



Behaviour Policy

Aims of our Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear in order to ensure safety.
- To raise awareness about appropriate behaviour.

How we encourage good behaviour at St.John's School

Our expectations of good behaviour are made clear through our class 'rights and responsibilities' agreed within each class at the start of every year and displayed prominently within each classroom.

The school also has agreed 'characteristics of effective learning' which have been agreed with all stakeholders in 2015 and is used as the basis for all gold book awards and expected behaviour within school.

Good behaviour and effective learning behavior is praised both publicly and privately, e.g. Gold Book and Positive Credits

The PSHE curriculum is used to promote mutual respect and understanding.

All stakeholders are encouraged to promote high standards of behaviour by providing positive role models. The Staff Code of Conduct and Staff Handbook outline these expectations in further detail.

There is consistent use of the traffic light system and its consequences throughout the school.

Rights and Responsibilities

Rights and responsibilities will be discussed with all children regularly and will be based on our core values, resulting in a shared expectation of learning and behaviour.

Characteristics of effective learning will also be agreed with all stakeholders and displayed in school. These will be discussed regularly with children and a display in each class will encourage regular reflection on these characteristics.

Every year group will make up their own age appropriate rights and responsibilities and will display them clearly.

Traffic light system

All children will begin each new session on a green traffic light



A list of sanctions/consequences for disruptive behaviour can be found in Appendix 1.

For children showing persistent and more challenging behaviour, the following procedure will be followed.

1. Parents contacted by Class Teacher/SENCO.
2. Key Stage Leader involved
3. Deputy/Headteacher involved. At this stage, it may also be necessary to involve the Inclusion worker

If these actions do not achieve the desired behaviour, then one or all of the following actions may occur:

- Outside agencies contacted
- Procedures may be started for fixed term exclusion

Should a serious incident occur staff will record it on the behaviour log attached - Appendix 2 and a copy will be passed to the Headteacher and a copy kept on the child's file.

Physical Contact Between Adults and Children

1. Positive Contact

The school accepts the LA's view that there can be positive physical contact between adults and pupils which expresses "parental affection to provide comfort, ease distress and signal care." However, for some children touching is unwelcome and where this is known staff should be informed. Guiding principles for positive physical contact are included in "Positive Management of Aggressive and Violent Behaviour".

2. The Use of Force to Control or Restrain Pupils

On rare occasions members of staff and others who have lawful charge of pupils may have to control a pupil. Section 93 of the Education & Inspection Act 2006 allows members of staff, and other persons who are authorised by the Headteacher, to use reasonable force to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- Injuring themselves, others, or seriously damaging property (including the pupil's own property).
- In potential danger of injuring themselves, others or seriously damaging property.



- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

There is no legal definition of “reasonable force” but a workable guide might be the minimum needed to achieve the desired result. However before applying any physical restraint clear verbal instructions and warning of the consequences of ignoring them should be given. Moreover, physical intervention should only be used when required by the particular circumstances prevailing and never as part of a general regime. Full guidance on ‘Controls’ and the ‘Procedure for Physical Restraint’ are to be found in the Norfolk County Policy “Positive Management of Aggressive and Violent Behaviour”. All authorised members of staff and helpers will be furnished with this document.

3. Authorised Staff

All teaching staff, classroom assistants, midday supervisors, and regular voluntary helpers will be authorised to have control or charge of pupils by the Headteacher. The Headteacher will explicitly inform the people concerned and ensure that they are aware of and properly understand what the authorisation entails.

4. Recording Incidents –

If force is used by an adult then a detailed written report should be completed. Guidelines for recording incidents will be given to all authorised persons. The guidelines also appear in the Incident Book, located in the Headteacher’s office, where such records should be filed.

Bullying

***A definition of bullying is: “A person is bullied when he or she is exposed regularly and over time to negative actions on the part of one or more persons” (Psychological Service Information Paper 5 - Bullying).
Bullying can be physical, verbal or emotional.***

At St. John’s we do not and will not tolerate bullying and will strive to eradicate it wherever necessary

We encourage children to be aware of and understand the difference between bullying and one off incidences. All staff are trained to deal with children who report bullying.

Examples of bullying can include:-
(Repeated)

- name calling
- malicious gossip
- damaging or stealing property



- coercion into acts they do not wish to do
- violence and assault
- teasing
- intimidation
- extortion
- ostracising
- cyber bullying

Early signs of distress can be shown by one or more of the following behaviours:

- withdrawn
- work deteriorates
- made up illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/fear/anxiety
- has unexplained bruises/scratches/cuts
- frequently has no dinner money
- often forgets games kit
- often loses books
- comes home regularly with clothes or books destroyed
- refuses to say what is wrong
- gives an improbable excuse to explain any of above.

At St. John's C.P. School we discourage bullying by

1. Discussing friendships
2. Encouraging the caring side of children
3. Positive encouragement of caring behaviour
4. Good relationships between staff and pupils
5. Adequate supervision on playground/field.
6. PSHE will be delivered through the GoGivers programme.

If there is reason to suspect bullying, the following informal procedure will be carried out initially:

The class teacher will investigate the allegations and alert all members of staff who come into contact with the child who, between them, will monitor the situation

If the monitoring prompts cause for concern, then the following will occur:

1. Class teacher(s) will meet both victim and bully to discuss the situation
2. Sessions with the Inclusion worker to enhance self esteem and self value of both victim and bully will be offered. These sessions could be individual or joint
3. Non-aggressive behaviour on the part of both victim and bully will be rewarded



4. Teachers of both victim and bully will use circle time / PSHE time with the whole class to follow up, support victim and prevent recurrence
5. Concerns will be reported to all staff via the 'Case History' slot in staff meeting

If the situation does not improve, despite the methods outlined above, a more formal approach will be adopted:

1. The following members of staff will be informed: Head, Deputy and Counsellor
2. Parents of both victim and bully will be involved and will be invited into school to discuss the situation. A plan to address the bullying will be put into place after discussion with all parties
3. Monitoring of the situation (including any discussions with children involved) will become more formal; a written record of any instances / discussions will be kept
4. If not already in place, sessions with the Inclusion worker will be offered to both victim and bully
5. Monitoring of the situation will continue, even if the situation seems to be resolved and parents of both parties will continue to be involved until all are satisfied that the matter can be closed

If the situation persists despite the procedures outlined above, then the matter will be taken to the governing body for a more formal resolution

Breach of ICT Code of Conduct

In the event that a pupil misuses the ICT equipment in school the following will be followed:

- The concern is raised with the Headteacher immediately on an ICT reporting form
- The Headteacher will speak with the pupils involved
- The Headteacher will inform the parents of the pupil about the action and the sanction
- The Headteacher will record on the ICT form the sanction/consequence and how this was shared with parents.
- The Headteacher will also record any next steps for the school i.e. amend pupil curriculum/extra CPD for staff
- If the misuse is significant or criminal the Headteacher may contact the Police.
- The incident ICT report will be retained on the pupils record and a copy held in the Head teachers office for monitoring purposes.

Ratified by Governors on

12th July

2017

Chair of Teaching and Learning Committee _____

Appendix 1

V – Verbal warning

Y – Yellow warning

R – Red sanction (1 red = 5 minutes loss of break or lunch time)

Behaviour and sanction	Examples
<u>Disruption</u> V / Y / R	Shouting out.
<u>Defiance</u> V / Y / R	Untidy uniform. Purposefully ignoring instructions. Mistreating school resources. Leaving the classroom during learning time without permission.
<u>Disrespect</u> 10 minutes inside at break time. No verbal or yellow warning given. Incident discussed with SLT who will decide if it is appropriate to call parents/carers.	Swearing at someone. Using inappropriate language towards someone.
<u>Violence</u> Provoked – 25 minutes Unprovoked – 50 minutes and head teacher involved. No verbal or yellow warning given. Incident discussed with SLT and contact made with parents/carers.	
<u>Fighting</u> 50 minutes and head teacher involved. No verbal or yellow warning given. Incident discussed with SLT and contact made with parents/carers.	
<u>Play fighting</u> 15 minutes inside at break time. No verbal or yellow warning given. Incident discussed with SLT who will decide if it is appropriate to call parents/carers.	



If a child is given three reds in the same session they will be sent to another classroom to discuss their behaviour with another teacher.

To give every child the chance to make a fresh, positive start, all children will return to green on the traffic light system at the beginning of each new lesson.