



## **Behaviour Policy**

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### **VISION & VALUES OF ST JOHN AND ST JAMES**

Our vision is to create an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven.

**‘I have come that you may have life, life in all its fullness’.**

**1 John 10 verse 10**

## **Behaviour Policy**

### **Behaviour Principles**

A person who can truly be described as educated does not have a vast bank of knowledge; they have the ability to use that knowledge for their own good and for the good of humanity. The development of a strong spiritual and moral framework based on Christian values is an essential part of the education that will be on offer.

The two great commandments given by Jesus, that influence and steer the life of our school are, to 'love God' and to 'love your neighbour as yourself'. Both of these instructions are evident in the whole life of our school, in the relationships between all members of the school community, pupils, staff and parents and also in the management of behaviour.

### **Aim**

- For children, staff and parents to work together to establish a strong set of Christian values which underpin the life of the school;
- Promote the values of respect, community, forgiveness, peace, thankfulness and perseverance.
- Children will be helped to develop healthy, spiritual and moral frameworks which will support them into secondary school and adult life.
- To show respect for children and to teach respect for each other. That is to understand that to respect a child is also to respect those things that are valued by the child - their faith, their friendships, their families, their identity; culture, ethnicity, gender identity and sexuality.
- They will be encouraged to develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
- The school will teach independence, responsibility and service so that through those positive experiences children learn to respect authority and take a pride in the work that they do, their school and its environment.
- Through the use of sanctions and rewards children will learn about justice and how there is a difference between major and minor issues.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

### **Ready**

- Be punctual.
- Be in full school uniform.
- Be silent when entering a classroom.
- Listen carefully.
- All necessary equipment out, and everything else away.

## **Respectful**

- Do as you are asked by all members of staff, first time without question.
- Listen to others, do not call out, and use appropriate language and tone.
- Be kind to each other and take care of property.

## **Responsible**

- Follow rules for health and safety.
- Keep hands, feet, objects and personal comments to yourself.
- Be in the right place at the right time, and not in unsupervised areas.
- Leave valuables at home, the school is not responsible for them.

### ***Staff are expected to:***

- Monitor playground behaviour and be proactive rather than reactive
- Be endlessly vigilant and take preventative measures, for example monitoring 'trouble spots' and praising good choices
- Use their emotional intelligence and remember that little things can become big things – it's important to pay attention to details and to take responsibility for following EVERY incident up - children's personal development and well-being is paramount. Remember ... each child is your responsibility
- Be punctual and ensure that lessons begin on time, planning motivating and engaging, rich learning opportunities.
- Support lunchtime staff to maintain behaviour expectations and liaise with colleagues to create consistency in behaviours and rewards. (See appendix v)
- Dismiss children at the end of the day in a calm and orderly manner ensuring that each child has his/her belongings (coat, book bag, bag, PE kit) and is handed over to a responsible adult
- Monitor children for behavioural changes in line with Child Protection guidelines
- Brief accompanying adults on educational visits
- Report incidents on 'My Concern' and send home letters following orange slips

### ***Staff are also expected to:***

- Show respect for parents, particularly the relationship between parents and children and the value of their partnership in a child's learning.
- Have high expectations for each child, both in attainment and progress and behaviour
- Explain to children the benefits of making good progress and good choices
- To give appropriate, regular feedback to children to help them improve
- Give children gentle rule reminders and opportunities to redeem themselves when they've made mistakes
- To co-regulate and model the voice level and tone we expect from the children
- Speak to children with dignity and respect

## **Rewards and Sanctions**

All children will be encouraged to practice good behaviour with a suitable series of awards. Sometimes children make poor choices. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. An effective Behaviour Policy must state these boundaries firmly and clearly.

Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Children are made aware that they are responsible for their own behaviour and that failure to follow the '3Rs' will lead to consequences.

### ***Major breaches of discipline include:***

- Violence or threat of violence
- Refusal to move to partner class
- Verbal abuse of staff
- Dangerous behaviour, including fighting
- Vandalism/graffiti
- Bullying

This type of behaviour is generally rare and it is the responsibility of the Head Teacher or the Deputy Head Teacher who will deal with it appropriately. Parents will be involved at the earliest possible stage, in all cases.

### ***Strategies to improve this type of behaviour include:***

- Talk to the child – discuss what has happened
- Withdrawal from the classroom for a specified time
- Missed playtime or lunchtime
- Letters sent home, followed by a meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- Sending work home
- Letters of apology, opportunities for restorative justice
- Meeting regularly or as a one off with the school counsellor through self or teacher referral
- Loss of responsibility e.g. monitor jobs
- Placing the child on a daily or weekly report/log system to monitor their behaviour with parents' support

### ***Procedures for Dealing with Major Breaches of Discipline***

- If the behaviour is severe or recurring, then exclusion procedures may be implemented
- A multi agency support meeting involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and the LDBS.
- Parents have the right of appeal to the Governing Body against any decision to exclude

### ***Individualised Behaviour Strategies***

There are occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

### ***Parents***

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the 3Rs with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with the school
- By knowing that learning and teaching cannot take place without supporting children to understand the effects of their behaviour

- By supporting staff and dealing with behaviour problems patiently and positively
- By recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- By following the 'Parent behaviour code' when speaking to school staff, being role models for their children
- By NOT dealing directly with other children and parents and allowing the school to deal with issues that arise
- By speaking directly to the class teacher
- By attending meetings as requested by school staff

### **In summary**

By using a positive system of rewards, incentives and clear boundaries and by enforcing good behaviour we help children to develop confidence, a healthy self esteem and a set of skills and strategies which will take them on to the next stage of their education and into adult life. We support children to self-regulate and manage their own emotions to prevent escalation of incidents that occur.

### **St John & St James Behaviour Rewards and Sanctions Policy - Stay on Green**

Each class displays a 'Stay on Green' chart.

Each session, morning and afternoon, every child starts with a green card.

The system works on the following rewards and sanctions. Children can move up and down quite quickly thus the positive behaviour is reinforced and undesirable behaviour is acted upon instantly.

The children need to be responsible for their own behaviour and work the chart themselves so they are aware of the progression up and down. However, where this will cause further disruption to learning, class teachers will non-verbally move children's cards up or down accordingly.

The steps work as follows:

#### **Positive behaviour and learning reinforcement steps**

##### **Green**

**Bronze** – A child on bronze at the end of the school day will receive a sticker from the CT.

**Silver** – A child on silver at the end of the school day will receive a sticker from the CT.

**Gold** – Gold tokens are given out weekly and can be collected to earn small prizes, rewards and privileges.

As well as this, teachers will award whole class teamwork with marbles in a jar towards whole class rewards.

Each day, the class teacher will choose a 'Secret Student'. The behaviour and effort of this student will be monitored throughout the day and should they be successful, they will receive a gold token **and** a marble in the jar. If the 'Secret Student' is unsuccessful, the identity will be kept secret and a new student will be chosen the following day.

#### **Rewards include:**

A range of prizes for children to trade for their gold tokens; A choice of special privileges to be earned with gold tokens (See Appendix iv); also lunchtime indoor helper passes to be given out daily for good behaviour and work; achievement awards in assembly; marbles in a jar for secret student and whole class collaboration as well as positive praise and feedback.

In addition, bespoke Effort and Achievement certificates are presented weekly in assemblies. Two children from each class are chosen and their success and achievements are shared and celebrated. They are also given their certificates to take home to share with their families.

House points will be given by all staff for displaying school values, kind actions and safe movement around the building. Children are given house point teams, **Capel**, **Pymmes**, **Forty** and **Jubilee**. House point totals are announced half termly in assembly and displayed in the corridor. House points will be given by all staff and the house with the most points will have a reward day at the end of each term.

Values certificates are awarded weekly in assembly for Respect, Community, Forgiveness, Peace, Thankfulness and Perseverance. The children's names are displayed in the entrance hall and they are given a values certificate to share with their families.

### **Sanction steps**

- Gentle rule reminder
- Yellow – First warning,
- Red – Second warning,  
Child remains in own class in a designated space for reflection and opportunity to make good choices
- Child to be sent to neighbouring class for 10 minutes. They are given a 'think sheet' to complete and a 10 minute timer (where appropriate for the child's needs and depending on the child's frame of mind).
- Where a child refuses to improve their behaviour, an orange slip is issued and a letter is sent home. The child is then supervised by a member of SLT during missed playtime.
- Pink card – For physical violence, physical retaliation, dangerous behaviour or leaving the classroom without permission. Child sent to a member of SLT or a pink card will be sent for a member of SLT to come to the classroom. This may result in internal exclusion; missed play or/and meeting with parent. (See Appendix iii)

It is essential that all the children are aware of the steps up and down the chart and that the system is carried out consistently within each class and across year groups.

**Children can move up and down the chart quickly, good or positive behaviours being recognised and poor behaviour acted on quickly.**

**It is important that every session all pupils start on Green and see it as a fresh start and opportunity to do well.**



Level 1 - Ready Respectful Responsible Low level disruption					Level 2	Level 3
A Verbal warning	1 <sup>st</sup> Warning	2 <sup>nd</sup> Warning	Reflection time in class	Reflection time in partner class	Orange Slip	Inform SLT straight away
						
Not following the three Rs in the Code of Conduct					Exhausting level 1 or Significant incident	Serious incident Potentially excludable

### Examples of level 2/Significant

- Swearing
- Dishonesty
- Discriminatory action
- Risky behaviour
- Minor damage

### Examples of level 3/Serious

- Violence or threat of violence
- Refusal to move to partner class
- Verbal abuse of staff
- Dangerous behaviour, including fighting
- Vandalism/graffiti
- Bullying

- Each orange slip will mean a telephone call home by the member of staff who issued it and a letter sent home to parents by the school.
- 2 orange slips = meeting with parents.
- All above will be considered for loss of privileges including attendance school trips.
- Children must not be 'sent out' or left unsupervised including on a corridor.

## Appendix iv

### Choice of special privileges to be earned with gold tokens

- Wear your own clothes for the day
- Pick the assembly hymns for the week (name of hymn and child name to be displayed)
- Select the music for assembly walk in (name or music and child name to be displayed)
- Spend the afternoon in another class (teachers to organise mutual time)
- Spend the afternoon on the computers
- Use an ipad for the day in your learning and reading
- Choose two friends and have a picnic lunch in the classroom watching a dvd (children to bring in packed lunch or school provides packed lunch), teacher could add a treat
- Spend the afternoon crafting
- Exclusive use of the adventure playground with two friends for one of the playtimes
- Go out to play with the infants plus your own playtime for the week
- Extra 30 minutes choice time
- Join another class for extra PE/Art/ Science
- Winter: have hot chocolate during story time summer: ice lolly during storytime
- Design and create a small notice board (have a board in the atrium set up for this) (MV can help child put it up)
- use a special pencil case of extra special resources (one to be set up for each class) for the week

### Summary of Behaviour expectations at StJJ

- **Every member of staff** (whatever your role within the school) is responsible for helping children follow outstanding behaviour both inside and outside the classroom.
- We use our **3Rs Ready, Respectful, Responsible**, as the basis to talk to children about behaviour expectations.
- **All** staff and pupils follow the **behaviour Code of Conduct**, which is clear and transparent. Everyone understands the appropriate rewards and sanctions linked to the behaviour.
- We use **non-verbal signals** to get attention and **Voice level charts** are used consistently throughout the whole school in every classroom.
- **Passes:** All children in the corridors should be wearing a visible lanyard. (medical, toilet, corridor) Non -wearing of a lanyard should be challenged.

- **Orange slips** - If you witness an incident or told about an incident which you have dealt with, it's your responsibility to fill in the orange slip, issue a letter and add to My Concern.
- It is your responsibility (if not the class teacher) to give the letter to the class teacher or inform the class teacher that an orange slip has been issued.
- After 2 orange slips have been issued a meeting will be arranged between the class teacher, parent / child and member of SLT.

## Appendix ii

### Anti-bullying Definition

Bullying can be described as being:

**'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'**

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other concerned people.

Bullying may also include discrimination and racism which can be both direct and indirect and is unacceptable in any form. St John & St James CE are opposed to all forms of racism, sexism, homophobia and xenophobia, including those forms that are directed towards religious groups and communities, and against Travellers, refugees and asylum-seekers. Pupils will be given planned opportunities to discuss equality issues and reminded at regular intervals of the school's policy. Racist incidents will be dealt with appropriately and recorded and reported to the governing body and an annual report will be made to the LDBS.

### ***Strategies for dealing with bullying***

*The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too - that is why they bully.*

- *Discussions with the victim. This will require patience and understanding. Remember - Listen, assess, act*
- *Identify the bully/bullies. Obtain witnesses if possible. Advise the Head Teacher*
- *Discussions with the bully/bullies. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable*
- *If they do not own up, investigate further. If it is clear that they are lying, continue with the investigation. Children usually own up if presented with*

*all the facts*

- *If they own up then follow the procedure outlined below:*
- *Separate discussions with parents of bully and victim*
- *Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)*
- *Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition*
- *As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying*
- *In order to prevent and identify incidents of bullying and the identities of bullies, staff will carry out the following strategies:*
  - *All staff watch for early signs of distress in pupils*
  - *All staff listen, assess, act*
  - *Establish Playground Friends or similar as a child's first contact point, if they feel they cannot tell an adult.*
  - *Worry boxes in school where children can put written notes if they feel they cannot speak about their problem*
  - *Teaching the PSHE curriculum and the Social, Emotional Aspects to Learning (SEAL) materials*