



ST JOHN'S CHURCH OF ENGLAND ACADEMY

BEHAVIOUR POLICY

Reviewed January 2016

Adopted January 2016

Review Every 3 Years

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BEHAVIOUR POLICY

Rationale

At St John's Church of England Academy, we believe that effective teaching and learning can only take place in a calm, caring and orderly environment. Our main aim is that every member of our school community feels valued and respected, and that each individual is treated fairly. We pride ourselves on being a warm, caring community, whose Christian values are built on mutual trust and respect for all. During their time at our school, all children are encouraged to follow our golden rule, 'Treat others as you want them to treat you'. Christ's message of forgiveness is implicit in all that we do and it is always made clear to a child that it is the behavior we find unacceptable, not them. Our behaviour policy is therefore designed to provide guidance in the way in which all members of the school can live and work together in a supportive way, in an environment where everyone feels happy, safe and secure.

Aims

- To encourage a calm, purposeful and happy atmosphere within school, conducive to effective teaching and learning.
- To foster positive and caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence, self-discipline and self-respect so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with arrangements and practices which are known to all staff, pupils and parents/carers.
- To promote co-operation with parents and the local community.

Responsibilities and Entitlements

Staff are responsible for:

- Ensuring that Class rules are agreed and displayed at the start of a new year so that all children know the expectations.
- Ensuring that the school Code of Conduct (Appendix 1) is displayed and reinforced around school.
- Providing a challenging, interesting and relevant curriculum, with a range of active learning opportunities.
- Ensuring that they are well organised and the classroom resources are easily accessible.
- Raising children's self esteem and developing their full potential using praise and recognition for their achievements
- Recognising that each child is an individual, a precious gift from God and being aware of any special needs
- Treating all children fairly and with respect
- Participating in the development of, and review of our Behaviour Policy
- Using rules and consequences clearly and consistently

- Being a positive role model for children to emulate
- Promoting excellent relationships with parents and keeping parents informed
- Promoting the personal, social and moral development of their pupils
- Recording incidents of poor behaviour whilst following the sanctions part of the policy

All staff are entitled to:

- Access training
- Advice and support from senior colleagues and outside agencies

Children are responsible for:

- Working to the best of their abilities and allowing others to do the same
- Treating others with respect
- Obeying the instructions of staff
- Taking care of personal property and that of the school
- Co-operating with other children and adults
- Following the school 'Code of Conduct'

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that they will need to be taught how to do this, with staff modeling strategies for doing it and ensuring that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence or abuse.

Suggested strategy for resolving conflict (3 steps)

1. The others listen with no interruptions and are encouraged to maintain eye contact.
2. Each child has a turn to say:
 - What the other(s) has/have done to upset them
 - How they feel about it
 - How they would like them to be behave in future
3. No one is allowed to interrupt or argue.

They go on taking turns until everyone has finished

The adult is there as referee, not as part of the discussion and the children take turns, listen to each other and stick to the three steps.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

All children are entitled to:

- An orderly, safe and supportive atmosphere in which teaching and learning can take place
- Active participation in the development and review of the behaviour policy
- Access to support mechanisms within school

All parents are responsible for:

- Supporting the school in the implementation of this policy as outlined in the Home School Agreement
- Being aware of school rules and expectations (Code of Conduct) as outlined in our Behaviour Policy and the Home School Agreement
- Encouraging children to be independent and self-disciplined

All parents are entitled to:

- Information about the school's Behaviour policy (website) which forms part of the Home School Agreement
- Regular contact with teaching staff
- Be regularly and actively involved in the social and educational development of pupils
- Positive involvement in seeking constructive solutions to any situation involving their child which is causing major concern

The local community is entitled to:

- Consideration and respect
- The co-operation of the school in events which affect the community

The headteacher is responsible for:

- Implementing the Behaviour Policy, under the Schools Standard Framework Act 1998
- Reporting to governors, when requested, on the effectiveness of the policy.
- Supporting the staff in the implementation of the policy and setting high standards of behaviour.
- Logging all reported serious incidents of mis-behaviour

The Governing Body is responsible for:

- Developing and reviewing the Behaviour policy and supporting the headteacher in carrying out policy.
- Giving advice about particular disciplinary issues (The Headteacher has the day- to- day authority to implement the Behaviour policy)
- Being informed of specific and general developments

Underlying Principles for Managing Behaviour

We believe:

1. The enhancement of self-esteem and the development of self-discipline and positive relationships is crucial to behaviour management (emotional literacy)
2. We should manage children positively wherever possible
3. We should have high expectations of our children's behaviour and share these with the children.
We should teach and model "good" behaviour
4. We should reward good behaviour and sanction poor behaviour

5. We should be consistent and fair
6. We should balance the needs of most children who are able to manage their behaviour positively and the particular needs of those children who find it more difficult to do so.
7. We are most effective when there is a close professional relationship between staff, children and parents
8. Children's behaviour has a context (e.g. a child may be "good" in class but difficult in the playground or may change at a particular time of day) and this must be considered when deciding how to manage behavior.
9. Good behaviour management helps us to fulfil the Every Child Matters agenda by ensuring our children are:
 - Staying safe – no incidents of bullying, fighting etc
 - Being Healthy – mental health is developed through an emotionally literate approach
 - Enjoying and Achieving – poor behaviour prevents many children from enjoying or achieving at school by creating a barrier to learning
 - Making a positive contribution – children learn social skills and skills for dealing with conflict
 - Achieve Economic Well-Being – children develop life skills for dealing with difficult situations and are able to follow rules

Encouraging Positive Behaviour

Teaching children to behave responsibly needs constant attention. Techniques and strategies to reinforce this behaviour include:

- Positive repetition – give a clear direction, spot a couple of pupils who are doing it, then mention their names and reinstate the direction they are following.
- Consistent praise – make it personal by naming a child, must be genuine
- Scan the rest of the class if working with a small group and praise children who are working appropriately
- Circulate the class if children are working independently and give positive recognition quietly to individuals.
- Tasks must be meaningful and well paced in general pupils do not misbehave if they are on task
- The level of challenge must be appropriate i.e. not too hard so that the child feels overwhelmed or confused or not too easy so that the pupil becomes bored
- The pupils must have a clear understanding of the objectives of the task and receive positive feedback leading to a growing sense of confidence
- A high self-esteem needs to be fostered through being valued and the growing sense of competence. Our ability to behave and learn, is affected by how we perceive ourselves and this is influenced by all the positive or negative comments from the people around us. Circle time is a key strategy to promote self-esteem
- Pupils need to feel safe and secure both physically and emotionally.
- Be Assertive. Give clear, direct messages of the behaviour expected and what will happen when a pupil chooses to behave or chooses not to behave. Have positive expectations.

- Create a discipline plan with the involvement of pupils which consists of three parts:
 - a. Class Code of Conduct** – devise class rules which need to be clear and simple. Class rules are generally consistent between classes but may highlight particular concerns for the class. This is normally done at the start of the year.
 - b. Positive Recognition** that pupils will be rewarded for following the code
 - c. Consequences** that result when a pupil chooses not to follow the code

Code of Conduct

The school has a Code of Conduct (See appendix1), which has been agreed by all staff, pupils and governors. This is displayed around school and staff need to ensure that they refer to it and reinforce it with children frequently.

Managing Behaviour Around School

When moving around the school building children should demonstrate appropriate behaviour:

- Walk in a single file line
- Walk quietly and calmly

These points should be reinforced by the class teacher. However, all staff are responsible for addressing unacceptable behaviour when moving around the building. Often speaking directly to an individual or a group will correct the behaviour. If it does not, the class teacher will need to be informed to apply appropriate sanctions.

Lunchtime Staff are responsible for:

- Implementing this Behaviour policy
- Giving praise and rewards according to agreed policy
- Following agreed sanctions. In addition they can provide 'Time Out' in order for children to reflect on their own behaviour and calm down if necessary.
- Resolving issues during lunchtime wherever possible or speaking to class teacher quickly and privately so that effective teaching and learning is not disrupted.

Lunchtime Rules

Our lunchtime rules are designed to be in line with our approach in the classroom. We have agreed playground rules which inform children of behaviour expectations.

- Step 1 – Child is given a verbal warning and an explanation of why their behaviour is unacceptable
- Step 2 – Foundation & KS 1 pupils are asked to stand by a lunchtime supervisor for a short time.
 - KS 2 pupils are asked to go to the 'Think Again Wall' and consider their behaviour.
- Step 3 - If behaviour still does not improve, they are given a yellow card. If behavior improves the yellow card is removed. If poor behaviour continues they are given a red card which is a loss of 'Golden Time'.

The teacher is informed after lunch and the incident is recorded.

Severe behaviour such as swearing or fighting will be brought to the attention of the Head Teacher (or other members of the Senior Management Team) and details of these incidents will be recorded.

Rewards

The reward system we use should be used by all who come into contact with the children in school. **Rewards must be applied consistently throughout the school.**

We reward children for following our Code of Conduct, for their academic achievement, sporting achievements, their attitudes and behaviour.

The structure of our reward system is as follows:

1) Praising children as much as possible is an invaluable tool -‘Catch them being good’. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups. Often what means more than extrinsic rewards are comments from staff and smiles. Stopping a child and saying, ‘I noticed how kind you were to ...’ or ‘I heard from Mrs X how well you are doing in reading’ is invaluable. Other types of praise include stickers, stamps, written praise and sharing work with other staff and the child’s parents at home time.

Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

2) Merit Points

A ‘merit point’ may be awarded for any actions or attitudes which reinforce agreed learning behaviours. These are:-

- **Enthusiastic participation** in lessons, worship
- Displaying **good listening skills**
- Showing **independence**
- **Staying on task**
 - **Showing persistence** and not giving up
 - **Quantity of work** produced
 - Completing work of a high standard – **work to be proud of**

When awarding the merit point, the member of staff should reinforce the reason the merit point was awarded so the child is fully aware. A merit can be awarded by **any** staff member to any child at any time. This reinforces our philosophy that the care and well –being of all our children is the responsibility of all adults in school

The merit points build up to the following achievement:

100 merits - **Bronze Certificate**

200 merits – **Silver Certificate**

300 merits – **Gold Certificate**

Certificates are presented in Class Assemblies; parents/carers are invited to attend

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including:

- An extra playtime
- Extra Golden Time
- DVD etc.

3) **House Points**

All children and staff are allocated a **House Team**, (Matthew, Mark, Luke or John) with half termly meetings. Children are awarded house points for displaying any of our agreed **Christian values** either through their actions or attitudes. Our Christian values are compassion, courage, forgiveness, honesty, hope, justice, love, patience, peace, thankfulness or tolerance. These house points are recorded on the class Dojo system; every half term the scores are totaled with the winning team receiving the 'House Trophy'.

4) **Certificates**

A weekly Praise Worship is dedicated for the praise and recognition of children who have made particularly noteworthy progress, achievement or displayed a wonderful attitude. Parents are invited to attend and celebrate the presentation of certificates such as, 'Worker of the Week', Citizenship Awards, Homework, Writer of the Week, Maths Awards.

5) **Golden Time**

Golden Time is awarded to **all** children (Year 1 to 6) who have followed the Code of Conduct each week. Golden Time consists of different activities which are popular with the children. Typical activities include; gardening, model making, football, art, sports and ICT. Children in Key Stage 1 receive Golden Time every Thursday afternoon. Children in Key Stage 2 receive their Golden Time every Friday afternoon. Golden time starts at 2 o'clock and lasts for one hour ten minutes. Each half term a child chooses an activity to participate in.

If a child has lost 'Golden Time' due to unacceptable behaviour, they are under the supervision of a member of staff for the agreed amount of time with work to complete by class teacher. It is the Class teacher's responsibility to record the name of any child missing 'Golden Time' identifying reason and amount of time missed. This information will be used for monitoring purposes to evaluate the success of the system.

In addition to these main rewards, class teachers are empowered to run their own systems e.g. merit stickers, raffle tickets for best readers etc.

Sanctions

If consequences are to be effective, they must be presented to pupils as a choice and natural outcomes of inappropriate behaviour. They must be actions that pupils do not want e.g. missing

5 minutes of playtime, sitting alone, missing Golden Time, having parents called. Consequences should not be used to humiliate a pupil.

It should be clear from the member of staff's actions that it is the behaviour of a child that is unacceptable and not the child.

Each pupil must start the day with a 'clean slate' and forgiveness is a key Christian value in our school. We employ a number of sanctions to enforce the Code of Conduct and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

This is the structure of our Sanction System which must be followed for low level disruption:
All children start the day on a 'green' light which is visually displayed in all classes.

For most children, a simple warning is all you have to give .e.g.

Step 1 - Child receives a non verbal cue that their behavior is poor e.g.

a look/gesture//moving closer to the child/focus on work rather than comment on mis-behaviour

Step 2 - Child receives a verbal warning

Name, question, humorous (de-escalating response) reminder of the rule, repeat the instruction/warning of the implication of breaking the rule a further time.

Step 3- Child receives a formal verbal warning accompanied by a yellow card. Brief removal from peers within the classroom (this should be short, you may use a timer).
If behaviour improves then the amber card can be returned to green.

Step 4 - Child receives a formal verbal warning accompanied by red card (loss of 15 minutes Golden Time)

- Child sent to designated chair/area of classroom.
- Sitting alone in order to reflect, calm down, get on with work etc. without causing disturbance.

It is unusual but if unacceptable behaviour continued:

Step 5 -Time Out

- Child is escorted/sent to designated colleague with relevant work to complete for up to 30 minutes depending on the age of the child.
 - Child's name and offence recorded by Class teacher on Unacceptable Behaviour record.
 - Parents informed on same day about child's behaviour.
 - Possible removal of a treat, playtime or lunchtime.
- If behaviour improves return to class. If not or if child refuses, move to next step:*

Child escorted to Headteacher

- 1 session to half a day working alone without causing disturbance.

- Parents informed of isolation by telephone/letter.

The vast majority of children do not need a lot of support to conform to our agreed Code of Conduct. However where children are regularly losing Golden Time the Class teacher needs to:

- Discuss the child with the Headteacher and SENCO and consider appropriate stage of Code of Practice.
- Begin close monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Keep parents well informed that behaviour is a cause for concern and discuss and agree targets/support. A Behaviour Diary may be beneficial where specific targets are agreed by the child, teacher, parent and behaviour is monitored closely with the parent signing the Diary daily. This should last no longer than a two week period.
- Consider alternative strategies and or refer to other agencies e.g. Behaviour Support, Educational Psychologist, CAF
- Where there is little or no improvement in behaviour the child may benefit from a period of time where parent works with them in class or a reduced school day
- A last step before exclusion would be a Behaviour Contract. This would be drawn up with clear specific rules which the child **must** uphold in order to remain in school. Further sanctions and immediate consequence of breaking the contract will be in place.
- The contract will be reviewed weekly with parent/carer and the child.

For serious or repeated offenders it may be necessary to take any of the following actions although this is extremely rare:

Internal Exclusion (up to 5 days or more)

- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- Child has no contact with own class or classmates and works outside the Headteacher's office
- Child has no access to playground, extra-curricular or enrichment activity.

If behaviour improves, move back to main class on a full or part time basis.

If no improvement or serious offence next step is:

Fixed Short Term Exclusion (up to 5 days per term)

Only the Headteacher or in her absence the Deputy has the power to exclude a child.

When this happens the following procedures will take place:

- Parents/carers and Chair of Pupil Discipline Committee informed.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract or report for a minimum of four weeks.

If behaviour improves remove from report. If not move to next step

Fixed Long Term Exclusion (up to 45 days per year).

- After a period of 5 days fixed term exclusion, the school will organise the child to be taught at an alternative partner school for the rest of the exclusion.
- Parents, Chair and Clerk of Discipline Committee

- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either re-instate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or Personal Support Programme for a minimum of eight weeks.

Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either re-instate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or report for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

All serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances fixed or a permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Pupils Conduct Outside The School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. The school's behaviour procedures will apply to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. Parents will be notified as a matter of course. Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school or 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.

For further information please see the DFE document on our school website 'Behaviour and Discipline in Schools - A Guide for Head Teachers and Schools Staff.'

Serious Incidents

“One-off” serious incidents should be referred to a member of SMT and will be dealt with on an individual basis. Parents will be informed and involved in the decision regarding appropriate sanctions. Any incidents of serious aggression, bullying, racism, radicalism/extremism or homophobia must be logged and reported to a member of SMT straight immediately.

Challenging Children

Most children are able to manage their behaviour positively with only slight intervention, responding well to positive management. A small number of children have significant difficulties in managing their behaviour and need a more individual approach. In these cases, class teachers, HSSW and parents will work closely together to support the child through targeted IBP's (Individual Behaviour Plan) and the use of appropriate outside agencies.

Working with Parents

The school actively encourages close links between parents and teachers; partnership with parents is essential in maintaining excellent behaviour.

All new parents are asked to sign a copy of our Home School Agreement when their child starts at the school which highlights our expectations for high standards of behaviour. Teachers are available on a daily basis to discuss any concerns and our Home School Support Worker offers practical and pastoral support to parents. Parents are also signposted towards support services if they require help with behaviour such as Family Intervention. A copy of this Behaviour Policy is on our school website. In the event of extremism, liaison with the LA Safeguarding Board may be required in order to work with families of children who may be exhibiting such behavior.

When contacting a parent about a problem staff should:

- 1) Begin with a statement of concern. Let the parent know that you care about the child.
- 2) Describe the specific problem and use your documented evidence.
- 3) Describe what you have done so far to solve the problem.
- 4) Get parental input. Possible questions e.g. Is there anything going on at home? (divorce, move, separation etc).

Ideas for solving the problem

- 5) Let the parent know what you are going to do now to solve the problem and explain what you would like to the parent to do.
- 6) Let the parent know that you are confident that the problem can be sorted out and that there will be follow up contact.
- 7) Recap

Monitoring

All staff will need to record *serious incidents* and make a brief record of meetings with parents. It may be necessary to set up a Daily/Weekly report book for a child in partnership with parents.

The Head or member of the SMT will record *very serious* incidents on our IT based data base (CPOMS).

Evaluation

The effectiveness of our policy will be judged by:

- the number of exclusions
- behaviour of children in lessons, around school and in the yard
- attitudes of children e.g. Are they courteous? Respectful of the property of others?
- Pupil's knowledge of the behaviour policy
- Views expressed by parents (questionnaires) or other members of the public.
- Number of incidents logged

Review

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on its effectiveness.

This policy will be subject to a review every three years.

This policy relates to PSHE and Citizenship, Teaching and Learning, Equal Opportunities, Special Educational Needs, Social, Moral, Spiritual and Cultural policies, Anti Bullying , Use of Restraint, Safeguarding.

Signed:

Reviewed January 2016



Code of Conduct

- **Be polite, have good manners and welcome visitors.**
- **Walk sensibly around school.**
- **Keep hands, feet and other objects to yourself.**
- **Tell the truth**
- **Always try to do your best work.**
- **Look after personal property and our school.**
- **Listen carefully to adults and each other.**
- **Be kind and helpful to each other.**
- **Always be safe.**