

# St. John's



Catholic Primary School

## **Behaviour Policy** **November 2019** **Review Date November 2020**

### St. John's Mission

Through Jesus Christ, at St. John's all our children  
Learn to Love and Love to Learn.

The family of St. John's love learning and are life-long  
learners.

Through Jesus Christ everyone knows how to show love to  
others and God, remembering that kindness comes first.

## 1. INTRODUCTION

This policy sets out the expectations of behaviour at St John's Catholic Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes towards learning.

We have consistently high expectations of behaviour throughout the school. Our Behaviour Policy is closely linked to the ethos of our Mission Statement: "To learn to love and love to learn... remembering that kindness comes first."

We are a caring, inclusive school and aim for every member of our school community to feel valued and respected. We believe that all relationships should be based on fairness, honesty, courtesy and consideration. The Behaviour Policy is therefore designed to encourage the way in which all members- pupils, staff, parents/ carers and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount.

## 2. AIMS OF THIS POLICY

- To promote a positive ethos in the school through encouraging shared understanding of the values which underpin our school ethos;
- To create a **consistent** environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe;
- To help pupils develop self-respect, self-control and accountability for their own behaviour;
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others;
- To encourage the partnership between home and school.

In order for children to achieve their maximum potential, socially, emotionally and academically in school, they must feel safe from physical and verbal aggression and disturbance and feel happy and secure.

It is the responsibility of every adult in school to ensure that children understand what is expected of them in terms of behaviour. We have a whole school approach to behaviour and discipline and we ensure that behaviour standards are consistent throughout the school.

### 3. CONSISTENCY IN OUR APPROACH TO BEHAVIOUR

Children need to have clear boundaries and know what is expected from them. We have high expectations of behaviour for every child. So that the children are aware of our expectations regarding behaviour, they are shared with the children, explained to them and displayed in their classrooms.

**Consistent language;** consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in **all** conversations about behaviour.

**Consistent follow up:** Never passing problems up the line, teachers and learning assistants taking responsibility for behaviour interventions, seeking support but never delegating.

**Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

**Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

**Consistent, simple rules/agreements/expectations** referencing and promoting appropriate behaviour.

**Consistent respect from the adults:** Even in the face of disrespectful learners!

**Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.

**Consistently reinforced rituals and routines for behaviour around the site:**  
In classrooms, around the site, at the front office.

**Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.

At St. John's Catholic Primary School, we expect our children to be:

**Ready, Respectful, Safe.**

Ready, Respectful, Safe. These are our three golden rules.

## Our Golden Rules



### Ready

Wear your school uniform smartly. Remember your reading diaries, P.E. kit and homework. Don't forget your lunch, water and snack. Make sure that you are on time every day.

### Respectful

Treat everyone with kindness. Listen when others talk, say please and thank you and remember to open doors. Look after your belongings and put them away. Do what the adults ask you to, remember their job is to help you.

### Safe

Follow rules and routines to keep you safe. Keep your hands and feet to yourself so that they don't hurt anyone else. Make sure you are never anywhere without an adult.

#### 4. HOW OUR STAFF WILL HELP

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct: Ready, Respectful, Safe must be displayed in each learning space and referred to in conversations around conduct.

##### **Consistencies- All Staff**

1. Meet and welcome children when entering class at 8.35am.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. Refer to "Ready, Respectful, Safe" in all conversations about behaviour.
5. Be calm and give warning. Prevent before sanctions.
6. Follow up every time, retain ownership and engage in reflective dialogue with learners.
7. Never ignore or walk past learners who are behaving poorly.

##### **Senior Leaders**

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders will:

- Meet and greet learners on the playground at the beginning of the day.
- Be a visible presence around the site.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Encourage use of positive rewards for good behaviour.
- Ensure staff training needs are identified and targeted.
- Regularly share good practice.
- Support middle leaders, class teachers and learning assistants in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Be a daily visible presence around the site, particularly at times of mass movement.

## 5. RECOGNITION AND REWARDS

We seek to give as much praise and encouragement as we can. We have many positive reinforcements which help steer children towards good behaviour. Positive reinforcement promotes self-confidence which in turn promotes learning.

### House Point System

House points form our whole school reward system here at St John's. It encourages a team ethos across the school and allows children of all ages to have a common goal. Every child, from Reception to Year 6, is sorted into one of four houses: Eagle, Angel, Ox and Lion. Each house also has staff members attached to them.

#### How are house points earned?

House points are given out as a recognition of achievement by individual children. They will include things such as:

- Demonstrating our three golden rules- **Ready, Respectful, Safe.**
- Living out our school values:

### St. John's Values

**Love**  
**Joy**  
**Kindness**  
**Patience**  
**Peace**  
**Goodness**  
**Faithfulness**  
**Gentleness**  
**Self-Control**

- Helping others who visit the school

When a child earns a house point they will collect a house point token and add it to their class' token collector. Golden house points can also be awarded which are worth 10 house points. At the end of each week, the house captains (Year 6 children) will go round to all the classrooms, collect and count the house points and add them to the large token collectors in the hall during Celebration Assembly. Each half term, the house who has the most tokens at that time will receive a special reward.

## St John's Stars of the Week

Each week the classroom staff will chose a child from their class to be their "Star of the Week". These children will be those who have gone "over and above" during that school week. Our stars will be announced during Celebration Assembly every Friday and will be rewarded with a certificate, star of the week badge and having their photo displayed on our Stars of the Week board in the school hall.

## Other Ways We Recognise and Reward

- Senior Leaders use of house points, Headteacher Certificates, stickers etc.
- Use of stickers in class.
- Having responsibilities either in class or in the school in general, such as prefects, school council, eco council, classroom monitors etc.
- Having work displayed in the classroom and around the school in a stimulating, attractive and engaging environment.
- Presenting work to the class or showing to other teachers/ classes (when appropriate).

### 6A. SANCTIONS- IN SCHOOL/ CLASSROOM

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following steps for dealing with poor conduct.

#### **1. The Warning**

A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

#### ***Scripted approaches at this stage are encourage:***

What a scripted 30 second intervention might look/ sound like at this stage:

- a) Gentle approach, personal, non- threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule/ expectation/ routine it contravenes.

- c) Tell the learner what the consequences of their action. Refer to previous good behaviour/ learning as a model for the desired behaviour.
- d) Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

***We resist endless discussions around behaviour and spend our energy returning learners to their learning.***

## **2. Second Chance**

- The learner is asked to speak to the teacher away from others.
- Boundaries are reset.
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/ attitude/ learning in line with the golden rules Ready, Respectful, Safe.
- Learner is given a final opportunity to reengage with the learning/ follow instructions.

## **3. Last Chance**

- If the step above is unsuccessful, or if a learner refuses to engage, then the learner will be asked to complete their task in a KS2 class appropriate to their age.
- SLT will be told of this via CPOMs.

***Staff will always deliver sanctions calmly and with care.  
It is in nobody's interest to confront poor behaviour with anger.***

## **4. Classroom Consequence**

If a child needs time out from learning, the class teacher may decide that the child then needs to complete the missed learning time at morning or lunchtime break. It will be explained to the child that they are missing time from their break as they missed time from their learning due to their behaviour choices.

If a child's poor behaviour choices are not work related, play at morning or lunchtime break can be taken away as a consequence. However, if the poor behaviour has not prevented the child from completing their task, the teacher will also need to review the challenge for that child.

## **5. Repair**

Consequences should be followed by a restorative conversation between the child and the teacher/ learning assistant who dealt with the behaviour. Once the behaviour has been discussed the child should re-engage with the whole class learning.

## **6. Parental Support**

If this behaviour repeats for more than two consecutive days, a phone call to parents will be made and a meeting may be arranged to discuss the issues and make a plan for moving forward.

### **6B. SANCTIONS- PLAYTIME**

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following steps for dealing with poor conduct.

#### **1. The Warning**

A clear verbal warning delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices.

#### **2. Second Chance**

- The child is asked to speak to the staff member away from others.
- Boundaries are reset.
- Child is asked to reflect on their next step. Again they are reminded of their previous conduct/ attitude/ learning in line with the golden rules Ready, Respectful, Safe.
- Child is given a final opportunity to rejoin play and follow instructions.

#### **3. Last Chance**

- If the step above is unsuccessful, or if a child refuses to follow instructions, then the child will be asked to miss the rest of playtime and stay inside.
- SLT will be told of this via CPOMs.

***Staff will always deliver sanctions calmly and with care.  
It is in nobody's interest to confront poor behaviour with anger.***

#### **4. Playtime Consequence**

If a child needs time away from playtime due to behaviour choices, staff may decide that the child needs to miss the next playtime. It will be explained to the child that they are missing time from their break due to behaviour choices at a previous playtime session.

#### **5. Repair**

Consequences should be followed by a restorative conversation between the child and the teacher/ learning assistant who dealt with the behaviour. Once the behaviour has been discussed the child should re-engage with the next playtime session.

#### **6. Parental Support**

If this behaviour repeats for more than two consecutive days, a phone call to parents will be made and a meeting may be arranged to discuss the issues and make a plan for moving forward.

### **6C. SANCTIONS- HOMEWORK**

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following steps for dealing with poor conduct.

#### **1. The Warning**

A clear verbal warning delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they fail to complete their homework tasks again. The child has a choice to do the right thing. Children will be reminded of the importance of home learning.

#### **2. Last Chance**

- If a child needs to complete missed homework, the class teacher may decide that the child then needs to complete this in class with their teacher at morning or lunchtime break. It will be explained to the child that they are missing time from their break as they have not completed their homework on more than one occasion.
- SLT will be told of this via CPOMs.

***Staff will always deliver sanctions calmly and with care.  
It is in nobody's interest to confront poor behaviour with anger.***

### **3. Parental Support**

If this behaviour repeats for more than two consecutive weeks, a phone call to parents will be made and a meeting may be arranged to discuss the issues and make a plan for moving forward. The learner will be offered a place in the school's homework club to enable them to improve their completion of homework tasks on a regular basis.

### **7. SERIOUS BEHAVIOUR MATTERS**

Depending on the age or additional needs of the child, these incidents will be dealt with at the discretion of the Senior Leadership Staff. All serious matters must be referred immediately to the Headteacher or SENCO.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/ offensive language
- Physically striking adults/ children
- Extreme/ uncontrollable behavior

In such instances, the safety of the children and staff is always prioritised. Extreme/ aggressive behavior will be dealt with in the first instance by removing the rest of the class from the area. Children exhibiting extreme behavior must be allowed to calm down safely. All furniture should be cleared away where possible, to avoid injury to the child or others. Within reason, a distressed child should be allowed freedom to calm themselves, for example using the running track to calm down whilst supervised. This must always be done safely, for example a child cannot run out of the school site/ onto a main road as the secure grounds are secure at all times, but should be allowed freedom within the school grounds under supervision. At no point should any internal or external doors be locked to contain a child.

Parents will always be informed when their child has been involved in a serious behaviour matter. Persistent serious behaviour matters will be dealt with by internal exclusions, where children will complete work in the Headteacher/ SENCO office for a period of time. Ongoing serious behaviour may lead to a fixed term exclusion.

## 8. EXCLUSION POLICY STATEMENT

In order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. There is a clearly defined progression of strategies which we employ when the behaviour of a child falls short of our expectations.

Exclusion is used as a last resort when we have exhausted all the strategies and a child has been unable to demonstrate an acceptable level of behaviour as set out in our behaviour policy.

By the time it becomes likely that a child may be excluded an individual programme of support will have been set up with the full involvement of the child concerned, their parents/ carers, class teacher and any appropriate support staff.

Children will normally be excluded in the first instance for a fixed period of time. If the child continues with persistent and serious misbehavior, then the periods of exclusion will become longer.

On their return to school, an appointment is always made for the child's parents/ carers to meet with the Headteacher to discuss the arrangements for the child's re-entry into school.

Examples of incidents which will result in either fixed term or permanent exclusions are listed below although it is not an exhaustive list;

- Cases of persistent bullying. When all the facts have been gathered, those responsible may be excluded for a fixed period of time in the first instance.
- Serious cases of persistent bullying or intimidation. Where such behaviour is repeated, the school will seriously consider a permanent exclusion.
- If any child brings an item of any description into school which can be used in offensive way to intimidate or threaten other children and/or adults, they will be excluded from school for a fixed period of time in the first instance. Investigations into the incident may result in further days of exclusion or permanent exclusion.
- If any member of school staff or any child is verbally or physically assaulted the pupil concerned will be excluded from school for a fixed period of time in the first instance.

In all cases where fixed term exclusion is issued, parents/ carers will be informed and an individual support programme drawn up and targets set to help prevent a reoccurrence of similar behaviour in the future.

Work will usually be set for a fixed term exclusion and an appointment given for parents to come to school to discuss the support that will be offered, and targets set in order to avoid an occurrence of similar behaviour in the future.

Following a permanent exclusion, the education of the pupil becomes the responsibility of the Local Authority.

Parents/ carers have the right of appeal to Governors. Parents/ carers may subsequently appeal to the Local Authority.

Parents/ carers have a further right of appeal to a panel independent of the Local Authority.