

# St John's Catholic Primary School



## BEHAVIOUR POLICY

*"Christ is the Centre of our School Community where we live, love and learn together"*

Headteacher	Miss D Maudsley
Assistant Headteacher	Miss K McSteen
Assistant Headteacher	Mrs S Melarangi

*"The school is an oasis of calm. Pupils' behaviour is exemplary and is an important contributing factor to their outstanding learning."*

Ofsted Inspection: 12-13 January 2016

## **Our Mission Statement & Aims**

Our School Mission Statement outlines the distinctive nature of St. John's as

“Christ is the Centre of our School Community where we live, love and learn together”

- St John's is a close knit community where Jesus Christ is our role model and his message is the guiding principle behind all we do.
- We acknowledge and celebrate each others differences and cultures.
- We ensure that everyone feels loved and valued by treating them with equality and dignity.
- We provide a quality, broad, balanced and relevant curriculum which will enable every individual to achieve their full potential.

As recognised in our most recent Ofsted report in January 2016, Ofsted judged the Behaviour and Safety of pupils as 'Outstanding'. Ofsted reported that 'The school is an oasis of calm. Pupils' behaviour is exemplary and is an important contributing factor to their outstanding learning.'

We believe behaviour is judged to be outstanding due to all staff having very high expectations in how children should behave. We are not complacent, we review our behaviour policy regularly.

Our ethos and values are central to all we do. These values including compassion, courage, friendship, trust and forgiveness support our pupils and underpin our approach to behaviour management.

The purpose of this policy is to communicate and clarify the ways in which our school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

### **Objectives of the Policy**

- To improve the standards of work, behaviour and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere where achievement is respected and valued.
- To have clear and high expectations of children's work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

At St John's we share a collective responsibility for ensuring good behaviour, this includes staff, parents, governors and pupils. High standards of behaviour, work and respect for each other depends on the example we all give to pupils. Good order does not just happen; it has to be worked for.

We strive to develop social and personal responsibility in our pupils kindness, care and consideration for others and to develop an understanding of how their actions and words affect other people. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The Reward and Sanctions systems are used to underpin and reinforce good behaviour. We work in close partnership with parents to ensure that the school's values become central to the lives of our learners.

## **Objectives**

1. To have clear and high expectations of pupils behaviour.
2. To create an ethos of excellent behaviour and positive attitudes in school. This will ensure that children are happy, secure and safe.
3. To ensure that all are treated consistently, fairly, shown respect and helped to promote good relationships.
4. To help children lead disciplined lives to demonstrate high levels of self control and to understand that good citizenship is based upon good behaviour.
5. To build a school community which values kindness, respect, care, good humour, good temper, obedience and empathy for others.
6. To use good behaviour to promote community cohesion.
7. That all members of the school community are aware of and adhere to the principles and procedures set down in this policy.
8. To underpin the personal development and character of our pupils.

## **St John's Catholic Primary School Aims**

- To provide high quality teaching
- To deliver a broad and rich curriculum
- To develop positive attitudes to learning
- To create a pleasant and stimulating environment
- To develop the school's place within the community
- To ensure equal opportunities for all
- To communicate effectively
- To develop and celebrate strong relationships
- To allow all children to develop as individuals

## **Strategies**

1. The school rules will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
5. A clear system of rewards and sanctions will be used consistently, fairly, sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is held to be responsible for the good behaviour of the children in their care.
7. Appropriate training will be provided for all staff to ensure a consistent approach to the management of good behaviour for effective learning.
8. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the head teacher who will agree an appropriate strategy of help and support.
9. The head teacher will involve parents at an early stage where a learner is experiencing difficulties with behaviour.
10. When there is a serious problem with a pupil's behaviour, the head teacher will, where appropriate, involve appropriate outside agencies.
11. In extreme cases a learner's poor behaviour or failure to respond to help support and appropriate sanctions may result in the pupil being excluded from school by the head teacher in accordance with Local Authority's Exclusion Guidelines.

## **Equal Opportunities Statement**

St John's school believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance. The protected characteristics is an underlying thread throughout our work.

## **Our policy is based on the following underlying principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 and sanctions 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 suspensions and exclusions

- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents at the earliest opportunity to foster good relationships between the school and pupils home life

### **Responding to Misbehaviour from Children with SEND**

Our school recognises that pupils behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, our school will balance our legal duties when making decisions about enforcing the behaviour policy. The legal details include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, our school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupils concerned.

### **Some examples of how staff will anticipate and try to manage triggers of misbehaviour:**

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher, or to reduce distraction for a pupil with attention difficulties
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

- Training for staff in understanding conditions such as autism
- Use of Time Out where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, our school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use the sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about behaviour of a pupil with an EHC plan, we will make contact with the local authority to discuss the issue. If appropriate, we may request an emergency review of the EHC plan.

### **Expectations of All Staff**

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- To uphold the 'St John's Code of Conduct' at all times.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a nonconfrontational manner
- To raise pupils' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use the code of conduct, class rules and sanctions clearly and consistently.

- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

### **Expectations of All Parents/ Carers**

- To support the St John's Code of Conduct and School Behaviour Policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

### **Expectations of All Children**

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To respect and take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously

To help us maintain high standards of behaviour we have agreed a set of rules. These rules form 'The St John's Code of Conduct' which every pupil is expected to follow and every adult is expected to uphold at all times.

## **The St John's Code of Conduct I will...**

Listen carefully to others  
Try my very best in all I do  
Take good care of our school property and belongings  
Be kind, friendly and truthful  
Keep Safe  
Respect everyone and celebrate their differences



## **Class charter**

Each teacher will also work with their pupils each September to set their class rules.

## **School Wide Rewards/ Positive Reinforcement**

At St John's we believe that pupils learn best when they are motivated and that they will be well motivated when they feel good about themselves. Praise, reward and celebration of achievement are very important aspects of the school's approach to promoting good behaviour.

Some of the rewards are listed below:

- ✓ Verbal Praise – all staff tell pupils that their behaviour is very good and state why
- ✓ Star of the Week
- ✓ Value of the Month Certificates
- ✓ Roles and Responsibilities
- ✓ Weekly celebration assembly to celebrate positive behaviour and role models of good behaviour
- ✓ Headteacher Award

## **Class Rewards**

In addition to the whole school rewards, teachers often develop their own novel ways in which to recognise, motivate, promote and encourage good standards of behaviour with their class e.g. raffle tickets, marble jars, golden time, treasure chests, medal charts etc. These individual approaches are encouraged as they are a way in which teachers can take more responsibility for the behaviour of their children on a day to-day basis. However, they must not replace the whole school behaviour rewards.



## **School Wide Sanctions**

In the event of children not adhering to the code of conduct, the following sanctions will be applied using **adult discretion based on the seriousness** of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

Stage 1	Non-verbal warning e.g. frown, stern look, and silence
Stage 2	Verbal warning
Stage 3	Child reminded of expectations and behaviour
Stage 4	Miss some playtime
Stage 5	Child referred to Assistant Headteacher or Headteacher
Stage 6	Parents/ Carers contacted/ invited into school to meet and discuss child's behaviour
Stage 7	In the case of regular misbehaviour it will be necessary to consider tailored sanctions. These may include a Home School Diary, Home School Agreement, behaviour contract, exclusion from activities, playtime and/ or lunchtime exclusion, internal exclusion or fixed (short and long term) and permanent exclusions

## **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff will be appropriately trained to ensure the health and safety of all concerned in the unlikely event of the use of reasonable force.

### **Bases/ Outside Provision for Behaviour**

If outside provision for behaviour is accessed school will liaise closely with the Local Authority Inclusion Team access suitable provision which matches the individual needs of the child. School will continue to closely monitor behaviour, attendance and progress, as well as across a full, rich, broad and balanced curriculum for the pupil. School will keep in close contact, go out and observe and monitor the child within the setting.

Transition and re-integration back into school will be carefully planned with Social Inclusion and any appropriate outside agencies. The pupil will be supported as appropriate, ie: phasing into school, one to one support initially, adaptive teaching etc.

### **Restorative Thinking**

Our school community uses Restorative Thinking to help create a restorative and safe learning environment.

Restorative questions will include:

- What happened?
- What were you thinking/feeling at the time?
- What are your thoughts/feelings been since?
- Who has been affected by what happened?
- In what way?
- What needs to happen to put things right?

These questions are neutral and non-judgemental. They allow the person to tell the story and are likely to promote responsibility.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/ or violence are met with suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to Police

Please refer to our Child Protection Policy and Safeguarding Policy for more information.

### **We will promote our culture of zero-tolerance of child-on-child abuse**

**All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or online.

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children. Staff should be vigilant and report incidents to DSL or Deputy DSL.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/ or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/ or encourages sexual violence)

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/ or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/ hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

### **Mobile Phones**

Mobile phones are to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone for this reason, parents/carers must notify school by calling the school office or speaking to their teacher. The phone must be handed to the teacher upon entering school. It will remain locked away in the school office until the end of the day.

### **Banned Items**

As per standard school guidance, certain items will not be permitted on to the school premises. These are:

- Any harmful weapon
- Drugs
- Smart Watches (Apple watches/ Fit Bits etc.)

### **Behaviour Leads**

- Miss Maudsley (Headteacher)
- Miss Bond (EYFS Lead)
- Mrs Cairns (KS1 Lead)
- Mrs Melarangi (Assistant Headteacher)
- Caroline O'Connell (Lower KS2 Lead)
- Miss McSteen (Assistant Headteacher & KS2 Lead)
- Miss Penny (Mental Health Lead)

## **Staff induction**

All staff will receive behaviour management CPD during INSET day at the start of each academic year. Regular CPD sessions will be part of staff meetings and briefings throughout the year. Behaviour Leads support staff, particularly less experienced staff, with behaviour management CPD.

## **Monitoring**

Senior leaders monitor behaviour daily. A behaviour learning walk by the Headteacher or the Assistant Headteacher will take place every half term and feedback will be provided to all staff. Behaviour records will also be monitored every half term. Governors will also be presented with an update regarding behaviour and attitudes every half term.