

St John's Church of England Academy

Belonging Believing Becoming



Behaviour Policy

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Date of Review: September 2023

Date of Next Review: September 2024

Responsible Group: LGB

This is a draft copy pending LGB ratification

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Behaviour Policy

Aim of policy

At St John's Church of England Academy, the aim is to create and sustain a community where everyone can thrive, flourish and achieve. The ethos within school should be a purposeful and happy one, where positive and compassionate attitudes are fostered in all aspects of school life. All members of the school community will then be able to try and do their best without fear of failing. These aims can best be achieved by:

- Having a fair and consistent approach throughout school.
- Having high expectations of success in all areas.
- Consistently reinforcing and recognising aspects of good behaviour in children.
- Continually modelling our Christian and British Values.
- Developing positive relationships between all members of our school community, including parents/carers and members of the Governing Body, based on our school Vision and associated Values.
- Creating a warm and welcoming environment that cultivates a respect for the rights and needs of pupils and adults, irrespective of race, culture and gender.
- Developing self-discipline and the ability to self-regulate the choices and decisions our pupils make.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

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Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance
- DfE (2022) Behaviour in schools: advice for headteachers and school staff
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

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The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENDCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

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- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Our School Vision and Values

Our Christian Vision and Values were drawn up in consultation with pupils, staff and other members of St John's Church of England community. We adopt a culture of good learning behaviour, reflecting our Christian Values; empowering pupils by giving them the knowledge and language to understand and describe what good learning attitudes look like and how to put these into practice.

School Rules

Every class will display and promote our school rules.

We are:

- Ready to learn
- Respectful
- Safe

Praise

All positive recognition is based around the overarching school rules so that pupils and adults are able to clearly identify common expectations of behaviour. Every child should experience praise from a range of adults in the school. Children will consistently and regularly be praised for following the school values and rules.

House Points

Every pupil belongs to a School House. House points are awarded for following school rules and those of our Christian Vision and Values. The weekly 'House Point' winners are celebrated in our worship on a Friday and receive an extra 5 minutes break as a reward on a Monday.

Class Dojo will be used as a way to engage positive learning behaviours around our school rules and as a way of collecting and displaying House points. (See Appendix 1).

Positive Messages Home

Positive messages will be sent home via text, phone-call or face-to-face conversations to recognise children that have gone above and beyond.

Celebration Worship

Children's achievements are valued and celebrated weekly with a variety of certificates being given to children in all year groups.

Children may also be put in the Golden Book for following our school rules and demonstrating our Christian Values.

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On a termly basis, children are identified to be our 'Shining Stars' for following our school rules and working hard. Their photo/name is displayed in the corridor on the Shining Star board and parents/carers are invited to celebrate with them at a special worship or a special video is created by staff celebrating our 'Shining Stars' and shared with parents.

Learning Behaviours

Pupils at St John's are encouraged to develop and grow their learning behaviours through 5 key approaches.

- Being **Brave**
- Being **Resilient** and bouncing back when things do not always go as planned
- Being **Articulate** and talking about their learning
- Being **Inquisitive** and asking questions
- **Never** giving up

The first letters of these 5 words spell the word **BRAIN**. Each class has a BRAIN poster on display and children receive BRAIN stickers when they demonstrate any of the learning powers.

Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger

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- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the instigator and/or impact other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Prevention strategies and sanctions for unacceptable behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

In order to prevent unacceptable behaviour, minimise the severity of incidents, and use sanctions effectively and appropriately to improve pupils’ behaviour in the future we use the following strategies.

- **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

- **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

Appearing calm and using a modulated, low tone of voice

Using simple, direct language.

Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

Providing adequate personal space and not blocking a pupil’s escape route.

Showing open, accepting body language, e.g. not standing with their arms crossed.

Reassuring the pupil and creating an outcome goal.

Identifying any points of agreement to build a rapport.

Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Consequences for Inappropriate Behaviour

For discipline to be lawful, the school will ensure that:

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- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

[Updated] The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

If a pupil chooses not to follow the school Vision, Values and rules and displays inconsiderate or inappropriate behaviour; disturbing the learning of others; staff will initially give a non-verbal sign of disapproval and then a verbal comment; e.g recognising others modelling good behaviour.

If a pupil continues to demonstrate unacceptable behaviour, the procedures in Appendix 2 will be followed throughout the school. At each stage the child only moves to the next step if she/he continues to misbehave.

In KS2 at the end of each morning and afternoon, all warnings and red card are removed giving everyone a fresh start. In KS1 this is refreshed at the start of each session.

If there is a serious behaviour incident, then a red card will be given immediately and the child will be sent to a member of the Senior Leadership Team.

Children who receive a red card have a phone call to their parents / carers to discuss their unacceptable behaviour. Children who receive a series of yellow cards over a short period of time will also receive a phone call home.

Children who consistently do not meet our behaviour expectations will receive extra support in collaboration with the class teacher and parent.

Restorative Conversations

We believe that honest dialogue between children and their class teacher is the best way to avoid further poor behaviour, and therefore, sanctions. When a child has received a red card it is expected that the teacher will find time to discuss their behaviour with them and what support they need to ensure that it doesn't happen again.

Call Outs

At times a member of staff may feel that it is necessary to call for support from a member of SLT when dealing with persistent and disruptive behaviour. When this happens, the child will be removed from the class and returned there when they feel calm and it is safe to do so. The class teacher will follow this up with a restorative conversation.

Break and Lunchtimes

All staff follow the behaviour policy as set out in this policy. Class teachers will be advised of any incidents that have occurred during break and lunchtimes and actions taken as a result of these.

Reasonable Adjustments

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At St John's we recognise that for some children, the procedures for sanctions may not be appropriate due to their emotional and special educational need and/or disabilities. However, we still aim to support and develop the learning behaviours of these children so that they can fully access the curriculum. In these rare instances, reasonable adjustments will be made to the school policy on an individual basis to avoid any substantial disadvantage to a pupil, so that everyone in the school community can experience positive recognition and success. This can include:

- Involvement of external agencies – Local Authority, Educational Psychologist, behaviour support specialist, advisory teaching service.
- Individualised reward systems, based on the child's preferences, to regularly reinforce positive choices.
- Personalised intervention programmes.

At St John's, as far as possible, we will anticipate triggers of misbehaviour and put in place support to try to prevent these. This may include: (This is not an exhaustive list)

- Short, planned movement breaks for those pupils whose needs mean that they find keeping still difficult.
- Adjusting seating plans, to allow children who need to sit near the front of the class.
- Adjust uniform requirements for those children with sensory needs.
- Staff training in understanding conditions such as ASD.

Suspension and Exclusions

The headteacher will consider whether the pupil should be suspended for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the suspension. See Exclusion Arrangement Policy for further information

Physical Intervention

Members of staff who have been trained in Team Teach principles have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child on child sexual abuse and discrimination are detailed in the Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

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The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

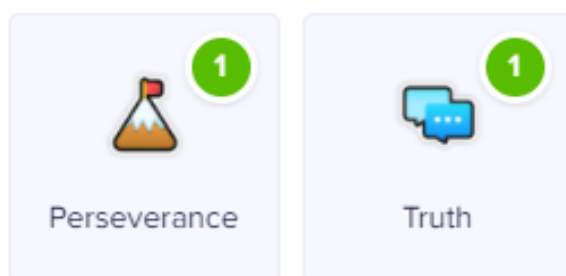
All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items.

Appendix 1

House Points

Children earn house points through living out our school vision and values.



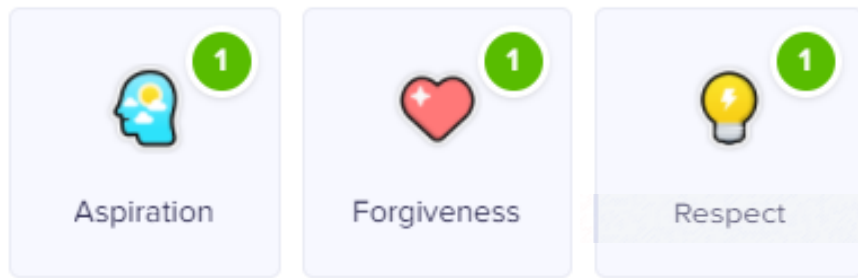
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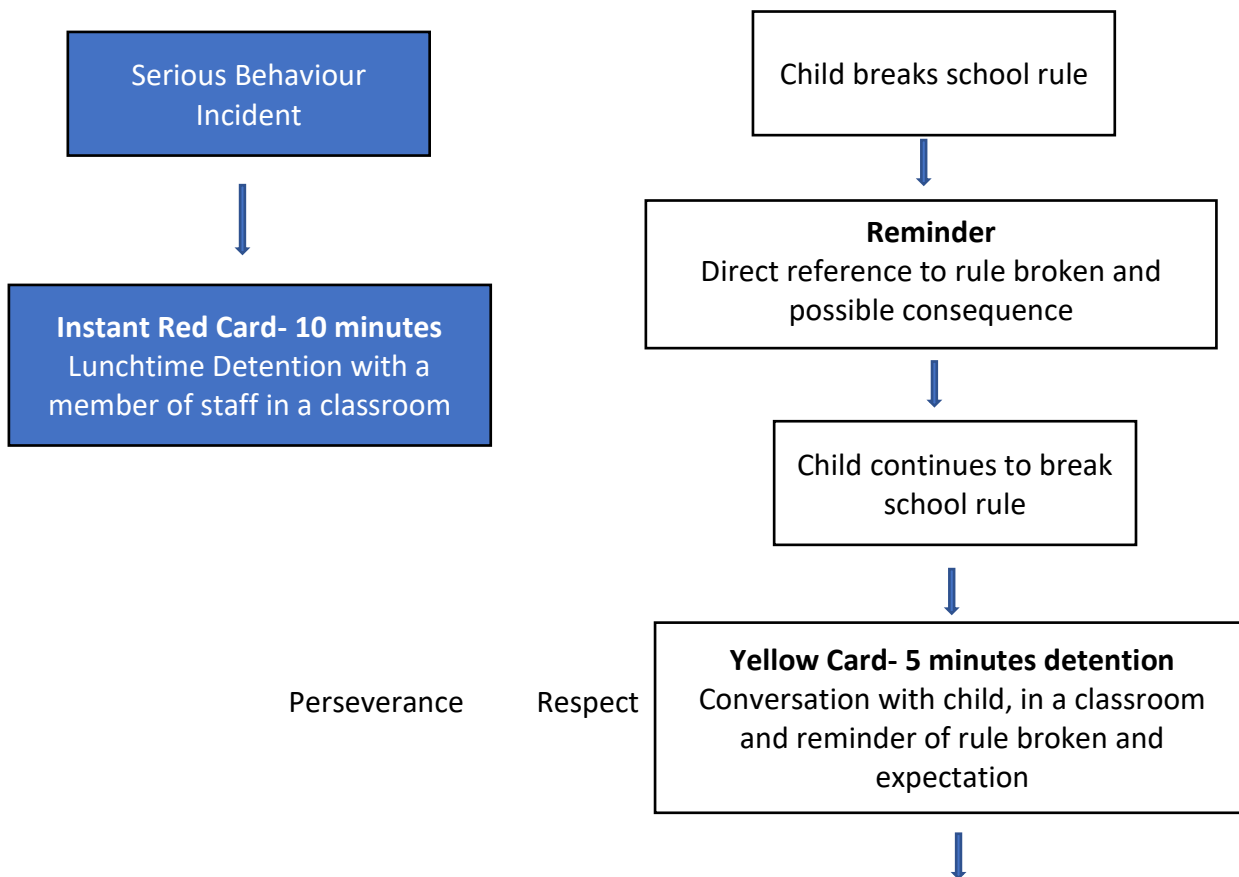
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Appendix 2: Behaviour Management Flow Chart



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