concerned individually and then together (as part of our Restorative Justice Approach), at both times explaining the definitions and expected behaviours. This record will be kept in the Child Protection system.
- We will notify both sets of parents with an 'allegation of peer on peer abuse' letter, arranging a meeting to discuss strategies. This record will be kept in the Child Protection system.
- Monitor to gather any evidence – in order to make a clear decision

If at any stage, we have a significant safeguarding concern we will notify Social Services.

Decision – that it is not peer on peer abuse

- If, after a period of observation, a decision is made that there is no peer on peer abuse then the record will be kept in the Child Protection system in order to be used in future allegations should the need arise. The children will be told that there is no peer on peer abuse and will be supported to manage their friendship in line with our pastoral procedures. Parents will be informed that there is no peer on peer abuse and that they should support the children and school in helping the children to move forwards.
- If it appears that there are malicious allegations of peer on peer abuse being made by a child towards another we will regard this as a form of peer on peer abuse itself. The parent of that child will be informed. The parent of the child who had the original allegation made against them will also be informed. A record will be kept in the Child Protection system.
- If it appears that there are malicious allegations of peer on peer abuse being made by a parent then the parent will be issued with a 'notice of ban from the school premises' for a period of time. The school will decide on the period of time. If there are further negative developments from the parent the school will report the parent to the police.
- Support will be provided for children involved – see below

Decision – that there is peer on peer abuse

- If a decision is made that the behaviour is peer on peer abuse, then sanctions and support will be applied.

Sanctions & Support

A) Sanctions and support for a child who is abusing another:

- Communication with Social Services if it is at a level of significant concern as this is often an indication of a wider SAFEGUARDING CONCERN for this child themselves
- It may be that Social Services decide that a Common Assessment Framework (CAF) is written with regular Team Around the Child (TAC) meetings involving parents, social services, the school Designated Safeguarding Lead (D/DSL). This would identify any additional support this child may require such as:
 - Home-school systems
 - Restorative Justice
 - Counselling
 - Social Services visits

- Issuing of 'Confirmation of Peer on Peer Abuse' notification to both sets of parents with the school sanction identified. This record will be kept in the Child Protection system. Sanctions applied are at the discretion of the Headteacher, and may include any of the following in any combination:
 - Internal exclusion for a period of time
 - External exclusion
 - Segregation from the other child as required in lessons, dependent on the situation, for a suitable period of time
 - Segregation from the other child at playtimes. This is likely to be that the child will have their own playtime, not at the same time as the other children in the school, for a fixed period of time. This period of time will be determined by the school
 - Withdrawal from any lunchtime or after school club privileges and withdrawal from any pupil councils, for a fixed period of time. This period of time will be determined by the school
 - Counselling from staff or from an external provider for a period of time
 - Social stories group work for a fixed period of time
 - Behaviour Chart applied requiring playtime / lunchtime / end of school check-ins with a member of the Senior Leadership Team
- It may be that the school will need to produce a Risk Assessment against any further incidences. This will be kept on the Child Protection system.

B) Support for the child who has been abused:

- Records kept on the Child Protection system
- Support may include some of the strategies below:
 - Counselling from an ELSA or SENCO or HT or from an external provider for a period of time
 - Help and advice on assertiveness so as to help them develop healthy relationships
 - Wellbeing checker applied so that their wellbeing can have regular check-ins so as to see how they are managing
 - Additional Class PSHE sessions
 - Additional Key Stage or School Collective Worship sessions
 - Advice for parents as to how to support

C) Ongoing monitoring of the situation will continue

Fixed-term and permanent exclusions

Only the headteacher has the power to exclude a pupil from school.

The headteacher may exclude a pupil for one or more fixed periods but may also exclude a pupil permanently. The governing body will be notified immediately of any exclusion.

Reasons for exclusion:

- 1) Physical Assault on another pupil or adult.
- 2) Bringing a 'weapon' onto the school site.
- 3) Leaving the school site without permission.
- 4) Wanton damage to property.
- 5) Racism, Sexism, Homophobia, Disability discrimination
- 6) Continued Bullying
- 7) Where poor behaviour continues to disrupt learning, and/or offend staff and pupils despite the application of previous sanctions.

Communication and parental partnership

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity

to discuss the situation. Parental support will be sought in devising a plan of action to support the child.

Reporting and recording

- A simple record will be used to report behaviour of pupils at Blue, Yellow, Orange, Red level.
- Behaviour Report Charts will be used to support the child whose behaviour continues to be a concern.
- Incidents of Bullying, homophobia, sexism, racism are recorded on a separate form and reported to the Local Authority.

All blank forms are kept in the staff room for ease of access for staff.

All records are kept in the individual pupil's Behaviour Records folder and on the school digital records system. This is compliant with the General Data Protection Regulations and with our resulting Data Protection and Record Retentions Policies.

Please note that currently the school is exploring a digital system.

Liaison with other agencies

Where required, and in relation to individual pupil circumstances and incidents, the school will maintain close liaison with outside agencies such as the Local Authority SENSS team, the LA Behavioural Support team, the medical profession, the Police.

Searching pupils

Following guidelines from the DfE the school has the power to search a pupil's property without consent if looking for weapons, alcohol, drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, items banned by the school. The school also has the power to search mobile phones without consent if looking for evidence of cyberbullying.

Confiscation of items

Following guidelines from the DfE the school has the power to confiscate items that are being used as a disruptive influence, items that may be used for bullying or other forms of peer on peer abuse. These will be returned at the end of the day, or at the end of the week depending on the incident. If the child requires their mobile phone to walk home then this will be returned at the end of the day as it should be handed to the teacher at the start of the day. It is not expected that a child in Y4 or below would walk home alone. No children are to bring mobile phones in to school unless they are walking home alone and written permission has been provided by their parent.

Items that are not to be brought into school include toys / fiddle-toys (not agreed by the SENCO), weapons, sports equipment, digital devices, jewellery that is not permitted on the uniform policy, and other items that could be used as a disruptive or dangerous manner.

Safe Handling

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We use the minimum force required and follow the guidelines laid down by the DFE. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force.

- Using PSHE approaches to teach pupils how to manage conflict and strong feelings.
- De-escalating incidents if they do arise.
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force.
- Risk assessments and positive handling for individual pupils.

Discipline beyond the gate

Teachers may apply the behaviour policy in school, for instances of behaviour outside of school not engaged in educational activities, when the following conditions apply:

- The behaviour could have repercussions for the orderly running of the school.
- The behaviour poses a threat to another pupil or member of the public.
- The behaviour could adversely affect the reputation of the school.

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Safeguarding Children

We take our role as an agency of referral seriously and follow the LA's guidelines in this regard.

PLEASE NOTE THAT LOW LEVEL AND HIGHER LEVEL POOR BEHAVIOURS WILL ALL BE PART OF THE PICTURE THAT MAY LEAD TO A SAFEGUARDING CONCERN IN RELATION TO YOUR CHILD. IF THIS IS THE CASE THE HEADTEACHER WILL CONTACT YOU TO INFORM YOU THEY WILL BE MAKING A SAFEGUARDING REFERRAL TO WILTSHIRE MASH, SOCIAL SERVICES OR THE POLICE. IF THE INCIDENT IS SERIOUS ENOUGH OR STAFF FEEL THE CHILD IS AT IMMEDIATE RISK THE HEADTEACHER WILL CONTACT EXTERNAL AGENCIES WITHOUT PRIOR NOTIFICATION TO PARENTS IN LINE WITH OUR CHILD PROTECTION POLICY.

Parental Complaints as to the application of sanctions

The school operates a 'best-fit' approach to what specific behaviour fits within each stage. This application also includes an understanding of different circumstances and special educational needs balanced against the safety and wellbeing of all involved.

As all staff receive regular training on the application of the policy, and the Headteacher and Governors regularly review the application of the policy, all decisions made by staff and the Headteacher are final.

Parents are expected to support the school in partnership in order to improve the behaviour of their child and other children.

If parents feel their child has been unfairly dealt with in relation to this policy they should speak with:

- the class teacher if it is at blue level or yellow level
- the headteacher if it is at orange or red level
- and the headteacher, governors, and Local Authority if it is a reduced timetable / managed move / permanent exclusion.

If parents feel that their child's behaviour is continually unfairly dealt with at a level before reduced timetable / managed move / permanent exclusion, then parents have the right to exercise their own judgements and remove the child from St John's once a place at another school has been secured. If it gets to this stage, whereby parents are unable to support the school in our attempts to guide children to make a habit of good behaviour choices, then it is likely to be that the home-school relationship have broken down and parents will not be able to provide the partnership required for good learning to happen and that this will be to the extent that the child may well benefit from learning in another school . St John's will support parental decisions to move their child to another school in such instances as in these cases it is likely that there will be such negativity towards the school in the home environment that the child will become confused and deliberately defiant leading to a negative impact on their learning.

It is hoped that parents will take all reasonable steps to work alongside, and in partnership with, the school in order to improve the behaviour of their child and the behaviour of other children through the application of this policy.

This is based on the combination of the following:

- a) BRITISH VALUES of:
 - respect for others
 - tolerance for others
 - democracy
 - rule of law
- b) the School Golden Rules and Values it aims to provide the children with
- c) the School Vision and Mission
- d) the School Christian Ethos