



St John's CofE Primary Academy

Behaviour Policy

**Author: S.Cockshott / S.Brackpool in
conjunction with school based staff**

Date of issue: September 2017

Review date: September 2018

Key Personnel

Principal : Sarah Cockshott

Chair of Governors: Fr Roger Gilbert

St. John's C.E. Primary Academy
Behaviour Policy - September 2017

Equal Opportunities

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

Aims of the Policy

- To clearly illustrate the intent to promote a whole school positive ethos.
- To foster a positive attitude in pupils, in order to raise self-esteem and promotes self-awareness, confidence and respect for themselves and others.
- To create a caring, safe and supportive environment that allows the pupils to fully develop the skills required to cope with the demands of life, both inside and outside of school.
- To ensure consistency of approach, in order that staff, pupils, parents and governors all fully understand expectations and opportunities relating to everyday life at St. John's C of E Primary.
- To equip the pupils with the skills and levels of understanding in order that correct behavioural choices can be made.
- To develop respect and tolerance of all faiths, religions, cultures and personal beliefs.

Expected Positive Behaviour and Conduct

School Rules / Values

At the start of each academic year the class teacher, will share the school rules (High 5) and the School Values (GETFAB). These are in line with the whole school behaviour policy, aims and character. The class teacher will also share the Behaviour Recovery steps and consequences .

Positive Reinforcement

Our behaviour policy encourages positive interaction between all members of the school community. Rewards and appreciation for appropriate behaviour and attitude are widely available. All pupils are aware of the following:-

- **The use of praise**

All teaching and non-teaching staff is committed to ensuring that praise is given to the individual, group, or whole class at all relevant opportunities. Praise shall be given for being helpful, polite, good work or setting a good example in any situation, in and around the school building. Award winning children (Star of the Week, Mathematician of the Week, Writer of the Week and GETFAB award pupil) will be given extra playtime.

- **Celebratory Assemblies**

Weekly Presentation Assemblies take place each Friday and Monday from 3.00 - 3.20pm. Parents of pupils receiving awards on a Monday are invited to attend. The assemblies are used to collectively celebrate the achievement of house points, certificates (from either in school or outside of school), and to announce weekly attendance figures. Children will also have the opportunity to be in the whole school *Star of the Week* as a sign of their positive input, effort and attitude in school. Monday assembly will be for Star of the Week, GETFAB Award and Attendance. Friday assembly will be for House points, Mathematician of the Week and Writer of the Week.

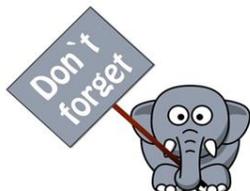
- The Behaviour Recovery System

This policy was revised following Behaviour Recovery training and discussion with all teaching staff Sept 5th 2016

REMEMBER : Each day is a new start for the children.



A new day – a new start!: A green square denotes the start of each day. (Children who are here at the end of the day given a sticker / tick towards passport time. **All children who accumulate 12 ticks or more during the half-term will be rewarded with an afternoon activity off-timetable e.g. film/art. (Passport Time).** Children not being rewarded will be supervised by staff in a separate place.



Reminder: Think about your behaviour choice. **Choose** the High 5 RULES and GETFAB values.



Warning!: Think about your behaviour choice. You have **chosen** not to follow the school rules and values.



Thinking Zone: Pupils are asked to sit in the thinking zone, look at the behaviour recovery display / book whilst thinking about behaviour choice made. (1-2 minutes maximum)

Lunchtime - a seat in the playground unless wet play then usual classroom place.

This is a place in your classroom to go to where you can stop for a short time and think about the choices you are making.

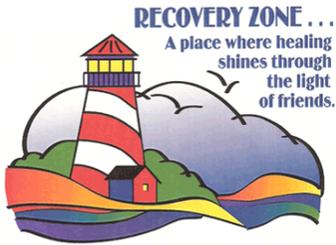


Parking: 10 - 20 minutes in another class**. The pupil will be expected to complete a reflection sheet outlining which of the school rules or values they have broken. Reflection sheets to be given to the Phase Leader, Class Teachers to log onto the Timelines.

** (Reception - Year 1, Year 1 - Year 2, Year 2 - Year 3, Year 3 - Year 4, Year 4 - Year 5, Year 5 - Year 6, Year 6 - Reception). Teachers to talk to parents after school.

Lunchtime - the prayer garden unless wet play then seating in the library

You need time in another class to think about your actions before they cause a problem.



Recovery: Sent to the recovery area (Library) where upon the child will be expected to complete a task or colouring sheet to calm. Once calm, a member of staff will talk to the pupil and complete a reflection sheet together. The reflection sheets are to be kept in a folder with the Phase Leader. A pupil can be in Recovery for up to 45 minutes. (Behaviour to be recorded on the timeline and an ABC form to be completed before going into recovery). A text is sent to parents to notify them that their child is in recovery.

Lunchtime - the prayer garden unless wet play then seating in the library.

This is a space away from everyone where you can calm down and get yourself back in the right mood so that you can return to your class.



Seclusion: (1-3 days at the discretion of the Principal or Deputy Head Teacher) Sent to the **Principal or Deputy Head Teacher** if child continues to behave inappropriately or commits a bottom line offence. Parents will be invited in to talk about their child's behaviour. Behaviour to be recorded on timeline.

Making the wrong choices means that you and others cannot learn the things you should. **Parents will be contacted.** From seclusion, you will go to the Recovery Zone.

Bottom line Offences Include:

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 encourage. This gives them the incentive to behave appropriately.

**Encouraging self-reflection which may lead to repentance and forgiveness.*

Details of Rewards

All staff have a supply of rewards that are used to reinforce pupil effort and improvement, and to promote consistently high quality work. These can be issued in the form of stickers, stamps, house points or notes home.

Where behaviour is deemed a concern, a member of SMT will contact parents and if necessary, a behaviour plan will be drawn up involving the class teacher, the Inclusion Manager and the child. This will usually be the case in a

situation where low-level poor behaviour is repeatedly chosen and a child needs additional support in following the school's behaviour policy.

The Home School Agreement

The Home School Agreement is issued to all pupils at the start of their schooling at St. John's. Its key principles are to uphold the aims of the behaviour policy and work in partnership to maintain an appropriate code of conduct, respect and responsibility between the school staff, the learner and their families.

Details of inappropriate behaviour and sanctions

Should pupils be in Recovery or Seclusion they will still be able to access their snack at this time but will be expected to stay apart from their class mates and take time out. Pupils in seclusion will have a break time but it will be apart from their peers.

Some behaviour, **including one off serious incidents**, have specific sanctions which will be issued by the Principal in conjunction with the schools Governing Body. This behaviour could result in a **Permanent Exclusion**. As part of the investigation the school may request police support and involvement due to the seriousness of the offence.

The following behaviour is deemed to be completely inappropriate and will not be accepted. Descriptions and details of these behaviours may warrant a fixed term exclusion are listed below:

Physical Assault against a pupil (PP)

Includes:

- Fighting
- Violent Behaviour
- Wounding
- Obstruction and Jostling

Physical Assault against an adult (PA)

Includes:

- Violent Behaviour
- Wounding
- Obstruction and Jostling

Verbal Abuse/ threatening behaviour against a pupil (VP)

Includes:

- Threatened Violence
- Aggressive Behaviour
- Swearing
- Homophobic abuse and Harassment
- Verbal Intimidation
- Carrying an Offensive Weapon

Verbal Abuse/ threatening behaviour against an adult (VA)

Includes:

- Threatened Violence
- Aggressive Behaviour

- Swearing
- Homophobic abuse and Harassment
- Verbal Intimidation
- Carrying an Offensive Weapon

Bullying (BU)

Includes:

- Verbal Bullying
- Physical Bullying
- Homophobic Bullying
- Racist Bullying

Incidents of Bullying will be thoroughly investigated and reported to Sandwell LA.

Racist Abuse (RA)

Includes:

- Racist Taunting and Harassment
- Derogatory Racist Statements
- Swearing that can be attributed to racist characteristics
- Racist Bullying
- Racist Graffiti

Sexual Misconduct (SM)

Includes:

- Sexual Abuse
- Sexual Assault
- Sexual Harassment
- Lewd Behaviour
- Sexual Bullying
- Sexual Graffiti

Drug and Alcohol Related (DA)

Includes:

- Possession of Illegal Drugs
- Inappropriate use of Prescribed Drugs
- Drug Dealing
- Smoking
- Alcohol Abuse
- Substance Abuse

Damage (DM)

Includes damage to the school building, property of grounds of school site or personal property belonging to any member of the school community.

- Vandalism
- Arson
- Graffiti

Theft (TH)

Includes:

- Stealing School Property
- Stealing Personal Property (pupil or adult)
- Stealing from local shops or on a school outing, visit or residential.
- Selling and dealing in stolen property

Persistent Disruptive Behaviour (DB)

Includes:

- Challenging Behaviour
- Disobedience
- Persistent Violation of School Rules

Fixed Term Exclusion

Following investigation by the Schools Leadership Team a Fixed Term Exclusion can be issued from between 1 day and up to 5 days for inappropriate behaviour.

If a pupil commits a one off serious offence it could result in the decision to **Permanently Exclude**.

A one off serious offence includes:

Dealing in Drugs

Physical Assault to a pupil or an adult

Sexual Abuse or Assault

Carrying an Offensive Weapon

Pupils on a fixed term exclusion period will be issued work by the school to be completed at home and returned to school. Records of all fixed term exclusions as well as witness reports, incident logs and accident forms as necessary will be kept on file and used as evidence in front of the Governing Body Disciplinary Committee if subsequent inappropriate behaviour leads to the decision to Permanently Exclude.

The School Leadership Team have the right to issue fixed term exclusions to the total of 45 days in an academic year.

Weapons and Inappropriate or Banned Items

Any object or instrument used to cause offence, harm or act to overpower others even in defence can be constituted as a weapon. The weapon may be part of everyday school life but is used inappropriately to damage property or harm another person.

Any inappropriate items, such as sharp objects, alcohol, stolen items, drugs, fireworks, laser pens, pellet guns, garden or DIY tools, household or kitchen appliances that are deemed dangerous and unsuitable and will be confiscated.

Children should not bring expensive or electrical equipment to school such as iPods. If parents have requested that their children have possession of a mobile phone on their journey to and from school, they should be handed to school administration staff on arrival as they are banned from pupil use in school time. Phones will be handed back at the end of the school day.

Legislation and advice to screen (search) a pupil

This legislation relates to:

Key Points

- School staff can search a pupil for any item banned under the school rules, if the pupil agrees. The ability to give consent will be dependent on the age of the child.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Any member of school staff can screen pupils (of the same sex) if authorised by the Head Teacher and a witness will be present. We are not required to have formal written consent from the pupil for this sort of search - it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or drawer and for the pupil to agree.

Refusal to be screened

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety.

If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence will be treated as unauthorised. The pupil must comply with the rules and attend.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in this behaviour policy. Grounds for suspecting a pupil has a banned or inappropriate item in school could be, for example, on hearing other children talking about it or noticing the pupil behaving in a way that causes suspicion.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in at break time or refuses to stop any other unacceptable behaviour when instructed by a member of staff - in such circumstances, school will apply an appropriate disciplinary penalty.

Our staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it will be passed to the police.

With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, we may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Possession of a weapon or prohibited item, whether it is intended to be used or not, is a one off serious offence and would warrant a Permanent Exclusion.

Incidents off school Site

In the case of school trips and visits- including residential visits- children are representatives of St. John's C of E Primary Academy and the behaviour policy will still be upheld and enforced. Similarly, pupils journeying to and from the school site be it on foot, on public transport or in the care of their parents will still be representing our school and therefore the sanctions set out in this behaviour policy will still be enforced. Where necessary additional school staff or parents will be requested to collect inappropriately behaved pupils from trips or visits where the matter will be dealt with appropriately back at school in line with the unacceptable behaviour and sanctions outlined in this policy.

Adjustments to the Policy

The school makes reasonable adjustments to manage pupils with behaviour difficulties, disabilities and Special Educational Needs as appropriate. Such needs, including ADHD, would lead the school to work closely with Inclusion Support Services who would recommend strategies to manage behaviour and could involve an Educational Psychologist (EP), a Behaviour Support Teacher (BST) and where, if necessary, we would apply for additional hours of support through the PAP panel. Where appropriate, staff will be given training to support children with specific behaviour difficulties.

Such strategies would include specialised programmes such as anger management, one-to-one support, visual timetables, time out and where deemed necessary a reduced timetable would be put in place in order for the pupil to access school and develop social and emotional behaviour acceptable to the school and in line with this policy.

If a pupil continues with challenging behaviour then a meeting will be called as a last chance warning. Pupils will be asked to read and sign a behaviour contract or "promise".

If a pupil continues with challenging behaviour and all interventions and strategies that the school have tried have had no effect - then the Head Teacher may decide to permanently exclude this pupil for continued disruption as a last resort.

Other Related Documents

Anti-Bullying Policy

Inclusion Policy (SEN)

Equal Opportunities Policy

Drugs Policy

Non-Violent Crisis Intervention

Review Date: September 2018

ANNEX

Parking Reflection Sheets (KS1 and KS2)
Thinking Zone Reflection Sheets (KS1 and KS2)
Seclusion and Recovery Reflection Sheets (KS1 and KS2)



Name: _____

Date: _____

Why am I in Parking?



work

spoiling work

shouting

out

refusing to

Another reason _____

I can recover my behaviour by:



in for 5 seconds



relax

breathe out for 7 seconds

Count



to 10
breathe

I will choose to _____

Think about:



Good learning behaviour is: High 5

good hands/eyes/heart/ears/words





Name: _____

Date: _____

Why am I in Parking?

- Refusing to have a go at my work
- Shouting out inappropriately
- Spoiling work deliberately

Another reason _____

.....

I can recover my behaviour by:

- Counting to 10
- Breathing in slowly for 5 seconds and out for 7
- Looking at something to help me relax

My choice is _____

.....

Think about:

Good learning



behaviour is: High 5

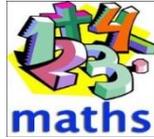
good hands/eyes/heart/ears/words



Thinking Zone: Thinking about my behaviour!



What was the class doing?

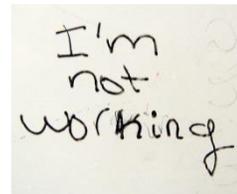


Something else _____

Why were you sent to the Thinking Zone?



Talking not



Something else _____

How do I recover my High 5 /GETFAB behaviour?

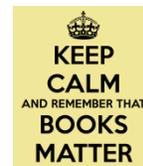
Stop



think



Remember what you should be doing to learn and



improve.

GETFAB : Don't give up and give in to silliness - ask for help SPOT Self, Partner, Other, Teacher

Name: _____

Date: _____



Thinking Zone: Thinking about my behaviour!

What lesson or activity were the class doing?

What work/activity were you doing?

What happened to make your behaviour change?

How did your behaviour change? What did you do?

Name 2/3 things you can do to recover the High 5/GETFAB behaviour?

Here are some ideas

- Think back to your teacher's instructions.
- Listen to what the teacher/adult says

Now add one of your own

Name: _____

Date: _____

