



St John's Church of England (Aided) Primary School
Positive relationships and Behaviour for Learning Policy

Responsibility:	Full Governing Board
Reviewed:	Annually
This version dated:	January 2025
New review due	January 2026
Version:	5

Love – *".....that you love one another as I have loved you...."* John 13:34

Respect - *"Therefore, however you want people to treat you, so treat them, for this is the Law and the Prophets"* Matthew 7:12

Truth - *"I am the way, the truth and the life. No one comes to the Father except through me"* John 4:16.

As a school we believe that 'every child is unique in the eyes of God'; we learn to live alongside each other; supporting, nurturing and collaborating with one another. For children to fully develop their skills and talents positive relationships and good behaviour for learning are essential

Purpose:

- To ensure a whole school behaviour policy, rooted in our core values of Love, Respect and Truth, is followed consistently across the school
- To establish a whole-school approach to maintaining high standards of behaviour that allow all pupils the opportunity to learn in a calm, safe and supportive environment
- To ensure the development of the whole child, supporting them in building a sense of self and of community, through a values led approach
- To outline how good behaviour will be rewarded in a consistent and age appropriately way while providing details of the consequences of unacceptable behaviour.
- To developing a child's ability to self-regulate their behaviour so that they intrinsically behave in an acceptable way within the community
- To ensure that pupils are supported in thinking about how their behaviour affects others and learn from this

Our core Christian values of **Love, Respect and Truth** underpin everything we do. Our behaviour charter is,

'Be kind, show respect and stand up for the truth'

Love:

- Show love to each other through small acts of kindness
- Encourage others with kind words and actions
- Remember that God loves us and we should love ourselves and world around us.

Respect:

- Show respect for all members of the school community in the way we speak and treat each other
- Respect each other's differences remembering that God has made each one of us unique.
- Learn to live together valuing our differences and the contributions we can all make to our community
- Respect our school environment so everyone's learning can benefit from the resources provided

Truth:

- Be honest about our feelings and our actions; seeking forgiveness if our words or actions have hurt others
- Be truthful to ourselves, standing up for what we believe is right and showing integrity
- Develop our understanding of what is right and wrong
- Have the courage and resilience to respond to injustice, both within school and the wider world.

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- Think how our actions may affect others

Every September, each class writes their own class charter which sets out in detail how these values can be demonstrated within that class.

Legislation, statutory requirements and statutory guidance.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude including showing a lack of respect towards members of the school community or visitors into the community.
- Choosing to wear incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school agreement
- Any form of bullying
- Sexual violence
- 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

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- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession or any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person

Bullying is defined as the repetitive, intentional harming of 1 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:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

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TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or Health condition
- Home circumstances including Young Carers and poverty
- Sexual orientation, sexism or sexual bullying, homophobia
- Choice of friendship or interests

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy which be found at: [School Policy for PSHE and Citizenship \(primarysite-produced.s3.amazonaws.com\)](https://www.sorted.s3.amazonaws.com)

Roles and Responsibilities:

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing the behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

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- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff -

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers:

Parents and carers, where possible, should:

- Get to know St John's behaviour policy and reinforce it at home where appropriate
- 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.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules, routines and behaviour agreement
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with regular reminders if necessary. Pupils will also be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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Extra support and induction will be provided for pupils who are mid-phase arrivals.

The Behaviour Curriculum

To support all pupils to understand and meet expectations, pupils are regularly reminded of what is expected of them. Pupils are expected to:

- Follow the school agreement: *Be kind, show respect and stand up for the truth*
- Behave in an orderly and self-controlled way so that all pupils can learn within the classroom
- Move quietly around school, walking at all times when in the school building
- Treat school buildings and property as well as the property of other members of the school community with respect
- Wear the correct school uniform
- Refrain from behaving in a way that brings the school into disrepute including when travelling to and from school and online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure that all pupils can meet behaviour expectations within the curriculum.

Mobile Phones

Pupils in year 5 & 6 may bring their mobile phone to school if they walk to school or leave at the end of the day independently. If parents wish their child to bring their phone in, they must sign the parental agreement which is issued at the beginning of the school year. Upon arrival in school, phones must be turned off and remain turned off until the pupil has left the school site. During the day all phones are kept in the school office. If a child does not give their phone into the office, the phone will be confiscated, their parent informed and asked to come up to school to collect the phone during office hours. The phone will not be returned to the child. Permission to have the phone in school will also be withdrawn.

The school accepts no liability for any damage to phones brought to school.

Responding to behaviour

Rewards:

In order to highlight, promote and encourage good behaviour, a wide range of rewards are offered to children for demonstrating good behaviour and good effort. Some rewards are individual and others are for their team or class. This is to support and develop the children's sense of belonging and is directly linked to our value of love, prompting an understanding of how our actions impact on others.

Team points

All children are allocated to a school team when they join the school in Year R. Children can be rewarded team points for a range of things including showing our core values, demonstrating good behaviour or producing good work. These are rewarded verbally or in a child's book next to the relevant piece of work. The child then records their team points on a class chart. Points are rewarded in line with the agreed school amounts and these can be found in appendix A.

Every week the team points from each class are collected together and the winning team is awarded the team cup and their coloured ribbons are placed on the handles. The points to date are recorded in the hall for all children to see. At the end of each term, the members of the winning team, from across the school, have an extra 15 minute break.

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Class celebration certificate

Each week we hold a celebration worship on a Friday. Each class teacher awards a celebration certificate to a child in their class who, that week, has up-held the core values, shown good behaviour, demonstrated the school's learning behaviours or produced some fantastic work.

Shooting stars.

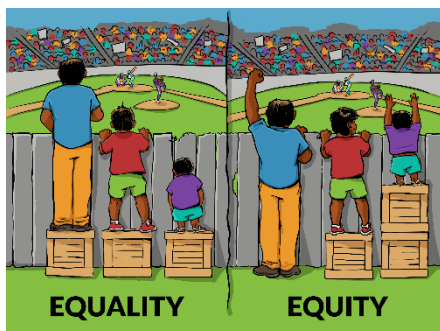
If a child displays our Core Christian values in an exceptional way, demonstrates exceptional learning attributes or produces an exceptional piece of work they may be awarded a 'shooting star'. These are awarded by the Headteacher and/or deputy Headteacher. The child is given a sticker and a certificate in the worship and can take a shooting star trophy to their classroom for the week. The trophy is displayed in their classroom for a week for everyone to see.

Class Reward time

In addition, every class has its own reward system which encourages the class to work together, as a team to improve their collective behaviour or learning behaviours. At the beginning of the year, the class team (pupils and staff members) decide on what they want to work on, they decide how easy or challenging it will be to achieve and how long it will take them. They then work towards the children achieving this target. When this is achieved, the whole class receive a 15-minute reward time. The length of time that a class may be working on a target will differ according to their age. After the class have achieved their reward time, they set themselves a new target. Each class will record their progress towards this target in their own way: marbles in a jar, Mr Potato head, ticks on the board. The target the class are currently working on will be displayed on the board so that any adults working in the class know what the class are trying to achieve. The phase leaders will oversee the targets being set by the class teachers within their phase to ensure consistency and appropriate challenge.

Awesome postcards

If a child does something that promotes or demonstrates the core Christian values, shows the learning behaviours or is an example of good behaviour, a 'You are Awesome' card can be sent home to parents/carers. These cards allow a member of staff to praise the child and inform their parents. These cards are sent by post and are generally a surprise to the child. A supply is available in each classroom. Completed ones should be given to the office to post.



Equity and equality are two strategies that we can use in an effort to produce fairness. Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place.

It is recognised that some children may need more extrinsic motivation than others. This may be age-related or because of a specific learning or behaviour needs. As stated in the 'Equality Act (2010) and schools'. 'Positive Action provisions

allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.'

With regards to behaviour for learning, some children need that additional short term personalised reward structure, or additional adult support to succeed. At St John's we acknowledge this and work hard to support those children to whom this applies.

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In the classroom:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Create a class agreement, linked to the school agreement, at the beginning of each academic year. This will be displayed in the classroom and referred to throughout the day as a reminder to pupils about expectations
- Create a positive relationship with pupils including:
 - Establishing clear routines for how children will arrive in school and enter the classroom, enabling there to be a quick and effective transition into learning;
 - Greeting children at the beginning of the day and again at the beginning of the afternoon session;
 - Establish clear routines in the classroom to ensure that learning time is maximised
 - Communicate expectations of behaviour
 - Highlight and promote good behaviour through positive praise

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Where a child is finding it a challenge to meet the behaviour expectations, it is imperative that children are given the opportunity to make the right choice so the following process is followed:

1. An adult will move nearer to the child and will use a non-verbal approach including removing an item if it is the cause of the distraction or a potential problem
2. An adult will use 'I-messaging' approach to explain to the child that they appreciate they are struggling and to remind them of the core values.
3. After a reminder of our values, the child will be given a first formal warning and this will be displayed in the classroom.
4. If a child continues to make inappropriate choices in the classroom, they will be given a final warning and then, if spoken to again, will be asked to continue with their learning in another classroom – or with the Headteacher - so that they can concentrate fully and engage with the learning. They will take their learning with them to the other classroom to avoid missed learning time. They may also need to give the wasted learning time back during the next break time. This should never be more than 10 minutes as we value the importance of fresh air and exercise for everyone's well-being.
5. When any child is asked to work in another classroom this will be recorded internally on CPOMS, the child will not be sent to a classroom of a peer or a sibling or one where there is

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a supply teacher, and the length of time they are absent from the room will be age appropriate and no more than 20 minutes.

6. Upon return to the classroom, a child receives a fresh start and their warnings removed.
7. If within the same day, a child is once again asked to continue their learning away from the class, they will be asked to work with a member of the senior leadership team.

If a child is asked to work away from their class on more than two occasions in a week, the classteacher will contact the parents to discuss the behaviour. If this is happening on a regular basis, the Phase leader will contact the parents. All conversations with parents will be recorded on CPOMs.

On the playground:

During lunchtime a team of learning support assistants and supervisory assistants supervise the children. The same guidelines for behaviour apply:

If a child behaves inappropriately, disregarding our behaviour charter, then:

1. A verbal warning will be issued by a member of staff
2. A second warning will be issued which will result in a 5 minute time out. The child will stand by the adult or sit at the side of the playground or on nearby bench in a place that is visible to the adult.
3. If the time out has to be repeated a second time or misdemeanour is serious in nature, the lunchtime staff member will fill out a ticket which will be transferred to the class teacher for them to record on CPOMs and consider any further consequences including whether to inform the parents.
4. Continued misbehaviour, or a more serious misdemeanour will result in the children sent inside and will need to explain their misbehaviour to the Headteacher or Deputy Headteacher.

All incidents will be recorded internally on CPOMS and these will be regularly monitored so that any patterns and/or triggers may be identified. Parents will be informed if inappropriate behaviour is demonstrated regularly and an improvement is not seen.

Consequences

At St Johns, we do not tolerate unkind hands, feet or inappropriate language or actions.

If a child deliberately

- uses unkind hands and feet
- uses inappropriate language, including swearing or discriminatory language,
- uses inappropriate actions including anything sexual or discriminatory in nature

Parents will be contacted as soon as possible and could be invited into school to discuss with the child and head teacher. The incident will be recorded internally.

The child will also have a period of reflection in their own time e.g. at lunchtime or break time. During this period of reflection, they will be expected to take responsibility for their actions and 'make amends'. This could be making an apology (written or verbal) or school based community service to make up for the time wasted. For example, tidying the library or a book case. Other consequences could include:

- Loss of a period of lunchtime
- Removal of a pupil responsibility for a specified period of time or permanently
- Agreeing a behaviour contract

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- Putting a pupil 'on report'
- Suspension
- Permanent exclusion in the most serious circumstances

The period of reflection will be dependent on the severity of the incident and the age of the child. The senior leadership team will be made aware of the incident. We refer to these as **non-negotiables** for behaviour. We will not tolerate these.

Restorative Practice:

As a Church school, we use Restorative Practice approaches to help improve behaviour and continue to build our sense of community. This helps pupils who have been upset by others' poor behaviour by expecting wrong doers to put right the upset they have caused. It also helps pupils who are involved in poor behaviour so they are able to change their behaviour in a way that holds them fully responsible.

This is a way to:

- To help resolve a disagreement and repair relationships
- To understand how actions and words make another person feel
- To find a fair and just way to get along
- To seek a way of stopping the same thing from happening again

Sometimes calming down is needed before people are ready to talk. If there is a disagreement between members of the school, then they will be asked to follow steps to resolve the disagreement.

Occasionally, questions will be asked to children individually and responses shared with the children separately. Adults will listen to each person who has concerns by asking them a set list of questions. This is particularly important where making children sit together and talk directly to each other would be detrimental to the mental health of any of the children involved.

Restorative practice Questions

- What happened?
Each person shares their side of the story without interrupting each other. Sometimes this is orally or sometimes the children are asked to write down their account. If it is orally, the adult may make notes of the account.
- What were you thinking at the time?
Each person shares their feelings without interrupting each other or their feelings are shared with the adult facilitating the discussion
- Who has been affected by this and how?
Talk about the other children or adults involved and how they might be feeling. It is important to approach this with a widely and include such things as 'the rest of the class'
- What do you need to do to makes things better?
Each person shares what they think should happen and come to an agreement.

To ensure that those who have been making poor behaviour choices can be held accountable they will be expect to take responsibility for their actions. The consequences, as outlined in this policy, would be followed. As part of our Christian ethos, we will encourage children to apologise for wrongdoing and we will also ask whether the wronged person can forgive the person who has caused them upset.

Parents:

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A strong relationship with each child's parents is key to developing and maintaining our high standards of behaviour. All parents are asked to sign a home-school agreement every year.

Other ways parents can help include:

- Recognise the need for a good partnership with school and engaging in a two way conversation with their child's teacher
- Reinforce the school's core values with your child
- Discuss the behaviour charter with their child and reinforce it where possible
- Attend parents evening
- Understand that effective learning cannot occur without good behaviour, and support us to achieve this
- Calmly discuss with school their child's behaviour; understanding that there is usually 'two sides to every story' and their child may have only been able to explain theirs.

Next steps:

Our school behaviour policy works for the vast majority of our children, however we must always acknowledge that behaviour is a form of communication and whilst bearing in mind our school values, we recognise that some children may need reasonable adjustments made for them.

Therefore, it may occasionally be necessary to help children further with regulating their own behaviour. If this is the case an Individual Behaviour Management Plan (IBMP) will be written for the child. This will detail what difficulties the child is having, how they will be supported to improve their behaviour, what rewards they will receive if they achieve this and what sanctions are in place if they continue with the undesired behaviour. This behaviour plan could include a report card overseen by the class teacher, phase leader, Deputy Headteacher or Headteacher depending on the severity of the behaviour.

It is important to us that poor behaviour choices are noted through these sanctions, however we believe that in an ethos of love and respect, each child deserves a fresh start each day. However, a fresh start each day does not negate the need to learn from behaviours. Consequences from an earlier action may still need to be actioned.

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

Major breaches of discipline:

Major breaches of discipline including physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and sustained disruptive behaviour in class.

This type of behaviour is rare and is dealt with by the Headteacher or Deputy Headteacher.

Procedures for dealing with Major breaches of Discipline

1. A verbal warning by the Headteacher or Senior Member of staff as to future conduct
2. Withdrawal from the classroom for a fixed period of time if appropriate

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3. A meeting with parents, and a warning given about the next stage unless there is an improve in the child's behaviour
4. An individual behaviour management plan is drawn up
5. Referral to support agencies as appropriate

If the problem is severe or recurring, then temporary or permanent exclusion procedures are implemented in line with County procedures.

Parents have the right of appeal to the Governing Body against any decision to exclude.

A very serious problem may result in the normal procedure being overruled and a child being taken home straight away. St John's Church of England Primary School follows the Exclusions Guidance for Hampshire Schools, found at

www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion.

This provides guidance on the role of exclusions and includes advice for parents. This guidance should be viewed in conjunction with the DFE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Reasonable force

If a child attacks another child or adult violently and refuses to calm down, then appropriate physical restraint is necessary. The legal provisions (*Use of Reasonable Force, DFE 00060-2011, which can be found on the DFE website*) provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or other, or damaging property and to maintain good order and discipline in the classroom.

The child will be taken to the Headteacher, who will contact the child's parents,

An incident form will be complete and the situation discussed with the Headteacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's need. This might include the involvement of other agencies – Social Services, Hampshire Educational Psychology Services, Pupil Referral Service etc.

Pupil Conduct Outside the School Gates

When undertaking a school visit, during school hours, our Positive Relationships and Behaviour for learning Policy will be applied. When pupils are in uniform, travelling to and from school the same high standards of behaviour are expected. The sanctions outlined in this policy will apply in all cases.

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Screening, searching and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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Respect - “Therefore, however you want people to treat you, so treat them, for this is the Law and the Prophets” Matthew 7:12

Truth - “I am the way, the truth and the life. No one comes to the Father except through me” John 4:16.

The Headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions without consent where they suspect the pupil had certain prohibited items. Staff can confiscate any item they consider harmful or detrimental to school discipline. This includes mobile phones where the child has not followed the school rules and has retained it in their bags as this can be a safeguarding risk.

Online behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally

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- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Staff Training

As part of their induction process, our staff are provided with regular training on managing behaviour. This includes training on:

- The proper use of constraint
- The needs of pupils in the school
- How SEND and mental health needs can impact on behaviour

Behaviour management will also form part of continuing professional development.

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Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed, and reported to governors. The analysis will look at:

- school wide
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per above).

The written statement of behaviour principles (<https://www.st-johnscofe.hants.sch.uk/policies/>) will be reviewed and approved by the full governing board annually.

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Appendix A

Guidance for Awarding Team Points.

Guidance is provided about the number of team points to be awarded at different times. This guidance is to support the points being awarded fairly across the school and to ensure that points are not devalued by a disproportionate amount awarded for something that does not command this amount.

Not every situation can be accounted for. The examples below should act as guidance when awarding points;

Example of	Approximate number to award
A good piece of work equivalent to the child's best work	1 or 2 points.
An outstanding piece of academic work	5 points
Achieving a personal target	5 points
Reading at home for the required number of times	5 points
Achieving a mental maths certificate	5 points
Showing one of our learning attributes within a lesson or during playtime or lunchtime	5 points.
Showing an everyday act that demonstrates one of the core values e.g. <i>holding the door open for a visitor.</i>	1 or 2 points
Demonstrating our core values in a way that is above and beyond	10 points
Representing the school well at an external event e.g. <i>played in school team, spoken at a parents evening, played at a musical event.</i>	20 points

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