



# Whole School Behaviour Policy

“Learning to make the world a better place”

<b>Reviewed</b>	<b>Spring 2017</b>
<b>Next Review</b>	<b>Autumn 2018</b>

## **Whole School Behaviour Policy**

### **“Learning to make the world a better place”**

We recognise the importance of a positive approach to behaviour in our school and believe that emphasising positive behaviour reduces that which is inappropriate. The purpose of this policy is to give a clear code of conduct for use by all adults and children within the school community that will promote and support our Christian values. It reflects the values and principles that we consider to be important for the school and is grounded in the promotion of mutual respect and the raising and protecting of self esteem.

### **Aims and Values**

At St John's we aim to:

- Provide children with a clear, structured and positive discipline and reward procedure that children and their teachers develop together.
- Teach both explicitly and by example, the appropriate way to use our voices. As adults we model this by avoiding raised voices.
- Foster positive, caring attitudes towards one another and the environment.
- Support those who need help and encouragement and in particular nurture the self-esteem of all.
- Support teachers and the Senior Leadership Team when dealing with behaviour that has become particularly challenging.
- Listen with empathy to one another's views and opinions and value them.
- Respond in a polite and thoughtful manner to one another.
- Ensure that children with specific emotional and behavioural difficulties or Special educational Needs are supported by the Inclusion Team and outside agencies where appropriate.
- Celebrate positive behaviour through circle times and worship times.

### **Acceptable Behaviour at St John's**

We agree that acceptable behaviour is when:

- Children are polite to adults and each other.
- Children treat others (pupils, staff and other adults) with fairness and respect.
- Children take responsibility for their learning and conduct
- Children uphold the Christian values of our church and school.
- All members of our school feel safe.

### Unacceptable Behaviour

We agree unacceptable behaviour is:

- Anything that might hurt another physically e.g. fighting, pushing and hitting.
- Anything that frightens another or causes them to feel threatened or unsafe.
- Anything that might hurt another's feelings e.g. name calling, insulting another child or their parents, bullying, racist behaviour, homophobic behaviour, inappropriate sexualised language and any actions or language relating to religious intolerance
- Breaking of generally accepted Christian principles e.g. stealing, damaging property, swearing or lying;
- Behaviour that disrupts the good learning environment in the classroom or playground.

### Promoting acceptable behaviour

We promote good behaviour by:

- Ensuring that members of staff are positive role models for our children.
- Involving parents and carers early on and celebrating positive behaviour with them.
- Following the agreements set out in "How we talk to children at St John's"
- Implementing positive behaviour management strategies to reward good behaviour.
- Sharing clear expectations and celebrating good behaviour.
- Ensuring children with Special Educational Needs have the correct provision to support learning and behaviour.
- Planning effective and varied teaching styles that promote behaviour for learning.
- Carefully considering classroom organisation and management to support children who find maintaining good behaviour challenging.
- Setting up behaviour support plans and pastoral support plans when behaviour became challenging.
- Quickly intervening when difficulties arise. This may be through flexible mentor support or the advice of outside agencies ( Pupil Referral Units, Educational Psychologists etc).
- Ensuring Circle times are regularly planned and thought/worry communication systems are set up in each classroom.
- Promoting behaviours for learning at all times.
- Ensuring there are consistent rewards for good behaviour through classroom systems and whole school award worships.
- Ensuring teachers keep accurate and objective record keeping for all inappropriate behaviour.
- Ensuring that rewards praise, and sanctions discipline the **behaviour** and *not* the child.

## **Rules**

### Whole School and Class Rules

- We listen to each other and we are polite.
- We follow instructions first time.
- We always tell the truth.
- We walk at all times when in school.
- We never upset or hurt each other with our bodies, words or objects.
- We look after our school and everything in it.

These rules apply to classroom, playground and out of school clubs and trips. They are the same for all school staff.

## **Rewards**

We believe the reward system to be a crucial one in promoting positive behaviour in school.

Praise must be the first, most valuable and most frequently given reward.

Weekly award assemblies are held where children receive:

- Golden awards (for children who consistently behave appropriately in school),
- Behavior Awards (for those who have worked hard to improve their behaviour),
- Learning Awards and specialist certificates for reading, writing, sports and maths.
- Children receive termly awards for good attendance and punctuality and Outstanding Progress which the Chair of Governors presents.

Children in each class are encouraged to work as a team and adhere to a set of school rules based on a strong Christian ethos.

We aim for children to take responsibility for their own behaviour as well as supporting and promoting the positive behaviour of their peers.

As a Healthy School food is not used to reward individual children.

### **Behaviour Sanctions.**

We believe it is important to allow children to make appropriate choices for themselves and take responsibility for their own behaviour and learning. For this reason we operate a warning system for low level inappropriate behaviour/rule breaking so that children have the opportunity to correct their behaviour without humiliation or fear. A three level sanction procedure is operated.

Any staff member can move children's level and class teachers and Teaching assistants should record these decisions in their Behaviour Log.

- After a verbal warning a child's name will be moved to Level 1.
- If a child continues to break the rules, their name will be moved to Level 2, which will result in time out.
- Further disruption would result in the child moving to Level 3 which would mean a 'time-out' to another designated class. The child will be escorted with work and a reflection sheet by a member of staff. The child would generally miss part of their play as a consequence.
- Serious behaviours will result in a child automatically moving to level 3 or 4. Examples of such behaviour include swearing, spitting, violent conduct, refusal to follow instruction of an adult.

Continued rule breaking will result in the child moving to Level 4. In this case the child is sent to the Head Teacher or a senior member of staff who will arrange a meeting with child's family and class teacher.

A letter or phone call will be made to the parents or carers if a child is continually reaching Level 3.

In all dealings with poor behaviour the necessary consideration should be given to any Special Educational Needs or any recent trauma or upset suffered by the child. The Inclusion Manager should be consulted in these circumstances to review provision and support.

This policy is linked to the school Safeguarding and Child Protection policies and also the Governors statement of Behaviour Written Principles.

### **Bullying**

See Anti Bullying policy

### **Racism**

See Anti Racism policy

### **Serious Behaviours**

Serious incidents – extreme cases of violence, bullying, defiance, abusive, homophobic or racist language are dealt with at once by a member of the Senior Leadership Team who will decide on what action to take. In order to do this they will first:

- Ensure an incident form has been completed by each adult witnessing the event and pupils where appropriate.
- Had access to the class behaviour file or any individual behaviour plan for the child and notes from any meetings held with the child and his/her parents by other members of staff.

### **Use of reasonable force.**

Members of staff have the power to use reasonable force to prevent pupils committing an offense, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. (Behaviour and Discipline in Schools February 2014 DFE) Should a child need restraint as they are likely to cause harm to themselves or others then positive handling procedures will be followed in which all staff are trained. Staff should refer to our Positive Handling Policy. Any occasions where restraint has been used should be logged in the file held by the Head Teacher and parents informed.

## **Searching Pupils.**

The Head Teacher and those authorized by him has the statutory power to search pupils of their possessions without consent where they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
  - Alcohol
  - Illegal Drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
- 
- Pornographic images Any article that the member of staff reasonable suspects has been or is likely to be used to commit and offence or cause injury ( personal or to others or property)

This advice has been taken from 'Screening, searching and confiscation - Advice for head teachers, staff and governing bodies' Department for Education 2014. The head Teacher will refer to this document for all incidents involving searching children or confiscating items.

## **School Exclusions Procedures.**

**INFORMAL OR UNOFFICIAL EXCLUSIONS ARE UNLAWFUL.**

Exclusions will be carried out for one or more fixed periods not exceeding forty five school days in any one school year. First exclusions will generally be for one day, second exclusions for two days and third exclusions for three days. Longer exclusions of five and ten days are possible in an attempt to avoid a permanent exclusion where appropriate. It is only the Head Teacher who is able to make this decision.

After this a child is likely to be put on a Pastoral Support Plan. When the decision is made to exclude a child, contact will be made with parents immediately where possible and will be followed up in writing on the same day.

Exclusions totalling fifteen days or more over one term must be notified to the Governing Body as a matter of urgency. The Local Authority must be informed of all fixed term exclusions and this is the responsibility of the Head Teacher.

A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body as directed in the letter.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises and that daytime supervision is their responsibility, as parents/guardians.

Excluded pupils will be issued with work to be completed during the exclusion period.

A Return to School Meeting will be held following the end of the fixed term exclusion and this will involve a member of the Senior Leadership Team, the class teacher and other staff where appropriate.

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one and one which all members of staff at St John's are committed to preventing wherever possible. Only the Head Teacher can make this decision and he must act lawfully, reasonably and fairly. There are two main types of situation in which a permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with inappropriate or dangerous behaviour following the use of a wide range of other strategies which

have been unsuccessful. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying.

The second is where there are exceptional circumstances for example when not excluding the child could put other children and staff in danger. Such behaviours could include:

- Serious actual or threatened violence against another pupil or a member of the School Staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon
- Arson actual or threatened.

When the Head teacher is considering a permanent exclusion, he should follow procedures in DFE "Exclusion from maintained schools, academies and pupil referral units in England" 2012

## **Pupils' conduct outside the school gates – teachers' powers**

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable.

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or is in some other way identifiable as a pupil at the school.

Teachers may discipline misbehaviour at any time, whether or not the conditions above apply, that:

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

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**Agreed by Governors: Summer 2014**

**Signed by:** *Reverend Rosemarie Mallett*

**Designation: Chair of Governors**

**Reviewed Autumn 2017**

**Next Review: Autumn 2018**

Thank you for behaving well!

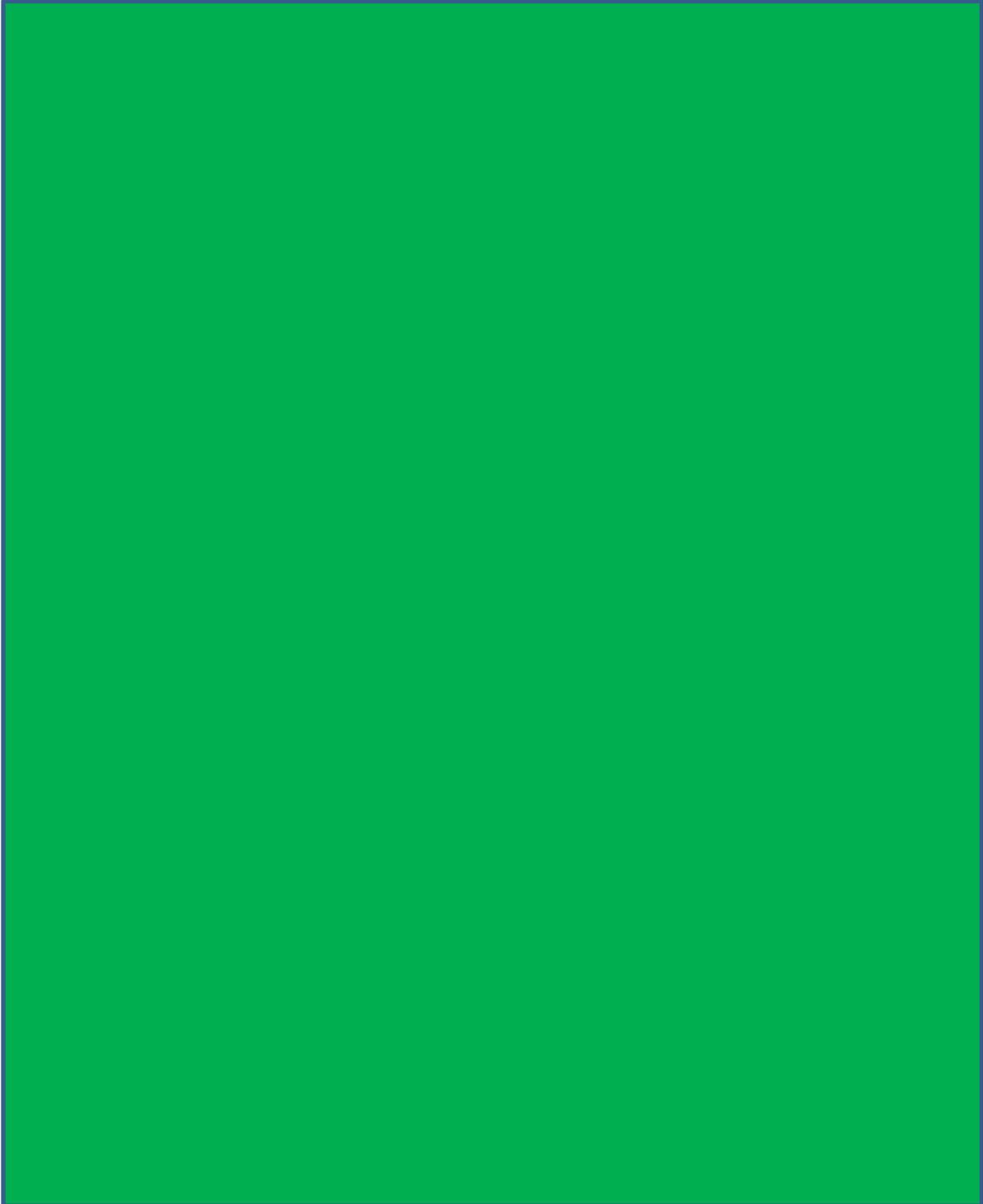


LEVEL 1

Verbal Warning!

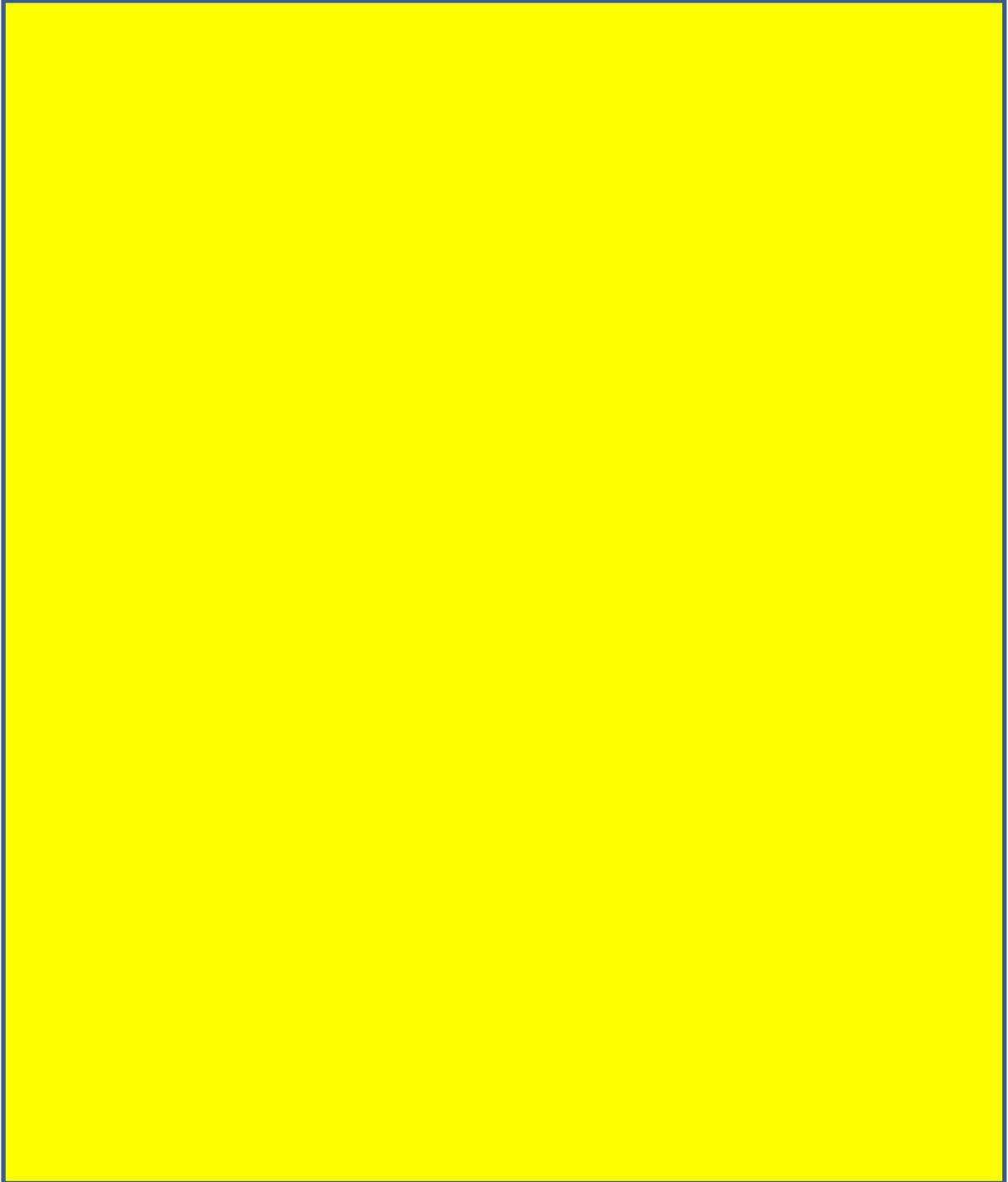
Level 2

We will miss some playtime.



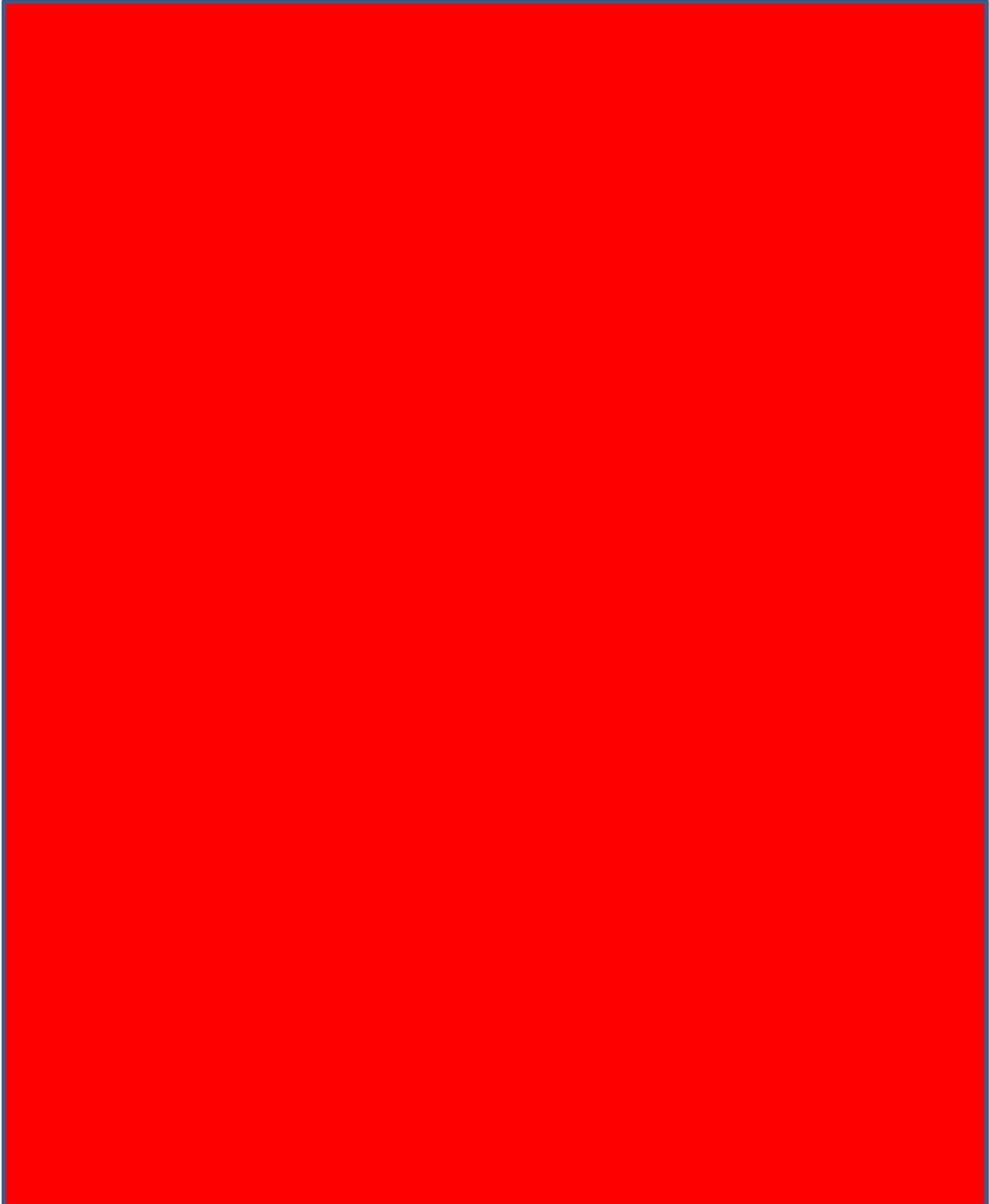
## Level 3

You will need to spend time in another class. You will need to fill out a reflection sheet. A member of staff will contact your parents.



## Level 4

You will be sent to the headteacher. Your parent will be contacted. You might not be allowed in school the following day.



# Reflection Sheet

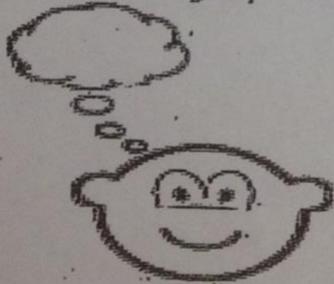
What I did.....



What I should have done.....



How I can change my behaviour



DATE:

## BEHAVIOUR LOG

Record the child name under the appropriate heading. Use the code to reference the sanction given. For more significant behavioral incidents please record on Serious Incident Behavior Report Log (copies in staffroom).

Leaving the classroom without permission.	Inappropriate playground behavior.	Refusal to take part or complete learning.	Disrupting the learning of others.
Deliberate damage to property.	Refusal to cooperate with others	Talking out of turn or shouting out.	Displaying inappropriate response to adults.
Refusal to follow instructions.	Inappropriate behaviour in communal areas (e.g. corridor)	Out of seat/ carpet space.	Other (Please Specify)

Response Codes:

A= Child spoken to but no warning    B- Pre warning    C -Official Warning    D- Time outside the classroom

E= 10 minute timeout in parallel class F= loss of playtime

G= Sent to member of SLT

## Serious Behaviour Incident Report Log

Date of Incident	
Name of Person Reporting the Incident	
Name/names of pupils involved:	
Details of incident	

Action Taken by person reporting	
Follow up action	
Which people have been informed?	Parents: Class Teacher: Head/Deputy/Ass Head/ Inclusion Manager# Other Staff Members: Governors
Other important information.	

St John's Angell Town  
PUPIL REPORTED INCIDENT SHEET

Your Name..... Class.....

Person's Name..... Class.....

Date..... Time..... Place..... Reported to.....

WHAT HAPPENED?

.....  
.....  
.....

WHAT WERE YOU DOING AND WHERE?

.....  
.....  
.....

WHAT DID YOU DO WHEN IT HAPPENED?

.....

HOW MANY TIMES DID IT HAPPEN?

.....

WHY DO YOU THINK IT HAPPENED?

.....

WHO SAW IT HAPPEN?

.....

Signed.....  
(Y.....pupil)

NOW HAND THIS FORM TO AN ADULT.

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DEALT WITH BY:

ACTION TAKEN: