



St John's Stonefold CE Primary School, Rising Bridge

Whole School Policy for Behaviour Management	
Written By	F Brady
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Approved by FGB	
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values:

Empathy Aspiration Generosity Love Endurance

Mission:

Rooted and Established in God's Love: Nurture, Grow, Fly (Ephesians 3:17)

Vision:

Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values,

St John's provides our children with excellent teaching of a bespoke and innovative curriculum, empowering them to flourish with the knowledge and skills for life.

From our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.

As members of a Christian school here at St. John’s Stonefold CE Primary School, we expect our children to demonstrate high standards of behaviour at all times, while retaining their individual personalities and showing an eager attitude towards all aspects of their learning. We believe childhood to be a time where children should see the awe and wonder that learning provides, making strong friendships, engaging with a range of cultures, keeping physically and emotionally healthy and developing into caring, interesting young people. We believe this has the best chance of happening with strong foundations of behaviour firmly based on Christian morals and values. The school EAGLE values underpin this policy.

Context

This policy links closely with the following policies:

- Health and Safety Policy
- Safeguarding Policy
- Ant-bullying Policy (Respect for All)
- Learning and Teaching Policy
- Equality Policy
- Attendance Policy


This policy was developed following consultation with staff, governors and children.

Aims

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. This policy is therefore designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe and secure.

St John’s Stonefold Primary School is a family that nurtures and supports every child; that values everyone’s unique worth; that empowers every member to achieve their fullest potential and that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief, and positive relationships.

Nurture and Develop	Promote and Improve	Avoid and Reduce
Responsibility Honesty Accountability Empathy Emotional Literacy Conflict Resolution Skills Positive Learning Environments	Behaviours for Learning:  Positive Attitudes Relationships Learning	Disruptive Behaviour (including low level disruption in lessons) Bullying Conflict Exclusions

	Attendance	
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We aim to achieve this through:

- Establishing and communicating clear and high expectations of behaviour
- Ensuring a consistent approach to positive behaviour management is adopted and followed
- Strong leadership to ensure effective behaviour management system is in place as well as monitor and evaluate children's behaviour and school systems regularly
- Prevention and effective intervention of all forms of bullying
- Working in partnership with parents/carers
- Providing opportunities within the community to develop empathy and being able to care about the needs and rights of others
- Promoting a high standard of behaviour, self-discipline and mutual respect

The Role of Worship in a Christian School

As a Christian school, we believe daily worship to be fundamental in developing positive behaviour. Worship can be delivered by all members of staff, emphasising the importance of the school community as a collective Christian family. From our annual evaluation of worship – the children have shown that their behaviour is influenced positively in the following ways:

- By teaching morals and values such as honesty, the need to share, being content, emotional rather than material happiness.
- By teaching tolerance and celebration with regard to other religions and faiths.
- By allowing reflection time for the children to think about their own behaviour and how they treat others based on a foundation of our school values, friendship and kindness.
- By emphasising the messages of the Ten Commandments.

We also have a prayer area in classrooms where children can quietly reflect on events in their own lives. Staff are always available to speak to children about personal issues and staff are clear as to when these need to be passed on to the Designated Safeguarding Lead – F Brady, Headteacher or K Isherwood, Deputy Headteacher and Deputy DSL.

Behaviour Charter and School Values

The behaviour charter and our values are clearly displayed throughout the school and in classes. Through these rules we aim to enforce the following rights for children and staff:

We believe that children have the right to:

- aim high and achieve their goals
- learn in a positive environment free from disruption
- be encouraged and praised for good work and positive behaviour

We believe that every teacher has the right to:

- be respected by every pupil
- be respected and supported by parents/carers, colleagues and senior staff
- set clear high expectations of behaviour and high levels of effort in class
- take firm action in line with this policy
- not to let one child's disruption affect the progress or safety of other children

Characteristics of positive behaviour for learning include:

- Arriving at school/in lessons punctually.
- Lining up and walking in and around school respectfully.
- Being ready and organised for learning at the beginning of each lesson.
- Walking around the school buildings sensibly on the left side of corridors and giving way to adults.
- Using correct manners including 'please' and 'thank-you' appropriately and when expected.

In The Classroom

- Responding positively to challenges, listening carefully to instructions and completing tasks to the highest standard
- Sharing resources and equipment
- Having positive relationships with other children regardless of ability, gender, ethnic background/religion.
- Showing independence in terms of self-organisation
- Avoiding shouting out (raising the hand at all times) and not talking over the teacher or peers.
- Helping others and celebrate the positive achievements of their peers.
- Behaving according to rules established by the class and teacher at the beginning of the school year.

Home/School

- Completing homework tasks to the highest standard and on time.
- Reading daily.
- Be prepared for PE in school on PE days.
- Adhering to the school's policy on uniform/jewellery.

Rules

The school rules were developed following consultation with staff, governors and children. They are derived from and based firmly upon the school Christian values.

- Be Safe
- Be kind and respectful
- Be honest
- Be hardworking
- Believe you can do it

School staff are instructed to work within the parameters of these rules to ensure that, when dealing with incidents, they relate pupil behaviours and subsequent discussion directly to these rules. It is understood by staff that the rules must be explored, explained, and taught throughout the day in school. This is to ensure that children develop a clear understanding of how different actions and behaviours relate to different rules. It should never be assumed that children will understand the rules incidentally.

Staff are expected to deal with any incidents, whether at playtime or in lesson time, according to the school rules, working within the EAGLE values. There should always be an emphasis on positive interaction and the use of positive language. Incidents should be resolved as quickly as possible and then deemed as being “finished” and forgiveness promoted. In all cases, incidents will be logged on CPOMS and may involve parental discussion.

At St. John’s Stonefold we believe that the key to promoting positive behaviour is through praise and recognition. Some of the ways we promote this are:

Each day

- Teachers to use verbal positive praise and identify when children are doing the right thing
- Teachers speak in a calm and level manner (no shouting)
- Teachers treat each child with respect and understanding, promoting kindness and friendship at all times.
- Provide opportunities for peers to praise each other through peer assessment and classroom activities
- Celebrating progress, school values, turning points and effort when they occur
- Set high expectations of learning behaviours and maintain calm, positive language and tone
- RIP and PIP – reprimand in private, praise in public

Weekly

- Certificates that celebrate learning and value displays through celebration assemblies
- Positive communication with parents/carers
- Values badges/certificates
- Looking after our school – caretaker’s award
- Weekly class attendance

Half-termly

- Event with HT/DHT for those who have displayed **exceptional effort**
- Best house of the term also receives an award/event

Termly

- 100% attendance award

Behaviour Systems

Dealing with Negative Behaviour

Our high quality teaching approach in the classrooms aim to manage and prevent negative behaviour as well as implement strategies to support children's wellbeing and self-regulation throughout the day. However, when it occurs, we deal with negative behaviour in a staged approach using the traffic light system and use the restorative practice approach to support pupils and staff when resolving conflict.

Step 1:

Any form of mild disruption/low level will result in an adult using parallel praise to set high expectations and reminders of these. Next, the teacher can use expression and verbal reminder of the rule/value they should be adhering to and a warning. As soon as an adult sees the child behaving appropriately after the event, they will provide them with specific praise.

Step 2:

Failure to correct behaviour means that the child has ignored or been unable to respond positively to first action taken. This indicates amber on the traffic light approach. Speak to the child calmly and remind them of our values, expectations (or class rules where applicable). Once the desired actions/behaviour have been met, praise the child and indicate they are on 'green' stage of traffic lights.

Step 3:

If a child moves to step 3, they have not been able to respond positively to steps one or two, including the positive conversation conducted by the adult in step 2.

If negative behaviour persists, warn the children by asking them to take some time out, away from their peers, but still in the classroom to reflect on their behaviour. Have a 'reflection' space available in the classroom where children can sit and respond.

If after 5 minutes they have corrected their behaviour or responded appropriately to the reflection time, they may return to their table and indicate moving back to green.

Step 4:

Red. A serious incident can result in a child being moved to red, directly to step 4 without prior warning. Examples of this would be - if a child bites, is violent, bullying, negative behaviour in a deliberate or pre-meditated way. Treat each incident with your own professional judgement and discuss with your KS leader if you are unsure of the best course of action. Moving to red will mean that parents will be notified and a record of the incident is recorded under that child on CPOMs.

In addition, if negative behaviour persists beyond steps 1-3, a child will be moved to red. Appropriate sanction will be implemented at this stage such as missing play or removal of a privilege (ideally in a timely manner to the incident/s).

Pupils who are continually on red will be tracked, class teachers and the leadership team will liaise with parents/carers and further appropriate action may be taken such as a behaviour plan or in extreme circumstances, external outreach support.

Restorative Practice Approach

At St. John's Stonefold Primary School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

School life:

During the week, teachers and adults check in with pupils and ensure we start and end each day positively.

During the week, if there are any issues or conflict between children or even adults they are dealt with in a restorative way. The language used is very fair, calm and respectful.

About Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our pupils:

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Supporting Pupils with SEN including SEMH

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils.

Pupils who have been identified as requiring additional support to manage their behaviour will have an individualised plan agreed with parents/carers and teachers to ensure progress is made and pupil's wellbeing is our primary concern.

Parents/carers, school and external agencies will work together to support such pupils with a positive approach.

All staff involved with pupils identified with additional needs are informed of potential triggers and strategies in use to support them effectively and prevent escalating behaviours.

Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Behaviour support specialists
- Educational Welfare Officer
- Social Care/Family Support

Physical Contact

St. John's Stonefold recognises that physical contact is an integral part of their role, for example, in the administration of first aid. It is also used to reassure and comfort children. This is especially pertinent during the settling-in period in EYFS classes where children may need to be cuddled and offered physical reassurance. Staff will comfort children where necessary, but will use minimal physical contact. Friendly physical contact also helps develop relationships, which is crucial to the EYFS, so we ensure staff are trained in safeguarding and endeavour to teach children about personal space. On occasions school staff may need to use reasonable force to prompt or guide children. They do this in order to help children to adapt/control their own behaviour and to keep people safe. If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported.

Example of circumstances when proportionate use of force may be reasonable.

- To protect people or property
- To move children to a safer place
- To prevent children from behaving in such a way that seriously disrupts school activities or puts themselves or others in danger

All incidents where holding has been appropriate are recorded, parents / carers informed and actions put in place following the incident. In the follow up to such an incident, the school will continue to manage the situation using restorative approaches.

Peer-on-peer abuse

Peer-on-peer abuse is defined as abuse between children.

St John's Stonefold CE Primary School has a **zero-tolerance approach to abuse**, including peer-on-peer abuse.

St John's Stonefold CE Primary School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://www.proceduresonline.com/5.31/5.31-1.html). Please see St John's Stonefold CE Primary School Safeguarding policy for more information.

EXCLUSION POLICY

Rationale

The Behaviour and Restorative Practice and Exclusion Policy is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a student will be taken in the following circumstances:-

- (a) In response to a serious breach of the School's Behaviour Policy
- (b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Head teacher (or, in the absence of the Head, the Deputy Head who is acting in that role). Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students

- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgment that exclusion is an appropriate sanction.

Exclusion procedure

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- The DfE's regulations allow the Head teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
- The Governing Body have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term.
- Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents / carers have a right to make representations to the Governing Body and the LA as directed in the letter.
- A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve the Head teacher or Deputy in their absence.
- During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/carers.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been

exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.

The School will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the school. Other incidents may lead to permanent exclusion and will be considered on an individual basis.

General factors the School considers before making a decision to exclude

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:
- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the relevant policies.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision, the Head will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and b) the effect that the student remaining in the school would have on the education and welfare of other students and staff.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the playground for the duration of the lunchtime period. This will be treated as 'red' behaviour and the procedure should be followed as explained in step 4 of 'Dealing with Negative Behaviour.'



Roles and Responsibilities


The Governing Body has:

- The responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Head teacher to ensure that school staff and pupils are aware of this policy;
- delegated powers and responsibilities to the Head teacher to ensure all visitors to the school are aware of and comply with this policy;
- ensure there is an appointed a coordinator for behaviour and to work with the Head teacher;
- the duty to support the Head teacher and school staff in maintaining high standards of behaviour;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- nominated a link governor to visit the school regularly, to liaise with the Head teacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Resources for behaviour such as action plans, passports, risk assessments, monitoring sheets are located in the school teacher files and should be initiated in agreement with a member of SLT.

Appendix 1 – Quick Teacher's Guide to Behaviour Policy

	TEACHER GUIDANCE Stage 1	
	START STAY ON GREEN	
	1st Stage Verbal reminder, given in a positive manner.	
	Stage 2	
	<p>If behaviour continues - Name on amber/yellow Restorative Chat with Class Adults:</p> <p>Aim for the child: To take responsibility, acknowledge harm and choose their next steps. Discuss with the class how they can support the child, team effort.</p>	
	Stage 3	
	<p>3rd Stage – 2nd warning. If behaviour continues , 5 mins ‘reflection time’. Please look at the guidance sheet as some behaviours go straight to red. Restorative Chat with Class Staff: Sanction to be agreed / Verbal agreement to be made</p> <p>Reinforce any issues with class circles, check in/outs and reconnection meetings – either as a class or 1:1. May be after lunch or the following morning.</p>	
	Stage 4	

	<p>4th Stage - Persistent misbehaviour Parents / carers informed, Personal Behaviour Plan Failure to change behaviour / breaking agreement or serious misbehaviour.</p> <p>When a child has moved to red they will have to miss play that day or part of lunchtime or have a privilege removed.</p> <p>Where necessary a Restorative Justice Conference involving relevant participants such as parents, SLT, class teacher.</p> <p>Following monitoring and tracking, if behaviour persists, a written Personal Behaviour Plan will be initiated.</p>	
	<p>Stage 5</p>	
	<p>5th Stage – Serious incident</p> <p>Send to Deputy / Head Teacher Parents / carers to be called in to school Agreement to be made with parents /carers</p> <p>*See behaviour policy for further details</p>	