

St John's CE VA Primary School

Behaviour & Discipline Policy



At St John's we are Loved by God - Learning with Jesus - Living by the Spirit. Each individual is valued within our caring Christian community and is proud to belong to St John's School. Each of us has the right to feel respected and be treated appropriately and thus each individual is responsible for his or her behaviour. As adults, we always aim to model positive and acceptable behaviour, even when tested!

1. Aims

- To promote an environment where everyone feels happy, safe and secure.
- To foster a Christian, caring and supportive community whose values are built on trust and respect for all.
- To support all members of the community so that they may work together to provide the best opportunities for learning.
- To provide a structure where inappropriate behaviour is managed in a firm but fair manner.

2. Teaching and promoting positive behaviour

From the moment of starting school at St John's, we encourage children to talk about their behaviour both positive and negative. By encouraging and supporting this dialogue we hope to enable children to articulate why certain events or behaviours happen. All the children are encouraged to consider Christian values, moral issues behaviour and to develop their own positive response, through whole school assemblies, class 'circle times', school council and in Personal, Social and Health education (PSHE) curriculum time. We believe that a behaviour policy is a working policy, which is moulded to suit the stage of development and needs of the children at our school.

3. Reinforcing good behaviour

Christian values underpin the good behaviour that we expect here at St John's. Good behaviour encompasses politeness, honesty, courtesy, thoughtfulness; respect for all

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and care of the school environment. This is the norm in our school. We expect to hear, "Please; thank you; sorry and excuse me," as appropriate, from both children and adults. Wherever possible we seek to celebrate and reward children's good behaviour. We hope that by acknowledging and celebrating good behaviour, it will foster a positive attitude towards behaviour within school. "Our School Rules" are displayed around the school and as such, will always be a reminder of what is expected of every child and adult who is part of the St John's Community.

*See Appendix 1: Our School Rules.

4. Teacher's Role

It is the responsibility of Class Teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during structured and non-structured times. In order to achieve this, at the beginning of the academic year each class will negotiate rules, rewards and consequences appropriate for their class and age group. The Class Teachers have high expectations, strive to ensure that all children work to the best of their ability and treats each child fairly and consistently with respect and understanding. Teachers will report to parents about the progress of each child in their class, in line with the whole-school policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Positive behaviour is also reported to parents.

*See Appendix 2: Rewards and Sanctions

5. Parents Role

Our expectation is that parents will support their child's learning and work in partnership with the school, as set out in the Home School Agreement. This may also include incidents that occur outside of the school premises, including allegations against school staff and other pupils, that have an impact within school.

6. Rewards

- A Star of the Week certificate is given out each week by the Class Teacher, in recognition of Living out Our Vision. This may be for academic achievement; learning behaviour or being an example of our school values.
Two children are chosen each week for Classes in Key Stage 1 and one child per Class in Key Stage 2.

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- At the end of each term, one child from each class is chosen for a Special Achievement certificate presented by the Headteacher. These are also given in recognition of children who are living out Our Vision.
- St John's operates a house points system. House points are awarded to recognise exemplary behaviour or work in class and around school. These are then totalled each week and the winning team is announced on ClassDojo.
- Within each class, reward systems are implemented by the Class Teacher to further promote and reward hard work, good behaviour and a positive learning attitude. *

*See Appendix 2: Rewards and Sanctions

7. Deterring bad behaviour

The school employs a system of behaviour management that endeavours to ensure that children are able to feel safe and secure in school.

This system enables teachers to teach and children to learn; the core business of our school. Our expectations are made very clear to children on a regular basis with regard to their behaviour. In turn, there are very clear procedures in place to enable teachers to manage behaviour in classrooms and around the school.

Any items that are deemed detrimental to maintaining the high standards of school behaviour will not be permitted on site.

8. Procedures for managing classroom behaviour

As has been mentioned above, all classes in both Key Stages have carefully considered appropriate age related rewards and sanctions

*See Appendix 2.

In addition, the '3 Strike System and Reflection' is also in place throughout the school, which can be applied by all members of staff. In Key Stage 1, a 'Warning' may be given prior to a commencing the Strike System.

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Strike 1: Key Stage 1: 5 minutes will be removed from Playtime.
Key Stage 2: 10 minutes will be removed from Playtime.

Strike 2: Key Stage 1: 10 minutes will be removed from Playtime.
Key Stage 2: No Playtime with Peers.

Strike 3: Key Stage 1 & 2:

The following playtime session will be missed and instead the child will take some time alone to reflect upon their behaviour in the Hall. A member of Staff will be with them to discuss their reflections on their behaviour.

This is an opportunity for children to consider their behaviour and how best to improve on it. If children receive a 3 Strike Reflection Time sanction, then the Class Teacher will inform the parents at the end of the day.

Throughout, the application of the Strike System explanation will be clearly provided to the child as to why they have received a Strike, so they can attempt to amend their behaviour.

Teachers and LSA can fast-track individuals through the Strike System dependant on the severity of the incident. During lunchtime MDSA are able to recommend to a Class Teacher that a strike be given for unacceptable behaviour.

The issuing of this strike remains the decision of the Class Teacher.

9. Dealing with Extreme Behaviour

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Some staff members have had training in Safe Moving Techniques.

There are rare occasions when a Teacher, Teaching Assistant or MDSA needs immediate support when dealing with a child. In these cases, this may mean the removal of a child from the classroom or the situation to ensure the safety of the pupils, staff and the child themselves. In these situations, de-escalation of the situation is the most important factor. Staff are non-confrontational but proactive.

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- In each class and teaching space there is an *Assistance Needed Card* which has the year group or teaching space written on it.
- If a member of staff needs immediate assistance the Teacher gives the card to a reliable child who takes it to the school office.
- A Senior member of staff will then go to the scene of the incident and assess what action needs to be taken next.
- If the child refuses, the Head or Deputy makes an immediate assessment of the situation and either removes the child, conforming to LA guidelines and School-Safe procedures. They may isolate the child and use another teaching space for the remainder of the class. The Headteacher keeps records of all reported incidents of misbehaviour
- The Headteacher/Deputy will inform parents of the situation, by telephone or by inviting them into school as soon as possible.

Behaviour books or report cards may be implemented by Class Teachers. These are to record the behaviour patterns throughout the week of individual pupils who are finding it challenging to maintain and follow the School Rules.

If particular patterns of behaviour continue then an Individual Behaviour Support Plan (IBSP) can sometimes be introduced to support improvement in behaviour.

Finally, should a child's behaviour not improve through the IBSP provision, then the child will be considered for a PSP (Pastoral Support Plan) or a Risk Assessment. This process will involve the Headteacher, SENCO and Class Teacher.

The plans are a means to help support and remind pupils of the appropriate behaviour they should maintain within school. Follow up talks with the Class Teacher to discuss weekly behaviour patterns are implemented to help address support and guide the pupil. Furthermore, these records of behaviour can be shared with families so a cooperative home/school support system can be administered.

10. Exclusions

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We would hope that behaviour matters can be addressed by positive working relationships between home and school. However, there are occasions when children stop co-operating with the school. Exclusion is thus a last resort mechanism.

- In the first instance a short, fixed term exclusion will apply. This form of exclusion may be used to deal with, for example, an act of extreme violence on a child or adult or behaviour that is considered to be consistently unsafe.
- After the second fixed term exclusion and third incident of an equally serious nature a permanent exclusion will apply.
- Only the Headteacher has the power to exclude a child from school.

All such procedures will follow County Guidelines.

The Governors and Headteacher and LA reserve the right to apply a permanent exclusion immediately in exceptional circumstances. It is our duty to keep our pupils and staff safe at all times.

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Should the Headteacher exclude a child, parents are informed immediately, with reasons provided for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any

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fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

When a child requires reintegration, following a period of exclusion, a Reintegration Plan will be established and shared between the Class Teacher, SLT, Parents and The Governing Body.

11. Bullying

Bullying is intending to hurt another person either physically or emotionally. Bullying is preplanned and premeditated, often reoccurring over a long period and initiated by the same perpetrator/s. Bullying can result in pain and distress to the victim. Bullying is not one-off 'falling out' incidents e.g. two children having an altercation at break time.

Bullying can be:

Emotional: being unkind, exclusion, continuous and prolonged torment (e.g. hiding books, threatening gestures)

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: racial taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic: because of or focusing on the issue of sexuality

Verbal: name-calling, sarcasm, spreading rumours, teasing.

**** Cyber:** all areas of internet, such as email and internet chat room misuse;

Mobile phone-threats by text messaging and calls;

Technological-misuse cameras, phones, video facilities etc.

** It is important to note that in cases of Cyber bullying, where incidents take place off school premises, Parents should seek to resolve this personally although we will support Parents to find resolution where none can be found independent of the school.

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Please do keep the school informed of any situation that remains unresolved and requires external intervention.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

11.1 Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there no reports in school it does not mean it's not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding peer on peer abuse they should speak to the DSL (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Please refer to the Child Protection and Safeguarding Policy, which provides extensive detail of this.

11.2 Well Being, Support and Mentoring

Where children have been affected by negative behaviour within and without school and require support and guidance to affect positive relationships, the school will, where the need indicates provide:

- ...a child mentor to model positive relationships
- ...behaviour interventions to counsel and discuss building positive relationships with the aim of becoming a healthy member of the St John's community.*

**This support may be provided on an individual or class basis.*

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12. Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescribed medication during the school day, the parent or guardian should notify the school and complete relevant medical forms. This will need to be agreed with the Head Teacher. This should be taken directly to the school office for safekeeping. Wherever possible, doctors should prescribe medicine that can be administered outside of school hours.

Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker and recorded, signed and witnessed. Children who need medication such as, asthma inhaler will need an asthma administer inhaler form. Children with any medical condition, that has an action plan, will need to complete a health care plan.

All forms need to be updated and reviewed annually. The occasional need of other medications or creams will also require the families to complete a medical parental agreement form. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified.

Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. However, the police and social services may have been involved beforehand for earlier incidents.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion, for a fixed term. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded

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from the school. The police and social services will also be informed. *(see Drugs Policy).

13. Special Educational Needs

Children with behaviour, social, emotional and mental health difficulties are placed on our SEN register. The child will have an Individual Behaviour Plan. This plan will set out the planned behaviour programme, and methods of monitoring this behaviour. It will also outline the support other agencies may be able to provide for the school, the pupil and parents. In line with our SEN policy these plans are reviewed half termly and new targets set. The SEN Co-ordinator monitors all PSPs and Risk Assessments.

St John's is pro-active about inclusive education and advocates multi-agency working to draw upon a spectrum of appropriate skills and interventions to support all children whatever their need/s

For example: 1:1 counselling/Educational Psychologist/nurture group/speech and language therapist/St Christopher's PRU and Firstbase outreach support etc.

14. Reviewing and Monitoring

The Headteacher is responsible for the management of everyone's behaviour in school. Each Class Teacher is responsible for managing behaviour in their class and sharing their concerns, seeking advice from their Key Stage Manager in the first instance. A regular staff meeting provides a forum for staff to share and discuss class behavioural issues.

The school keeps a variety of records concerning incidents of misbehaviour. The Class Teacher may record minor classroom incidents. The Staff records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the 'playground' book that is taken onto the playground at lunchtimes and rests in the staffroom.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to*

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Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

This policy will be reviewed at the start of every new academic year and provides a focus for the first few settling-in days of the new school year.

15. Responsibilities of the Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed.

Linked Policies

Due to the focus and purpose of this policy, there are also direct and intrinsic links to the following:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy
- Collective Worship Policy
- Curriculum Policy
- SMSC Policy
- SRE Policy

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- Equalities Policy
- Science Policy
- RE Policy
- PE Policy
- SEN Policy
- Remote Learning Policy

Please also refer to those named policies for more comprehensive information.

Signed:

Mrs S Eastwood. Deputy Headteacher.

		Date
Version	V1.7	30.09.2022
Drafted by	Mr B Dunne	06.10.2016
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Appendix 1: School Rules

Appendix 2: Whole School Rewards & Sanctions



The poster features a central text area with five rules, surrounded by colorful handprints (blue, orange, yellow, red, green, purple) and a school crest. The crest contains a cross and the motto 'Loved by God • Learning with Joy • Living by the Spirit'. The rules are: 'We are kind and take care of others.', 'We can listen carefully and follow instructions.', 'We work hard and try our best.', 'We always tell the truth and are honest.', and 'We take care of school property and everyone's belongings.' Below the rules are two boxed phrases: 'Proud to Belong' and 'A Caring Christian Community'.

Our School Rules

With the help, support and guidance of God:

- ▮ We are kind and take care of others.
- ▮ We can listen carefully and follow instructions.
- ▮ We work hard and try our best.
- ▮ We always tell the truth and are honest.
- ▮ We take care of school property and everyone's belongings.
- ▮ We use good manners at all times.

Proud to Belong

A Caring Christian Community

Appendix 2: Whole School Rewards & Sanctions

1. Rewards for each class

1.1 Reception class

- Verbal comments and praise
- Individual sticker reward charts
- House points

1.2 Class 1 and 2

- Verbal comments and praise
- Individual sticker reward charts
- House points
- Whole class reward points
- Top Banana award

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1.3 Class 3, 4, 5 and 6

- Verbal comments and praise
- Individual sticker reward charts
- House points
- "Jar of Loveliness"
- Student of the Day (Class 6)

1.4 Sanctions for each Class

1.4.1 Reception class

- Time out
- Restricted use of specific activities if used inappropriately
- "Cloudy and Rain Clouds"
- Strike System

1.4.2 Class 1 and 2

- Speak to child
- Sad Face Board
- Work alone
- Reflection time
- Strike system
- Behaviour booklets
- Parents informed (upon 3rd Strike or if behaviour warrants discussion)

1.4.3 Class 3, 4, 5 and 6

- Reminders and warnings
- May move to work alone
- Time out
- Reflection during playtime
- Completion of unfinished work or homework during playtime
- Report Card / Booklet
- Parents informed (upon 3rd Strike or if behaviour warrants discussion)
- Required to miss something special – i.e. school sport representation