

Great Marsden St John's CE Primary Academy



Behaviour Policy

Revised:
February 2025

Next Review:
February 2026

BEHAVIOUR POLICY FOR GREAT MARSDEN ST. JOHN'S PRIMARY – A Church of England Academy

Our Vision

Empowered by God's love, we uphold a culture where everyone is encouraged and supported to reach their full potential.

Our Mission

Rooted in God's love, inspiring all to aim high.

At Great Marsden St John's Primary our aim is for every child, whatever their background or their circumstances, to have the support they need to achieve the key ingredients of the 'Every Child Matters' Framework.

As a Church of England Academy we recognise that good behaviour for learning and life is strongly linked to good relationships and mutual respect. It is therefore important that all relationships with our pupils, and between each other, are based on a fundamental respect for the individual.

Our School values are thus;

Loving God
Loving Others
Loving Ourselves
Loving Learning
Loving Life

We strongly believe that by living these values daily, a secure, caring and happy environment for every child and member of staff is created, allowing stimulating and creative learning to take place. Our ultimate goal is that all children will be able to self-regulate their behaviour choices because at the heart of effective learning is self-discipline. Pupils are taught to be responsible for their own behaviour and actions.

For a culture of good behaviour to flourish we believe that parental engagement is vital. Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate,
- Listen to the school staff talking to you about your child's behaviour and respond politely,
- Take what is being said to you seriously. Staff do not give sanctions lightly,
- Understand that the staff do not take things at face value, they find out the circumstances of an event and are telling you the reality of the situation,
- Support their child in adhering to the school's behaviour policy,
- Inform the school of any changes in circumstances that may affect their child's

behaviour,

- Discuss any behavioural concerns with the class teacher promptly,
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions),
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school,
- Take part in the life of the school and its culture,
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

The following are examples but not an exhaustive list.

Poor behaviour choices are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
 - Answering back
 - Talking out of turn
 - Disrespectful body language: This can include rolling eyes, sighing loudly, or slumping in a chair.
 - Non-compliance: This might be refusing to follow instructions, delaying starting work, or not bringing necessary materials to class.

These are examples and not a definitive list.

Serious behaviour choices are defined as:

- Repeated breaches of the behaviour choices listed above
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments:
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages

(including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour and language
- Possession of any prohibited items such as E- cigarettes, vapes, weapons etc.

These are examples and not a definitive list.

SEND

At Great Marsden St John's we understand that some of our children may need more help in developing their social and emotional awareness to consistently display positive behaviour for learning and life. This may include children with medical needs or SEND including those with EHC Plans. These children will receive this support initially through the class teacher; however referral to the SENDCo may be necessary. She will then consult with the child, parents, specialist support (if appropriate) and class teacher to create a bespoke behaviour plan (BBP). This allows the child to take smaller steps to achieve good behaviours in a way suited to them. Children with a BBP can access ACE time if all concerned deem it appropriate. If this bespoke approach is not successful, further referral to other agencies can be made following consultation with parents.

We acknowledge our legal duties (see Appendix 1) in responding to misbehaviour by pupils with SEND and or medical needs will, as far as possible, anticipate all likely triggers for misbehaviour.

For children with complex needs the behaviour policy may not be appropriate, even in a highly adapted form. In these instances, decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis for example: Was the pupil unable to understand the rule or instruction?

Our Behaviour System

As a way of helping children set their own parameters, every class composes a Class Charter at the beginning of each academic year. Children decide upon the way in which they would like their classroom to function and consequently come up with guidelines for behaviour, in order for their class to work effectively.

To help our children self regulate the behaviour choices they make, we use a fair, clear and consistent system, which is linked to rewards and sanctions. **Actions and consequences are reinforced at every level.** It empowers both children and adults to work together to ensure that behaviour is right for learning and life at all times. The system is followed **by all, at all times.**

The system is highly visual and is workable with any age of children.



Children can be moved up to be a STAR. The child will receive a medal and a special mention on the Newsletter from Mrs Underwood

A rainbow is a mix of sun and rain. This is the WARNING.

before moving a child to this:

- Make a polite request for them to start doing the right thing.
- Give a look.
- Give a verbal warning.
- Make CLEAR what change is required.
- Positively praise a child who is doing the right thing.



ALL children begin here at the start of the day.

The children that remain on the sun or star consistently are our **ALWAYS** children and will access **ACE time** – **ALWAYS CHILDREN ENJOY time.**



A child would be moved here if;

- ❖ They had failed to change the behaviour that had resulted in them moving to the rainbow.
- ❖ They had continued to be disruptive in some other way.
- ❖ They had committed an action viewed as so severe that a warning was inappropriate.



The latter behaviour would be things such as physical harm to another child, which necessitates medical attention, actual serious damage to school property, assault or verbal abuse to staff or open defiance etc. etc.

Responding to good behaviour

Children who are moved up on to the STAR for going above and beyond the normal high expectations of the school are sent to the Head teacher for a medal and a special mention of the weekly newsletter.

Other rewards such as House Points, stickers and certificates are used at the discretion of staff to reinforce positive behaviours.

Children who are ALWAYS on the sunshine or above will be rewarded with ACE time (Always Children Enjoy). Children, who have had three thunderclouds from one ACE time to the next, will undertake normal lessons with the class teacher, during ACE time. As a Christian School it is important that we acknowledge that a mistake can be made and learnt from, therefore children with one or two thunder clouds, but have changed their behaviours, will access the reward.

ACE time is a reward for our ALWAYS children and NOT a punishment for those who have had Thunderclouds.

Responding to misbehaviour

A thundercloud results in communication with parents or guardians to inform them of the lapse in good behaviour. If another child has been involved either as a victim or an instigator their parents will be informed too.

Should a child repeatedly get three Thunderclouds the Head teacher, or SLT, will be informed so that 'next steps' can be discussed such as internal exclusion at lunchtime or other times , a behaviour chart etc.

When patterns of behaviour are noted, through our behaviour log, the school endeavours to work alongside the child and their parents to make improvements and identify underlying causes which may result in a **BBP** (Bespoke Behaviour Plan.)

Children in Foundation Stage will be gradually introduced to the behaviour management system at a rate deemed appropriate to the cohort.

Online Misbehaviour

Expected online behaviours are covered in the **Acceptable Use Policies**, which are differentiated for Rec/KS1 and KS2.

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures.

Where incidents are of a more serious nature the Online Safety Policy has a flow chart to aid correct responses to incidents.

Suspension/Exclusion

A fixed term suspension can be given if:

- the behaviour is deemed to be a risk to the health and well-being of themselves or others,
- Low level behaviours are persistent and are therefore proving detrimental to the good order of the classroom and/or wider school environment.

Only the Head Teacher, or a member of staff acting in that capacity, can suspend a child from school for one or more fixed periods and up to 45 days in a school year. In extreme and exceptional circumstances a child may be excluded permanently. Permanent exclusion is always a final resort when all other avenues have been explored..

The exclusion procedure is laid down by specific guidelines and includes informing the child's parents, Chair of Governors, The Multi Academy Trust and LA.

Permanent exclusion is the absolute last resort and will only be applied where all other avenues have been exhausted.

The school would undertake a dialogue with the Local Authority and Multi Academy Trust

before taking any such action relating to permanent exclusion.

Conduct outside the academy gates:

Our ethos is very much that we are growing citizens of the future, therefore how our children conduct themselves when out of the school premises is very important. Consequently our behaviour system is used and applied when our children are;

- taking part in any school-organised or school related activity or
- travelling to and from school
- When behaviour could adversely affect the good reputation of the school.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

When matters come to the attention of a member of staff, these should be discussed with a member of SLT who will advise the necessary steps to be taken, which will more than likely include contacting parents/carers.

Confiscation of inappropriate items:

The general power of discipline enables a member of staff to confiscate, retain or dispose of property, 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 appropriately. At Great Marsden, confiscated items are returned to the child's parent/carer with a brief explanation of why the item was removed.

Searching a pupil

Legislation also states that staff have the power to search without consent for 'prohibited items'. DfE advice lists items such as knives, alcohol, pornography and drugs (See https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf for 2022 DfE list). In our academy setting any items like this would be viewed as a safeguarding issue and as such would be dealt with under these protocols.

At Great Marsden we would use this guidance to search for any item banned and/or subject to restrictions by school rules and protocols. The main items of concern would be any electronic device which could be used for recording, sending photos, accessing the internet etc., as these pose a safeguarding risk to other pupils. Other items which may be subject to this type of action are things which go against our Healthy Schools ethos. Please see the suggested DfE advice list above for a guide to these items.

For further details please see our **Electronic Devices - Searching, Screening and Confiscation**.

<https://docs.google.com/document/d/1HZsYeZVuWf5Iosgb75WBZFrZ1fEjk6orlyoWENGUwvo/edit>

Power to use reasonable force:

Please see our Positive Handling Policy.

Child on Child Abuse:

Please see our Child on Child Abuse Policy.

Bullying:

Please see our Anti Bullying Policy.

Policy updated 10.02.25

This policy was written in accordance with the following guidance:

Legislation, statutory requirements and statutory guidance This policy is based on legislation and advice from the Department for Education (DfE) on:

GOV.UK: The government website provides information on behavior in schools, including links to legislation and guidance:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Department for Education: The DfE website has resources for schools on behavior management:

<https://www.gov.uk/government/organisations/department-for-education>

Appendix 1:

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.