

St John the Evangelist CE Primary School

Behaviour Policy and Statement of Behaviour Principles

Vision Statement:

St. John's is a caring, Christian community striving to support its members to achieve their God given potential. Exploring our unique gifts and raising aspirations, we prepare our children for the challenges of the modern world. Following Jesus' example, we seek to grow good people who can make a difference.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions (see behaviour guide also in appendix)

Poor behaviour is defined, but not limited to, behaviour such as:

- Disruption in lessons at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Rudeness and or lack of respect toward peers and or adults

Serious poor behaviour is defined, but not limited to, behaviour such as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any

	use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

[St John the Evangelist Church of England Primary School: Anti-Bullying \(stjohnsschoolmacclesfield.org\)](http://stjohnsschoolmacclesfield.org)

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents
- At St. John's, we also recognise the interrelationship between effective behaviour management and effective teaching and learning strategies. Effective teaching has a direct bearing on effective behaviour management, with staff ensuring:
 - a belief that all pupils can learn
 - that good learning takes place when lessons are differentiated appropriately, using approaches which enable all pupils to be taught effectively
 - they set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - they set high expectations which inspire, motivate and challenge all pupils
 - they establish a safe and stimulating environment for pupils, rooted in mutual respect

The senior leadership team, including the Behaviour Lead, will support staff in responding to behaviour incidents. The Behaviour Lead is Mrs C Wilby.

5.4 Parent partnerships

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Meet with the class teacher/headteacher in the event of repeated poor behaviour or any serious poor behaviour.
- Parents are asked to sign a home-school agreement as their child enters reception. The agreement reads as follows:

The school will:

- Ensure your child's physical and social well-being at all times, and foster feelings of confidence, self-worth and belonging.
- Deliver a balanced and well-planned curriculum, which meets the needs of your individual child.
- Provide a range of after school extra-curricular activities designed to enrich your child's experience.
- Ensure that all homework tasks are given regularly on an agreed day, and that they reflect your child's learning needs.
- Actively welcome parents/carers into the life of the school and ensure that the teaching staff are always available, by mutual arrangement, to discuss any concerns you may have about your child's progress or general welfare.

- Parents/Carers

I/we undertake to:

- Ensure that my child attends school regularly and that absences are properly notified.
- Ensure that my child arrives and, where appropriate, is collected promptly at the beginning and end of the school day.
- Support the school's policies and guidelines on behaviour and equal opportunities.
- Support my child in his/ her homework and wherever possible promote opportunities for home learning.
- Ensure that my child goes to bed at a reasonable time on weekdays.
- Attend parent's evenings and discussions about my child's progress at school.

- Pupils

I agree to:

- Always try to do my best in lessons.
- Always try to remember to be polite and thoughtful toward others.
- Always try to enjoy school and help other children to do the same.
- Always follow the school rules

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Parents are kept informed of both positive and behaviour that causes concern.

In some cases, a home/school book is provided. This will aim to improve communication between parent/carers and school staff, about a child's success in meeting their behaviour targets on a daily basis, and any rewards/ sanctions applied. This is a short term, temporary measure to support a pupil in regulating their own behaviour.

7. Rewards and sanctions

7.1 Rewards

The reward system aims to promote pride in personal achievement, promote team spirit, and be consistent, motivational and accumulative.

Positive behaviour rewards:

- Verbal praise
- Points. These points are logged using Track It Lights.
- Certificates and awards for 50, 100, 150, 200, 300, 400 points. (See behaviour guide in appendix)
- A weekly award for best attendance: EYFS/KS1 and KS2.
- Note home to parents
- SUPERCLASS: Individual classes can earn a class treat (Chosen by the children) for whole class good behaviour/ achievement. The children earn a letter of the word SUPERCLASS, when the whole word is displayed; the pupils have earned their class treat.
- Celebration of individual or team achievements in school assemblies and newsletters
- Extra playtime/ activity of choice
- One child each morning and afternoon chosen as GOLD award. This is equal to 5 points.

7.2 Sanctions

At St. John's Christian values are at the heart of our practice. As our vision statement says: *...developing and supporting every child in our care to become the best that they can be is fundamental to all that we do.*

It is important, therefore, that our sanction system fosters forgiveness and reconciliation.

Each class has a traffic light display via Track It Lights computer system.

- Green (points given)
- Orange (first warning)
- Yellow (second warning)
- Red (sanction)

Consequences for red:

- 10 mins off next break/lunch time. An immediate sanction in the afternoon.

Serious poor behaviour (see definitions in section 3) means that Headteacher and parents are informed and a more serious sanction given. This can include loss of lunchtime, removal to another class or suspension depending on the severity of the incident.

Each day is a fresh start and throughout each day, children have the chance to reflect on the consequences of their behaviour and can choose to redeem themselves. Once a sanction is completed, the child will have the opportunity to apologise, learn from the situation and begin

again. We focus on having restorative conversations with children to support them to learn and move on from mistakes.

7.2 Recording

Staff record concerning behaviour incidents on the *Track It Lights* app for the attention of the senior leadership team. This information also connects to CPOMS to support the school's safeguarding recording.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. Pupils are taught how important it is to follow our school rules and our values when in uniform as they are representing the school. They are also taught that we will deal with any incidents outside of school that we know about in collaboration with parents and families as deemed appropriate.

7.4 Online behaviour

Children are taught each year about how to behave online. This is done both through the computing and PSHE curriculum as well as through the use of special events such as assemblies led by the PCSO.

All online behaviour incidents will be dealt with according to our sanctions as outlined in this policy. This applies to incidents both in and out of school.

7.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

<https://www.stjohnsschoolmacclesfield.org/page/policies/95532>

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Class rules, rewards and sanctions are displayed in every classroom. Our structured system includes rewards for the individual child, the class and the whole school. At the beginning of each academic year, and termly for our youngest children, these rules are revisited.

Our school rules can be encapsulated by three simple rules: Be Ready, Be Respectful, Be Safe.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules in the classroom
- Naming the positive behaviours we want to promote
- Ask and remind once before instigating a sanction (1, 2, 3)
- Use the language of *choice* e.g. if you choose not to follow my instruction or you are choosing a sanction.
- Develop a positive relationship with pupils, which may include:
 - Establishing clear routines
 - Communicating and modelling expectations of behaviour
 - Highlighting and promoting good behaviour
 - Using positive reinforcement
- Insist on politeness and good manners at all times.
- Expect a quiet orderly manner when entering or leaving the classroom/ hall, when entering or leaving school premises, especially when lining up.
- Treat children with respect and expect them to treat you in the same way.
- Follow this policy consistently

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at school, whether during a teaching session or otherwise.
- It may be appropriate to seclude a child where reasonable force is used to ensure a child is safe (in our calm room) due to high levels of emotional or behaviour dysregulation. This will never be used as a punishment.

Incidents of physical restraint 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 (see appendix 3 for a behaviour log)

Physical restraint will be applied by trained members of staff.

8.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items may not be returned to pupils. Where staff have reasonable grounds to suspect a pupil is in possession of a prohibited item, staff have the power to search a pupil. This will be for prohibited items (e.g. drugs) but not banned items (e.g. mobile phone). Where a pupil does not give permission for the search, their parents will be called to come to the school.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can 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 pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues are discussed between relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing body annually. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy (child version and parent/carer version)

13. Monitoring and Review

This policy is monitored by the Full Governing Body and will be reviewed in two years, or earlier if necessary.

Policy reviewed and approved by Full Governing Body 5th December 2024

Chair of Full Governing Body: _____

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 Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

Appendix 2: behaviour guide

Track It Lights	Step	Actions
GREEN	Redirection	Gentle encouragement, a 'nudge' in the right direction, praise those who displaying the correct behaviour.
ORANGE	Reminder (script) 1	A reminder of the expectations for learners Ready, Respectful, Safe delivered privately, where possible, to the learner. The learner has the choice to do the right thing.
YELLOW	Reminder (script)	A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of previous good conduct to prove they can make the right choices (30 second scripted intervention – see below). Try and make this quick and calm. Doesn't have to be exact by try to follow it closely.
RED	Child given sanction and told why linked to 3 rules.	Children do 10 mins at next break. If no further breaks, then immediate 10 min time out.
	Repair and restore	A restorative conversation needs to take place between the child and their teacher at the earliest opportunity. Once the child is calm and focussed you can lead them through the following restorative script.
RED (straight to)	Serious Breach (see definitions and flow charts)	The learner's behaviour will be recorded on CPOMS and SLT will intervene and speak to them if appropriate. A conversation on the telephone or in person with a parent will also take place. Appropriate sanction given <u>CPOMS record needed</u> .
RED (multiple)	If children have more than 3 reds in 30 days: Class teacher to meet with family to update and discuss ways to improve. Any further reds result in meeting with headteacher and plan of action which can include adjusted timetable/restrictions/home-school book etc.	

Pupils with more than 3 reds in last 30 days.

6

[View Pupils](#)

General in class or playground behaviour	<p>More serious breaches: MUST be copied</p> <p>All incidents below can be at a higher level depending on nature of incident.</p> <p>A member of SLT informed and will organize the sanction.</p>	
Redirection/reminders Caution –the script then sanctions if no improvement	Immediate internal exclusion	Immediate suspension
<p>Talking when you shouldn't</p> <p>Not getting on with our work</p> <p>Disrupting learning</p> <p><i>Not completing work to a good standard/not doing enough in lesson</i></p> <p>Calling out repeatedly or making silly noises.</p> <p>Kicking balls across the playground</p>	<p>Fighting (general fight between pupils)</p> <p>Swearing</p> <p>Launching items dangerously (e.g. throwing object across the classroom or kicking hard ball dangerously across the playground)</p> <p>Leaving class without permission</p> <p>Open defiance/complete refusal</p> <p>Openly rude to a member of staff</p> <p>Bullying</p> <p>Racism, sexism or other prejudicial behavior comments (can be more serious depending on age/understanding etc.)</p>	<p>Repetition of the previous – specifically twice in one half term.</p> <p>Physical assault (e.g. one pupil attacking another, any serious physical harm)</p> <p>Swearing at or about a member of staff</p> <p>Willfully damaging school property.</p>
<p>Small number of children will follow bespoke behavioral program. They are subject to sanctions above but following own rewards/sanctions/adaptations.</p>		
<p>Internal exclusion:</p> <p>Children to go to entrance area/Y2's room (an area set up) or a classroom depending on child to complete some work. Must repair and restore afterwards.</p>		

Script: Reminder 1

I noticed you (noticed behaviour)

This is a reminder that you need to.....

You now have the chance to make a better choice

Thank you for listening

Example - 'I notice that you're not completing your task. This is a reminder that you need to be ready to learn. You now have chance to make a better choice. When I come back I will see you getting your work done. Thank you for listening.'

Walk away allow take up. Ignore any secondary behaviour for now.

Final warning

1. "[NAME], I notice that you are... [Specify unwanted behaviour]."
2. "It was the rule about being [Ready/ Safe/ respectful] that you broke."
3. "If it continues then you have chosen to..... (give consequence)"
4. "Do you remember yesterday when you [highlight example of the child succeeding in following the rule]?"
5. "That is who I need to see now [NAME]."
6. "I know you can succeed. Thank you."

Example: Paul I notice that you are pushing playing your game. It was the rule Be Safe that you were breaking. If it continues then you have chosen to leave the game and spend 5 minutes walking round the playground with me. Do you remember yesterday when you played so well with the Year 1 children? That is who I need to see now. I know you can play safely and I will come back to see that in a few minutes. Thank you.

Then walk away to give 'take up time'

Restorative/Repair conversation – maybe individual or a group of children.

Repair – 5 questions:

1. What happened?
2. What were you thinking/ feeling at the time?
4. How did this make other people feel?
5. Who has been affected? How?
6. How could we do things differently next time?

Track It Lights

Any problems with logging on just ask. You can email obrandondavies@trackitlights.com

Guide to number of points to log:

5-6 per lesson

Gold star pupils get 5 points in one go so this should be very motivating.

This is a guide however it's important that we don't stray too far from this otherwise it will be unfair.

Points table:

Bronze	50	Prize from the box	immediately
Silver	100	Ice pop/chocolate for break time	immediately
Gold	200	1 hour free play (Friday PM)	End of half term
Diamond	300	2 hours Forest School session with SS	End of half term
Platinum	400	Special trip (bowling/park etc.)	End of year

Notes

We can change the number of points for given behaviours so if we have a focus e.g. 3 pts for working hard

You can display a class score at the end of the week and then this can help with giving superclass letters which remain in place.