

Read St. John's C.E. Primary School Behaviour For Learning Policy



Here at Read St. John's we are proud of our vision and core values which underpin our day-to-day life.

'Sowing the Seeds of tomorrow; growing in the light of the Lord'
(Matthew 13: 1-23)

At Read St. John's we aim to unlock the potential for everyone to flourish whilst being rooted and grounded in God's love. We aim high, so together as one family, we can fly. This vision is underpinned by our Christian values of: Trust, Friendship, Compassion, Perseverance, Forgiveness, Respect, Service and Responsibility.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying;
- Outline how pupils are expected to behave;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline our system of rewards and sanctions.

Legislation & 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 (2013)
- 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.

Our Ethos

In our Christian school we provide a calm, purposeful learning environment. We expect every child to be respectful and ready to learn.

We want children to make the most of every minute of learning time. This is achieved through the consistent use of our Calm School Code:

CALM SCHOOL CODE

Speak nicely
Listen carefully
Act kindly
Move calmly

Pupils flourish within a calm and purposeful learning environment. We expect every child to be **calm, respectful** and **ready to learn**:

Calm...

in themselves; able to achieve bodily stillness and concentration.

in communicating with others.

in transition times, both in class and when moving around the school.

Respectful...

of themselves: maintaining dignity and high standards of personal care.

of other children: speaking nicely and acting kindly.
of staff: being polite and following instructions.
of visitors: showing good manners and appropriate social responses.
of the school environment: caring for equipment and grounds.

Ready to learn...

having the highest levels of self-management and personal organization.
having the necessary equipment for every lesson including PE kit.
adopting 'whole body learning' (feet flat, hands together, head upright, eyes forward).

Implementing Calm School

To be effective, Calm School has got to be implemented with integrity. That means adults role modelling the dignity, positivity, perseverance and joy that we want to see in our pupils. So adults never run in the corridors, shout across the classrooms, or start the day with an untidy classroom. Instead, Calm School helps create a positive working environment for everyone.

Through reference to its four simple directives, Calm School sets the tone for all interactions, and by habituating reassuring still points throughout the school day, it enables our children's instinctive curiosity and love of new knowledge to grow.

Our pupils know that they have the **right** to learn in a safe environment and the **responsibility** to support the wellbeing and learning of others.

Pupils are in control of the choices they make. When they make the right choice they enjoy high self-esteem and the many rewards that are linked to making a positive contribution to our school. When they make a wrong choice they are supported to think how they can put things right and how they can make the right choice next time.

Playground

We want play and leisure time to be enjoyable and relaxing for the children. We talk to the School Play Leaders/School Council about their ideas for improved play and respond to their suggestions.

Children are only sent in from play or referred to a senior member of staff if they refuse to follow adult direction, are unsafe, or have been involved in a dangerous incident. Playground staff deal with incidents on the playground following the Calm Play Code and ensure that pupils enter school ready for learning.

Appropriate Behaviour – what we do:

Use the four positive directives in the ‘Calm School Code’ in order to manage pupil behaviour affirmatively.

Use specific reward, praise and encouragement at every opportunity to foster self-esteem and motivation.

Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures.

Provide a role model of calm self-management in all relationships with children, parents/carers and other staff.

Clarify the rights and responsibilities that underpin our calm, safe school:

Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to enable this to happen.

Acknowledge any personal deficiencies in behaviour management and seek support formally by speaking to the Headteacher.

Report any evidence of ineffectual or inappropriate behaviour management that compromises the well-being and progress of pupils anywhere in the school.

Employ rewards and sanctions in a fair and consistent way.

Exercise safer positive handling (restraint) of a child only in strict accordance with Lancashire LA regulations.

“I need your help please...”

Communicate pro-actively with parents/carers and show a willingness to work in a constructive partnership with them for the benefit of the child. Discuss inappropriate behaviour in private, engaging the parent/carers to support the child and the school.

Inappropriate Behaviour – what we do:

Give time for a child to engage so that contrition and a change in behaviour is genuinely appropriated (e.g.: ask for an apology only when the child is able to respond).

State clearly what the inappropriate behaviour is and how to correct it. Discuss problems/reprimand pupils in a private space away from others. Use positive directives telling children what to do, rather than what not to do. Keep the focus on the primary behaviour. Tactically ignore the non-verbal secondary behaviour.

Any form of confrontation or argument MUST be avoided.

Apply sanctions that are clear, reasonable and appropriate to the behaviour. These may be deferred if necessary or helpful.

Allow the consequences to do the teaching – avoid oppressive talk.

Always re-establish relationships after correction.

Positive Handling – use of physical intervention and touching.

From Use of reasonable force DFE July 2013.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so,
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to worship or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises for techniques during PE lessons or sports coaching;
- To give first aid.
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Items in School

Mobile phones are not allowed in school. If mobile phones are found or handed in, these are stored in the school office.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items.

Force cannot be used to search items banned under the school rules

The school accepts no responsibility for lost, stolen or damaged phones.

In School Rewards

- Class motivators (at teacher's discretion);
- Attendance certificates;
- Success certificates presented in success assembly in recognition of work/academic achievement;
- Celebration Book, golden tickets earned through the class behaviour system or outstanding attitude that the teacher wants to recognise = special sticker in Celebration Assembly;
- Headteacher's Award given for outstanding citizenship/Christian service;
- Class dojo/team points for personal or academic achievement;
- Class dojo/team points for pupils who always self-manage.

It is a firm expectation that staff manage behaviour in class through effective teaching and pupil management. Pupils should only be brought to the Senior Leadership Team as a last resort for serious/persistent disruptions to learning or dangerous behaviour. Staff will record behaviours using CPOMs system.

School leaders monitor behaviour and take action in a holistic way, involving staff and parents/carers to achieve desired outcomes. **Only the Headteacher can make decisions about loss of badges/clubs/trips/privileges/exclusions. Threats are never to be issued by members of staff.**

Special Educational Needs and Vulnerable Pupils

Some pupils face a greater challenge to manage their own behaviour. It is not unusual therefore to adapt this policy in order to help each child function well within the school setting.

Bullying

We do not tolerate bullying or harassment of any type. Pupils are continually reminded what to do and who to speak to if incidents arise. We log all incidents and work in partnership with parents/carers wherever necessary so that issues are resolved at the earliest stages and never take root. We promote the calm school code and review the impact termly.

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:

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.

Child on Child Abuse

Lancashire Safeguarding Team have provided materials for us to train our staff (September 2022) about Child-on-Child Abuse.

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. All staff understand the importance of challenging inappropriate behaviours between children/young people. Stopping harm and ensuring immediate safety is our first priority.

Read St John's School staff have read Part 5 of Keeping Children Safe in Education and know the procedures to take to keep our children safe and manage any potential situations in school.

Read St John's School will action any report of child-on-child abuse and ensure it is recorded on CPOMS and DSL's are always informed.

Roles & Responsibilities

The Governing Body

The Governing Body are responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Board will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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.

Parents/Carers

Parents/carers are expected to:

- Follow the calm school code;
- Support their child in adhering to the Pupil Code Of Conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

Pupil Code of Conduct

Pupils are expected to follow the Calm School Code:

Speak nicely

Listen carefully

Act kindly

Move calmly

Rewards & Sanctions

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour Management

Speak nicely

Listen carefully

Act kindly

Move calmly

Classroom Management

A calm climate for learning is achieved when pupils self-manage and can learn independently. This is the starting point of all activities at Read St. John's, planned for explicitly and embedded into school life. The strategies we use include:

- Providing a learning environment that is tidy and well ordered, fostering independence;
- Providing opportunities for children to work co-operatively;
- Providing opportunities for pupils to work in silence;
- Planning pro-actively for smooth transition times in class, school and the playground;
- Adopting a range of strategies such as choral singing to inspire joy, harmony and focus;
- Building a team identity and incorporating team building activities into the curriculum.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must:

- Always 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 on CPOM's and reported to parents/carers.

Confiscation

- Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

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/carers to create the plan and review it on a regular basis.

Special Programmes

Some children have special needs in relation to their behavioural and emotional difficulties. We address these through time-limited programmes with clear exit targets.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

This Behaviour Policy will be reviewed by the Headteacher and Governing Board annually at the least. At each review, the policy will be approved by the Headteacher.

The written statement of Behaviour Principles (Appendix 1) will be reviewed and approved by the Governing Board.

Links with Other Policies

This Behaviour Policy is linked to the following policies:

- Exclusions Policy;
- Safeguarding Policy;
- Anti-Bullying Strategy

This policy was written in February 2020 and will be reviewed annually.

Reviewed

February 2021, November 21, November 22, November 23,

November 24

To be reviewed

November 25

Appendix 1

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy;
- The Behaviour Policy is understood by pupils and staff;
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions;
- Pupils are helped to take responsibility for their actions;
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.