

# St John the Baptist VA School



## Behaviour Policy

*“Working together with kindness, respect and encouragement*

*to achieve our best in a caring Christian school”.*

## **Behaviour Policy Principles**

St John the Baptist VA School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It is the belief that every child should be given unconditional positive regard.

As members of our community, we adhere to the following Christian values (as chosen by our learners, parents, staff and governors): perseverance, courage, community, respect, love, friendship, creativity and generosity.

### **At St John's School we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour and attitudes.
- Use restorative approaches instead of punishments.
- Ensure learners are encouraged to become independent and enthusiastic learners with a willingness to take risks.
- Ensure learners are encouraged to build tolerance, make good choices, and take responsibility to take their place within our society.
- Promote fairness and restorative principles within school. Our approach should be built around positive relationships between staff and our learners.

### **Purpose of the behaviour policy:**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'.
- Encourage children to recognise that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- To build positive relationships.
- Teach appropriate behaviour through positive intervention.

### **All staff must:**

- Take time to welcome children at the start of the day and after lunch.
- Always pick up on children who are failing to meet expectations.
- Always redirect children by referring to our Christian Values, class and/or school rules.
- Log and record incidents using CPOMs.
- Use positive praise to reinforce the importance of our school values or learning behaviours.
- Have an unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.

### **The Head teacher/SLT must:**

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, texts to parents,

- and notes home (praise pads).
- Ensure staff training needs are identified and met.
- Use behaviour records (CPOMS) to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours through the application of Behaviour Support Plans.

**Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others. Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.

**Children want teachers to (voice of child through School Council 21.11.23):**

- Give them a 'fresh start' as soon as possible
- Help them learn and feel confident
- Be fair, kind and respectful
- Have a sense of humour
- To be calmly spoken to
- Given "shout outs" for consistently good behaviour and good attitudes to learning.

**Approaches to Developing Positive Behaviours:**

- High quality education which involves the pupils, builds on success, ensures progression and involves and informs parents.
- Planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times.
- Encourage children to manage their feelings and separate feelings and actions.
- Enable children to take responsibility for themselves and their actions in age-appropriate ways.
- Reflect on incidents as an opportunity for learning for pupils involved and for adults to develop next steps.
- Any plan of action is shared and agreed with parents.
- Pupils need to know explicitly what behaviour is expected in different circumstances.
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.

*"When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos"*

*L.R. Knost*

**Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and

children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organized to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to an on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

### **Classroom Practice**

At the beginning of the academic year, class teachers, in consultation with the pupils, will establish the classroom rules and expectations.

In our school we use "Shout Outs" and "Stop and Applaud" to recognise and reward good behaviour that reflects our school values of perseverance, courage, community, respect, love, friendship, creativity and generosity. They are also rewarded for good learning attitudes to relate to our four core purpose dragons: Ambitious Alex, Creative Charlie, Ethical Ezra and Healthy Haven. The values, dragons and attitudes towards learning have all been agreed and established by our learners, parents, staff and governors and can be found below:

### **Behaviour for Learning**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reprimanded in private (PIP and RIP).

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

The school has simple rules:

- Always try your best.
- Treat everyone in our school with respect.
- Be kind and help each other.
- Always make good choices.
- Be honest and always tell the truth.
- Be courageous and believe in yourself.

They can be applied to a variety of situations and are taught and modelled explicitly.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> <li>1. Try your best</li> <li>2. Treat everyone in our school with respect.</li> <li>3. Be kind and help each other.</li> <li>4. Always make good choices.</li> <li>5. Be honest and always tell the truth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet before school and after lunch.</li> <li>2. <b>Persistently</b> catching children doing the right thing.</li> <li>3. Picking up on children who are failing to meet expectations.</li> <li>4. Praising in public (<b>PIP</b>), Reminding in private (<b>RIP</b>).</li> <li>5. Consistent language used.</li> <li>6. Calm and respectful approach with no raised voices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal feedback / praise                             <ul style="list-style-type: none"> <li>• Shout outs</li> <li>• Stop and applaud!</li> </ul> </li> <li>2. Wow boards in class.</li> <li>3. Certificates</li> <li>4. Headteacher certificate</li> <li>5. Share good work/choices with an adult.</li> <li>6. Stickers</li> </ol>

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have **bespoke positive behaviour plans** which may include rewards to reinforce positive behaviour.

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being <b>safe</b> . Please walk. Thank you for listening.'

2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)  This is the second time I have spoken to you.  You need to speak to me for two minutes after the lesson.  If you choose to break the rules again you will leave me no choice but to ask you to,  (work at another table/work in another classroom / go to the quiet area etc.....)  (learner's name),  Do you remember when ..... (model of previous good behaviour)?  That is the behavior I expect from you. Think carefully. I know that you can make good  choices. Thank you for listening / I'm glad we had this conversation  <b>Example - 'I have noticed you are not ready to do your work and still talking. You are  breaking the school rule of being <b>ready</b>. You have now chosen to catch up with your  work at playtime. Do you remember that yesterday you started your work straight away  and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
3. TIME OUT	<p>I noticed you chose to ..... (noticed behaviour)  You need to ..... (Go to quiet area/Go to sit with other class/Go to another table/  Go to the Head teacher etc)  <b>Playground:</b> You need to.....(Stand by other staff member/me/sit on the picnic  bench/ stand by the wall etc)  I will speak to you in two minutes  <b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule  of being respectful. You have now chosen to go and sit in the quiet area. I will come and  speak to you in two minutes. Thank you for listening.'</b>  <b>*DO NOT describe child's behaviour to other adult in front of  the child*</b></p>
4. FOLLOW UP – REPAIR & RESTORE	<p>What happened? (Neutral, dispassionate language.)  What were you feeling at the time?  What have you felt since?  How did this make people feel?  Who has been affected? What should we do to put things right? How can we do  things differently?</p>
<p><b>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place  that is important.</b></p>	

## Sanctions

### Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be **consistently applied** by **all staff** to help to ensure that children and staff feel supported and secure.

### Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable and any sanction should address this, not be made personal to the child.

## Adult Strategies to Develop Excellent Behaviour

1. **Identify** the behaviour we expect
2. **Teach** behaviour explicitly
3. **Model** the behaviour we expect
4. **Practise** behaviour
5. **Notice** excellent behaviour
6. **Create** conditions for excellent behaviour.

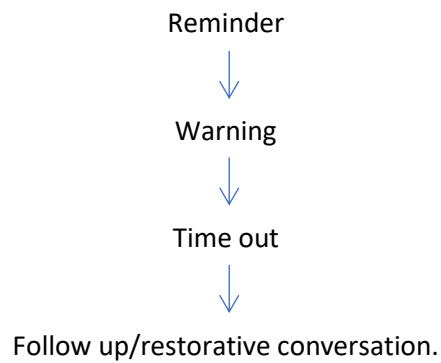
## Language around Behaviour

At St John's School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are *unhelpful* in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and **not** be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group.

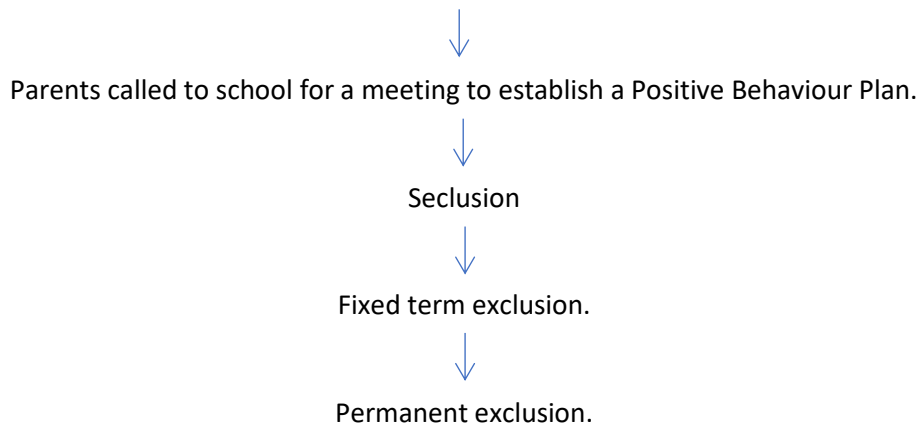
Incidents are logged on the CPOMs system at the staff member's discretion.

## Behaviour Pathway



*Should you feel, using your professional judgement, a senior member of staff needs to be part of the follow up/reparative conversation then follow the guidelines below:*

Send to member of SLT in order to complete a Behaviour Contract (juniors) or Behaviour Promise (infants). This is to be logged onto the CPOMs system, the pupil monitored across the week and reviewed with the pupil. Parents phoned and made aware of the contract/promise.





## **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood adverse experiences (ACES) and family circumstances. As a school we recognize that their behaviour is their way of communicating their emotions. WE also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

These children will have bespoke “Positive Handling Plans” that can be found in the Positive Handling Policy.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by trained staff only. The school will record all serious behaviour incidents (or persistent poor choices across the day/week) on CPOMS and any restraints using a Serious Incident Report (SIR form) which is in the headteacher’s office.

Exclusions will occur following extreme incidents at the discretion of the headteacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day’s seclusion with a member of the senior leadership team or headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## **Physical Attacks on Adults**

On some occasions, behaviour displayed can be challenging and pose a threat to the safety of the child and to others. Our school uses Team Teach techniques. All staff are trained in the techniques, de-escalation and promotion of positive behaviours.

At St John’s School, we take incidents of violence toward staff very seriously. WE also understand that staff are the adults in the situation and can use a “common sense” approach to keep themselves and the child safe to manage the situation effectively. Staff can use “reasonable measures” to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the headteacher or assistant headteacher and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure and debrief with any other staff involved.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a caring and nurturing school that values each child under our care. It is

important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Permanent Exclusion or Out of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Additional Learning Needs and the procedures for meeting those needs are set out in the ALN Code of Practice.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances what is best for the child will be at the heart of all our decisions.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond our school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some way identifiable as a pupil from our school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In the incidences above, the headteacher, may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site

behaviour.

### **Sanctions and Disciplinary Action – Off-site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanction, the following will be taken into account:





- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being a member of our school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Application**

This Behaviour Policy is for all of our school community, including break times and before and after school clubs. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

Appendix A

RESTORATIVE MEETING											
Date:		Child:			Leader:						
Rate your behaviour and attitude currently within school:											
	1	2	3	4	5	6	7	8	9	10	
What happened and why did you make the choice to behave like that?											
Who was affected by your behavior? What were the consequences of the choice you made?											
What could you have done differently? What would you do to avoid the same situation happening again?											
<u>What could we change in the future? What strategies could you use?</u>											
Reviews by SLT											
<u>Review with Senior Leader:</u>											
Review your behaviour and attitude and how it has changed across school:											
	1	2	3	4	5	6	7	8	9	10	

## Monitoring and Review

Author	Mrs A Stephens
Approved by	Full governing body
Approved on	27.02.24
Head teacher's signature and date	
Chair of Governor's signature and date	