



SAINT JOHN'S



School Behaviour Policy

Autumn 2019

Introduction

The Behaviour Policy at Saint John's Primary School is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."

Aims

- To implement the School Behaviour principles underpinned by Christian values
- To develop a whole school behaviour policy and to encourage the whole school community to support the Policy
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, Christian values and attitudes as well as knowledge and skills, foster a positive and compassionate environment in which all children can flourish and reach their full potential.
- To develop relationships based on friendship, forgiveness and trust between all members of the school community, including parents and members of the Governing Body,
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner underpinned by the Christian values in the hope of achieving an improvement in behaviour
- To encourage all pupils to feel part of the process. One of the main ways of doing this is through the teacher and class together creating a set of shared rules at the beginning of each academic year.

Code of Conduct

- Children are expected to show respect to people and property, to be well-mannered and well-behaved
- Children should walk (not run) when moving around the school
- If a child has a grievance against another child which they've tried to resolve them self or feel unable to, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion
- Foul, abusive or threatening language must not be used
- Children are expected to be punctual

- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem

This code of conduct has been based on Christian values with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. They should form the basis for each set of class rules (at an age appropriate level).

Promoting Good Behaviour

At Saint John's we encourage all children to practise good behaviour

The school system is based on merit awards through which children can be rewarded for academic and non-academic achievements, for effort, creativity and compassion,

The children are put into one of four houses, with family groups remaining in the same house. Children are awarded house points for demonstrating Christian values. During the Friday assembly the weekly House Point Cup is awarded to the winning house. We believe this encourages children to try their best in every aspect of school life. This Assembly is also an opportunity for children to celebrate the effort they have put into their work and show it to their peers.

A Praise Book is available for pupils, staff and visitors to make a written comment on any aspect of behaviour/work during the course of a week which is deemed to be praiseworthy. This may involve an individual or a group and the comments are read out during the weekly Head Teacher assembly. Also individual certificates celebrating achievements will be awarded throughout the year, for example, achievements in swimming etc.

Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible, including the Class Dojo.

Children are encouraged to display their achievements out of school on the Achievement Board.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Sanctions

Sadly, there will be times when children are badly behaved and do not demonstrate the Christian values. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy must state these boundaries firmly and clearly.

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

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions. In some cases, a teacher may choose to ignore certain types of inappropriate behaviour while focusing on improving another type.

Procedures for Dealing with Minor Breaches of Behaviour

Minor breaches include deliberately not 'getting on' with work, disturbing others in class and unkindness.

In these cases, the **My Choice Chart** is used to support children in understanding the consequences of their actions and provide them with an opportunity to reflect and modify their behaviour. Often a verbal warning prior will be sufficient. However, if poor behaviour persists the child's name should be placed on the Chart and s/he should be told what will happen next if behaviour does not improve. Each day the My Choice Chart should start again.

As part of the 'My Choice' strategy, a pupil who has been given a playtime 'Timeout' should report to the Barton Room at the beginning of playtime, where a member of staff (usually the Deputy Head) will discuss the incident that led to the timeout and remind them of the Christian values. Children may also complete a Reflection Sheet (kept at the back of the Timeout Book) in order to reflect on their behaviour and focus on steps of improvement. To encourage children to see the severity of this sanction their parent(s) should be informed either via a meeting, note in the home/school diary or timeout notification slip – *see appendix*.

A Timeout Register is kept as a record of the regularity of incidents by individual pupils. This can help in discussions with the named pupils and their parents.

The Inclusion Lead (IL) will monitor the Time Out Register to check for regular offenders. Such pupils will have a meeting with the IL to discuss future behaviour and this will be recorded in the Pupil Log in the Teachers drive on the server. The IL will also discuss the matter with their parents. The IL will monitor the register for any vulnerable groups' issues.

If problems are persistent or recurring, parents will again be informed. Children may then be placed on a daily report for a week by the Deputy and this will be recorded in the Pupil Log in the Teachers drive on the server. During this period their behaviour will be closely monitored with parents support - *see appendix*. At the end of the week there will be a meeting between the parents, pupil and Deputy to evaluate the week and agree on next steps. If it is decided that the daily report needs to continue, parents will be asked to attend a daily meeting with the Deputy. A copy of this report will be scanned and kept in the Pupil Log. The Deputy will inform the Headteacher of any child who has been put on report. The Christian values of trust, truthfulness, forgiveness and justice will be referred to when making decisions.

Procedures for Dealing with Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and regular disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Head or the Deputy Head who will, in consultation with the class teacher, deal with it promptly and severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

1. A verbal warning, by the Head or Deputy Head if s/he is unavailable, as to future conduct and a timeout (if appropriate). The pupil will be reminded of the Christian values
2. Withdrawal from the classroom/playground for a short period – Internal Exclusion
3. A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour. The main points of this meeting will be recorded on the Parent Consultation sheet and pupil to be put on school report if deemed appropriate.
4. Withdrawal for a longer period of time from the classroom/playground – Internal Exclusion
5. If the problem is severe or recurring, then exclusion procedures are implemented after consultation with the Governing Body
6. A case conference involving parents and support agencies
7. Permanent exclusion after consultation with the Governing Body and the LA
8. Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

Teachers are encouraged to use their professional judgement about whether to have an adult witness or not during discussions with a pupil or parent.

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then reasonable force will be used to restrain the child to prevent further damage or injury. This will be in line with Team Teach training (July 2017).

The child should be removed from the situation as soon as possible and taken to the Head or Deputy Head who will take immediate action to involve parents. The pupil log should be filled in.

The Head or Deputy Head will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, education psychology service etc

Lunchtime Supervision

At lunchtime, supervision is carried out by the TAs and MDSAs. The TAs/MDSAs are expected to maintain order. This is most effectively done through Christian values which support the children in positive play and early intervention. They must be treated with the respect expected by all adults at Saint John's Primary School. Verbal or physical abuse will not be tolerated.

Procedures for Dealing with Lunchtime Misbehaviour

At each stage the child will be informed of the next stage if their behaviour doesn't improve.

- Verbal warning for a minor breach
- A short period of 'quiet time' within the playground
- Sent in for a 'timeout' with a member of staff (usually SLT)

TAs/LSs keep teachers informed of children in their class who have misbehaved.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Head or the Deputy Head. This may result in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

Parents

Parents can help:

1. By recognising that an effective school behaviour policy that is underpinned by Christian values requires close partnership between parents, teachers and children
2. By discussing the school code of conduct with their child, emphasising their support of them and assisting when possible with their enforcement
3. By attending Parents' Evenings, parents' functions and by developing informal contacts with school
4. By knowing that learning and teaching cannot take place without sound discipline
5. By remembering that staff deal with behaviour problems patiently and positively

SEN

After discussion between the class teacher and the Inclusion Lead, a child may be placed on the SEN register to monitor behaviour, leading to a My Plan if deemed necessary.

Monitoring

The Deputy Head will report to Governors on an annual basis. This report will include comparing pupil behaviour with previous years and the impact of any measures introduced.

Further Reading

This policy should be read in conjunction with: Child Protection and Safeguarding Policy, PSHE Policy and Scheme of Work, Special Educational Needs Policy, Looked After Children Policy and Pupil Premium Policy.



Timeout Notification Slip

Child's name: _____ Date: _____

Unfortunately, your child was given a timeout today due to:

If you would like to discuss this matter further, then please see the member of staff named below.

Yours sincerely,

KEY STAGE 2 BEHAVIOUR REPORT RECORD

NAME _____

<u>DATE</u>	<u>COMMENTS</u>	<u>SIGNED</u>
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

To the Parent/Carer of

Please sign to indicate that your child has shown you this behaviour report sheet.

This should be returned to school on

Thank You

Parent/Carer comment




EYFS / KEY STAGE 1 BEHAVIOUR REPORT CARD

NAME _____

DATE

TARGET!









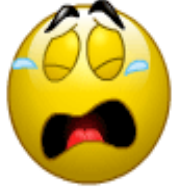

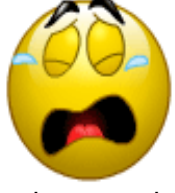

My target is

..... said	I did it 	I nearly did it 	I didn't do it  said
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Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

My mum or dad orsaid

My Choice

IF I CHOOSE TO MISBEHAVE THIS IS WHAT HAPPENS	KEY WORDS	NAME	IF I CHOOSE TO BEHAVE WELL THIS IS WHAT HAPPENS
 If I misbehave	Warning		I will be able to get on with my work 
 If I am spoken to again	I may be moved		I will be able to sit where I am supposed to 
 If I continue to misbehave	I will be given a Timeout and my parents will be informed		I can have an enjoyable playtime 
 If my behaviour does not improve	I will have to see the Inclusion Lead		I may be asked to show my good work to another teacher or class 
 If I continue to misbehave or if I behave very badly	I will have to see the Deputy Head		I may be asked to show my good work to the Deputy Head 
 If I continue to misbehave or if I behave very badly	I will have to see the Head Teacher		I may be asked to show my good work to the Head Teacher 

COURAGE

REACTIVITY

PEACE

FORGIVENESS

FRIENDSHIP

Name: _____ Date: _____

Reflection

I felt: _____

Happy	Mad	Sad	Glad
Worried	Excited	Bored	Scared
Annoyed	Upset	Sick	Nervous

I felt this way because:

This is what I did:

Something else I could have done is:

Ask for help	Take deep breaths	Count to ten
Do something else	Tell an adult	Talk to a friend

Anything else I would like to say:

HOPE

TRUTHFULNESS

HUMILITY

JUSTICE

COMPASSION



THANKFULNESS

Name _____ Date _____

My Thinking Sheet

What did I do wrong?



Why did I do it?



What should I have done?



told	teacher	sorry	hurt
silly	sad	said	play

COURAGE

CREATIVITY

PEACE

TRUST

FORGIVENESS

FRIENDSHIP HOPE HUMILITY COMPASSION JUSTICE THANKFULNESS

