



St John's Primary School

Behaviour Policy

PSJP16



Approved by: Governors

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Behaviour Policy

"Good behaviour is a necessary condition for effective learning to take place"

In line with our vision of 'being your best version', the staff and Governing Body accept that good behaviour is a key principle in the delivery of the best possible educational provision. We seek to create a caring and respectful environment in the school, underpinned by our core Christian values (love, honesty, faithfulness, kindness, forgiveness) and the knowledge that we are all God's children and of equal worth. This encourages and reinforces high standards of behaviour and effective relationships. We believe good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Hardworking
- Respectful and tolerant

AIMS OF THE POLICY

- To define acceptable standards of behaviour
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To encourage the involvement of both home and school in the implementation of this policy

SCHOOL ETHOS

The adults encountered by the children at school have an important responsibility to support the Christian values and model high standards of behaviour, both in their dealing with the children and with each other, as their example has an important influence on the children. Therefore, St John's aims to:

- Create an environment that is underpinned by Christian values
- Promote a positive climate with realistic expectations
- Emphasise the importance of tolerance and being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all.

RESPONSIBILITIES

St John's is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

The responsibility of staff:

- To respect each individual.
- To set high standards and expect them to be reached.
- To offer children a balanced curriculum and to ensure that the work offered is related to each child's level of learning and potential.
- To ensure that lessons are interesting and stimulating.
- To inform parents of their child's educational progress and their attitude to learning.
- To treat each member of the school community equally regardless of race, creed, gender or sexual orientation.
- To encourage and reward good effort and positive attitudes to learning and behaviour.
- To create a safe and pleasant environment that is purposeful and well-organised.
- Make known the rules of the school, classrooms and playgrounds.
- To follow the school's policy and use rules, sanctions and reward systems clearly and consistently.

- To be good role models.
- To make children aware of the Christian values in their everyday lives.
- Ensure that children are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour.
- Hold regular class assemblies and circle times that support good behaviour, respect, British values etc.
- To work together as a team to support children's positive behaviour.
- To be particularly vigilant during ICT lessons to ensure appropriate, effective and safe pupil use. (Refer also to the E-Safety Policy)
- To support one another as a cooperative staff team.
- To be punctual when on duty and when picking children up after play times and lunch times.
- To have self-discipline in emotional reactions to situations that arise.
- To use positive praise and carry out an ultimatum.

Responsibilities of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy. They monitor records of reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. At each stage of exclusion, the Headteacher will inform the school governors.

Responsibilities of the Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher have the day-to-day authority to implement the school's policy on behaviour and discipline.

The responsibility of Parents

- To support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning (i.e., well rested and fed) and arrives punctually at school and is collected on time. Nursery AM start at 8.30am and finish at 11.30am. Nursery PM start at 12.10pm and finish at 3.10pm. Reception/KS1 start at 8.45am and finish at 3.15pm. KS2 start at 8.50am and finish at 3.20pm.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To encourage children to do their homework and offer support with this.
- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- Understand that once the bell/whistle has gone, teachers are unable to speak to you because the children are their first responsibility. Please arrange a more convenient time to meet with the class teacher (i.e. after school) and visit the school office to do so.
- If you are unhappy about something, please do not speak to the teacher in front of your child or other children. Do not approach other children to tell them off or threaten them in any way. This frightens them and is a form of bullying; always speak to a member of school staff.
- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To ensure that contact details are up to date, for use in an emergency.
- To encourage independence and self-discipline.
- Act as good role-models for their children.

The responsibility of Pupils

- To follow the school and class rules.
- To accept responsibility and consequences of their actions.
- To respect the adults with whom they work with and be tolerant and understanding of others.
- To be kind, helpful and caring for others, especially on the playground.
- To respect other peoples' property and the schools'.
- To work hard in class to the best of their ability and do their homework.

SCHOOL RULES

We aim to work towards the following rules;

Indoor

- Use the school's Christian values to be your best version.
- Walk quietly and sensibly around the school.
- Keep the cloakroom areas tidy and put all your things in lockers or hang up coats and bags so that people will not trip over them.
- NEVER touch anyone else's property.
- No-one may return to the classroom at break or lunchtime unless supervised by an adult or with special permission.
- No valuable property, sweets or chewing gum should be brought to school.
- No jewellery to be worn except small studs.
- No extreme haircuts or non-natural colours.

Outdoor (Playground)

- Respect for all adults and each other at all times.
- No bad language (including swearing and derogatory language.)
- No fighting, play fighting, judo, karate or kick boxing at any time.
- No bullying.
- No racist, homophobic, nationalist or sexist remarks or behaviour.
- When the bell/whistle goes stand in silence. Wait until the second bell/whistle, then walk quietly and sensibly to the line.
- All problems should be reported to the adult(s) on duty, so that they can be sorted out immediately and amicably. If of a severe nature, this is to be passed on to the class teacher.

Classroom

Behaviour in the classroom is guided by our vision statement which is on display in each classroom. Staff use a range of strategies to maintain good behaviour including, the behaviour ladder, Christian value beads, dojos, thinking time, time out, circle time etc.

BEHAVIOUR LADDER

To support good behaviour choices and reinforce the school's vision, we use a behaviour ladder in each classroom. All children start every day on 'ready to learn'. This is used to support and reward excellent behaviour choices, as well as a support and reflection of poor behaviour choices. Children are asked to move their names up and down the ladder, depending on their behaviour.

REWARDS FOR POSITIVE BEHAVIOUR

Our positive approach to behaviour reinforcement means giving praise to those children who are well behaved, polite, hard-working and following our school rules. In addition to verbal praise, praise may include any of the following:

- Children having their name moved up the behaviour ladder in the classroom for going 'over and above' and being their 'best version'.



- Dojo points will be awarded and the children will receive bronze, silver and gold certificates depending on the number of dojos they earn.
- Children may receive a 'value bead' for demonstrating the school's Christian values, which are accumulated for a reward as their team's jar gets full.
- Certificates, stickers or prizes may be given to children at the discretion of the class teachers to reward positive behaviours/efforts and exceptional work.
- Children who have completed exceptional pieces of work will be asked to share this with the Headteacher. These pieces may then be displayed on the Headteacher's 'Wow Wall'.
- A certificate of achievement for each class will be presented in 'Sparkle and Shine Assembly' on a Friday.

DISCIPLINARY PROCESS

The vast majority of our children behave well and respond to our system of positive behaviour reinforcement. However, some pupils do not always keep to school rules. This is not acceptable and a range of sanctions and consequences are necessary. The purpose of the disciplinary process is to undertake reflection and reconciliation, undertake a restorative process and to help them make good choices in order to behave in an appropriate manner.

Children may sometimes need to be reminded of the school rules, but if misbehaviour persists the following may be applied and depending on the nature of the misbehaviour, the level of response will be determined. Staff will judge the seriousness of an incident and apply sanctions accordingly. Children are made aware that they are responsible for their actions. Poor behaviour is dealt with consistently throughout the school.

Sanctions are progressive as follows:

- An initial disapproving look or gesture.
- A verbal reprimand or warning.
- Loss of privilege, playtime/lunchtime, always under supervision (e.g., missing time from break, lunchtime etc)
- Moving a name down the behaviour ladder including a serious talk.
- Loss of responsibility (monitors, after school club).
- Remove child/children within class or within key stage or to a senior member of staff.
- Behaviour discussion with a member of the senior leadership team.
- Parents contacted and incident discussed.
- Parental involvement – For persistent problems, the child may have a home school diary – where day-to-day incidents are logged and parents are expected to sign it at the end of each week.
- Fixed term exclusion.
- Permanent exclusion.

Serious incident

In order to help pupils learn from an incident and prevent future incidents occurring, pupils will be asked to verbally 'reflect on behaviour'. This will then form the basis of a restorative conversation with an adult. Pupils will also complete a 'Reflecting on behaviour' form to consider how they can improve their behaviour. Following a serious incident, staff and pupils will receive support through a restorative and supervised conversion to help deal with the incident. They will receive the appropriate support they need to move on from the incident.

Most instances of inappropriate behaviour are relatively minor and can be dealt with on a day-to-day basis as shown above. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions and reprimands alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and application of the whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice may be sought from the SENCO who in turn may consult the educational psychologist, behavioural support team or CAMHS as necessary.

COMMUNICATION WITH PARENTS

If a child's behaviour is concerning, teachers will contact parents. Teachers may speak with a parent when collecting their child from the classroom at the end of the day, once all children have been dismissed, or by phone if they are not routinely collected at the end of the day. If a longer appointment time is needed this will need to be arranged. This should be done as soon as possible following a concern. This should be discussed with the Headteacher and should also all be logged on CPOMS. Following this meeting, if there are still concerns, then a meeting should be scheduled with the

parent, the Headteacher and SENDCo. Staff should endeavour to answer questions and concerns which parents have and will deal with issues as quickly as possible. However, it should be noted that there are some issues which a teacher will need to investigate further.

The aim is to ensure that all issues can be dealt with in a calm and positive way, in line with the school's vision of 'being your best version'.

Any parental behaviour that is unacceptable will result in a meeting or phone call with the Headteacher and may result in parents/carers being banned from the school premises for a period of time.

Serious incidents of unacceptable behaviour in pupils will be referred directly to the Headteacher or another senior leader. It will be important to involve parents at an early stage. It may be necessary to involve outside agencies such as the Educational Psychologist, behaviour support team or CAMHS. In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour, while fostering positive self-esteem within a child.

FIXED-TERM AND PERMANENT EXCLUSIONS

Whilst the school does not wish to exclude any child from school, very rarely, this may be necessary. The DfE has published Exclusions Guidance (2008, updated 2012) and the school will refer to this guidance in any decision to exclude a child from school. In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that threatening behaviour, persistent bullying or harassment (including sexual), possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, they may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The Governing Body has a discipline committee which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling. Exclusion from the school on a temporary or permanent basis will be a last resort and will follow the LA Policy on exclusion.

SEARCHING

The DfE has published 'Screening, Searching and Confiscation' guidance (2011) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the head teacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If you have concerns relating to bullying, please notify the Headteacher soon as possible. See the Anti-bullying policy.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school does not tolerate sexual harassment or sexual violence. If we discover that there is evidence of sexual harassment or sexual violence or intimidation of a sexual nature has taken place, we will act immediately to stop any further occurrences of such behaviour and treat the incident extremely serious gaining support of the police and Barnsley Safeguarding Team if a criminal act has taken place. If you have concerns of a sexual nature, please notify the Headteacher soon as possible.

SAFEGUARDING

Children are effectively safeguarded from the potential risk of harm at Penistone St John's Primary School. The safety and wellbeing of the children is of the highest priority in all aspects of the school's work.

The school maintains an ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate. The School Child Protection Policy is read in conjunction with Working Together to Safeguard Children July 2018 and Keeping Children Safe in Education September 2022. See the Safeguarding policy.

S.E.N.D

Our school is committed to the development of the whole child within a Christian setting. We believe that:

- All pupils are of equal value regardless of their gender, age, race, sexual orientation, culture, creed, faith or ability.
- All pupils are entitled to a high-quality learning experience in a stimulating, safe and secure environment that encourages confidence, independence and respect.
- Enjoyment of learning, positive attitudes and a healthy lifestyle are fostered by celebrating achievement and applauding good behaviour.

Mrs Foster, Special Educational Needs and Disabilities Co-ordinator (SENDCo), is responsible for the management of provision for SEND children. The SENDCo will also support and coach teachers and other staff to enable them to provide appropriate focussed provision for children in their class with SEND. However, all teachers are teachers of SEND and as such provide quality teaching which takes account of the particular needs of SEND pupils within the classroom. See the S.E.N.D policy.

USE OF REASONABLE FORCE

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force', published 2012. Staff will only intervene physically to restrain a child if the child is at risk of causing harm to themselves or others. Any incidences of restraint will be recorded on CPOMS and discussed with the Headteacher. Further information can be found in our Positive Handling Policy.

PARENT'S HOME SCHOOL AGREEMENT

Parents will be asked to sign an agreement at the beginning of their time at St John's. It is called a home school agreement. It details what school can expect of pupils and families and what they can expect of the school. A hard copy can be requested from the school office or viewed on the school website.

MONITORING AND EVALUATION

This policy will be monitored yearly.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance