

## **St. John's School Behaviour Policy – October 2016**

*“Pupils learn and behave best when they know what is expected of them, when they are positively encouraged to behave well and have ample opportunity to achieve success”.*

**Galvin, Mercer & Costa**

At St John's School we promote a high standard of behaviour and our values are built on a mutual trust and respect for all. This policy aims to support our school community by enabling everyone to work together in an effective and considerate way. We are an inclusive school and we aim to meet the needs of a range of children.

Children and adults are expected to be polite and to show respect for one another and for property, to be self-disciplined and to act in a safe and responsible manner. They are encouraged to take responsibility for their own actions by understanding that they have choices about the way they behave.

We try not to have many rules. Those that we do have are based on the principles that teachers have the right to teach, children have the right to learn and that all children can behave well in order that all members of the school community can be successful learners. All classes begin the year by agreeing a Full Value Contract which is created by the children. They discuss and agree what they want their classroom to be like and their responsibility within it. This forms the basis for in class behaviour management.

Each week the Senior Leadership Team or the Leadership and Management Team meet to discuss and monitor the well-being and the behaviour of the children. All staff can feed into this by sharing any concerns about children which are then passed on and fed into management notes. Management notes are then shared with all staff.

We will not tolerate bullying of any kind. See Counter Bullying policy.

### **As a school, we aim to:**

- Clarify what is meant by good behaviour and where appropriate, use our Core Values (*Thinking, Learning, Caring*) to help reinforce this, as well as the SO (Solution Orientated) approach and 1:1 conversations;
- Ensure that efficient school organisation (by both staff and children) maintain good social behaviour and minimises any organisational factors which might contribute to undesirable behaviour;
- Foster a positive learning environment, as research shows that children learn best when they feel comfortable, valued and can be assured of success;
- Minimise or prevent confrontations or misbehaviour, such as bullying, racial harassment and less serious types of inappropriate behaviour in school, through creating a consistent, positive structure.
- Share issues discussed during weekly management meetings with all staff
- Staff Offer a framework for social education (through PSHE, SEAL & assemblies), as children need to be taught to live socially and to learn the rules of social interaction;
- Encourage pupils to cooperate with one another and with staff in all aspects of school life, as this:
  - Encourages the idea of the school as a social community
  - Helps pupils to learn that more can be achieved if people work together.
- To keep parents informed of issues through phone conversations and / or meetings and to write up and record meetings with parents (and record in pupil file).

### **Objectives of this policy**

For children to show:

- self-assurance
- self-control
- respect and tolerance for others
- pride in their achievements
- good listening skills
- an interest in their activities
- empathy with other's feelings

For children to develop:

- responsibility for their learning and their environment
- an independence of mind and self esteem
- a sense of fairness
- the ability to think about their behaviour and to learn that actions have consequences
- self-control and to be able to say sorry and mean it
- an understanding of the need for rules to live by
- respect and tolerance for other's ways of life and different opinions
- the ability to accept criticism
- non-racist or non-sexist attitudes
- a persistent approach to tasks
- the tools to respond appropriately to bullying and abuse

For staff:

- to model the above objectives
- to have a consistent approach to behaviour management throughout the school;
- to be supported by clear guidelines as to how to manage challenging behaviour in the school.

## **Implementation**

Staff will:

- treat all children fairly, irrespective of gender, race or religion – relationships are vital;
- recognise and value each child as an individual;
- listen to the children to hear their point of view;
- play an active part in building up an ethos of community and apply the agreed standards of behaviour consistently;
- have a responsibility to model the type of behaviour that is appropriate and acceptable;
- be alert to signs of bullying or racial harassment and deal firmly and fairly with such problems inline with school policy;
- record any incident that causes concern and alert a member of the Leadership team;
- deal sensitively with children in distress, listen to them and deal with any incident appropriately;
- maintain good classroom management and ensure the environment is safe;
- see each day as a fresh start;
- provide a challenging, interesting and relevant curriculum;
- form good relationships with parents so that all children can see that key adults in their lives share a common goal;
- develop a FVC with children at the beginning of the year so that there is agreement in expectations of behaviour and attitude;
- accept that problems are normal where children are learning and testing the boundaries of acceptable behaviour;

- be pro-active in managing behaviour throughout the school and act appropriately when misbehaviour is noticed.

Children will:

- treat others as they would like to be treated, i.e. fairly and with tolerance and respect for other's views and rights;
- accept responsibility for their own choices and actions;
- do their best to contribute to a positive learning environment, and allow others to do the same;
- join in lessons to the best of their ability by listening carefully, answering and asking questions and by actively taking part in activities;
- take care of property and the environment in and out of school.

### **Rewards & Sanctions**

Children can be rewarded for good behaviour in a number of ways. This will include verbal and non-verbal forms of communications between staff and children. This can be extended to awards such as learning behaviour beads, stickers, certificates, taking home class mascots and sharing positive choices with the Head Teacher.

Procedures are in place to help deal with inappropriate behaviour which again may include (positive) verbal and non-verbal forms of communication, including SO (Solution Orientated) conversations. A firm reprimand from a member of staff is expected to be sufficient to correct most behaviour. However if this fails the following procedures may be adopted:

- verbal correction of low level behaviour – e.g. being noisy in the hall/running in the corridor
- non-verbal reprimand, e.g. a warning look
- verbal reprimand which may result in the child writing a letter of apology
- time out
- completing/repeating work at playtime (if the child has not done their best)
- loss of privileges
- loss of playtime
- removal to a small group at playtime
- being moved to place nearer the teacher or sitting on their own if they are not listening

If these fail to solve the situation the following procedures will be adopted:

- taken to the Head teacher, Deputy Head teacher or member of the Leadership, Management Team. They will make the decision as to whether parents should be contacted. A record of any meeting with a parent will be kept.
- exclusion from the right to represent the school (this sanction is only used rarely)
- exclusion from school. Exclusions are very serious and we hope to avoid them by home and school working together

### **In the playground:**

- a verbal /non-verbal reprimand
- time out by sitting out on a bench
- removal from the playground

Teachers spend time working with children to develop their conflict resolution strategies. After 'an incident' in the playground teachers will discuss with the child/children how they should have behaved and what they should have done. If the incident has resulted from a game that went wrong they may go through the rules or suggest other games that could be

played. We recognise that managing behaviour in a busy playground is not easy for some children and they need support to cope and make right decisions. Playtimes provide the opportunity to learn and implement behaviour strategies.

### **Lunchtime**

Lunchtime Supervisors have a key role in supporting the behaviour of children. The supervisors will record inappropriate individual behaviour and where necessary this is followed up with the class teacher.

### **Individual Behaviour Plans**

For those children who find it difficult to manage and regulate their own behaviour a Behaviour Plan will be put into place.

This will include: an analysis of an individual incident or a number of incidents so that where possible we can recognise the triggers; a Behaviour cycle to highlight the baseline behaviours, triggers, behaviours at crisis point and the calming techniques that work for that particular child; and a record of frequency or intensity of behaviour. This Behaviour Plan will be put together and agreed by the class teacher, ENCO and any adults working with the child. For some children this will involve being supported by a key worker who will help them manage their behaviour throughout the day. Where children find it difficult to manage their behaviour in large groups e.g. at playtime, special arrangements are made for separate playtimes.

### **Positive Handling**

Whenever it is clear that a child is having difficulty managing their behaviour, we try to de-escalate the behaviour by observing the child and looking for the 'triggers' so that we can develop and put in place a range of strategies to support that pupil.

Any significant incident will be recorded and parents informed.

### **Parents**

We work closely with parents so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning and to co-operate with us. We try to build a supportive dialogue between home and school and we inform parents if we have concerns about their child's welfare or behaviour.

As part of our behaviour policy we recognise that parents should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern then parents will be contacted and the matter discussed.

It is our job to deal with incidents that arise in school. We ask parents not to intervene with another child's parents or with another child but to report the matter to us in school.

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