

St John the Baptist Church of England (VA) Primary School



Loving learning, Building

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Positive Attitude, Behaviour and Relationships Policy

Review

This policy is reviewed every two years by the Full Governing Body and was last reviewed in October 2024.

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Signed: Jill Carr, Chair of Governors

Teachers have a right to teach, and children have a right to learn.

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

Introduction

This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social, spiritual and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour.

Everyone at St John the Baptist Church of England Primary School has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

We regard behaviour to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults and to know how to make positive contributions to our community and wider society.

Good behaviour should be promoted in a consistent way in order for the children to feel safe and secure, the school to be orderly and to set the tone for learning.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

Aims

A large amount of inspiration has been taken from Paul Dix and Tom Bennett's books.

- To promote an environment where we help our pupils to control themselves and to learn that they are responsible for their own behaviour;
- To create a calm and ordered learning environment.
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour;
- To develop pride in the school, in work, in effort as well as achievement.

In behaviour management, culture eats strategy for breakfast. Getting the culture right is pivotal. The culture is set by the way the adults behave.' A focus on adult behaviour is the only possible approach. Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency. Their expectations are always high, and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others. Build a school that is full of them and there are no limits to achievement.

Paul Dix

The principles of the classroom:

1. Behaviour is a curriculum
2. Children must be taught how to behave
3. Teach, don't tell behaviour
4. Make it easy to behave and hard not to
5. No one behaviour strategy will work for all students
6. Good relationships are built out of structure and high expectations
7. Students are social beings
8. Consistency is the foundation
9. Everyone wants to matter
10. The #SJ Way

Rights and Responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair. Every member of our school community has a role to play in promoting positive behaviour.

How do we expect adults to treat children at St John's?

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- To treat all pupils fairly and with respect.
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- To endeavour to raise children's self-esteem and develop their full potential academically, socially and morally – leading to citizens of the future.
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- To maintain a friendly, professional and secure environment.
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- To use rules and sanctions clearly and consistently.
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- To be a good role model.
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- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
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- To respect and acknowledge people's differences.
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- To promote a positive work ethos and professional relationships.
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- To have high expectations of the children regarding behaviour and strive to ensure that all children achieve to the best of their ability.
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- To share information regarding behaviour with other members of staff.
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- To seek support and advice from the Head teacher as required.
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The Role of The Headteacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher:

- supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- keeps records of all reported serious incidents of misbehaviour.
- has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of The Parent

Parents have a vital role in fostering good behaviour. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the home school agreement, and we expect parents and carers to understand and support them.

Difficult behaviour is frequently linked to poor school performance and parents must understand the importance of ensuring that children take their schoolwork seriously.

We try to build a supportive dialogue between the home and the school, and we verbally inform parents and carers immediately if a serious incident occurs; if 2 incidents of a similar nature occur in a one week period that result in the student being moved to one of the report cards. If the school has to use reasonable sanctions for poor behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the head teacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

The Role of The Children

Children will be consistently reminded of appropriate behaviour both in and around school. All children will be encouraged to respect and care for themselves and other people, to ensure a happy and positive environment for everyone. We emphasise the positive and consistently praise good behaviour, but we will not ignore poor behaviour.

The Role of The Governors

The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher should take this into account when making decisions about matters of behaviour.

The Curriculum and Learning

We believe that an appropriately structured curriculum alongside effective learning, and quality first teaching make a significant contribution in ensuring appropriate behaviour. **We need to teach behaviour as we teach other areas of the curriculum.** Good behaviour by children is learnt through the modelling of appropriate behaviours by adults and giving praise when expectations are met. A calm, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem and will focus on the behaviour rather than the individual child.

Our Code of Conduct

We have an agreed Code of Conduct which helps us to work together for excellence to ensure St John the Baptist Church of England Primary is a successful school.

Code Of Conduct



'Perhaps the single most powerful way to bring efficiency, focus and rigor to a classroom is by installing strong procedures and routines. You define the right way to do recurring tasks, you practice doing them with students so they roll like clockwork.' Tom Bennett

- We are always ready to learn
- We always listen to adults in school
- We are always kind with our hands, feet and voices
- We always respect each other and property
- We always follow instructions
- We always tell the truth

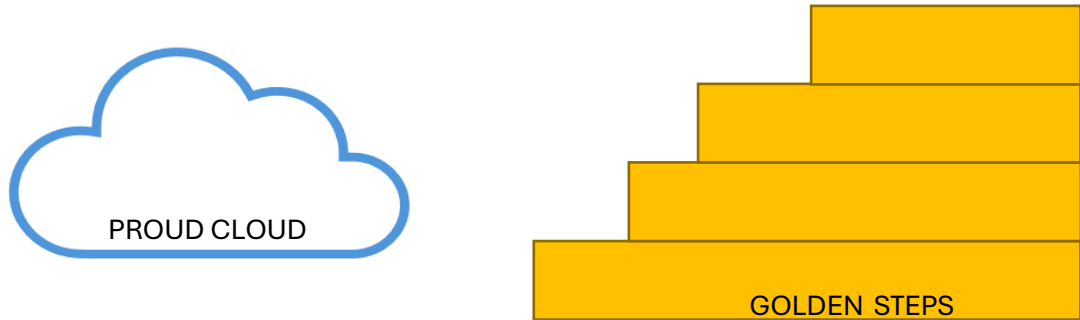
Rewards

- Children can earn rewards around the school and in the classroom for showing the St Johns Way through Dojo's.
- Teachers can reward children at break and lunch times for showing St Johns Way through stickers that will add to their Dojo's.
- For every 250 points (as a class) children can choose from:
 - Extra play
 - A class game (in or outside)
 - Golden time
 - Reading to a different year group



Children will be rewarded for good behaviour in class through:

- Proud Cloud – children can have their name on the Proud Cloud for following the class rule of the week.
- Golden steps – Children have their name written on the Golden steps when they are working towards the Proud Cloud.



Certificates

- At the end of each full-term children will be selected to be awarded a value certificate.
- This can be a child that has consistently shown all school values throughout the term.
- In assembly they will be presented with a certificate from SLT.
- At the end of each week children will be rewarded with an athlete of the week certificate.
- This can be based on skills, perseverance, sportsmanship etc.
- These will be presented in class by the teacher.
- At the end of each week children will be rewarded with a student of the week certificate.
- This can be based on behaviours shown around the school/classroom.



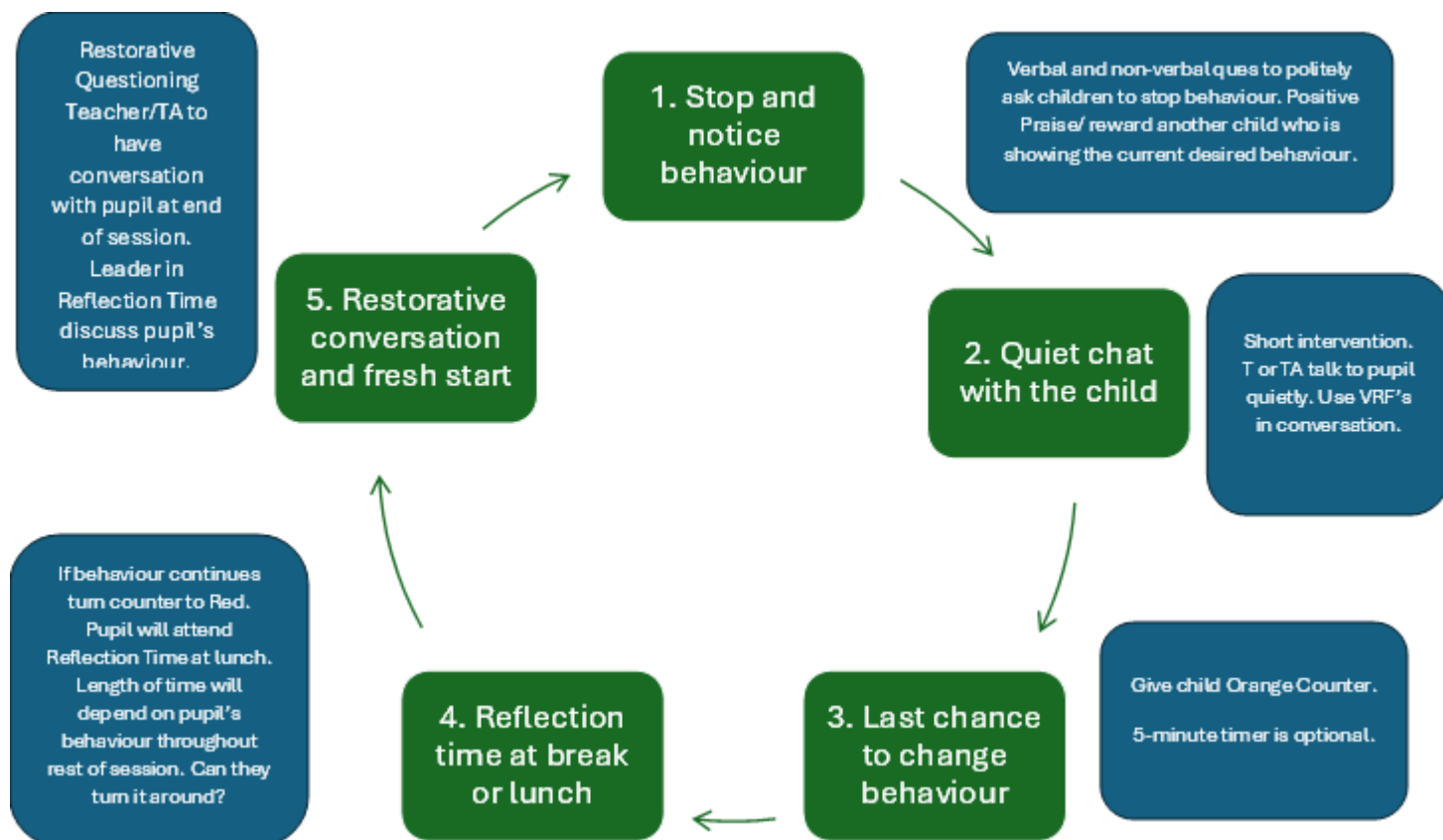
Unacceptable Behaviour

For school to create and maintain a positive learning environment, the child must be aware of sanctions and to understand that for all actions there are consequences. The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment.

We employ each sanction appropriately to each individual situation. Sanctions will be used in a balanced way and will focus on the act and not the child. Pupils should be helped to understand why their behaviour is not acceptable.

Some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow the Code of Conducts. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies.

Parents will be encouraged to support the school in managing their child's behaviour issues, and appropriate support and guidance will be provided if necessary.



Restorative 5

Restore, Redraw, Repair.

Punishment doesn't teach better behaviour, restorative conversations do. The positive relationships that you form with pupils depends on a restorative approach being your default mode.

5 questions will be selected by the class teacher or a member of SLT to support the child/ren's understanding of the behaviour that took place.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Reports

Reports will only be used to extreme behaviour such as violence and bullying.

Green reports for new offenders only.

Orange report for those that have been on report this past year

The adult that deals with the incident is responsible for informing parents and the class teacher

Examples of report worthy behaviour:

- Persistent inappropriate behaviour
- Spitting at others
- Racist comments or abuse
- Sexual comments or abuse
- Swearing at someone
- Deliberately hurting another child or adult physically
- Stealing
- Wilfully damaging school property
- Breaching health and safety issues

Physical Intervention

At St John the Baptist Church of England Primary School Physical intervention is always used as a last resort.

All of our staff are trained in de-escalation strategies, and these should always be used first.

If a pupil has to be restrained for their own or others safety this will be logged in the allocated book. This is bound, has numbered pages and must be hand written. Parents must be contacted if a pupil has had to be restrained.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document The Use of Force to Control or Restrain Pupils – Guidance (DCSF 2010), and the recent non-statutory advice issued by the Department for Education in July 2011. The school has several trained members of staff who hold the 'Team Teach' certification and these staff will always be called upon if physical restraint is needed.

Teachers in our school do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children.

Internal Exclusions

Internal exclusion is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons. It may be a formal process within the school, but it is not a legal exclusion.

Internal exclusion may serve a number of different purposes, although its primary function is as a sanction to accommodate those pupils who have been removed from a lesson at very short notice for poor behaviour.

Where an internal exclusion is used, a child will be accommodated in another room e.g. community library/ PPA room/ SLT office/ Head teacher's office. Children will be supervised by at least one member of staff, depending on the reason for the removal.

As part of a whole school approach to behaviour and attendance, internal exclusion usually offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of internal exclusion should be for the shortest time possible. It is good practice to develop a clear and shared

understanding between all staff, children and young people, parents and carers about the policy and practice involved in internal exclusion.

As such the main principles for the use of internal exclusion is: Remove rooms **should be** used:

- for pupils who have been internally excluded and referred through the correct channels
- when a potentially explosive situation can be resolved by placing pupils in the remove room
- in line with the school's behaviour policy

Pupils should understand that they will be required to complete set work whilst excluded from class and this work should be provided by teachers.

Pupils should also be encouraged to reflect on the reasons for their internal exclusion through the use of reflection and school systems such as ABC sheets.

Where pupils are placed in internal exclusion for more than half a day, particular attention should be given to the activities they will undertake during this time. These activities might include:

- completing a task set by the class or subject teacher
- completing a task set by staff supervising internal exclusion
- discussing the incident with an adult
- conducting a self-review resulting in a practical outcome such as a written apology
- analysis of the pupil's behaviour with supervising staff, with suggestions as to how the same situation can be avoided in the future

Internal exclusions are monitored by the schools' pastoral team (head teacher, SENCO, SLT), to review reasons for referral, any patterns or specific trends which can be considered to improve the pupils' behaviour. All referrals for internal exclusion are made by the Head teacher and staff should record details in the incident log.

If a child is given an offsite exclusion the child will be taken to an agreed school in our local development group for 9.15 by their parents and collected at 2.30.

A member of staff from St John the Baptist Church of England will be there for the morning and a different member of St John the Baptist Church of England staff will be there for the afternoon. This will be completed at the discretion of the head teacher.

Supporting Pupils with Social, Emotional And Mental Health Needs

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school-based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation. We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

We also recognise the needs of children with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practice, Equal Opportunities, Disability Act.

Key principles in supporting pupils with SEMH needs:

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different 'stress windows of tolerance'
- You can't always see the 'trigger'
- Behaviours communicate a need
- Scared children can do scary things
- Don't take things personally
- Negative behaviour mostly comes from an unconscious place
- In times of stress children's thinking process is distorted and confused and short-term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported.

How we support pupils with SEMH needs:

- High Structure (strong routines and boundaries) High nurture
- The use of emotion coaching to provide children with the opportunities for reflection
- Use wondering in order to explore the potential cause of the behaviour
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour
- Engaging children at an emotional level
- Regulate our own emotions
- Using staff presence to help regulate
- Naming need
- Empathetic commentary
- The use of calm boxes and/or chillout room space
- Understand that any traumas in a child's life can impact on behaviour.

Pupils with SEMH needs will not have their name placed on the grey or black clouds as we recognise the use of sanctions can result in threatening and overwhelming feelings for a child who exhibits attachment difficulties or trauma; this use of sanction often blocks their thinking and consequently, causes them to not change their behaviour (Gore Langton, 2017, p.97)

Physical Intervention and The Use Of Reasonable Force

At St John the Baptist Church of England Primary School Physical intervention is always used as a **last resort**. All of our staff are trained in **de-escalation strategies and these should always be used first**.

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Fixed And Permanent Exclusions

We are an inclusive school and do not wish to exclude any child. However, in extreme cases, it may be necessary to exclude.

If a child is placed on report, the parents / carers will be invited in to discuss the events. This home / school support and liaison is crucial when working to modify behaviour.

The school recognises the community from which it draws. We seek to work in co-operation with our families and community. The school can access support for our families, agencies who can work with our parents and carers on behaviour strategies in the home. This partnership supports the work of the school in reinforcing clear and consistent behaviour messages. This service can be accessed confidentially and is open to all parents / carers with pupils at the school.

Section 2 – Peer On Peer Abuse

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will not be tolerated or passed off as 'part of growing up'.

There is a separate Safeguarding Policy and child protection procedures are relevant when the

bullying is particularly serious. Where a child discloses safeguarding allegations against another pupil in the same setting, the DSL should refer to the local procedures on the WSCB website (section 2.12) and seek advice from social services before commencing its own investigation or contacting parents.

Procedures For Review And Evaluation

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records more serious incidents which have resulted in her involvement. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident, and these are forwarded to the class teachers to maintain. (Also see Attendance, Inclusion, Anti-bullying policies, Exclusions.)

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring will take place and may include a number of ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- School council feedback to the behaviour coordinator
- Involvement of pupils in environment walks and interviews through the school council
- Governor learning walks
- Statistical data of pupils
- Classroom observation
- Annual review and evaluation of behaviour policy

The Headteacher and Deputy Headteacher will monitor the report cards each half term and identify the reasons why children are placed on these. This is an important part of the review mechanism.

This policy should be reviewed in line with further policies and guidance such as:

- Health and Safety
- Special Educational Needs
- Exclusions
- Teaching and Learning
- Anti-bullying policy
- Safeguarding
- Child protection policy
- Complaints policy
- Equality statement and policy

Appendix One

Examples of low-level behaviour

- Poor listening
- Rocking on a chair
- Shouting out
- Making silly noises
- Disturbing others
- Wandering around the classroom
- Careless treatment of property
- Flicking objects
- Saying things that upset others
- Inappropriate whispering

Examples of medium level behaviour

- Unwillingness to cooperate/follow instructions (this could be failure to respond to warnings from lower level behaviours)
- Rudeness to any adult
- Throwing objects
- Blatant disobedience
- Spitting (at an object, not a person)
- Inappropriate language
- Defacing others work

Examples of high-level behaviour

- Persistent inappropriate behaviour
- Spitting at others
- Racist comments or abuse
- Sexual comments or abuse
- Swearing at someone
- Deliberately hurting another child or adult physically
- Stealing
- Wilfully damaging school property
- Breaching health and safety issues

Strategies to encourage positive behaviour

Our most powerful influence on behaviour is to actively seek out children who are behaving well and praise this positive behaviour. All staff must model the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school. By following the SEAL programme and our school and Christian values, we also promote good behaviour throughout all aspects of school life.

Strategies are used to encourage the child to change his/her behaviour. These may include:

- Varying teaching styles
- Use of other adults in the room
- Teaming the child up with a good role model
- Organisation of the classroom
- Knowing individual triggers and avoiding them
- Differentiated planning

- Smiling and showing warmth
- Encouraging the taking of responsibility
- Spotting the early signs of misbehaviour and intervening in a positive manner
- Move the child nearer to the teacher
- Isolating the child from an 'audience'
- Project a positive self-image
- Avoiding shouting at all costs
- Allow a child 'cooling down' time before dealing with an incident
- Pre-empting behaviour in planning
- Ensuring learning is made fun
- Praise those who are behaving well
- Use of the chill out room
- Use of calm boxes

Consistency is key to promoting the classroom environments we desire:

1) **Consistent language; consistent response:** Referring to the agreement made between adults and children about behaviour, simple and clear expectations reflected in all conversations

2) **Consistent follow up:** Ensuring 'certainty' through all levels of hierarchy. Never passing problems up the line straight away, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

3) **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

4) **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours

5) **Consistent, simple rules/agreements/expectations:** referencing and promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

6) **Consistent respect from the adults.** Even in the face of disrespectful learners!

7) **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning this

8) **Consistently reinforced rituals and routines for behaviour around school:** In classrooms, in shared areas, on the corridor, in the playground

9) **Consistent environment:** Consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans
When problems do occur, staff should try to avoid over reacting. They should remain calm and listen to all sides. We do recognise, however, that dealing with bad behaviour and difficult pupils can be a stressful time for staff and all teachers need to be given support by colleagues, the SLT and governors.

Appendix Two

Emotion Coaching

This is a three-step approach to supporting a child to regulate their behaviour and is practiced by all adults in our school. Emotion Coaching enables children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them.

Step 1: Validate the child's feelings

Examples:

- 'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'
- 'You look like you're frowning and your hands are all tight and clenched. I would be feeling like that too if I didn't want to do something.'
- 'I think you might be feeling fed up about not being able to play football now. I know that's not nice for you.'
- 'I wonder if you're not feeling ok about that. '

Step 2 – Establish Boundaries

- State the boundary limits of acceptable behaviour
- Make it clear certain behaviours cannot be accepted
- But retain the child's self-dignity (Crucial for responsive behaviour and well-being)

Examples:

- 'These are the rules that we have to follow. Doing that is not ok.'
- 'We can't behave like that even though you are feeling annoyed because it is not safe.'
- 'You didn't put the ball away as we agreed. You're probably angry that you can't play with Billy now because you have to stop now.'

Step 3: Problem solving

When the child is calm and in a relaxed, rational state:

–Explore the feelings that give rise to the behaviour/problem/incident

–Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes

–Empower the child to believe s/he can overcome difficulties and manage feelings/behaviour

Step 3 examples:

- 'This is not a safe place to be angry. Let's go to a safe place and then we can talk.'
- 'Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again.'
- 'What might help you calm down next time you feel like this?'
- 'You need to decide what to do about this