

# St. John's Primary School



## Our Positive Behaviour through Positive Relationships Policy

*"You should be protected from things that could harm you."*

Article 36 United Nations Rights of the Child

*Thinking  
Learning  
Caring*

**The United Nations Convention on the Rights of a Pupil states that:**

Article 3: Everyone who works with children should do what is in the best interest of each child.

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 31: You have the right to play and rest. Article 37: No one is allowed to punish you in a cruel or harmful way.

**Aims**

We aim to enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. To become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

Through their learning, we aim to support our children to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others. This is also the backdrop to our positive behaviour through positive relationships policy.

*“Classroom Management is not about having the right rules, it's about having the right relationships.”*

**Essential Truth for Teachers**

We value learning and everyone within our community. Everyone is a learner, and everyone is deemed to have a capacity to learn. We make provision for developing the emotional learning of all of our students. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one's own feelings. The school climate aims to create a shame – free learning zone.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- Create a positive climate with realistic expectations
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

*“When little people are overwhelmed by big emotions, it is our job to share our calm, not join the chaos.”*

**L.R. Knost**



We believe that a positive approach to the development of good behaviour is crucial to the overall success and effectiveness of our school. We expect all members of the school community (including teachers, LSAs, SLT, lunch time supervisors, caretaker and admin staff) to be involved in promoting positive behaviour.

St John's rules and procedures are designed to be simple for all and to be clear to the children how they can achieve acceptable standards of behaviour.

Our **School Attitudes** are:

- Kept to a minimum
- Positively stated, telling the children what to do rather than what not to do
- Encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Are consistently applied
- Promote the idea that every member of the school has responsibilities towards the whole.
- Link closely with our Core Values: **Thinking, Learning, Caring**

**St John's School Attitudes:**

***1. We Think First***

***2. We are Resilient Learners and we Try Our Best***

***3. We Have Care and Respect our Community and Our Environment***

At St John's Primary School, we believe when we all follow these three attitudes, happiness, progress and success for ALL learners will follow.

### The role of Verbal and Non Verbal Cues

School staff verbalise and celebrate the positive behaviours which they see so that the pupil understands why what they did was the right choice. In addition, this can help other pupils to see good role models. Staff are encouraged to use verbal and non-verbal cues to celebrate and behaviours and rectify poor choices:

Routines	Verbal Cues/ Recognition	Non-Verbal Cues/ Recognition
All children to walk through the school	Thank you for walking beautifully That is beautiful walking, well done!	Thumbs up Smile
All children must line up quietly	Line up quietly, thank you Sit back down. Let's try again. Well done for lining up quickly and quietly.	Signalling children to stand up by moving palms in an upwards motion
All staff to have specific areas to greet the children in the morning	Good morning! Welcome back to class.	Always a warm smile!



and at the end of break times with kindness and warmth	It's lovely to have you back	
All TAs to monitor cloakrooms and toilets during transition times	Thank you for hanging up your coat on your peg Well done for remembering to put your book in the box Well done for walking into the toilet quietly and sensibly	Thumbs up Smile
All children and staff must walk in and out of assembly in silence	If anything needs to be said to the children, do it with a whisper! If anything needs to be said to each other, save it for afterwards.	Hands up Fingers on lips Thumbs up
During lesson times, only one child can visit each toilet at a time	Only one child at a time can visit the toilet.	Class Team to monitor sensible use of the toilets and use signing in/out sheets if necessary
When working in the corridor, individuals and groups of children must remember to use a quiet, indoor voice	Please remember your indoor voice Thank you for using your indoor voice The other classes will appreciate you using your indoor voice. This will help them to learn.	Fingers on lips
At the end of break times, the whistle is blown. All children and staff raise their hands. The children walk into line. Teachers collect children from the playground at morning break.	Thank you for walking beautifully to line up. Well done for standing silently, you are showing me that you are ready to learn. Go back and walk please.	Raise hands Clapping games Rhythm games Adult to stand at different points in the line each day
At the end of the school day, staff to send one table group at a time to get their belongings. All children then return to the classroom. Children to be released through classroom doors whilst Y5 and 6 exit through the main door. Teachers to be accessible to parents. All Class Teachers to be visible.	Staff to make a concerted effort to be visible when it is for the purpose of praise. Share wow moments from the day with specific parents. Build up a positive relationship from the offset and throughout the year.	When parents need to be contacted for negative behaviours, please do this via phone or after school meeting. Always end the day with a smile!
<b>Praise in public</b> , criticise in private: Shaming pupils does not result in better behaviour, it simply drives resentment and damages self-esteem.		

### Approaches to developing Positive Behaviours/ Learning through the Curriculum

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times
- Programmes of PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning



- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two
- Enable children to take responsibility for themselves and their actions in age-appropriate ways
- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps
- Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans
- Any plan of action is agreed and shared in a working partnership with parents and carers
- Individuals with Special Needs to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment
- Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies (MAYBO)
- Pupils need to know explicitly what behaviour is expected in different circumstances
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development
- Our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

## Rewards and Incentives

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including:

<b>Instant Verbal Praise for Teachers and Learning Support Assistants</b>	This is given by all staff and should be explicit in what the good behaviour was, referring to our 3 attitudes and our 3 core values
<b>Internal Reward Systems</b>	Each class teacher has developed internal reward systems within their own class. The teacher has the right to develop this within their own setting as classes differ in age and differ in needs. E.g., stickers, certificates, Dojo Points...
<b>Core Value Beads</b>	Each class has 3 acrylic jars mounted on a wooden frame displaying our Core Values. When the children “show our Core Values” in their being, their work or their relationships then they are rewarded with a coloured bead to place in the corresponding jar.  These jars are collated centrally, into the whole school jars displayed in the School Office, as part of our Friday assembly as part of our celebration.





	When a jar is sufficiently filled, the school all benefit from a reward- Golden afternoon, picnic lunch, dress down day, class swaps...
<b>Celebrate achievements in assembly</b>	Achievement outside of school can be celebrated in school and these are celebrated by the whole school community in our weekly Friday Assembly
<b>Sharing work with other teachers or SLT</b>	Where class teachers are impressed with an individual's behaviour or work (going over and above expectations) a child can go and see a member of the senior leadership team or another teacher to show them excellent learning and receive praise/certificate

### Responding to Behaviours


*“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.”*

**The Gottman Institute**


We believe that the importance of relationships within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key.

By contributing to a safe, structured, open-hearted and stimulating sequence of interactions the adult can literally engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

### Steps to Follow

<b>Positive reminder/reinforcement</b>		Remind the child that you have faith in them and their abilities. Smile at them. Make them feel valued.
<b>De-escalation</b>		Sit and support the child/ Provide further challenge/ Swap their seat/ Give them a job to complete
<b>Supportive Chat</b>		Take the child outside/to one side where they are not shamed in front of the class. Tell them that you care about them, and their learning and you want to help them to do their best. Discuss ways forward.
<b>Reflection Time and then Debrief in next break in teaching</b>		<b>Reflection- See <i>Appendix 1</i></b> Child to sit in a safe, private space and reflect on their behaviour Who is your behaviour affecting? Which of our attitudes need you work on? How can I make this right? <b>Debrief</b>



		Remind them why they were asked to reflect; consider their responses to the questions and praise their ability to reflect
Communication with parents		Arrange a same-day phone call, have a chat at the door away from other parents or meeting if behaviour continues. For serious offences, move straight to step five.

## Conflict Resolution and Restoration

When conflict occurs, as it naturally will- we need to give pupils and staff the best chance to get back on track. This includes inside the classroom and during break and lunch time provision. They need:

- A chance to tell their side of the story
- The chance to express their thoughts and feelings
- An opportunity to understand the perspective of others and the impact of the behaviour in question on everyone
- The space to think about how to prevent a re-occurrence of the behaviour
- An opportunity to accept responsibility for the harm caused
- The space to identify what needs everyone has
- The chance to come up with a plan to meet these needs moving forwards

This restorative conversation will take a three-part structure (with SLT as necessary) and will include, but not be limited to, the following restorative language:

INCIDENT What happened?	IMPACT Who has been affected?	RESOLUTION How can we move forwards
What happened next? What has brought us here today? What were your thoughts at the time? What were you thinking? What do you think about it now? How were you feeling? After that happened, what happened next? What else? At that point what were you thinking/feeling? What was in your head? What was happening before? Can you tell us more about X? Can you tell us more about the issues that have brought us here today? And then?	Who else had been affected? How have others been affected? How do you feel now? Can you tell us more about X? Has anyone else been affected by this? Anything else to add? If there was, how were they left feeling? Was anyone else involved? What has been the hardest thing for you? Anyone else? How have you been affected?	Do you agree with that? What do you need to move on from this? Are you OK with that? What will help you to move on from this? Anything else to add? What will it look like when it's done? If you can't do that, what can you do? What do you think about what has been suggested? How does that leave you feeling? When will it be done? What would that look like? Can you tell us more about X? What else needs to happen?

### Recording Behaviours

Incidents of behaviours of concern are recorded on SIMS. The SLT regularly monitor this system and feedback to staff. Any behaviour concerns of a bullying or discriminatory nature are dealt with immediately (in line with the Counter-Bullying Policy), recorded and monitored.

### Lunchtime Supervision

Please refer to 'Supervision Guidelines for Lunchtimes and Playtimes'

### Extreme and Serious Behaviours

Please refer to 'Responding to Extreme and Serious Behaviours' policy

### Change History

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.1	November 2022	Jamie Hazley	Replaced the previous Behaviour Policy as systems redesigned	All Staff		





Thinking  
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## REFLECTING ON OUR BEHAVIOURS AT ST JOHN'S SCHOOL



How were  
feeling?  
How are  
you  
feeling?  
How do  
you want  
to feel?

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Who is your  
Behaviour  
affecting?

Which  
Behaviour  
Attitude do you  
need to work  
on?

How can I make  
this right?

ME

We think first

STAFF  
MEMBERS

We are resilient learners  
and we try our best

CLASSMATES

We show care and respect  
to our community and for  
our environment

**THINK**  
with your  
**BRAIN**

I can be a  
**GOOD  
LISTENER**

**LOOK**  
with your  
**EYES**



## Appendix 2- St. John's School Attitudes

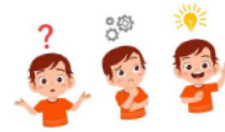


### St. John's School Attitudes



*Thinking  
Learning  
Caring*

We think first



We are resilient learners, and we try our best



We show care and respect for our community and our environment



## Appendix 3- St. John's Cycle for Supporting Behaviour

