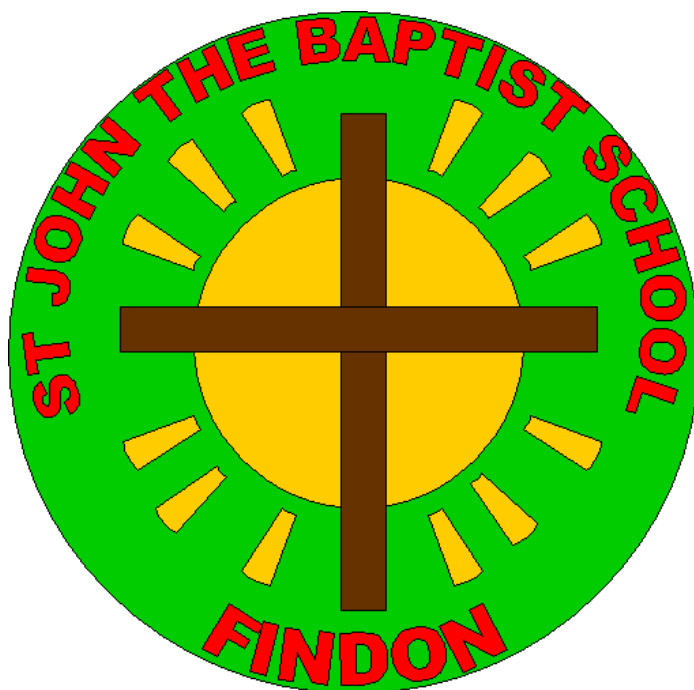


**ST JOHN THE BAPTIST
C OF E PRIMARY SCHOOL
FINDON**

BEHAVIOUR POLICY



Reviewed:	September 2024
Next Review:	September 2025
Responsibility:	Full Governing Board

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Introduction

At St John the Baptist C of E Primary School, we are committed to creating an environment where positive and exemplary behaviour is at the heart of effective teaching and learning. Everyone is responsible for promoting high standards of positive behaviour and encourage others to do the same. One of our core values emphasises Respect and within this, respectful behaviour from all of our stakeholders. We have a partnership approach to managing inappropriate behaviour and implementing appropriate support and strategies.

We believe that our school should be a place where:

- Children and staff feel safe, happy and secure
- Children can learn and teachers can teach without disturbance
- Promotion of positive attitudes to support children's learning
- The whole school community understands, accepts and promotes our three school rules:
 1. Ready
 2. Respectful
 3. Safe
- Parental involvement is supported, encouraged and valued
- The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are actively promoted

Aims

The purpose of this policy is to provide simple, practical procedures for staff and learners to:

- Ensure a consistent approach to behaviour throughout school
- Teach appropriate behaviour through positive interventions
- Promote self-esteem and self-discipline
- Ensure that all members of the school community are good role models for others
- Promote a caring and supporting environment to ensure the safety and well-being of all members
- Ensure that communication channels are in place to inform the relevant parties when good or inappropriate behaviour occurs

Responsibilities

Pupils

- To follow the agreed school rules
- To take responsibility for their behaviour and its consequences

Staff

- To model positive behaviours and relationships at all times
- To follow the policy consistently
- To communicate effectively with parents and carers

Parents/Carers

- To support school and the policy
- To model positive behaviours
- To communicate effectively with staff

Head Teacher

- To know the effectiveness of the school's strategies and routines through monitoring of the behaviour policy and to be accountable to Governors for this
- To support staff when additional strategies, interventions or support is needed
- To support the management of the pupil's behaviour through liaising with parents/carers and teachers for more serious incidents or when a pupil's behaviour is repeatedly in appropriate

School Behaviour Curriculum

Pupils are expected to:

- To arrive promptly and be ready to learn
- Behave in an orderly and appropriate way
- Show respect to all members of the school community
- Move quietly around school
- Treat school property with care and respect
- Wear the correct uniform at all times
- Line up at transition times in a quiet, safe and orderly manner
- Complete their learning in the given time

Staff are expected to:

- Establish clear routines
- Communicate expectations of positive behaviour
- Highlight, praise and promote good behaviour
- Use positive reinforcement
- Show respect to all members of the school community

Parents/Carers are expected to:

- Ensure pupils arrive at school on time and are ready to learn
- Ensure pupils arrive wearing the appropriate school uniform
- Ensure pupils arrive with everything they need during the school day
- Show respect to all members of the school community

Praise and Rewards

The following strategies have been discussed and agreed by staff to promote high standards of positive behaviour:

- The Friday Celebration Assembly recognises effort and achievement. A 'Learner of the Week' and 'Role Model of the Week' from each class is chosen to receive a certificate during these assemblies
- At the end of each term, children who consistently follow the school rules are invited to take part in a special treat known as the 'Always Club'
- At the end of each term, the Headteacher gives special Headteacher Awards to children for academic achievement and for promoting consistent positive behaviours
- Positive post card home
- Positive phone calls home to celebrate outstanding actions of behaviour or character
- Each class will celebrate target achievements with a half termly whole class reward
- EYFS will celebrate target achievements with a whole class reward
- Stickers will be used by EYFS and KS1 to encourage good choices

Consequences

In addition to the strategies listed on the Behaviour Blueprint, staff will share with parents their concerns relating to inappropriate behaviour. Where classroom behaviour is disruptive, violent, abusive (including strong, inappropriate language) or endangers others, children can be sent to the Headteacher or other member of the SLT and the following strategies are used depending on the nature of the incident:

1. Complete work in isolation in the Headteacher's office for the remainder of the morning or afternoon session
2. Have lunch in isolation
3. Reflection opportunity and a restorative conversation – this may be during a break or lunchtime
4. Pay back lost learning time
5. Phone call, meeting or letter sent home to discuss behaviour
6. Implementation of a short-term Individual Behaviour Plan
7. Suspension
8. Fixed term exclusion

The above is adapted to suit the needs of the children in Early Years

Serious Incidents – The use of reasonable force

Very occasionally an incident may occur when a child becomes violent or angry. Members of staff only intervene physically to control or restrain children to prevent injury to the child or other children or to prevent the child from causing damage to property. These rare situations are managed using de-escalation strategies and where necessary. Positive Handling Responses (in line with Team Teach Training). Restraint is only used when absolutely necessary and restraint is always reasonable and proportionate to the individual child.

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

Incidents of 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

When considering using restraint, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. All incidents will be recorded on CPOMS (Child Protection Online Management System).

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

De-escalation Strategies

All staff will use appropriate strategies to de-escalate difficult behaviours. Here is a list of some that they may use.

- Verbal advice and support
- Firm, clear directions
- Negotiation
- Limited choices
- Distraction
- Diversion
- Reassurance
- Planned ignoring
- Contingent touch
- Calm talking
- Calm stance
- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders
- Humour

Searching, screening and confiscation

School staff can retain, confiscate or dispose of a pupil's property as a disciplinary penalty in the same circumstances as any other disciplinary penalties.

Lunchtime, break time and clubs

All adults supervising these activities are fully aware of and support the school behaviour policy and its expectations. Regular issues arising on the playground that impact on positive play or do not uphold our school values, will be logged and will result, in a discussion between the child and the class teacher. Should these behaviours continue, parents will be informed.

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:

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

Bullying can include:

- **Verbal:** Name-calling, sarcasm, spreading rumours, teasing, threats
- **Emotional:** Being unfriendly, leaving people out, tormenting, following people, making gestures
- **Physical:** Hitting, kicking, pushing, taking another's belongings, any use of violence
- **Racial** Deliberately causing offence to someone because of the colour of their skin, their religion, culture or ethnic background
- **Cyber-bullying** Bullying that takes place online, such as inappropriate use of texting, emailing, through social networking sites (links to Acceptable User Policy, E-Safety Policy, Cyber Bullying Guidance and West Sussex guidance on e-safety)

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

School's power to discipline beyond the school gate

This includes the journey to and from school, anywhere of the school premises, whilst wearing the school uniform, educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

A teacher may discipline a for any misbehaviours when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Or misbehaviour at any time whether or not the above conditions apply if:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Additional Needs

We recognise 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, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties 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, the 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 consider the specific circumstances and requirements of the pupil concerned.

Monitoring

This policy needs to be reviewed annually by the Governing Body and Senior Leadership Team.

Behaviour Blueprint

The Behaviour Blueprint was produced collaboratively and agreed by all staff.

It consists of a one-page guide which sets out our school rules, behaviour expectations for the conduct of adults, systems of praise and stepped consequences. It also includes an agreed micro script and set of restorative questions which are used by all members of staff to address unacceptable behaviour.

The Behaviour Blueprint is a brief overview of our behaviour systems in school and serves as a reference guide for staff. (See Appendix A)

Steps for Managing and Modifying Poor Behaviour

Pupils are held responsible for their behavior. Staff use a process of steps to deal with poor behaviour. (See Appendix B)

St John the Baptist CE Primary School

Respect, Honesty, Resilience



Behaviour Blueprint

<p>Visible Adult Consistencies</p> <ul style="list-style-type: none"> • Positive meet and greet • First attention to best conduct • Recognise and celebrate over and above behaviours • New day, fresh start • Fair • Consistent 	<p>Our School Rules</p> <ul style="list-style-type: none"> • Ready • Respectful • Safe
<p>Over and Above</p> <ul style="list-style-type: none"> • Phone call home • HT certificates • Role models/learner certificates • Conversation with HT • Verbal praise • Photocopy of learning sent home with a note 	<p>Stepped Consequences</p> <ol style="list-style-type: none"> 1. Redirection – Gentle encouragement 2. Reminder of the rule 3. Warning– “Think carefully about your next step” 4. Last Chance – use micro script 5. Time out 6. Restorative conversation 7. Consequences 8. Follow-up
<p>Relentless Routines</p> <ul style="list-style-type: none"> • Morning routines • Transitions around school • Hand up and wait to speak • Moving around school – walking • Assemblies 	<p>Micro script (30 seconds)</p> <ul style="list-style-type: none"> • (Name) you have chosen to... • I’ve noticed that... • You know the school rules – it was the rule about... that you broke (Name) you have chosen not to make a safe choice. I am going to keep you safe by... • Thank you for listening (walk away)
<p>Restorative Questions</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make you feel? • Who has been directly affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? 	

Appendix B – Steps for managing and Modifying Poor Behaviour

Steps	ACTIONS
1. Redirection	Gentle encouragement, a ‘nudge’ in the right direction. Non-verbal cues, acknowledgement.
2. Reminder	<p>A reminder of our three simple rules: Ready, Respectful, Safe delivered privately.</p> <p>The adult makes the child aware of their behaviour and the learner has a choice to do the right thing.</p> <p>De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
3. Warning	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Use the phrase: ‘Think carefully about your next step.’</p>
4. Last Chance	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Offer a positive choice to do so and refer to previous examples of good behaviour.</p> <p>Use the 30 second scripted intervention:</p> <p>I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</p> <p>At STBPS, we... (refer to the 3 school rules – ready, respectful and safe).</p> <p>Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time).</p> <p>Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</p> <p>That is who I need to see today...</p> <p>Thank you for listening... then give the child some ‘take up’ time.</p>
5. Time out	<p>Child is sent to another classroom to reflect on their behaviour for 5 minutes maximum. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p>Reset expectations and settle back in.</p>
6. Restorative conversation	<p>This will be a quick chat at break-time / lunch time or another appropriate time. 5 questions are usually enough from the following:</p> <p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have you thought since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p> <p>How have they been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently in the future?</p> <p>(Key questions in bold)</p>

7. Consequences	When appropriate, missed learning will be completed at break / lunch time.
8. Follow Up	<p>If a child has two incidents in a week requiring reflection (Step 6), the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week requiring reflection, a face-to face meeting between the teacher and parents/carers will be arranged.</p> <p>The Phase Lead or member of SLT may be invited if deemed appropriate.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT.</p> <p>The parent will be invited where deemed appropriate.</p>

The model below will be displayed in all classrooms and shared with children.

OUR LEARNING BEHAVIOURS

Here is the five-step behaviour ladder:

