



St John the Baptist VA Primary School

Behaviour Policy

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Policy amendments may occur at any time. Please consult the Policies page on the website for the latest update.

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Issued By: Teresa Gage

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Our Vision:

Rooted from Corinthians 12:12-26(see below)

Together we are a caring community of ambitious learners, curious to explore the wider world, guided by Christian beliefs and values. As unique individuals we celebrate diversity and support one another in our difference.

United we strive for excellence-together we shine.

School Aim:

We strive for St John the Baptist Primary School to be a happy, safe place where we can work and learn together successfully. A place where expectations are clear and pupils and staff feel respected and show respect to others and their environment.

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

Objectives:

- To provide a caring, friendly and secure learning environment that supports children in making positive behaviour choices and developing their empathy and understanding of others.
- To ensure that curriculum and teaching methods are stimulating, varied and appropriate to avoid dysregulation through boredom, lack of understanding or lack of progress.
- To maintain high standards of behaviour with a policy which is consistently and fairly applied.
- To use a positive reward system to encourage our pupils to make positive choices that is communicated with parents.
- To use a clear and transparent sanction system to allow for reparation that is also communicated with parents.

Golden Rules:

The school's classroom and play ground rules are based on the Golden Rules:

- ❖ Be Ready
- ❖ Be Respectful
- ❖ Be Safe

How do we promote good behaviour, self-discipline and respect?

- By ensuring consistent routines, expectations and boundaries of behaviour that are well defined and understood by staff, pupils and parents.
- By rewarding positive behaviour.
- By teaching pupils that actions and choices have consequences and helping them to develop empathy and understanding of others.
- By applying rewards and sanctions fairly and consistently.
- By taking opportunities for relational approaches such as restorative enquiry following incidents, bringing those involved together to repair relationships and mediate disagreements.
- By direct teaching of social and communication skills, for example through a progressive PSHE curriculum, circle time, PSED in EYFS and Collective Worship.

- By starting each day with a clean slate for every child and making it clear that it is the behaviour choices which are not acceptable and not the child.
- By working in partnership with parents.

How do we reward good behaviour?

Class Dojo is an online system for rewarding children who are following the school rules: Be Ready; Be Respectful; Be Safe

Gold Awards are given to an individual who shows a good example to others through demonstrating our School vision and values **Self-motivation Honesty Imaginative Nurturing Empathy**

'The Pebmarsh Cup' is awarded on a weekly basis (class rotation) by the children of the class for somebody they believe have embraced our vision. This is accompanied by a certificate for the child using the words of their peers.

Hot Chocolate Friday – we recognise the children that go above and beyond in their behaviour choices inside and outside of the classroom. Our support staff reward children a 'Golden ticket' if they recognise outstanding behaviour outside of the classroom.

Positive Postcards- To promote positive conversations about outstanding behaviour children may receive a postcard, sent to their home, from an adult within the school. Visitors to our school are handed a postcard on arrival to award a child who they have spotted-**United we strive for excellence-together we shine**

What action do we take to address unwanted behaviour?

Wherever possible, we endeavor to get the best from our pupils through the rewarding of good behaviour and correct choices. However, we realise that to maintain a sustainable productive learning environment, procedures have to be in place to deal with instances where pupils make wrong choices and these have to be clear for staff, pupils and parents.

Using the Sanction cycle, restorative script and flowchart (Appendix 1 & 2), children have the opportunity to restore their behaviour and follow the school rules. However, in extreme cases, where an incident involves physical attack or is thought to warrant it, the Head Teacher may go straight to informing Parents and implement the suspension/exclusion policy.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used.

What Reasonable Adjustments Do We Make To The Policy?

- While it is important to be fair and consistent, we recognise that some pupils face additional challenges which can impact on their behaviour - for example those children with SEND or those classed as vulnerable for a range of reasons. In this case, the school will decide that reasonable adjustments are needed as to how the behaviour policy is applied. This will be communicated with parents and will be part of our targeted offer.
- Behaviour incidents are recorded on CPOMS.

All staff are aware of individual children who may have a specific behavioural need which is identified through a one plan or EHCP. The SENCo, teacher, LSA and parents are all involved in producing specific ways to manage behaviour for these children and set them targets to meet, but ultimately, we have the same expectations of behaviour for all children in school.

INDIVIDUAL PLANS

Individual interventions will at times be required in order to stop negative behaviours. The following steps will be taken: The class teacher will liaise with a specified senior school leader to set up, monitor and review an individual, short term target with a pupil (report). This will be negotiated with the child and parents will be informed. If the short-term target does not stop the negative behaviour, a 'One Plan' will need to be actioned in line with the Special Educational Needs and Disabilities Policy. The plan will consider the pupils long and short-term needs, establish intervention strategies, who is involved and how it will be monitored. If the negative behaviour is not reduced, further support will be required through referral to the external agencies in partnership with the parent/carer.

Absconding from School Grounds:

In the event that a child absconds from school grounds, a member of staff will immediately alert other adults and follow calmly and at a distance until they can be re-engaged using a range of strategies. The other adults alerted will inform the Headteacher immediately and the child's parents will be phoned to alert them to the situation. The police will also be called if necessary.

Restraint – The use of reasonable force:

All members of the school's staff have the legal power to use reasonable force as a last resort, following the Department for Education guidance ["Use of Reasonable Force – Advice for School Leaders, Staff and Governing Bodies"](#). Reasonable force can be used to prevent pupils from committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom. A wide range of de-escalation strategies will have been tried before restraint is considered.

Some examples of when reasonable force may be used are to prevent a pupil leaving or entering a classroom where that behaviour might cause the harm of others, to prevent serious damage to property, prevent a pupil harming themselves through a physical outburst or prevent a pupil from attacking a member of staff or another pupil.

After an incident where restraint has been used and recorded on CPOMS the parents are informed. The DSL must be informed immediately if reasonable force has been used. Triggers or patterns are analysed and additional behaviour management strategies are put into place or updated on a Behaviour Plan. Time will be spent ensuring relationships are rebuilt between all those involved. The focus is on restoring any harm done through using restorative discussion.

Searching and confiscation:

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscating September 2022](#)

Off-site misbehaviour

All pupils are expected to behave appropriately outside of the normal school hours. In cases where pupils have acted inappropriately, and have tarnished the good name of the school, school leaders will investigate this behaviour and will impose sanctions in line with the school rules. In severe cases the school will call the police to speak to pupils.

Suspension and Permanent exclusions:

St John the Baptist Primary school is an inclusive school and we believe that all children have the right to education and school is the ideal place for that. However, there are times, when unfortunately, suspensions or permanent exclusions, is the right course of action.

The DfE Suspension and Permanent Exclusion Guidance states clearly that "This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this,

suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.”

It will be the Headteacher’s decision to make an exclusion or suspension. This may follow single or multiple occurrences of high-level behaviour, for example but not limited to:

- Actual or threatened deliberate physical violence towards others
- Dangerous behaviour that could lead directly or indirectly to serious injury or serious damage to property
- Consistent disruptive behaviour impacting on the learning of others, or leading to a breakdown in school discipline

Suspension gives us the opportunity to plan for re-integration. Risk Assessments and Behaviour Plans will be drawn up if we believe a child may endanger themselves, others or property, and to ensure reasonable adjustments are made for those who have Special Education Needs or Disabilities (SEND), or vulnerable pupils (as stated in the Education Inspections Act 2006).

A decision to exclude a pupil permanently should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion will usually be the final step in the disciplinary process. However, there will be exceptional circumstances when a pupil may be excluded for a first-or-one-off offence such as violence, sexual assault, supplying an illegal drug or carrying an offensive weapon.

The school will adhere to all requirements associated with an exclusion, including notifying parents and providing suitable work for the period of the exclusion.

All exclusions and suspensions MUST be reported to the Local Authority and Governing Body.

Further guidance documents:

[Suspensions and Exclusions DfE September 2022](#)