



# St John's Green Primary School

Learn to Live, Live to Learn

## Behaviour Policy

### **Our Aims:**

To clarify with the children what is meant by good behaviour and encourage them to examine their own behaviour and take responsibility for it.

To create an ethos where children are valued and self esteem is promoted.

To encourage a positive and vibrant learning environment and to promote good behaviour through the curriculum.

To encourage the children of St John's Green School to become considerate individuals and good citizens.

To be aware of the reasons for and symptoms of bullying, by informing children how to deal with bullying behaviour.

For children to be safe.

### **What is meant by good behaviour?**

The following are our expectations: -

Maintaining an appropriate volume when working

Being pro-active in their learning

Having high expectations of ourselves and others

Being polite: hands up when you wish to speak, listening when others speak

Looking after our school and each other

Playing sensibly in the playground

Moving around the school purposefully and safely

Taking responsibility for own actions

Each class has its own set of rules which are agreed from class discussion and on display.

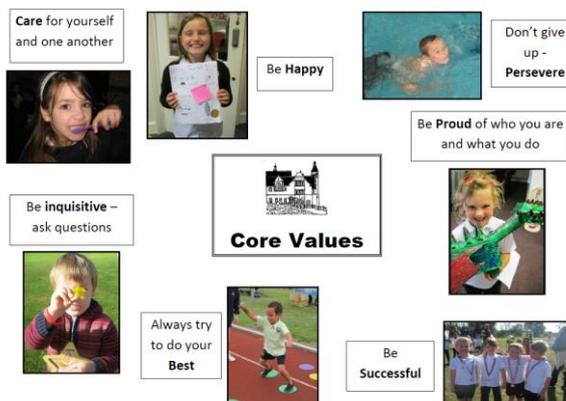
### **Encouraging a Positive Learning Environment and Promoting Good Behaviour.**

At St John's Green School we believe it is very important that our children feel secure and cared for in surroundings that are interesting and stimulating, so that effective learning can take place.

Effective classroom management facilitates good behaviour.

At the beginning of the year, children are made to feel welcome by the teacher. They will already have had contact with the teacher and the class in the previous term and this will be extended by activities which are designed to help everyone get acquainted and to learn more about each other. Children agree class rules and these are displayed in the classroom.

St John's Green has devised Core Values by which we measure ourselves as good citizens and members of our school community. These are displayed at the beginning of each assembly and reference is made to the Core Values in our newsletters, assemblies and classroom lessons. We believe our Core Values help to promote good behaviour.



Our Core Values are further reinforced by our PSHE. This is based on 'Jigsaw' which is recommended by the PSHE society. It brings together personal, social and health education, with emotional literacy, social skills and spiritual development. It is designed as a whole school approach. All year groups work on the same theme at the same time and this is reinforced through our assemblies.

### **How we reward good behaviour.**

By giving verbal encouragement

Giving stickers, stars, stamps and team points so that everyone knows who has done well

Sending children to another teacher or the Headteacher for praise

Giving certificates in assembly for outstanding effort, behaviour and work

Informing parents of improved or particularly good behaviour

Displays of good work

Assemblies celebrating good work

Giving out Team Points

Displaying WANTED Posters

### **What the law says**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

**Guidelines for dealing with disruptive behaviour.**

- 1, Positive reinforcement of the type of behaviour that the child should be displaying.
- 2, If the poor behaviour continues, give the child a verbal warning that they will be moved to a separate area in the classroom.
- 3, To move the child to a new seat in the classroom away from distractions.
- 4, If the poor behaviour still continues to send the child to another class.
- 5, In extreme cases to send for the Headteacher or Deputy.

Other sanctions may include:

- a verbal reprimand,
- extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day
- Missing break and/or lunch time.
- Detention including during break time, lunch-time and after school.

If bad or disruptive behaviour causes concern, parents will be informed of this and will be invited to school to discuss the problem. A Home Liaison card may be used to inform parents of good behaviour seen during lessons, or poor behaviour that needs improving. Outside agencies may be contacted and parents will be kept informed should this happen.

If a child is a danger to themselves or others, he/she will be excluded.

Vigilance, consistency and fairness by all staff, plus reward and praise of children, who behave in a considerate manner, will usually secure a calm and purposeful working atmosphere. This in turn will enable children to use lesson time more effectively.

Major incidents must be logged in the incident file. Where necessary, behaviour logs will be kept on individual children and will be kept in the heads office.

The school also maintains the right to discipline children for actions from outside of school which contravene the expectations that are outlined above.

This could include misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Examples could include,

- if a child uses a social networking site to send an abusive or insightful message
- or if children are physically verbally abusive to another peer or members of the public whilst walking to and from school.

### **Exclusions.**

Exclusions will be considered when a child has:

Given serious verbal/physical abuse towards children, staff or visitors

or

Shown persistent actions, which are likely to injure themselves or others

or

Exhibited behaviour which takes that child beyond the school's ability to control, or keep that child safe, or educate him/her.

### **Factors considered when making an exclusion.**

Age

Social circumstances

Child's health (physical, mental, emotional)

And all other factors listed in Department for Education (DfE) guidance.

### **Procedures.**

In the case of an extreme incident or when a pattern of unacceptable behaviour develops, or where the Headteacher or Deputy Headteacher has decided an exclusion is necessary, the school will proceed as follows: -

Parents will be advised by telephone or in person and the Local Authority (Essex County Council) informed; Notification in writing would follow by post, in accordance with DfE directives, informing parents of their right to make representation to the governing body and Local Authority; The Appeals Committee of the Governing Body will be sent copies of the letter and a date set for meeting if required.

Circumstances will dictate further action which will proceed in accordance with DfE guidance.

## **Confiscation of inappropriate items**

School staff have the legal power to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

School staff also have the power to search without consent for prohibited items and these could include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search.

1, Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

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This policy should be read in conjunction with all of the school's ECM policies, including: Child Protection, Anti-Bullying, Equalities, Positive Handling, Teaching and Learning, British Values.

This policy should be read in conjunction with 'Behaviour and Discipline in Schools' Advice for headteachers and school staff, January 2016.