



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

## Behaviour Management Policy

### St. John's CE Primary School

'They will soar on wings like eagles.' Isaiah 40.31

Updated: May 2025

Article 19: All children should be protected from violence, abuse and neglect, and governments should protect them.

Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 29: Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.

Aims:

- To create an environment where everyone can thrive and reach their potential.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others

We believe:

- A safe, happy, caring and welcoming environment helps to develop self-esteem and promote good behaviour.
- All pupils have the potential to achieve and 'soar on wings like eagles'.
- Relationships here are based on mutual respect, high expectations and are fully inclusive.
- Behaviour plays a vital role in the life of the school and to the happiness and well being of the school community.
- To ensure every member of our school community feels valued and respected, and that each person is treated fairly, promoting good relationships.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive role models and interventions

Our Behaviour Policy is based on the Five Pillars of Pivotal practice:

- Consistent, calm adult behaviour
- Relentless routines
- First attention for best conduct
- Scripting difficult interventions
- Restorative approaches

We treat everyone fairly and with respect. We apply this behaviour policy in a consistent way.

**Our school rules are Be Ready, Be Respectful, Be Safe.**

St John's Behaviour Principles: READY, RESPECTFUL AND SAFE. These three principles guide all children's behaviour at St John's School. Every child should be ready to learn and aim to do their best. All members of the school community should be respectful towards others at all times. All members of the school community should be safe and be free from discrimination, harassment, victimisation and any other conduct as set out in the Equality Act 2010.

The language of Ready, Respectful, Safe is used throughout school in everyday life when discussing behaviour with children.

**Be Ready:**

- Be in school - we aim to be in school all day, every day to give us the best opportunity to learn and achieve.
- Be on time - we aim to be at school and in lessons on time so we can make the most of

every learning opportunity and develop good habits that will help us in our working lives when we leave school.

- Be in uniform - we wear our uniform with pride.
- Bring what you need - we have the correct equipment for school so we can engage in the lessons quickly.
- Take part - we take advantage of all opportunities for learning and the wider curriculum that school offers.

#### **Be Respectful:**

- Listen - We listen to each other.
- Follow instructions - we follow all adult instructions in school.
- Show good manners - we show good manners at all times.
- Care for our community - we make sure we are polite and respectful to members of the community on our way to and from school.
- Care for our environment - we care for our environment by picking up litter and leaving rooms tidy.

#### **Be Safe:**

- Follow rules - we follow all school rules and understand they are there to keep us safe. We walk in the school building.
- Tell a trusted adult - we report concerns to our teacher or any trusted adult in school if we are worried about ourselves or others.
- Talk about worries - we communicate any worries to a trusted adult in school. We know they will listen and do their best to help us.
- Report peer abuse - we report any abusive words or actions to a trusted adult. We know that the matter will be taken seriously and dealt with.
- Be safe online - we keep ourselves safe online at school and at home - we make sure that strangers can't access to our personal details.
- Be safe outside school - We always let our parents know where we are. We keep ourselves safe by following rules we have been taught and staying away from people who might endanger us.

#### **Trauma Informed School**

We are on a journey to become a Trauma Informed School, and this feeds into our behaviour policy and our day to day interactions with children.

To be emotionally available, adults need to have relational skills. PACE is an acronym in the way school staff relate to children in their care.

P-Play; the key neurochemicals are in play, which means the children feel safe and have secure attachment to trusted adults.

A-Acceptance; Adults accept the feelings, thoughts, urges, motives and perceptions that underlying challenging behaviour.

C-Curiosity; Adults have a deep interest and wish to help children make sense of what has happened to them and help them clarify their thoughts and feelings.

E-Empathy

Research shows that children's attachment to teachers is associated with higher attainment, greater emotional regulation, social competence and willingness to take on challenges. Please see Trauma Informed Schools UK overview for more information.

## Expectations of Adults

### The role of the teacher and other school staff

Teachers and teaching assistants establish consistent levels of acceptable behaviour with the support of parents and school leaders. A positive classroom atmosphere together with encouragement, praise and recognition of effort and achievement are key to successful classroom management. Pupils are taught how to make good choices and given strategies to manage their own behaviour. Teachers and teaching assistants recognise that effective conditions for learning impact positively on classroom behaviour.

We expect every adult to:

1. Meet and greet pupils at the start of the day.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of **all** learners.
5. Give first response to positive behaviours.
6. Be calm and give 'thinking time'. Prevent/de-escalate before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Always explain that an additional strategy is being used, if the previous one did not help.
9. Never ignore or walk past learners who are engaging with negative behaviours.

### **Every interaction is an intervention**

Staff are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### Role of SLT

SLT are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

SLT will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Regularly review provision for learners who fall beyond the range of written policies.

### Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to ensure the Behaviour Policy is implemented consistently throughout school. It is also the Headteacher's responsibility to ensure the welfare, health and safety of all children in school. The Headteacher has the responsibility for giving fixed term exclusions and may permanently exclude a child in line with LA guidance and procedures.

### Role of Parents/Carers

St. Johns CE Primary School will actively collaborate and work in close partnership with parents so that children receive consistent messages about how to behave at home and school. We explain school rules/values on our website. We expect parents to support their child's learning and to co-operate with school as set out in the home/school agreement. We are very supportive of parents and if we have any concerns about a child's welfare or behaviour, we will always inform the parent/s.

### Power to use reasonable force

All members of school staff have a legal power to use reasonable force. Reasonable force can be used in circumstances to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision to intervene is down to the professional judgement of the staff member concerned and always depends on individual circumstances. The following is not an exhaustive list, but provides examples:

preventing a pupil from leaving the classroom or grounds where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; restrain a pupil at risk of harming themselves through physical outbursts. The Headteacher and authorised staff can also use reasonable force given the circumstances to conduct a search for prohibited items or any article that has been or could be used to commit an offence, cause personal injury or damage to the school property. Force cannot be used to search for items banned under school rules. Schools do not require parental consent to use force on a pupil. Parents will be informed about serious incidents involving the use of force.

### Role of the Trustees & Local Governing Body

The Governing Body supports the Headteacher in the implementation of the Behaviour Policy.

### Fixed and Permanent Exclusions

The school has adopted the LA guidance and procedures and will refer to this guidance in any decision made to exclude a child from school. Only the Headteacher, or Acting Headteacher, has the power to action either a fixed term or permanent exclusion of a child from school. If the Headteacher excludes a child s/he will inform the parent/carer immediately giving the reason for the exclusion. The Headteacher will inform the Governing Body and the LA about any fixed term or permanent exclusions.

School does not tolerate bullying, racist or homophobic behaviour of any kind. (Refer to the Anti-Bullying Policy)

## TRUST PARTNERSHIPS

The Partners of The Trust have the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The partners support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but partners may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Policy updated: May 2025

Policy to be reviewed: Summer 2027

## Guidelines

### Rules, Rewards and Sanctions

Our school rules are **Be Ready, Be Respectful, Be Safe.**

### Positive incentives/Rewards

- We prefer to offer pupils incentives/rewards for positive behaviour and learning attitudes.
- Verbal recognition for correct behaviour and / or learning behaviour.
- Stickers - all staff value the importance of stickers to acknowledge good learning and / or behaviour.
- Regular Friday Celebrations Worship, where a green jumper is awarded to a child who is a positive role model. Parents are welcome to attend.
- A star of the week certificate awarded to a child for work or learning behaviours.
- In Class Reward systems - each class has one unique whole class reward system.

- House points-we have four houses which children are in throughout their time at St John's. House points are awarded for learning behaviours, general behaviour or aspects of learning. House points are counted half termly and the winning house then have a non-uniform day.
- Positive conversations with parents either via phone call, email, text or face to face.

### Consequences/Sanctions

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating.

Aspects of behaviour that do not meet our St John's Primary rules "Ready, Respectful, Safe" have a clear and consistent consequence. Staff will give a child the opportunity to correct their behaviour where possible. A verbal reminder of the rewards on offer for positive behaviour enforces to children that "your behaviour is your choice" and so too are the related rewards or consequences.

Children do not miss part of any lessons as a consequence/sanction.

Our sanctions and the language we use demonstrates to children that they have behaviour choices, and if they do not follow our rules, this is not acceptable.

1. Reminder and positives reinforced. i.e. show me good listening, show me good sitting
2. A direct reminder-sit nicely, walk, stop disturbing others
3. Class teacher speaks to the child at the end of the lesson and reminds them of the rule they have broken.
4. If the child continues to behave inappropriately then they miss 5 -10 minutes of play or lunchtime (as immediate as possible)-depending on the seriousness of the behaviour.
5. If the behaviour is classed as severe the child is taken to a member of the SLT, who will determine the sanction, which could be missing break or lunchtimes or an internal exclusion. Parents will be informed of severe behaviour.

Examples of severe behaviour; physical violence, bullying, verbal abuse, damaging school property.

NB: *please note, children on a Behaviour Support Plan may have an alternative behaviour route.*