



St. John's C of E Primary School, Gosport

Behaviour Policy September 2018

At St John's C of E Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. Integral to this are our Christian Values of Love, Courage and Respect.

The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. St John's encourages this by building pupils mental, emotional, social and strategic resources, allowing them to enjoy a challenge, use their learning powers and cope well with uncertainty and complex scenarios. We believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

Acknowledging Behaviour – General Principles

Acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that children learn how to behave quickly and effectively.

Behaviour we encourage:	Unacceptable behaviour includes:
<ul style="list-style-type: none"> • Respect for other people, their views and their work. • Attentiveness. • A sense of right and wrong. • Self-respect. • Respect for the environment. • Working co-operatively. 	<ul style="list-style-type: none"> • Racial harassment. • Violence and aggression. • Hurting other people's feelings. • Threatening behaviour including bullying. • Dishonesty. • Deliberate disobedience.

- Honesty and trust.
- Fairness.
- Self-discipline.
- Politeness and good manners.
- Setting a good example

- Discrimination.
- Lack of respect.
- Using unacceptable language.
- Deliberately damaging property.
- Disrupting teaching and learning.
- Taking things that do not belong to us.

Aims of our Behaviour Policy

This policy exists to provide a framework for supporting the aims of St John's Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Promoting school values
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Helping children to recognise and respect the rights and responsibilities of themselves and others
- Encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour and their responsibility for this
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfill their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary. .
- Developing the voice of the child, through for example the School Prefects, School Councils.
- Appreciating and following the agreed Code of Conduct, School values and School Charter
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.

- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

Code of Conduct

For a safe and happy school we are expected to...

- Arrive at school on time;
- Wear our school uniform correctly;
- Show respect to everyone in school;
- Be truthful, well mannered and kind;
- Take pride in our school building;
- Look after our books;
- Walk sensibly and quietly in the corridors;
- Keep our school litter free;
- Set a good example to others;
- Exercise self-control; and
- Line up quickly and quietly when the bell rings.

At St John's Primary School we believe that children will respond well if our expectations are clear and at a level which they understand with a strong emphasis on pupil choice. Every classroom will display a set of 'non-negotiables' which outline consequences for poor choices.

As a school we expect children to be taught the rules just as we would teach any curriculum area. Our expectations are that:

Assembly

- Children enter and leave assembly silently.
- When children arrive in the hall they remain standing until the teacher instructs them to sit down. It is the responsibility of the teacher/LSA to ensure children behave appropriately throughout assembly.
- Always be in the hall on time so that assembly can start and end promptly
- Classes that come in too noisily will be sent out again
- Children should not be allowed to go to the toilet during assembly
- It is not encouraged that children should go in and out during assembly

Corridors

- Classes should move around the school quietly and in single file.
- Teachers should always walk in front of their classes. Classes could adopt a 'lead' and 'end of line' pupil. An adult such as LSA should walk at the end of the line if possible.
- When children are on their own they are expected to walk about the building sensibly and quietly.
- Children must only leave the classroom to go to the toilet etc with adult permission (and not too often). Teachers may use a band or ticket system to track children leaving the room.
- Children should be taught to pick up any coats etc that have fallen on the floor.
- Children should be taught to stand aside for younger children or adults and to hold doors open for adults.
- Children should be taught to acknowledge other adults, visitors and children e.g. 'good morning Mr Strong.'
- Good behaviour in the corridors should be recognised by staff.

Entering the classroom and leaving the classroom

- Staff should be on time and at the beginning of the day and end of breaktimes go out to greet and meet their class.
- It is expected that children are taught to enter and leave their classrooms in an orderly way.

- Children should be taught routines such as putting away lunchboxes and what happens when they arrive in the classroom.
- Before the end of every session, time should be allowed for children to put everything away properly and then they should line up at the door ready to leave.
- At the end of the day children should be sent out into the corridors a group at a time to collect their belonging to avoid congestion and noise.
- Staff should accompany their children outside at the end of the day

Playtimes

- Children should be sent to the toilet and to collect coats etc before they go outside.
- Teachers on duty need to be promptly outside and should walk around the playground to ensure children are behaving appropriately at all times and give children full attention at all times
- Teachers and lunchtime supervisors should play with the children. Space out on the playground.
- Where there is conflict support the children to come up with the solutions themselves.
- NO children should be allowed to stay in the building at breaktimes unless supervised by an adult
- Children who misbehave on the playground will be sent to sit by the wall under the staffroom. If it is a serious issue a SLT member will deal with the behaviour.
- Climbing is not allowed on the gazebo, trees or football goals.
- Football can only be played at planned times and in between the goals.
- 2 minutes before the end of breaktime there will be a knock on the staffroom window. This is a sign for teachers to go outside to collect their classes and then a bell will be rung/ whistle blown.
- Children will line up at allocated places and will be led into school by the class teacher.
- No balls before or after school. No chasing games.
- No coming in to school before the bell in the morning
- No play fighting
- No play which involves pushing etc – or carrying other children

Positive Behaviour Management

Quality first teaching which meets the academic and social needs of the children will ensure that the majority of children exhibit good learning behaviours for most of the time.

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback-** Acknowledge/Approve/Affirm:
 Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly- you are a great helper!”
- **Positive Correction-** tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.
- **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t- praise the children who carry out the instruction.
- **Non-verbal Cues-** hands up, finger on the lips, the “look”.
- **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

- **Re-direction-** repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity-** move closer or further away to a disruptive pupil
- **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Clear Expectations-** e.g. “When we go back in to the classroom after break, I will move up a level those who go straight back to their task.”
- **Where/ What-** “Where should you be?” (In my seat) What should you be doing? (My work).
- **Choices-** “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand-** a quiet word rather than a public confrontation.
- **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

The Learning Game and The Six Strands

At St John’s Primary School we believe it is vital that positive behaviour is rewarded through the use of the ‘Learning Game’ and that this is applied consistently throughout the school. Alongside this, in September 2018, we are introducing the Six Strands which will complement both the ‘Learning Game’ and the use of Learning Powers in school. The Six Strands are built around six main elements (boundaries, resilience, focus, respect, self regulation and independence) each of which have targets for the children to develop through.

Every classroom displays the ‘Learning Game’ (which should be displayed under the television screen if possible) and the Six Strands. In the ‘Learning Game’ there are five levels so as a rough guide a child doing the right thing and working well might move up one level each session. When a child achieves level 5 in one day a text will be sent home to their parents. Texts are also sent for good behaviour and good work.

Children never move down the zone board - they may however be put on a 'pause' button for that level - once they are back learning they are 'back in the game' and return to the level they had reached. Catch the positive and praise as frequently as possible - celebrate success.

Reminder - the first sanction is to remind the child of the behaviour you want / expect

Pause Button - if the reminder does not work a child may be put on the 'pause button' which will give them 5 minutes thinking time and hopefully enable them to get 'back in the game' (always at the level they left it) At this point they need to have a problem solving conversation with an adult from the classroom. They may then need another reminder of the behaviour you want / expect.

If after five minutes thinking time the child is not ready to learn they will be asked to stay in at breaktime to discuss and resolve any issues with their class teacher.

In KS2 if a child is repeatedly not responding to being placed on the pause button or need a greater sanction they will be given a detention either for the morning playtime or for 15 minutes at lunchtime. This will be staffed by one of the KS2 staff on indoor duty, or at lunchtime by the person on duty. A child may also receive an after school detention. However, parents/guardians must be spoken to by telephone before 2.30 p.m. It is not appropriate to leave a voicemail or send a text message.

During the game children receive points. Each level is worth a point - at the end of the day the number of points achieved by each child is recorded. When a child has earned 100 points they will visit the Headteacher to receive a collectable. When they have accumulated 600 points they receive a special collectable. They then start again from '0' (Please note that at the beginning of the academic year they should come up with the number of points that they had accumulated in the last year)

Leadership team will monitor the range of points being received by children in phase meetings to ensure consistency across the school and classes.

Each week children in Year R will receive the Golden Award in KS1 Assembly.

Detentions

Detentions will be recorded in the Detention Book (kept in the Group Learning Room) by the teacher on duty stating on the detention slip the reason why the child has been sent. Children should not normally be sent to detention to finish work unless the reason it is unfinished is due to a poor attitude to their learning, refusal or poor behaviour.

The detention book will be reviewed at least weekly by the Behaviour Support Worker, who will analyse the reason for detentions. Children who have repeatedly been in detention will be discussed at the Inclusion Team meeting and a plan put in place. This is likely to be the stage at which parents become involved and they will be invited in to school – in the first instance- to meet the teacher and Behaviour Support Worker so that the school can work in partnership with home. If the child's behaviour does not improve, then senior leadership will become involved.

Beyond detentions

When the behaviour policy does not work and additional adult support is called for a recording/ reflecting form must always be filled in. Depending on the nature of the behaviour the staff involved may be required to complete an ABCC. This will enable the teacher and Behaviour Support Lead to work out what the trigger might be, how planning can be changed in the future to ensure success or support the learning more carefully.

Children who are on IBMP's will gradually move towards a 'personal learning plan.' This will involve a team around the child meeting to plan for the best support for learning that can be offered. Where individual rewards etc are given they should feed into the zone boards.

If a child is consistently receiving internal exclusions, or time out of play to discuss behaviours then a review needs to be made by the class teacher in conjunction with the Behaviour Support Lead, and changes put in place to ensure the child is successful. Part of this process will be to involve parents and others who work with the child. At this point a personal learning plan should be considered. (PLP) and the school may consult the Primary Behaviour Service (PBS)

Internal and external exclusions may still be used where extreme behaviours are happening. Only the headteacher or the deputy headteacher can authorise these actions. Any child returning from an exclusion will have a 'return to school' interview and a re-integration plan will be put in place to help them be successful.

All behaviours MUST be recorded using the appropriate record sheets in order to build up a profile.

Celebrating success

In addition to our 'Learning Game' we always celebrate children's achievements in the following ways:

Celebration Assembly

This takes place weekly. Children are recognised for using their Learning Powers, good presentation of work and good behaviour. They receive a certificate or sticker from the headteacher. Parents are informed by letter of their child's achievement. In September 2018 we will introduce the six strands and this will be incorporated in to our assembly awards.

Classes are chosen for lining up well and good behaviour during the previous week. They are presented with a cup which they keep in their classroom for the following week.

We also recognise: (Half termly)

Contribution to school life

Greatest effort

Manners, courtesy and politeness

Roll of honour board

When children reach 600 points their names will go on to the roll of honour board which will be displayed in the entrance area.

Class rewards

This is at the discretion of the teacher and may include:

- Marble jar
- Raffle tickets
- Dojos etc

Policy confirmed by the Governing Body of St John's CE Primary School on:

Date: _____ Sept 2018 _____ Chair of Governors
B. Rowswell

Review Date: September 2019