



# St John's CofE Primary Academy Behaviour Policy

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## **Key Personnel**

**Principal: Matt Seex**

## Equal Opportunities

This policy will be implemented on an equal opportunities basis, ensuring that it does not discriminate in any way against any pupil group, regardless of gender, ability, disability, religious or cultural belief, or racial background.

Aim of the Policy - Providing a happy and safe learning community in which we nurture and inspire all individuals to achieve their best.

## Our Vision:

The school community, parents and peers work together to promote and model good behaviours. Staff and children will treat each day as a new day and have a positive mind-set despite any previous behaviour issues. Staff will aim to build positive, respectful relationships with the children and expect the same in return.

## Parents are kept informed about their child's behaviour in school.

We acknowledge and inform parents when their child is behaving well by means of 'Star of the Week' certificates and in the annual report.

When there are difficulties, parents will be informed. Through the 'Good to be Green' scheme a child who receives two or more consequence cards there will be communication between the teacher and the parent (either at the end of the day or over the phone)

Where more serious or long-term problems arise parents will be invited into school to make plans going forward to help their child improve their behaviour.

This policy will be reviewed annually and amended as necessary. This will form the basis of parent-school contracts which will be sent out each year for parents and pupils to sign.

## The means by which the school promotes these shared values.

When children behave well, encouragement and praise is given. Helpfulness and co-operation are acknowledged. To encourage children to get it right there is an emphasis on praise and encouragement for good behaviour.

Efforts are made to ensure that children who are already good and reliable members of the school community do not get overlooked but have their good behaviour rewarded.

Children are awarded 'Star of the Week' certificates for positive behaviour choices as well as for good work and effort. These are awarded by class teachers. Parents are invited into school on a Friday as part of our celebration worship.

We also have a system of house teams, and we award dojo points for good work and effort. Dojo points cannot be removed once awarded.

There are four houses in the school named after four apostles: St. Andrew, St. James, St. John and St. Peter.

### Teaching positive behaviour choices

Teachers discuss behavioural expectations with their classes at the beginning of each term and more often if necessary. The class rules are established at the beginning of the year. Rules for moving around school, lunchtime and playtimes are discussed with each class. Children are acknowledged when they are keeping these rules so that their importance is constantly reinforced.

During the school year behaviour is part of the personal and social education curriculum and children are given opportunities to debate and discuss behavioural issues and how they affect the school and the wider community. Adults from outside agencies such as the police, social services, council, churches, youth service and local businesses will be used where possible to reinforce the promotion of the school's shared values.

For those children who are still learning how to behave well, within a community, there is a system of warnings and consequences through the 'Good to be Green' scheme. These lead to sanctions that are made explicit and clear to everyone. The staff aim to make correction a positive experience where the appropriate behaviour is clearly stated and asked for. Children are challenged not to make negative choices and they will need to accept the previously spelt out consequences of their choice.

Alongside the warnings/consequences meted out to children who make negative choices, the teachers should make a particular effort to reward and encourage any evidence of positive behaviour using praise. It is made clear to all children that, just as when learning a difficult new concept, those children who find it difficult may need some special attention, in this case extra praise when they are behaving well.

We understand that for some children the whole school systems for managing behaviour and celebrating success will not be enough and in these cases a more individualised support package will be drawn up. This may include an individual target card, use of the 'First and Then' activities or an achievement book for example.

Where children are having difficulty in behaving well their parents will be involved in the process early on; their support to any behavioural learning programmes is crucial.

### **Rewards**

We expect all children to be walking sensibly in corridors, holding doors open for the next person, waiting quietly to enter a classroom, using school resources carefully, talking politely to adults, putting their litter in the bins, and playing sensibly. These expectations also apply to our school community as a matter of courtesy.

Stickers are also available for teachers to use which highlight what value or High 5 rules a child has displayed. Dojo points will be awarded for outstanding work and effort.

Starting in Summer 2023, each term the overall winning house team will be congratulated, and their symbol will be displayed on a house team trophy. The results of each house score will be shown on the House Point board in the hall.

### **Discouraging negative behaviour choices- sanctions and consequences.**

See the 'Good to Be Green' section at the end.

Through the 'Good to be Green' scheme a child who receives two, or more, consequence cards will have their parents/carers spoken to by their teacher. Once a child receives four consequence cards the head of school will become involved and the executive principal will become involved on the fifth card.

This may then involve discussion with parents and SENCO. A referral may be made to the educational psychologist/ behavioural support team and if necessary short-term exclusion will be used. Where a child has been excluded from school the child and his/her parents will be asked to see the headteacher on the return to school. They will be asked to sign a behaviour contract. This contract will vary with individual children.

Where a child is in distress, then he/she will be asked to cool off outside the classroom or in another classroom. If the child refuses, the Head of school or the Executive Principal should be sent for. It is only acceptable to use physical restraint if there is real danger for the child and/or to others and then it must only be the minimum force required to prevent the danger. In extreme cases, when there is a danger to other children, then the rest of the class must be calmly moved away from the incident.

The school operates a zero-tolerance to aggression and violence. Should a child become physically aggressive to any other member of our school community, parents will be called and asked to collect the child for the safety of others. (See exclusion section)

If a child leaves the classroom / working area or the school the Head of school or the Executive Principal should be informed. If a child leaves the school grounds parents will be contacted. If parents cannot be contacted the police will be informed.

If curriculum time has been wasted through negative choices, work must be completed during a playtime or lunchtime. The member of staff dealing with the child supervises the child during this process. Alternatively, parents are contacted and asked to supervise the work at home. Parents will be informed if children are expected to make up work at home because of wasted time during the school day.

### Morning Playtime

During playtime there are at least two adults on duty. Staff are expected to place themselves in a visible position.

Children are expected to stay inside the playground and to ask permission to come back inside the school building. The 'Good to Be Green' scheme will be followed if a child chooses to make negative choices at breaktime.

### Lunchtime

We will ensure that children stay within the supervised areas over lunchtime.

If children are asked to stay in classrooms over break or lunch, they will be supervised. Children are not to stay inside the school unless they have permission. A member of staff must supervise children finishing off work or staying in because of poor behaviour choices.

Lunchtime Supervisors are asked to reward children seen to be following the high-5 rules and showing the GETFAB values with special stickers which teachers will then award dojos for.

A very serious incident such as hurting someone else or treating others disrespectfully will result in the Lunchtime Supervisors completing a consequences card which is to be given to the child's class supervisor and then passed onto the teacher.

### Behaviour Choices that Require Immediate Support (C.R.I.S):

Assaulting anyone (including fighting), Throwing furniture, Deliberate Swearing to cause a reaction, Serious damage to school property, bullying of any kind, Persistent refusal to carry out work or instructions, Persistent disruptive behaviour.

Children can move **back** through the stages and positive reintroduction to class is encouraged. Supporting children to understand how to become good citizens and understand that everyone makes mistakes. All staff and pupils are actively involved in displaying repentance and this leads to forgiveness and forgiveness leads to happiness and learning.

### Racial and Sexual Harassment

Within St. John's Primary Academy, we uphold the rights of everyone to be treated with dignity and respect. The member of staff with concerns will deal with any harassment of a racial or sexual nature at source. Any incidents of such behaviour will be recorded by the Head of School/ Executive Principal and will be reported to the Governing Body and MAT. Reports of such behaviour will be communicated to members of the Senior Leadership Team who will take the appropriate action.

If any infringement of our behaviour policy repeatedly occurs the Headteacher will be informed, parents contacted, and a detailed behaviour contract / programme devised. Our school retains the right to exclude any member for a given period if they are unable to uphold our behaviour standards (Please refer to our Exclusion section below).

### Exclusions

This section deals with the policy and practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

The decision to exclude a student will be taken in the following circumstances: -

- (a) In response to a serious breach of the school's Behaviour Policy.
- (b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property

- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

#### Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination. The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately, where possible. 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 and the LEA as directed in the letter.

A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.

It is school practice to place the student on a behaviour report to the deputy head usually for one week to monitor behaviour and work. If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, student and parents.

A fixed term exclusion will usually take the form of an "internal" exclusion, usually with the Head teacher. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such an exclusion will result in the student being required to remain at home.

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

#### Permanent Exclusion

The decision to exclude a child permanently is a serious one and will usually only be considered following a minimum of 3 fixed term exclusions. There are two main types of situations in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. 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 (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on School premises.

2. The second is where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon\*.
- Arson.

The School will consider police involvement for any of the above offences.

\* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him"

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School.

General factors the School considers before making a decision to exclude

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:
  - Ensure appropriate investigations have been carried out.
  - Consider all the evidence available to support the allegations taking into account the Pupil Behaviour Policy, Equal Opportunity and Race Equality Policies.
  - Allow the student to give her/his version of events.
  - Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision, the Head will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head will consider

- a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and
- b) the effect that the student remaining in the School would have on the education and welfare of other students and staff.

Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is the School's usual policy in this particularly serious matter to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate



evidence, such as the student's school record, witness statements and the strategies used by the School to support the student prior to exclusion.

#### Alternatives to Exclusion

Alternative strategies to exclusion are included in the Pupil Behaviour Policy. The School works closely with the Local Authority and other primary schools to undertake managed moves where such a course of action would be of benefit both to the student and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

#### Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the School premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

#### Behaviour Outside School

Students' behaviour outside School on school "business" for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the School's Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Head may decide to exclude.

# 'GOOD TO BE GREEN'

Below is a list of behaviours at an increasing degree of execution.

## Low level - behaviours

- Talking
- Swinging on the chair
- Shouting out
- Out of seat
- Distracting other children
- Work avoidance eg. sharpening pencils
- Fidgeting and fiddling
- Being careless with belongings
- Not listening

## Escalating behaviours

- Continuation of low level behaviours
- Silly noises
- Being rude/disrespectful
- Answering back
- Teasing other children
- Poor attitude to work/refusal to complete the task
- Disruption of the lesson/learning for others
- Not following instructions
- Inappropriate language

## High level behaviours

- Continuation of above behaviours
- Total refusal to complete work
- Refusal to do as asked by a member of staff
- Exiting the classroom
- Leaving the school premises
- Throwing equipment
- Hurting another child or adult
- Destroying the environment
- Going under a table and refusing to come out
- Defiant behaviour
- Stealing
- Swearing

How 'GOOD TO BE GREEN' will be displayed and used



In Key Stage 1, each child will have a space on the cardholder with a 'GOOD TO BE GREEN' card and their name.

In Key Stage 2, this will not be displayed. However, children will still be given a consequence card if necessary.

## WARNING CARDS

If any of the behaviour listed above are observed by a member of staff an initial verbal warning will be given.

This can then be followed by one **WARNING CARD**.

This can then lead to a **CONSEQUENCE CARD** being given.

A child can receive a total of 5 **CONSEQUENCE CARDS** and move through the hierarchy of consequences.

However; if a **RED** behaviour is displayed, without any prior behaviours, a **CONSEQUENCE CARD** will be issued immediately - without any prior **WARNING CARDS** and parents informed ASAP.

### Actions linked to **CONSEQUENCE CARDS**

1. Lose 5 minutes of playtime to discuss with the teacher
2. Lose 10 minutes of playtime/lunchtime
3. Sent to work in another class within the year group - or outside another class supervised
4. Spoken to by a senior member of staff
5. Head teacher to be called

It is important to remember that children can be given consequence cards but also can earn their way back to green.