

# St John's Highbury Vale C of E Primary School

## BEHAVIOUR POLICY

### **PART 1: Behaviour Policy**

#### Governors' statement of principles for a behaviour policy

- encourage pupils to have respect for themselves, for their peers and for adults;
- encourage pupils to have a respect for the rights of others, including teachers;
- encourage pupils to have a respect for the property of others, including the school;
- encourage pupils to be accountable for their own behaviour;
- encourage self - discipline and self - control;
- strongly discourage aggressive behaviour of all kinds;
- place importance on reinforcing positive behaviour more than punishing misbehaviour;
- increase and widen pupil's sense of belonging in the school community;
- encourage the partnership between school and home through the early involvement of parents of a pupil whose behaviour is persistently difficult.

The general principles may be summarised as:

- respect for people,
- respect for property
- respect for the school.

**Our vision is:**

**“to be a school where every child is valued as a unique individual created in the image of God, where everyone has equal opportunities and where teaching and learning are of a consistent high standard.”**

We could summarise our vision with the phrase: **“Every Child, Every Opportunity, Every Day.”**

We aim to provide the foundation on which children can grow, enabling them to move on to the next stage of their lives, confident that, in the words of St. Paul:

**“I can do all things through Christ who strengthens me” Philippians 4:13**

### **Our ethos and values**

St John's is a nurturing and dynamic community, rooted in Christian values, where children are encouraged to be the best they can be.

The following values are our guiding principles:

- Love
- Kindness
- Forgiveness
- Respect
- Wisdom
- Courage

We will do everything we can to help every child understand the importance of these values through the way we behave towards them and each other. Each child's educational, emotional and spiritual welfare is vitally important and we commit to doing our very best for every child. **“Every Child, Every Opportunity, Every Day.”**

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### **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**

#### **Our behaviour principles**

We have the St. John's 'Golden Rules' which are prominently displayed at school and with which all children should be familiar.

Everyone at St John's will:

- work co-operatively and to the best of their abilities
- take time to listen carefully to one another
- act safely and with consideration to one another
- speak politely without swearing or shouting
- care for each other and for their property
- be trustworthy, truthful and honest
- value each other's culture and language

Class rules are established with each class and are regularly reinforced to ensure that the children are clear as to what is expected of them in terms of behaviour. Class rules are regularly reviewed to ensure consistency across the school.

**Misbehaviour** is defined as: Level 1

- Unkind friendships
- Not listening to adults
- Talking out of turn / shouting out
- Repeatedly interrupting learning
- Careless treatment of property
- Running / pushing when moving around the school
- Rudeness to pupils or adults of the school
- Ignoring instructions
- Not telling the truth

**Serious misbehaviour** is defined as: Level 2

- Excess Level 1 behaviours
- Physical fighting
- Racist comments or abuse
- Bullying
- Vandalism of property
- Inappropriate language – swearing
- Verbal / physical abuse to an adult
- Stealing
- Deliberately hurting another child physically or emotionally

## **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:

<b>Type of bullying</b>	<b>Definition</b>
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.

## **5. Roles and responsibilities**

### **The governing board**

The **Children's and Families Committee** will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation and behaviour incidents each term

### **The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the **Children's and Families Committee** giving due consideration to the school's statement of behaviour principles. 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.

### **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

The senior leadership team will support staff in responding to behaviour incidents.

### Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### 7. Rewards and sanctions

- We use praise constructively and award recognition and responsibility where appropriate. We give more tangible rewards such as merit or good effort certificates/ stickers, or award House Points, as suited to the child and the situation. *“Every Child, Every Opportunity, Every Day.”*

-  Celebration Assembly
-  Ladder to Success
-  VIP Day
-  Reward Afternoon

Although we stress encouraging and rewarding good behaviour, sanctions will sometimes be necessary. Children should be aware that if they fail to reach expected standards of behaviour, there will be consequences.

- Sanctions may include verbal disapproval, loss of play or privileges such as Golden Time, working out of class with a member of staff, working in another class or being given extra work.
- At STJHV pupils in FS will have a separate visual that will be link to their routines and differences in their behaviours. This will have an instant sanction, so those pupils are aware of their poor choice instantly.
- Pupils in Year 1 – Year 6 will follow a traffic light system to indicate poor behaviour choices. Every child will be given a verbal warning to remind them of the Golden Rules at STJHV. Following that Green = First warning Amber = Second warning Red = Detention for their behaviour
- If a child receives 3 detentions in a week, they will miss golden time and have to complete a reflection sheet with the Headteacher, which will be copied and sent home.
- If a child receives 6 detentions in a half term the CT will phone home
- If a child receives receives 9 detentions in a half term the SLT will request to meet a parent
- If a child receives receives 12 detentions in a half term the child will have an internal exclusion and a parent meeting before returning back to class. A behaviour plan will be put in place for 2 weeks following this meeting.
- Children who have displayed unacceptable behaviour may be referred by a member of staff to the Headteacher, Deputy Headteacher or a senior member of staff.

- At termly review meetings, teaching staff may alert the management team of children exhibiting unacceptable behaviour or children who may need additional support. These children can be referred to the school pastoral care team who can enlist external support from professionals if appropriate.
- In more serious or continuing cases of inappropriate behaviour, staff will make a written record of incidents which will then be passed to the Head teacher in the form of a Behaviour Report. Parents will normally be called in to see the Headteacher after three Behaviour Reports have been received for the same kind of misbehaviour.
- A serious case of misbehaviour, including bullying may result in a child having an internal exclusion for a day. This involves a child being educated in a class other than their own class or in the headteacher's office.
- Although exclusions are extremely rare in this school, in extreme cases a fixed term or permanent exclusion is an option. Exclusion would only be used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. Further details are given in Part 2 of this policy.

### **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 bus on the way to or from school.

### **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. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **Classroom management**

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 schools Golden rules
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### **Physical restraint**

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

- Causing disorder
- Hurting themselves or others
- Damaging property

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)

### **Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

- Knives
- Lighters
- Screwdrivers
- Weapons that could cause physical harm
- Aerosol Paints

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](#).

### **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(s). 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 may be transferred to 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. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Children & Families Committee every 2 years at each review, the policy will be approved by the headteacher.

#### **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Date approved by Children, Families and Community Committee: November 2018

Date for next review: Autumn term 2020

#### **Related policies:**

St. John's Golden Rules  
Anti-Bullying Policy  
Home-School Agreement