

# St. John's Mosley Common CE Primary School



## Behaviour Policy

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Chair of the Governing Body: Mrs. Fiona Smollett



## **BEHAVIOUR AND DISCIPLINE POLICY AND GUIDELINES**

At St. John's Mosley Common Primary School, we promote high standards of behaviour in all that we do. We have high expectations for all members of the school community, which is underpinned by a positive school ethos that promotes our Christian values. It is our firm belief that pride in achievement and personal, individual success builds self-esteem and develops a culture based on the learner's desire to do their best.

### **Philosophy and Aims of the Policy**

At our school we have high expectations in all areas of school life.

- We encourage each child to live in a society as an individual but to respect the rights and needs of others.
- We endeavor to provide our children with work which is matched to the needs of the individual and promotes a love of learning.
- We believe that every child has the entitlement to feel safe and secure in school so they have the confidence to face new challenges and develop their full potential.
- We believe that no child should suffer humiliation or belittlement from their peers or adults.
- We encourage all children to develop their self-discipline and to be responsible for their actions.
- We believe in working in partnership with Parents/Carers to implement our positive behaviour policy.
- We believe that all children have the right to an inclusive education.

### **A consistent approach becomes a common approach and this generates a common language that all pupils, staff and parents understand.**

At St. John's our aim is that children understand what is expected of them regardless of their age. The way to ensure this is by ensuring that what happens in one classroom will happen in all of them. Expectation are constantly reinforced by adults in school and both rewards and sanctions can be issued confidently and for the correct reasons. Because of this, pupils can be self-disciplined and more independent in their actions and choices.

We believe that everyone in our school has the right to:

- Learn
- Be respected
- Be safe

In order to ensure this, there are responsibilities for all who come to St. John's Mosley Common, CE Primary School.

**Children's Responsibilities are to follow the school rules:**

- We listen when someone is speaking
- We follow instructions sensibly and quickly
- We are always kind and polite to everyone
- We make the right behaviour choices
- We look after each other and everything in school
- We follow the guidelines of the uniform policy (see separate uniform policy)
- We will try our best to complete homework to a good standard

**The Parents' Responsibilities are:**

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy and the uniform policy
- To be aware of the school rules and expectations

**Staff Responsibilities are:**

- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form good relationships with parents/carers so that all children can see that the key adults in their lives share a common aim
- To recognise that all children are individuals and to be aware of their different needs

**Good practice will be to:**

- Deal with situations in a calm, firm manner avoiding confrontation where possible
- Reprimand in private, not in front of other children
- Give frequent praise (publicly) for good behaviour as well as for good work
- Use positive language whenever possible and as often as possible
- Think carefully about what is being said and set realistic sanctions in line with the behaviour flow chart
- Where possible, try to deal with situations yourself to enhance your own credibility and authority
- Constantly praise children who are doing the right thing as an incentive for others to follow
- Be consistent whilst taking into account each child's individual needs

- No adult in school should ignore unacceptable behaviour

### **Our approach to positive behaviour – what we will do**

(See Behaviour flow chart Appendix 1 & 2)

#### **Praising at every opportunity**

Acknowledging and identifying appropriate and sought after behaviour is a powerful tool. Simple verbal praise, stickers, use of praise pads and certificates can be very motivational. It is important that we always communicate the reason that these have been awarded. We will, where necessary, have a learning challenge for behaviour in some lessons. Children who achieve the learning challenge for behaviour will be praised/rewarded.

#### **Having consistent approaches across school**

The use of 1, 2, 3 to alert children that their attention is required.

Hands up during hall times indicates that the noise may need to reduce or somebody wants to speak.

Hands up on the playground/field/MUGA indicates that it is time to stop, look and listen.

Limiting toilet visits during lesson time eliminates low-level behaviour and work avoidance (remind children that any work not completed in lesson time may result in work being completed before they can go out to play). Remind children that it is their responsibility to make good decisions.

#### **Golden Time**

#### **EYFS and KS1**

In EYFS and Key Stage One, the sun and raincloud system will be used. Every child will begin the day on the sun, one warning will be given as rule reminder to re set expectations. If a child continues to break the rules then their name will be moved to the first rain cloud and 5 minutes time out will be given to reflect on their unacceptable behaviour. If unacceptable behaviour choices continue to be made then a child's name can be moved to the second rain cloud which will result in a 5 minute loss of Golden Time. Children will also be asked to complete a reflection sheet that needs to be signed by a senior leader and sent home with the child that night. Parents then need to sign and return it to school the next day. A record will be kept by staff indicating those children missing any golden time each week. Any losses of Golden time must also be recorded on Cpoms. If further unacceptable choices are made a child's name will be moved to the thunder cloud; the child will then be removed from the classroom. A member of SLT will see any child who gets put on the thunder cloud and a meeting with parents will be arranged.

## **KS2**

Golden time is a 30-minute reward held at the end of a week and every child is given the opportunity, throughout the week, to earn their golden time. Every child in school will receive 5 minutes golden time regardless of behaviour. If a child consistently makes the right choices, they will remain on green (see appendix 1 and 2) on the behaviour chart in class and will consequently earn 5 minutes more golden time. Each day, children can earn another five minutes by staying on green. It is hoped that at the end of a week, all children will receive half an hour golden time. As a consequence for not making the right behaviour choices, golden time can also be lost. If the school rules are broken, then a child will be given a warning. If rules continue to be broken then they will be moved to yellow on the behaviour chart. There will be a consequence for this. If a child moves to orange then 5 minutes golden time will be lost. This will be recorded in a book and will also be recorded on CPoms. A reflection sheet will also be completed and signed by senior leader. Reflection sheets must go home that night and be signed by parents to be returned to school the next day. Repeatedly being moved to orange will result in a meeting being arranged with parents to discuss further actions. If a child is moved from green, they will return to that colour as soon as they redeem their behaviour or at the start of the next lesson. Any child who misses out on golden time will spend their time with a member of SLT where they will reflect on their actions. KS1 children will spend their time with Mrs Owen and KS2 children will be with Mrs Gore.

## **Contacting Parents/Carers**

We will, where possible, have face to face conversations with parents/carers as this is the most effective way to communicate with parents. Contact with parents is used to communicate the positives and the negatives. As a school, we want to foster good communication and relationships with parents/Carers. At St John's, It is important that staff share pupil success at every opportunity.

## **Star Assembly**

Each week, we come together as a school to celebrate success. Every week pupils from each class will be awarded with star certificates. These are carefully selected to ensure that pupils' achievements and good behaviour choices are celebrated. To share their successes, each class teacher will briefly explain why each child has been selected. Parents/carers and other family members are invited to star assembly each week.

## **House Points and Attendance**

House points are awarded from Y1 to Y6. The children in the winning house receive a party at the end of each half term. In EYFS and KS1, star of the day is awarded.

Attendance is also monitored and awards are given for good attendance to promote regular attendance.

### **Special Privileges**

There are times when pupils are asked to represent school at different events. Pupils whose behaviour follows the school rules or those who have shown marked improvements in their behaviour choices will be selected to represent St. John's.

### **Our approach to inappropriate behaviour – what we will do**

(see behaviour flow chart Appendix 1 & 2)

The majority of our children are well behaved but we must address any negative behaviour issues that occur. Children must be made aware that their behaviour choices may have consequences. There will be rewards for good behaviour but equally there have to be sanctions for poor behaviour.

### **Reflection sheets and offering apologies**

In order to deal effectively with inappropriate behaviours pupils need to understand the consequences of their actions. When appropriate reflection sheets will be completed and discussed with a member of staff to allow pupils the time to consider what they have done and to find ways to avoid repeating the behaviours. All reflection sheets will be sent home and parents asked to read it, sign it and return it to school the next day. Apologies will also be expected. An apology will always be acknowledged and a fresh start will be given immediately.

(See Appendix 3)

### **Completing work away from peers**

If behaviour is causing disruption, it may be necessary for pupils to complete their work away from their peers so to allow others to collaborate effectively. There will be space within each classroom for pupils to withdraw to without missing their learning.

### **Time out/working in a different classroom**

At certain times, it may be necessary to give a child time out from the classroom. Being sent out is not always a sanction but may provide some 'calm down time'. Children will be sent to an agreed partner class where they will complete work or reflect upon their behaviour. No staff member will accept more than two children at a time.

### **Missing playtimes or lunchtimes**

This sanction will be used if the pupil has:

- Displayed behaviours that put other pupils or their own safety at risk.
- Not completed their work during lessons due to being disruptive. Missed learning time will need to be caught up.
- Completed work that does not match what they are capable of. Our school wants its pupils to achieve what they deserve and to set high standards for themselves.

### **Removal of privileges**

There are times when pupils are selected to represent school in various events. If a pupil's behaviour does not uphold the school rules and they are not setting an example for St. John's, then these privileges will be removed. Serious misbehaviours could result in being excluded from other activities such as class parties/school activities. Similarly, if a child's behaviour is deemed to be a risk to others or themselves then they may be excluded from a school trip/outing. Children whose behaviour during after school activity is unacceptable may be refused access to the club.

### **Informing SLT and Parents**

For incidents that are more serious, children may need to be sent to, or in extreme cases, be removed by a senior leader. An adult should always escort a child. Parents are informed by the member of SLT. Parents will be informed of the behaviours and how these have been dealt with. Parents will be asked to sign and return any reflection sheets that were completed. (see Appendix 3).

### **Individual behaviour charts**

For some pupils, our behaviour system will not work. In cases where a different approach is necessary to assist pupils in modifying their behaviours, an individual behaviour chart will be issued. This will break the day down into periods where a child will be awarded a score, a visual image or ticks that evaluates their behaviour during that period. This allows pupils a fresh start but also demonstrates clearly the expectations on going throughout the day. The charts can help to show 'hot spots' where behaviour seems to deteriorate. Senior leadership can scrutinize the charts and discuss actions that can alleviate the hot spots. Any child on an individual behaviour chart will report to a member of SLT daily. It is hoped that a child on an individual behaviour chart will only have it short term and that they will soon return to the school's behaviour system. If this isn't the case, then a referral to an outside agency may be necessary. This close focus enables children to celebrate in their success daily and feel the benefit of the positive actions and behaviours they are showing.

### **Recording and Reporting Behaviour**



### **Log of behaviours**

As a school, we need to monitor inappropriate behaviours and analyse the types of behaviours we are dealing with. This will help to measure the impact of the systems we have in place as well as identify trends that will drive further school improvement. It will also help in highlighting training needs for adults working with pupils or resources to deal effectively with recurrent issues. The use of CPOMS (Child Protection Online Management Score System) will be a log for behaviour issues dealt with in and sometimes out of school. In addition to this, behaviour reflection sheets will be kept as a paper record. Where incidents of bullying occur, there will be specific records made to deal with the issue in the most effective way.

### **Home School Agreement**

Positive relationships between home and school are paramount in promoting socially acceptable behaviour and what is expected both in and out of school. School and home should support children in developing and shaping the adults they are to become and act as positive role models.

At the start of each academic year, the Home/School agreement (found in your child's planner) will be sent home to be shared between the parent and child. These will be signed by parents and pupils. This document acknowledges the role that all involved will play in promoting harmonious relationships to create and ensure a climate for learning. In both key stages, we will communicate the importance of completing reading and homework tasks. In Key Stage 2, all homework will be collected in on a Tuesday and any child who has not completed it will be given another chance to do it at home that day. If it still is not completed then children will be asked to complete in their own time during the school day.

### **Family Welfare Role**

The school's Family Welfare and Attendance Mentor is Mrs. Rigby is on hand two days a week to support pupils, parents/carers and the staff with strategies to overcome the issues identified.

In some circumstances, Early Help procedures are offered to support home and school with persistent issues identified, by working in partnership. At this point, measurable objectives are agreed by both adults and the child to aid improvements in both environments. There are frequent review periods to acknowledge successes/progress or to escalate to the next stage.

### **Dealing with persistent behaviours and SEND**

We recognise that for a small number of children, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own

behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will be sought where appropriate, in particular the Behaviour Support Service/Targeted Educational Support Service team or Educational Psychologist who provides expertise, specialist support and advice.

### **Valuing Diversity and dealing with incidents of bullying**

St. John's believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. As a school, we have a commitment to addressing any occurrences of bullying.

- All reported or witnessed instances of bullying in the school are challenged by a member of staff and investigated.
- All types of bullying are discussed as part of the curriculum and diversity, difference and respect for others is promoted and celebrated through various lessons.

### **Exclusions**

Extreme behaviour or persistent, disruptive challenging behaviour may lead to pupil exclusion. Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if circumstances warrant this.

If the Headteacher excludes a child, parents will be informed immediately and the reasons for exclusion will be given. At the same time, the Headteacher makes it clear to the parents that they can make representation regarding the exclusion to the governing body. The school informs the parents how to make such a request.

The Headteacher informs the LA and the Governing Body about any permanent or fixed-term exclusions. There is no longer a legal requirement for a reintegration interview for pupils returning from fixed-period exclusion however the guidance does state that schools should have a strategy for reintegrating pupils following an exclusion and for managing their future behaviour.

### **Safeguarding**

Extremes of behaviour can sometime be caused by issues of a child protection nature. Any behaviour that is deemed out of character for an individual needs to be monitored and information passed on to the school's Designated Safeguarding Lead (Miss Heaton) or Deputy Designated Safeguarding Lead (Mrs. Owen) who will take further action. The safeguarding of all pupils is of paramount importance. Please see the school's

Safeguarding and Child Protection policy for further information/issues around Safeguarding.

### **Playtimes and Lunchtimes**

Staff who work with pupils in a supervisory capacity during playtimes and lunchtimes will follow the same school rules, rewards and sanctions as set out in our behaviour flow chart. Consistency is of the uppermost importance when dealing with behaviour.

### **Appendices:**

Appendix 1&2 Behaviour Flowchart  
Appendix 3 Reflection Sheet KS1 and KS2

\*This policy links to our uniform policy which is a separate document.