

St John's Highbury Vale CE Primary School



Behaviour and Discipline Policy

St John's Highbury Vale CE Primary School
Vision for Education:

*"I can do all things through
Christ who strengthens me."*

Philippians 4:13

This can be lived out through our school moto, '*every
child, every opportunity, every day.*'

At the heart of our school vision is a desire for an authentic and life giving relationship with one another and with God. We believe that it is through Christ who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of a consistently high standard

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1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

1.2 The school supports behaviour through the six school values; Friendship, Forgiveness, Love, Respect, Courage and Wisdom. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

1.2b We also use a very clear system called 'Going for Gold' which highlights both rewards and sanctions for appropriate and inappropriate behaviour. (See Appendix A)

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- All members of staff praise and congratulate children.
- Children win class dojo points for which they can use to redeem class based awards. Class teachers decide
- All members of staff give children team points for good behaviour, kindness and initiative. The school has four house teams (Red, Yellow, Green and Blue) which the children join on entry. Each week, team points are tallied by the house captains. The winning team will win reserved morning pitch time and VIP lunch service. At the end of a half term, the team with the most points overall

will win a VIP Day where children come to school in their own clothing and win extra playtime.

- Each week, teachers nominate two children from each class to be the 'star of the week' for academic recognition. Each 'star of the week' receives a certificate at the celebration assembly. Their names will be displayed in class and announced in the school newsletter the following week.
- Each week, teachers can choose children to be celebrated in the Golden Book. This book recognises golden behaviours as well as the school values. Teachers write a message in the Golden Book explaining why the child has been chosen. Golden Book children are celebrated in an assembly and get to wear their own clothing to school for a day. They also receive a special treat with the Head of School.
- Each week the classes with the best attendance and punctuality are awarded either extra playtime or time on Chrome Books/iPads. This is to encourage children's responsible attitude towards school.

2.2 The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. (See appendix A for the Behaviour Management Flow Chart)

- We expect the children to listen to instructions and not distract others from their learning. If this happens, children will receive warnings (verbal and non-verbal) before being moved away from others. Continual disruption may lead to time out in a partner class until they are ready to return to the activity.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is moved to blue, yellow or red (see Appendix A) the teacher will inform parents and the incident will be recorded on CPOMS (the secure online recording system).
- In the case of persistent poor behaviour or serious behaviours (such as extreme defiance, violence, bullying or racism) children will be sent to the Head of School or a member of the Senior Leadership Team. Depending on the outcome, a child may be put on a Home-School Behaviour Plan so that parents/carers can be fully involved.

2.3 The 'Going for Gold' behaviour system is discussed both in class and in assembly. In this way, every child in the school knows the standard of behaviour that is expected. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during reflection/circle time.

2.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to work to stop any further occurrences of such behaviour.

- 2.5** All members of staff are aware of the regulations regarding the use of force and restraint as outlined in the school's policy (Policy for the use of Force to Control or Retrain Pupils). This has been written in consideration of the most recent government guidelines from the Department for Education 'Use of Reasonable Force' July 2013.

3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school behaviour systems are understood and enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and enforces the school behaviour policy consistently. The teachers treat all children in their classes with respect and understanding.

3.4 If a child misbehaves repeatedly in class, leading to downwards movement on the behaviour system, the class teacher keeps a record of all such incidents on CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their Phase Leader or a senior member of staff. If a Home-School Report Plan is started, teachers need to keep it updated and reviewed.

3.5 The class teacher liaises with external agencies through the Inclusion Lead, as necessary, to support and guide the progress of each child.

3.6 The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

3.7 The class teacher will ensure that a clear 'Going for Gold' chart is visible and up to date at all times in their classrooms. If children are moved down, their names are reset to green the following day.

4 The role of Teaching Assistants (TAs) and other support staff

- 4.1** It is the responsibility of support staff to ensure that the school behaviour systems are understood and enforced.
- 4.2** Support staff must take responsibility for behavioural incidents when working with a class, a group or an individual and share responsibility for major incidents with the class teacher. Support staff are to record such incidents on CPOMS.

5 The role of the Head of School

5.1 It is the responsibility of the Head of School 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 of School to ensure the health, safety and welfare of all children in the school.

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

5.3 The Head of School keeps records of all reported serious incidents of misbehaviour on CPOMS.

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

6 The role of parents

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

6.2 We explain the school charters and the Going for Gold system in the school prospectus and send them out to new parents in registration packs, and we expect parents to read them and support them.

6.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Head of School. If this does not resolve the situation they can speak to the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

7.1 The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

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

8. Fixed-term and permanent exclusions

8.1 We do not wish to exclude any child from school, but sometimes this may be necessary. Schools can suspend a child if they have seriously broken school rules or allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils. The school ensures that it follows the guidelines in the Department for Education Document – Exclusion from maintained schools, Academies and pupil referral units in England (2017).

8.2 Only the Head of School (or the Executive Head) has the power to exclude a child from school. The Head of School may exclude 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 of School may exclude a child permanently. It is also possible for the Head of School to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

8.3 If the Head of School excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8.4 The Head of School informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.5 The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Head of School.

8.6 The Governing Board has a Pupil Disciplinary Committee. This committee considers any exclusion appeals on behalf of the governors.

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

8.8 If the governors' appeals panel decides that a child should be reinstated, the Head of School must comply with this ruling.

9 Monitoring and review

9.1 The Head of School monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school uses the secure online recording system CPOMS which enables ease of monitoring.

9.3 The Head of School keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

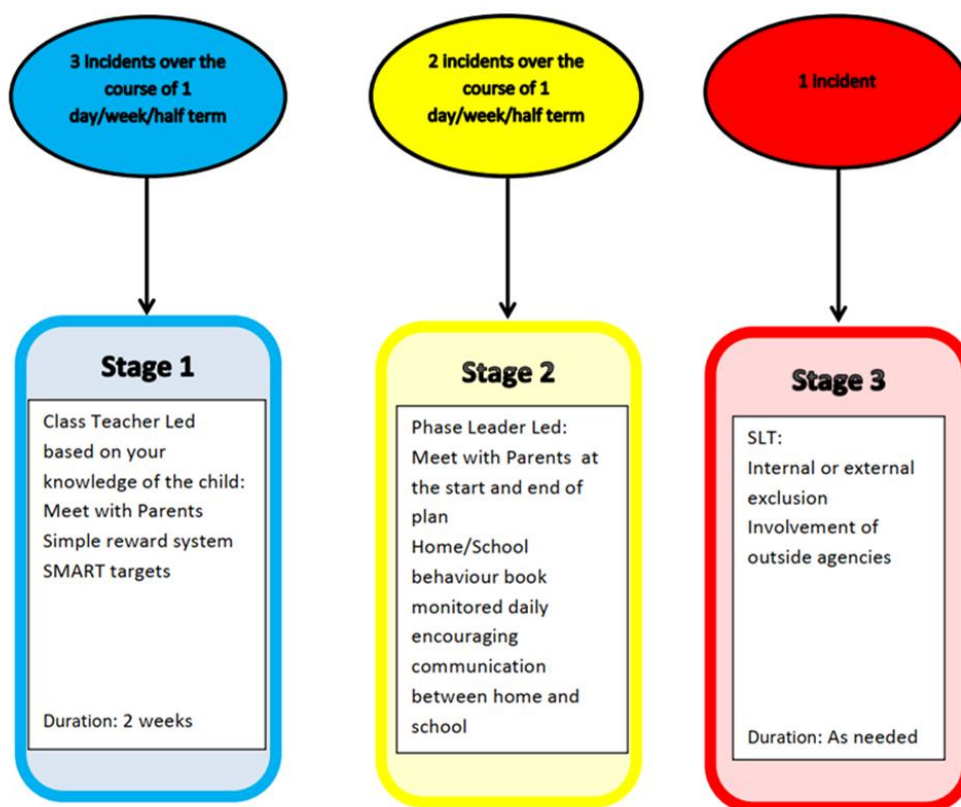
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality (Equality Act 2010) to ensure that all children are treated fairly.

<i>Reviewed/Written</i>	September 2023
<i>Policy Approved by Governors</i>	
<i>New Review Date</i>	September 2024

Appendix A

Going for Gold Chart

Gold	Green	Blue	Yellow	Red
<ul style="list-style-type: none"> • Having an excellent attitude in all areas of school life at all times • Demonstrating significant effort in all areas of learning • Consistently giving up a significant amount of your own time to support another child or adult • Thinking of others before yourself • Being self-motivated • Showing resilience and perseverance • Demonstrating initiative • Encouraging others to do the right thing • Taking pride in my work and learning • Including others in the class and playground • Supporting and celebrating other children's achievements • Asking thoughtful and interesting questions • Being polite at all times to children and adults • Being an exemplary St. John's HV Ambassador 	Showing expected behaviour by: <ul style="list-style-type: none"> • Doing the right thing • Walk around the school in silence so children and adults are not disturbed from their learning and work • Trying my best • Being an Active Learner • Being kind and showing respect to each other • Looking after others • Making responsible choices • Following the instructions of my teachers and other adults in school • Following the school Golden Rules 	Showing less than expected behaviour by: <ul style="list-style-type: none"> • Talking during teaching time • Not following instructions • Disturbing others • Running or pushing in the school building • Calling someone names (in person or online) • Arguing with other children • Dropping litter • Talking while walking around the school • Inappropriate lining up 	Showing inappropriate behaviour by: <ul style="list-style-type: none"> • Repeated 'Blue' behaviour • Damaging school or other people's property • Throwing things • Being rude or answering back • Deliberately hurting someone's feelings (in person or online) 	Showing unacceptable behaviour by: <ul style="list-style-type: none"> • Persistent 'Yellow' behaviour • Serious disobedience • Being racist or homophobic • Fighting • Swearing or lying • Stealing • Hurting somebody on purpose • Refusal to work • Bullying



Appendix B

Behaviour plan template. Adults and children agree on SMART targets, which are closely monitored throughout the day. The plan is signed and reviewed at the end of the week.

Behaviour Plan Week beginning _____

1. I will ...
2. I will ...
3. I will ...



	Am 1	Playtime	Am 2	Lunchtime	Lunchtime play	Pm
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Class teacher

Head teacher

Parent

Appendix C

St John's Highbury Vale CE Primary School Behaviour Management Flow Chart

The flow chart plots the behaviour policy throughout the school. However, it needs to be noted that in an instance of extreme violence, the school reserves the right to exclude a child immediately.

