



# St. John's C.E. Primary School

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## Policy for: Behaviour

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# St John's CE Primary Behaviour Policy



**This policy describes the purposes, nature and management of Behaviour in school. It arises from the Christian faith, within the Anglican tradition.**

## **Rationale**

Everyone at St. John's C.E. Primary School has the right to feel safe, secure and respected. Our pupils have the right to learn without being disturbed or distracted. We look to ensure a happy and caring community, which encourages respect for others' feelings, beliefs and possessions. Our behaviour policy is rooted in the belief that all members of the school, regardless of age, ethnicity, religion, belief, sexuality, gender or disability are of equal value as human beings and have a valuable contribution to make to the life of the school.

## **Aims**

We seek to ensure that:

- Our school is a happy and caring community where everyone feels safe, secure and respected
- Our pupils can learn without being disturbed or distracted
- We have respect for others' feelings, beliefs and possessions
- We have a well-structured positive behaviour management system firmly in place
- All adults in school consistently model and promote the desired standard of behaviour
- The children accept responsibility for their own behaviour
- We have consistency of response to both positive and negative behaviour
- We promote self-esteem, self-discipline and positive relationships

## **Roles and Responsibilities**

The promotion of positive behaviour is the responsibility of everyone involved with the school. There are however specific roles for different members of the school community. The Governing Board will define the framework of the school's behaviour policy by writing a statement of general principles, and should oversee the Headteacher's maintenance of discipline in school. The Headteacher will frame the policy to establish an environment that encourages positive behaviour, discourages bullying and promotes diversity. The views of all stakeholders should be taken into account when formulating and reviewing the behaviour policy, and the Headteacher should publicise the school's policy to pupils, parents and staff at least once a year. With other members of the school leadership team, the Headteacher should organise support for its implementation.

All school staff will ensure that the behaviour policy is consistently and fairly applied to all groups and communities, and that pupils are taught how to behave well. They should provide each other with encouragement and support, and model the high standards of behaviour expected by pupils. The Governing Board, Head and staff will ensure that all aspects of the school's behaviour policy and its application promote equality for all pupils. This should be backed up by monitoring of rewards and sanctions, to ensure that their distribution does not detract from equal opportunities principles. Policies and practice should address the needs of all communities, in line with the statutory duty to promote race equality in the Race Relations (Amendment) Act. Pupils will promote the school's code of conduct, and support staff and other pupils, particularly by reporting incidents of bullying and other misbehaviour.

Parents and carers should take responsibility for their child's behaviour inside and outside of school, work in partnership with the school to maintain high standards of behaviour, and contribute to the policy through consultation.

## **Rules**

1. The children are expected to keep our school rules at all times:

### **Our Golden Rules**

- Do be gentle.
- Do work Hard.
- Do be honest.
- Do be kind and helpful.
- Do look after property.
- Do listen to people and show respect.

These rules should be displayed in each classroom and around school and referred to during the course of the school day as appropriate.

2. There are specific golden rules and safety rules governing behaviour at playtimes and lunchtimes:

### **Our Golden Playtime Rules**

- Do be gentle.
- Do play well with others.
- Do be honest.
- Do be kind and helpful.
- Do look after property.
- Do listen to people and show respect.

### **Our Playtime Safety Rules**

- Stay within the playground area.
- Only use softballs for football.
- Do not play fight.
- Do get permission to go inside.

### **Rewards**

At St. John's, we believe all pupils should be encouraged to do their best and have their success and achievements recognised. We look to create a climate where the use of positive praise and encouragement is commonplace and outweighs the use of sanctions. We recognise the importance of highlighting positive behaviour with praise and encouraging language and gestures in and around school. Success and achievements, both inside and outside of school, is recognised in a variety of ways:

- Praise - smiling and other non-verbal signals, verbal and written
- Stickers
- Displays of good work in classrooms and around school
- Special privileges
- Contacting parents/carers – verbal praise and 'Well Done' postcards sent home
- Family and other achievement assemblies – the school community is invited to a weekly assembly to celebrate the many achievements both inside and outside school
- Achievement certificates
- St. John's Learning Behaviours Award – children nominate a member of their class for the learning behaviours award who is anonymously selected at our Family assembly
- Attendance awards – individual and class
- Team points – children are all members of one of four teams based on colours (Red, Yellow, Green & Blue) Year 6 children act as Team Point Captains. Rewards are given for team of the week, term and year.
- Children earn a weekly Golden Time for maintaining the 'Golden Rules'
- Work shown to Headteacher
- Headteacher's award

### **Sanctions**

At St. John's we are extremely proud of our children's behaviour, but recognise that we must have a 'Scale of Actions' that can be used in response to inappropriate behaviour. We do not use punishments that humiliate or degrade pupils and endeavour to establish the facts of incidents before applying a sanction. We look to apply sanctions consistently and fairly within a context of positive reinforcement of good behaviour. We take account of the individual circumstances of the case, including the seriousness of the incident, the age and previous conduct of the pupil involved. Children are encouraged to reflect on the effects of misbehaviour on others in the school community.

### **Scale of Actions**

- Warning – member of staff warns the child about his/her behaviour in relation to our Golden Rules.
- Loss of Golden Time – usually in five minute periods.
- Removal from the situation – e.g. asked to sit on their own.
- Talking 'privately' with the pupil about their behaviour.
- Loss of privileges (e.g. class monitor)
- Withdrawal of breaktime privileges
- Detention / making up lost learning time
- Withdrawal from class / involvement of senior leadership team
- Referral to Head or Deputy and/or contact with parents/carers

Serious or persistent misbehaviour might require withholding participation in any school trips, social or sport events that are not an essential part of the curriculum, placing a completed incident report in the pupil's school file, weekly report record, behaviour plan, parental involvement, extended withdrawal from a particular lesson or peer group, fixed term exclusion or permanent exclusion.

### **Circle Time / One Page Profiles**

A whole school approach to Circle time is used to provide a positive forum where everyone feels valued and free to offer opinions, discuss issues and identify possible solutions to behaviour related concerns. As an inclusive school, St. John's values treating all members of the community as individuals. Each child has a one-page profile that informs all staff with personalised information on each child. This is structured under three headings:

- Like and admire

- Important to know
- How to support me

Consultation with children and parents to develop a one-page profile for each pupil allows us to treat all children as individuals and support all children in reaching their full potential.

### **Early Intervention and Support**

As well as dealing with inappropriate behaviour when it occurs, this behaviour policy aims to reduce disaffection among pupils. St. John's C.E. Primary School recognises that where there are signs of disaffection, early intervention may prevent problems from worsening. The school will review the support available to individual pupils who may be at risk of disaffection or exclusion. Additional measures could include: learning support / study support, a buddy system / mentoring, counselling, the allocation of a Learning Mentor, or other key worker, assessment of SEN and Individual education planning / teaching strategies, A change of class, engaging with parents, Curriculum flexibility (including disapplying the National Curriculum in certain circumstances) , referral to a specific support service (such as the Education Psychology Service, SBSS In-school support, Social Care services or Healthy Young Minds Stockport – formerly CAHMS), a Pastoral Support Programme (included in the Behaviour Plan), temporary placement in an in-school Learning or Behaviour Support Unit as part of a planned positive programme, or a managed pupil transfer to another school.

The school has access to a range of services to support pupils at risk of disaffection or exclusion, or for support in relation to specific problems/circumstances. The school will make referrals to these services where appropriate, and with the consent of the pupil and their parents/carers where necessary.

If a pupil has persistent behavioural needs that indicate they are in serious risk of exclusion it may be appropriate to implement a Behaviour Plan to help them better manage their behaviour. It is particularly appropriate for those pupils whose behaviour is deteriorating rapidly.

### **Managed Pupil Transfer**

If a pupil displays persistent disruptive behaviour and is considered to be at serious risk of permanent exclusion, the school will liaise with the Behaviour Support Service (BSS) to discuss early intervention and support, and if necessary the possibility of a managed pupil transfer to another school. Managed pupil transfers between primary schools will be arranged, if appropriate, by the Headteacher of BSS and the Education Officer (Inclusion).

### **Exclusion**

Exclusion is one of the options amongst a range of strategies that the Headteacher (or the Acting Headteacher in his or her absence) can employ in response to inappropriate behaviour. It will usually be used as a last resort when all other alternatives have been exhausted. The decision to exclude a pupil will be taken only in response to serious breaches of St. John's C.E. Primary School's behaviour policy; and if allowing the pupil to remain in school would pose a serious risk to the education or welfare of the pupil or others in the school. Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of the pupil concerned or others in the school. Unacceptable behaviour, which might result in exclusion, includes: physical assault, verbal abuse/threatening behaviour, bullying, racist abuse/harassment, sexual misconduct, damage, theft, drug and alcohol related incidents and persistent disruptive behaviour.

Only the Headteacher (or the Acting Headteacher in his or her absence) can make the decision to exclude a pupil, and in making that decision he/she will take into account the likely impact of the misconduct on the life of St. John's C.E. Primary School. This may include behaviour on or off the premises, which is in breach of the standards of behaviour expected by the school. Pupils having fixed term exclusions over five days will be sent to an agreed Stockport Primary School, as part of a Stockport reciprocal agreement.

Permanent exclusions will normally be used only as the final step in a process for dealing with disciplinary offences when a wide range of other strategies has been tried without success. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a pupil for a first or one-off offence. Such circumstances might include serious actual or threatened violence against another pupil or a member of staff, sexual abuse or assault, supplying illegal drugs or carrying an offensive weapon. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. In making the decision to exclude, the Headteacher will follow the procedures laid out in the guidance produced by the Local Authority and the DfE, and will seek the advice of the Local Authority where necessary. Parents/carers will be informed of the actions taken.

### **Bullying, Harassment, Racial Incidents**

St. John's C.E. Primary School is committed to a whole school approach against bullying and harassment in any form. This includes racial, sexual and homophobic harassment. Bullying and harassment is not only damaging, but it stops pupils from learning. All members of the school community are expected to demonstrate care and courtesy towards each other, respect one another, and respect difference and diversity. This school will not tolerate any kind of harassment, and bullies or instigators of harassment will be dealt with firmly. If incidents occur we will take the following action:

- All incidents will be recorded and investigated as soon as possible
- Support will be given to the victim and the bully
- The victim will be offered counselling
- The bully or instigator of the harassment will be given opportunities to explain their behaviour.
- They will be offered counselling
- There will be regular follow-ups, daily in the first instance, to monitor the situation
- Parents of both parties will be kept informed of progress
- Any sanctions that may be applicable will be considered in respect of St. John's C.E. Primary School's behaviour policy.

This school follows the guidance issued by the Local Authority on dealing with racial harassment and racist incidents that occur in

school. Racial harassment will not be tolerated and the perpetrator(s) of the harassment or racist abuse will be dealt with firmly, and sanctions applied as appropriate. In many cases, the parents/carers of the pupil(s) in question will be contacted and may be asked into school to discuss their child's behaviour. Victims of racist abuse and harassment will be supported both at the time of the incident and following the incident if necessary.

St. John's C.E. Primary School will complete a racist incident report form following every racist incident that occurs in school (no information that may identify a perpetrator or a victim will be included on this form), which will be returned to the Local Authority. The Local Authority may follow up serious incidents with the school and other appropriate agencies. The school will make a termly report to the Governing Board about the number of racist incidents that have taken place and the action taken in response. If no incidents have been recorded, the Governing Board will complete and return a nil return form to the Local Authority.

### **Risk Assessments for challenging behaviours and Restraint**

St. John's C.E. Primary School will consider undertaking risk assessments for pupils with challenging behaviour, in order to minimise risks, protect pupils and staff, and to exercise the school's 'Duty of Care'. This will involve assessing the context and probability of risks, and the seriousness of any likely outcomes for pupils or staff. If further action or strategies are identified in the risk assessment process, the school will take action to implement these in order to safeguard pupils and other members of the school community. The Local Authority has issued guidance to Headteachers to assist schools in this process.

There are occasions when the restraint of pupils is necessary. Teachers and other persons who are authorised by the Headteacher to have control or charge of pupils may use reasonable force in the following circumstances:

- Where action is necessary in self defence, or because there is an imminent risk of injury to the pupil themselves or others
- Where there is a developing risk of injury, or significant damage of property
- Where the pupil is behaving in a way that is compromising good order and discipline at the school or among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere
- Where the pupil is committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility.

All teachers are authorised to use reasonable force to control or restrain pupils. The Headteacher can identify people other than teachers, whom they wish to authorise to have control or have charge of a pupil, to be able to use force if necessary. The Headteacher is responsible for maintaining an up-to-date list of authorised personnel. This school adheres to guidance given in the Local Authority's 'Care and Control' document (January 2004) on the care and control of pupils and the recording and reporting of physical intervention.

### **Recording and Reporting of Incidents**

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy. The school has clear procedures in place for recording incidents of inappropriate behaviour and conduct, which all staff are made aware of and reminded of on a regular basis.

The school has advised staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements. The procedures for recording and reporting incidents are reviewed regularly. The school also follows the Local Authority's guidance for recording and reporting particular types of incident. The reports that the school sends to the Local Authority are listed below:

- Accident/Incident Report Form – the school is required to complete a form following every accident or incident resulting in injury that occurs in school, and return a copy to the Health and Safety Team at the LA.
- Exclusion Notification Form – an exclusion notification form is completed and signed by the Headteacher following every exclusion issued. This is sent to the Education Officer (Inclusion) at the LA, who monitors all exclusions, notifies other relevant services of exclusions where appropriate, and produces annual statistics on the number of exclusions in the borough.
- Racist Incident Report Form – this report form is completed and returned to the LA's Inclusion Support Team following every incident of a racist nature that occurs in school. The form does not identify either the victim or the perpetrator of the racist incident.
- Physical Intervention Reporting Form – a report form is completed and returned to the Inclusion Support Officer at the LA following every occasion where a member of staff has physically intervened with a pupil.
- St. John's C.E. Primary School follows the relevant Local Authority guidance which accompanies each of the above reporting procedures/report forms. The school ensures that completed forms and any photocopies containing personal information are kept secure, as required by the Data Protection Act, and that only authorised persons are able to see the information.

### **Monitoring, Evaluation and Review**

St. John's C.E. Primary School monitors behaviour incidents in order to identify issues and trends, in terms of the type of incident, critical days/times in the week, critical places within/outside the school, the pupils involved and their profile (ethnicity, age, gender, SEN, LAC status). The use of rewards, sanctions, exclusions, and referrals to support services will be monitored in relation to race, ethnicity, gender, disability, SEN and Looked After status, and any patterns revealed will be analysed and addressed as appropriate. The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements in line with the Data Protection and Freedom of Information Acts.

The effectiveness of this policy will be reviewed as part of the Governors' Annual Report to Parents, and the Governing Body/Management Committee will receive statistical reports on bullying, racist incidents and exclusions on a termly basis. The Behaviour Policy will be reviewed every three years, or earlier if appropriate. Pupils, parents, staff and governors will be consulted about any proposed changes to the published policy.