



St John's Green Primary School

Learn to Live, Live to Learn

Behaviour Policy

1, 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.

To provide a consistent approach to behaviour management

To define what we consider to be unacceptable behaviour, including bullying

To outline how pupils are expected to behave

To summarise the roles and responsibilities of different people in the school community with regards to behaviour management

To outline our system of rewards and sanctions

2, Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

COVID:

When children are in school we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and will make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the procedures that have been put in place.

- Children will wash their hands as soon as they enter the school. They must also wash them after every break, when they have been to the toilet and before they eat.
- Children and parents must follow the one way system for both the Town and Abbey Field sites.
- Children may only socialise with their class when they are in school and in certain circumstances with their Year Group Bubble.
- Children must not leave the classroom and wander round the school.
- Children must use the 'Catch it, Bin it, Kill it' approach when coughing or sneezing and should try to avoid touching their mouth, nose and eyes with their hands.
- If a child experiences any of the symptoms of Coronavirus they must tell an adult.
- Children cannot share standard equipment (pens/rulers) when they are in school.
- Children must not under any circumstances cough or spit at any other person.

If children fail to follow these rules, then the school may ask the child to be immediately collected from school and this will be an exclusion. See section 12.

3, 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.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Tobacco and cigarette papers
 - o Fireworks
 - o Pornographic images
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

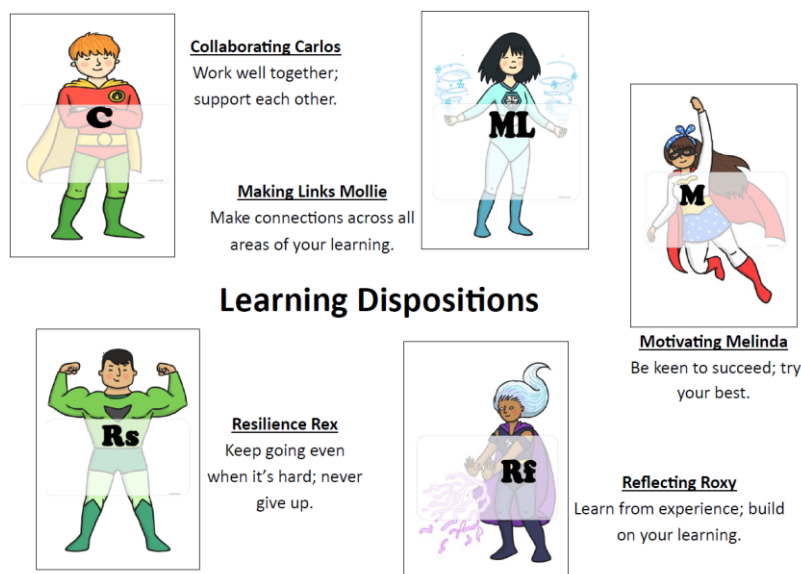
4, Encouraging a Positive Learning Environment and Promoting Good Behaviour.

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.

Our schools Learning Dispositions, support the children, parents and teachers in being positive members of our school community and becoming excellent learners. These are displayed in every classroom and around the school. Our learning and our rewards are inextricably linked to our Learning Dispositions and support us in promoting good and effective learning behaviour.



Our Learning Dispositions 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.

5, 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

Children are expected to:

Behave in an orderly and self-controlled way

Show respect to members of staff and each other

In class, make it possible for all pupils to learn

Move quietly around the school

Treat the school buildings and school property with respect

Wear the correct uniform at all times

Accept sanctions when given

Refrain from behaving in a way that brings the school into disrepute, including when outside school

6, 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.

7, 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,
- Sending the child out of class,
- extra work or repeating unsatisfactory work until it meets the required standard – including at break time, lunch time and at home,
- Detention at break or lunch time, or after school,
- 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,
- Letters or phone calls home to parents,
- Putting a child on a 'Behaviour Card'.

If bad or disruptive behaviour causes concern, parents will be informed of this and will be invited to school to discuss the problem. A Behaviour 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 form 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.

8, Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

9, Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - o Greeting pupils in the morning/at the start of lessons
 - o Establishing clear routines
 - o Communicating expectations of behaviour in ways other than verbally
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively and starting the next day afresh
 - o Having a plan for dealing with low-level disruption
 - o Using positive reinforcement

10, Parents

Parents are expected to:

- Support their child in adhering to how children are expected to behave (Section 5)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

11, Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12, 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.

13, 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.

14, 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.

Reasonable force must:

- Be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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This policy should be read in conjunction with 'Behaviour and Discipline in Schools' Advice for headteachers and school staff, January 2016 and the Governing Body's statement of Behaviour principles.