Over St. John's C.E Primary School

'Let you light shine before others.' Matthew 5:16

Behaviour Policy

Over St John's puts children first.

From our roots of ***faith*** and ***respect***, we

encourage ***challenge,***

develop ***confidence*** *and*

inspire learning

So that children *grow* in the *love* of *God*, *prepared* for their future.

At Over St. Johns we believe that we should foster a positive and **compassionate** environment in which all children can flourish and reach their full potential.

We regard behaviour to be a highly important aspect of children's education and development so that they learn to **respect** and behave well towards others and towards the **community** in which they live with Christian values underpinning all that they do. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling lives as responsible citizens. We want to give children the **confidence** that issues relating to behaviour will be referred back to our Behaviour Expectations and the school's Christian values.

Behaviour which, in any way, disrupts learning or harms others is unacceptable in our school and through the constant promotion and reinforcement of positive behaviour, we seek to minimise, if not eliminate any

such behaviour. We are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

Aims and Objectives

Our school's Behaviour Policy is designed to support all members of our school **community**, working together in an effective, considerate and supportive way. It aims to promote an environment where everyone feels happy, safe and secure. As a direct consequence of this Behaviour Policy:
Children will:

- build strong relationships;
- experience what it means to live as a member of an open, generous and **forgiving community;**
- benefit from a calm and secure learning environment;

Teachers will:

- model **forgiveness**, restoration and a new beginning in their relationships both with adults and children;
- be able to convey clearly and with **confidence** the expectations of behaviour;
- benefit from a calm and secure environment in which to teach effectively;
- build positive relationships with parents and the whole school community;
- develop their spirituality both personally and professionally.

Parents will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy;
- feel confident that all the decisions regarding behaviour are just, unbiased and informed by our behaviour expectations and the school's Christian values;
- be **confident** that their child is developing personally, socially and academically;
- feel welcome in school to discuss their child's progress in a positive atmosphere.

We have high expectations of behaviour and make no excuses for it. We treat all children fairly and apply our behaviour policy consistently so that children have the security of knowing what to expect and can build useful habits of good behaviour.

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social or inappropriate behaviour.

Behaviour Expectations

Central to the Behaviour Policy in our school as a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew: *So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.*

Our school has three expectations that are based in Paul Dix's 'When the Adults Change, Everything Changes.' These expectations, whilst based on sound moral values, also reflect how we would want to treat others as we would have them do to us and are therefore linked to our Christian values. They permeate every aspect of school life, they help to promote good relationships and **friendships**, so that people can work together with the common purpose of helping everyone in our school **community** to learn. These Behaviour Expectations are displayed in every classroom and are visible around the school.

Are you:
Ready?
Respectful?
Safe?

Responses to Good Behaviour
Pupils are consistently praised and rewarded for good, positive and considerate behaviour that displays our Christian values and follows our Behaviour Expectations.

Children can receive raffle tickets for notable instances of following the Behaviour Expectations and for consistently demonstrating good behaviour and attitudes.

Children can also receive raffle tickets for demonstrating our school Christian values in action. This affirms our commitment to our Christian vision to 'Let your light shine before others,' as we reflect the Christian values in our daily life, as we have been asked to do in so many ways in the Bible.

Raffle tickets are placed into the class Golden Tin. Each week, a raffle ticket from each class tin is drawn and the child gets the opportunity to choose from a range of prizes.

Over St. Johns acknowledges all the efforts and achievements of children, both in and out of school, further supporting the development of the children's spirituality.
There are many other informal ways of recognising behaviour in school which are used on a daily basis such as our Class Recognition Boards, acknowledging children who go 'Over and Above', Head Teacher Golden Stickers and messages home to name a few.

Responses to Inappropriate Behaviour
When dealing with behaviour that falls below the expected standard throughout the school, adults will use a set of five Behaviour Steps with the children.

Step 1: Reminder
Reminder of the three expectations of ready; respectful, safe or the objective (on the Class Recognition Board) for that lesson, which in particular the child needs to think about and why.

Step 2: Caution
Speak to the pupil privately (where possible) to make them aware of their behaviour and clearly outline the consequences if they continue (2 minutes at the end of the session, perhaps Time Now or Repair). Adult says 'I trust you to make the right choice now.'

Step 3: Last Chance
Speak to the pupil privately using our agreed script and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Ask them to stay behind for 2 minutes at the end of the session.

Step 4: Time Now
If behaviour persists, tell the pupil 'I'm going to give you some time now…' to calm down, breathe, look at the situation from a different perspective and compose themselves. This could be done outside the room, on a thinking spot or the side of the field of play.

Step 5: Repair
Chat at break time or a more formal meeting depending on the child and the situation. Repair should also take place after Steps 3 and 4.

We expect children to try their best in all activities and to be attentive in lessons. If a child is not following or conforming to our Behaviour Expectations, we operate a clear system of consequences, which give children the opportunity to make the right choices regarding their behaviour and attitude.
At each step, the child will be made aware of which Behaviour Expectation their behaviour is not meeting and why.

Children who reach Step 5: Repair are entered on to the whole school behaviour system document stored within staff share. This document records the reasons Repair had to happen, linked to the Behaviour Expectations and the date. This allows staff and leaders to analyse trends in types of behaviour or particular pupils.

If a child repeatedly acts in a way that disrupts or upsets others, the child's parents will be contacted for an appointment to discuss the situation with a view to improving the behaviour of the child.

Each class teacher discusses the school's Behaviour Expectations with the children in their class on a regular basis and always at the start of each half term (see Behaviour Expectations: The 'OSJ Way.' As a result, every child in the school knows the standard of behaviour that we expect in our school.

Our school promotes **friendship** and does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, it is **challenged** immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear of any kind from others. We use the KiVa approach for teaching about bullying on a half termly basis and also for the language used around bullying, how we identify it has taken place and how to deal with it.

The Education and Inspectors Act (2006) gives Head Teachers the power to regulate the conduct of pupils when they are away from school premises. Disciplinary sanctions may therefore be imposed when incidents take place outside school premises if concerns are raised. It may be necessary for the Head Teacher to take action against a pupil/pupils who bully other pupils or staff members on line using a home computer, mobile phone or tablet.

Staff members are aware of the regulations regarding the use of force by teachers, as set out in the document Restrictive interventions, including use of reasonable force, in schools. Teachers in our school do not use any kind of physical force as punishment; however it may be necessary for them to intervene physically to restrict children in order to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The restricting actions that we take are in line with government guidance on use of restrictive interventions including reasonable force. Any use of restrictive intervention will be recorded and the child's parents will be notified the same day.

As a Christian school, we also ensure that the children understand our key Christian value of **forgiveness** and that of reconciliation so that all children are able to move forward in a positive way from any incidents that may occur, thus promoting **friendship**.

The Role of the Class Teacher
It is the responsibility of the adults within the classroom to ensure that the Behaviour Expectations consistently enforced in line with this policy in their classes and that their children behave in a responsible manner.

The staff at our school have high expectations of the children with regard to behaviour and politeness and strive to **inspire** all children achieve to the best of their ability. The class teacher treats each child fairly and with **compassion** and enforces the behaviour system consistently. The teachers treat all children in their classes with **respect** and understanding. If a child misbehaves repeatedly in class, the class teacher deals with incidents themselves in the normal manner by following the whole-school policy and by speaking to parents. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher, Assistant Head Teachers or SENCO.

Where external support agencies are involved in meeting the needs of a particular child, the school works in partnership with the child's parents and the necessary agencies to support and guide the progress of the child. On occasion, it may be necessary to access advice from the LA.

The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about recurring or inconsiderate behaviour, to help us to understand the cause and how best to support the child.

The Role of the Head Teacher
It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998 and Section 89 of the Education and Inspections Act 2006, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head Teacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of Parents and Carers: Home School Partnership
Our school requests that parents and carers work in partnership with the school to promote good behaviour, to take steps to discourage unacceptable behaviour, to reinforce the Behaviour Expectations and to support the school when sanctions need to be used with a child.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We try to build a supportive dialogue between the home and the school and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to deal with a child's behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should

contact the Head Teacher to discuss the issues involved. If these discussions cannot resolve the problem, they should contact the Chair of the Governing Board, in accordance with the school's Complaints Policy.

The Role of Governors

The Governing Board has the responsibility for setting down and agreeing these general guidelines on standards of behaviour and of reviewing their effectiveness. The governors strongly support the Head Teacher in adhering to these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour, but governors may give advice to the Head Teacher about particular issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Suspensions and Permanent Exclusions

We are an inclusive school and do not wish to suspend or exclude any child. We will take every reasonable step to ensure that exclusions are avoided and children are treated with **compassion** in a **community** of **forgiveness**. However, in extreme cases, it may be necessary to suspend or exclude. The school follows the national Suspension and Permanent Exclusions Guidance (June 2026) published by the DFE, and has regard to the list of reasons for exclusion listed in the aforementioned document.

Only the Head Teacher (or an acting Head Teacher) has the power to suspend or exclude a child from school. The Head Teacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently.

If the Head Teacher suspends a child, they inform the parents or carers immediately, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents or carers that they can, if they wish, make represwentations to the Governing Board. The school informs the parents or carers how to make any such appeal.

The Head Teacher informs the LA and the Governing Board about any permanent exclusion and about any suspensions beyond five days in any one term.

The Governing Board itself cannot either suspend a child or extend the suspension period made by the Head Teacher. The Governing Board will review suspensions and permanent exclusions in line with statutory guidance, ensuring decisions are lawful, reasonable and fair.

All suspensions and permanent exclusions will be used only as a last resort and will be lawful, reasonable, fair and proportionate, taking into account the individual circumstances of the pupil, including any SEND or vulnerabilities.

Before making a decision, the Headteacher will consider contributing factors including, but not limited to:

- Safeguarding concerns
- Special educational needs or disabilities (SEND)
- Mental health needs
- Impact of trauma or adverse childhood experiences
- Whether appropriate support and interventions have already been implemented

The school will consider its safeguarding duties before making any suspension or exclusion decision and will not suspend or exclude a pupil where doing so would place them at risk.

During the first five days of a suspension, the school will take reasonable steps to set and mark work for the pupil.

Following a suspension, the school will support the pupil's successful return through a reintegration meeting with parents/carers where appropriate. This will include:

- Reviewing the incident
- Identifying support strategies
- Agreeing expectations going forward

In some cases, the school may use off-site direction to improve behaviour. This will always be in the best interests of the pupil and arranged in line with statutory guidance.

Monitoring and Review

The Head Teacher and senior staff monitor the effectiveness of this policy on a regular basis.
The school keeps a record concerning incidents of misbehaviour.

Children who reach Repair are entered on to the whole school behaviour system document stored within staff share. This document records the reasons Repair was reached (linking to our Behaviour Expectations) and the date. This allows staff and leaders to analyse trends in types of behaviour or particular pupils.

Incidents of unacceptable behaviour at lunch times, although dealt with by lunchtime staff, are brought to the attention of the class teacher after lunch if Repair has been reached so that it can be entered on to the system.

Incidents of bullying are recorded on to the School's Bullying log and are submitted to the Head Teacher.

The Head Teacher keeps a record of any child who is suspended or who is permanently excluded.

It is the responsibility of the Governing Board to monitor the occurrence of both suspensions or permanent exclusions and to ensure that the school policy is administered fairly and consistently. The school will monitor the use of suspension and exclusion to ensure no group of pupils, including those with protected characteristics, is disproportionately affected.

It is the responsibility of the Governing Board, Head Teacher and senior staff to review this policy on a regular cycle. The Governors may however, review the policy earlier if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

This policy will be reviewed every year,

Signed: *H Rogers* **Chair of Governors**

Signed: *E Snowdon* **Head Teacher**

Date: **June 2026**

Review Date: **June 2028**