



St John's CE JMI School.



Behaviour Policy
January 2015
Review 2018

ETHOS

Good behaviour is a prerequisite to effective teaching and learning and the creation of a positive school ethos.

At St. John's School we value each child equally and as an individual and strive to provide the best education possible, within a stimulating, happy and caring environment, inspired by Christian faith and practice. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect, together with a willingness to show humility and forgiveness, as basic requirements.

RATIONALE

'Forgive us our sins, as we forgive those who sin against us'.

The rationale for this policy is based on the Christian values of love, respect, peace hope and forgiveness. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop into caring and responsible adults. Good behaviour will be rewarded and inappropriate behaviour dealt with using a range of sanctions but the Christian message of forgiveness will be implicit in all we do. It will always be clear that it is the behaviour we find unacceptable and not the child.

AIMS

- To enable all pupils to achieve their potential in a safe, secure and caring environment.
- To implement procedures which reduce the likelihood of disruptive behaviour including bullying.
- To ensure rules, rewards and consequences are used in a fair and consistent manner.
- To promote a sense of community and a shared ethos and purpose in school.
- To promote courtesy, respect and tolerance of difference throughout the school.
- To promote an emphasis on positive encouragement of appropriate behaviour.
- To enable everyone in school to achieve success and thereby promote the development of self-esteem and mutual respect.
- To encourage pupils to recognise that they have responsibility for their own actions.
- To work in partnership with parents in order to maintain positive behaviour.

OBJECTIVES

Pupils should have the opportunity to:

- Be taught what behaviour is expected and what is unacceptable.
- Be shown respect and have their opinions listened to, valued and taken account of.
- Develop self-discipline.
- Develop their self-worth through success and the carrying of responsibilities.
- Work in an orderly, caring and supportive atmosphere, where effective learning can take place.

- Be treated consistently, fairly and equally by teaching and non-teaching staff.
- Experience praise and reward for positive achievements and understand the consequences of inappropriate behaviour.

INCLUSION

The Inclusion Policy will be followed to ensure that all children are treated in a fair and just way, whatever their race, sex, religion, intellect or physical capacity, social or cultural background.

Inclusion at St. John's means that:

- Every member of the school community is considered of equal importance and value and treated accordingly
- Every member of the school community should expect to be treated with courtesy and respect irrespective of differences and should expect to behave this way to all other members of the community
- Every member of the school community should be fully included in every aspect of school life unless, exceptionally, this is contrary to their best interests
- Where full or meaningful inclusion is hard to achieve, creative solutions should be sought to overcome obstacles
- Everyone is actively encouraged to reflect on issues of inclusion so that inclusive practice becomes automatic and embedded

GUIDANCE FOR STAFF

Staff (teaching and non-teaching) should always be seen to be fair and consistent when dealing with children. As far as possible, good behaviour should be developed through a system of praise and positive rewards.

It is important to create an interesting and attractive classroom environment where children's work is well displayed. In this way children know that their work is valued. A well organised class where lessons are well prepared and enthusiastically delivered, where pupils are aware of the objectives of the lesson and what is expected of them, is a fundamental expectation at St John's and will help to secure good standards of behaviour.

Staff should:

- Develop good relationships with all pupils and know all children in their own class as individuals, i.e. know their names, personalities, interests, friends and family.
- Keep pupils interested and minimise opportunities for disruption. This means thinking about classroom layout, grouping of children, matching work to ability, pacing lessons and being enthusiastic and using humour to create a positive classroom atmosphere.
- Ensure an orderly entry and exit to school and to classrooms.
- Get lessons started and pupils settled promptly.
- Be flexible in order to take advantage of unexpected events.
- Continually assess the behaviour of the class.
- Be aware of their own behaviour, e.g. tone of voice or stance.
- Model standards expected from pupils, e.g. courtesy.
- Treat pupils as they would wish to be treated themselves.
- Emphasise the positive by praising good behaviour and good learning.
- Involve the pupils in making the rules for classroom behaviour and agree why they are necessary.

- Make sparing but consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, focusing on the poor behaviour and not the 'bad' person, using private rather than public reprimands wherever possible, being fair and consistent, and avoiding sarcasm and idle threats.
- Make sparing but consistent use of punishments. This includes avoiding whole group punishment (which children see as unfair) wherever possible. It also means avoiding punishments which humiliate children, for example, by belittling them, as this breeds resentment.
- Analyse one's own classroom management performance and learn from it.
- All staff (teaching and non-teaching) have a responsibility for managing the behaviour of pupils when they are not under the direct supervision of their own class teacher.

REWARDS

At St John's School we consider it is important that praise and rewards should have considerable emphasis within school in order that pupils achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, a positive attitude, caring for others, good behaviour and adherence to school rules.

It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency in the application of the reward system, whilst ensuring that rewards are appropriate to each child.

Positive rewards would include:

- General praise and encouragement in lessons, which should be used as much as possible.
- Praise from the rest of the class, another class or member of staff. (Some pupils who lack self-esteem or are socially unskilled may find it hard to accept public praise and private praise may be more effective).
- Headteacher or other senior staff to be invited to praise individuals, groups or classes.
- Headteacher awards for effort and for children really challenging themselves.
- Choice of a favourite activity – Golden Time in KS1
- Display of pupils' work.
- Notes and messages to parents where appropriate.
- House points may be given. (The winning team in each year group is announced in Celebration Assembly each half term)
- Beacon pupil awarded weekly for pupils who have shown excellent learning behaviour, kindness and consideration etc during that week can support improved behaviour.
- Achievements out of school recognised in Celebration Assemblies builds self esteem.

SANCTIONS

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour. These should make a clear distinction between serious and minor infringements of our School Code of Conduct.

An appropriate sanction is one which is designed to help the child to understand the link between their behaviour and its repercussions and to encourage better behaviour in the future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate.

Where sanctions are necessary the first line is the individual staff sanction. The second line of referral is the Deputy Head and finally the Headteacher. Professional discretion is needed when determining how an incident should be progressed. A very serious incident may demand the immediate involvement of the Head teacher or a senior member of staff. Relatively trivial misdemeanours should never require their involvement, as this diminishes the impact of such referrals.

Staff should also use professional discretion about keeping parents informed. Parents should always be contacted to discuss any recurrent or serious incidents; all racist incidents; and those involving bullying.

Current practice is:

Staff will always listen to the child's point of view before implementing sanctions.

1. Individual staff use the following sanctions after warnings have been given:

- Verbal reprimand.
- Withdrawal from the situation (to another space in the classroom or another teacher).
- Discussion concerning behaviour and reminder of school's expectations.
- Loss of privilege for a specific period (e.g. 5 minutes break time).
- Punishment 'to fit the crime' e.g. clearing up litter, letter of apology.

2. Where the above sanctions and rewards do not lead to the intended improvement in behaviour, referral may be made to the Deputy Head who will give advice on strategies to modify the child's behaviour/speak to the child (ren).

3. Where concerns continue, the Deputy should make a record of the reported incident and inform the child of this. He/she will advise and take appropriate action taken to try to modify behaviour.

4. On the third occasion a child is referred to the Deputy Head (within a term), parents will be informed of the problem and invited to discuss the matter with the Deputy Head/Headteacher and class teacher. An improving behaviour programme will be agreed and the support of parents sought eg.

- Child to be given an age appropriate behaviour chart to be completed by all adults in school supervising the child. This would report good and poor behaviour.
- The chart will be seen by Class teacher/Deputy Head and parents on an agreed timescale, (e.g. daily, weekly, as appropriate).
- Parental help sought in rewarding good progress and imposing sanctions for no improvement.
- Records to be kept and Headteacher kept informed.

5. In the event of no improvement in behaviour, a meeting to be arranged with the Headteacher, Deputy Head, class teacher and parents to agree the way forward.

6. Involvement of outside agencies (Behaviour Support Team / Educational Psychology Service).

7. Continued unacceptable behaviour during school time or lunchtime would result in fixed term exclusion. Agreements of acceptable behaviour and levels of support should be made with parents and child before they return to school. For pupils who have been excluded for more than two periods within a term the Governing Body may decide to offer the parent a contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

Permanent exclusion from school would be the final stage in this process after all other avenues had been exhausted. Any exclusion would be carried out in line with current LA guidelines and procedures.

BUDDIES/PLAYLEADERS/CIRCLE TIME

St John's has a system of buddies from Upper KS2 who are linked to the reception class pupils on entry and support their integration into many aspects of school life, including playtimes when the Reception children are ready to join the rest of the school.

KS 2 Play leaders are trained to support children in the playground. There are times when it would be appropriate to enlist the assistance of the Buddies in encouraging appropriate play at break times.

Circle Time can also be used to discuss issues relating to school rules and appropriate behaviour in school. Discussing the school Code of Conduct could also take place in PSHCE and Assembly Time.

SCHOOL CODE OF CONDUCT

In General:

All members of the school should:

- Show courtesy, respect and good manners at all times. (This includes looking after each other, speaking politely to members of our school and visitors, avoiding sexist and racist language, listening to others and expecting to be listened to).
- Show respect for the environment and other people's property. (This means keeping the school clean and tidy so that it is a welcoming place which we can be proud of. It includes taking care of our building, grounds, furniture, displays, other people's clothes and property and putting our own litter in the bins).
- Make it easy for everyone to learn and the teachers to teach. (This includes listening carefully, following instructions, working hard, being quiet and sensible and not distracting or annoying anyone).
- Move quietly and in a controlled way around school. (This means walking rather than running, pushing or barging and not shouting. It can also include being ready to help by opening doors or offering to carry things).
- Keep our play areas enjoyable and safe places to be. (This means not playing aggressive physical contact games, play fighting or anything which is likely to cause someone to get hurt).
- Follow rules which keep you and others safe
 - (1) No sweets or nuts in school.
 - (2) Swimming/PE kit to be brought for lessons.
 - (3) All watches removed for PE, pierced stud earrings removed or covered with micropore – no other jewellery allowed in school.
 - (4) Children must not be allowed inside the PE equipment cupboard/storage area.
 - (5) Children never to be in the school building unsupervised by an adult.
 - (6) Mobile phones must be handed in to the school office for safe keeping during the school day. Money should also be handed in the school office or to the class teacher (20p for fruit trolley snack permitted).

This policy will be formally reviewed in 2018.

