

St John's Primary School **Behaviour Policy**

At St John's we believe that positive behaviour is vital in promoting good relationships between all members of the school community, between pupils, between pupils and staff and amongst the adults. It is also essential for creating a positive climate for learning. This policy outlines our expectations for behaviour in all school activities including break and lunchtimes and our after school clubs. It incorporates our general behaviour expectations as well as our aim to develop excellent behaviour for learning.

We aim to support the right of all children regardless of gender, race, religion, disability or special educational need to learn and achieve and to feel happy and safe.

At St Johns' we promote values education which permeates all areas of school life. We believe that courtesy, respect, good manners, consideration for others, tolerance and self discipline are important aspects of a child's education. We aim to provide a friendly, caring, calm and orderly environment in which children can enjoy their learning. We encourage children to respect property and to take pride in their school community and the community in which they live.

We expect all adults including staff, parents and visitors to the school site to model this positive behaviour. Children are expected to behave to this consistently high standard with all members of the school community including teachers, support staff, lunchtime supervisors, parents, volunteers and visitors to the school and we expect adults to do the same.

Behaviour for Learning:

We aim to develop life-long learning skills and to develop children who are:

- Engaged with their learning
- Have a positive 'can do' attitude
- Enthusiastic
- Resilient and resourceful
- Collaborative
- Reflective learners able to understand their next steps
- Keen to challenge themselves
- Independent
- Self-motivated
- Prepared for the future and the next step in their learning journey

Behaviour expectations:

All children are encouraged to:

- Be caring and considerate towards others
- Respect one another
- Demonstrate good manners
- Work hard, to the best of their ability, in lessons
- Work cooperatively with others

- Listen to adults and follow instructions
- Behave sensibly when moving around school
- Respect equipment and resources
- Take care of the school environment

Our school values underpin the ethos of St John's and form the basis of all school assemblies. Our values are grouped in categories as follows, with a focus on one category per term:

My Learning	My choices	My world	My well-being	My teams
Patience Courage Quality Love Responsibility Determination Perseverance Creativity Cooperation Reflection	Humility Patience Understanding Honesty Courage Love Peace Empathy Tolerance	Caring Unity Hope Freedom Tolerance Appreciation Understanding Love Peace	Caring Understanding Simplicity Love Peace Resilience Happiness Respect Reflection	Respect Honesty Cooperation Tolerance Trust Friendship Thoughtfulness Patience Love Empathy

Expectations are supported by:

- Respectful relationships between staff and pupils
- Positive reinforcement: praise, spotting positive behaviours, positive language, use of choices and consequences
- Work on what makes a successful learner including 'movers' and 'blockers' to learning discussed and displayed in each class
- Class rules and reward systems as appropriate
- School Council and Class Council system
- Support from staff for pupils with behaviour difficulties – individual reward systems as appropriate
- Rules for specific school activities e.g. Forest School

Rewards:

- We praise children for good behaviour choices
- We acknowledge their care and consideration for others and special efforts in class
- Staff may use stickers, stamps or their own class reward system
- Special book 'Stars of the Week' are celebrated in Friday assemblies

Strategies for managing behaviour:

- Giving children choices and consequences, encouraging them to take responsibility for their own behaviour
- Remind children of rules or expectations e.g. " Looking this way..."

- Remind children of school values
- Praise those displaying the expected behaviour
- Allow 'take up' time
- Use of humour, distraction, re-focusing, sit or stand near child needing to re-focus
- Use rewards – raffle tickets, stickers
- Preventative nurturing work with Nurture HLTA, Forest School teacher

De-escalation strategies:

- Distraction – move child to another activity or give them a job
- Take child for a physical work break
- Choices and consequences
- Non-verbal strategies
- Self control – quiet voice, non threatening position e.g. sitting, give child 'space'
- Allow 'take up' time
- Time out in another room

The consequences of more serious misbehavior, may include:

- Time out in another classroom
- Break or lunchtime lost
- Involvement of other agencies such as Behaviour Support, Educational Psychologist
- Internal exclusion in another area of the school
- Red card and child taken to Headteacher
- Fixed term exclusion from school

Parental involvement

Each serious incident will be recorded and parents will be informed. The school believes strongly in working in partnership with parents and teachers will work closely with parents to resolve any behaviour difficulties as they occur.

For children who regularly have difficulty in behaving appropriately, individual behaviour plans will be drawn up which will be discussed with parents and incorporate the advice of other agencies as appropriate.

Exclusion

When no improvement in behaviour is achieved, parents may be warned of the possibility of their child being excluded. An act of physical or verbal abuse towards another child or member of staff may lead to a fixed term exclusion. In these exceptional cases, the Governors and the Local Authority will be informed. Parents have a right to make representations to the Governing Body or Local Authority to consider the exclusion.

Signed May 2015

