



Company Registered Number: 8517255

St John's Primary School

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Headteacher: Miss Nicola Hughes

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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, and for maintaining the health and safety of the whole school community. During the current pandemic climate, the health and safety of all is paramount and children will need to adhere to the behavioural expectations set out in this policy. 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, behavioural expectations to maintain the health and safety requirements, as well as our aim to develop excellent behaviour for learning.

We aim to support the rights 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 John's 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, orderly and safe environment in which children can enjoy their learning. We encourage children to respect property, maintain social distancing, good hygiene 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 and follow the current guidelines on Covid-19 health and safety requirements. 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
- Follow the school’s current expectations of staying within their class bubble
- Respect rules of social distancing and good hygiene

Our school values underpin the ethos of St John’s and form the basis of school assemblies. We focus on one value per fortnight:

School Values:

Respect	Tolerance	Friendship
Courage	Trust	Caring
Appreciation	Happiness	Freedom
Creativity	Resilience	Honesty
Peace	Reflection	Humility
Quality	Patience	Hope
Love	Responsibility	Perseverance
Cooperation	Empathy	Determination

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 use of 'Purple Learner' discussions, Growth Mindset lessons and displays to support this in each class
- Class rules and reward systems as appropriate
- School Council
- 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 and de-escalating challenging 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
- Explicit teaching on emotional regulation and ways children can manage 'big feelings' through circle time
- Additional time discussing with parents and children what the current guidelines and school requirements are in relation to the Covid-19 pandemic so that children, staff, and parents are clear about the health and safety measures.
- Distraction – move child to another activity or give them a job
- Take child for a physical work break (planned or outside)
- Non-verbal strategies
- Self-control – quiet voice, non-threatening position e.g. sitting, give child 'space'
- Allow 'take up' time (quiet spaces available in classroom)
- Time out in another room (spaces will be allocated to the class)
- Individual busy box with sensory objects to encourage emotional regulation
- Children encouraged to use 'breathe it out, run it off or cool it down'
- Change of face with adults within the class bubble

Due to the Covid-19 pandemic and current health and safety requirements, the consequences of more serious, persistent misbehaviour or breaking of health and safety guidelines, may be:

- If staff are unable to help a child to regulate their emotions and behaviour, parents will be called and asked to collect their child

- Use of part time timetables for short periods of time to allow the time the child has in school to be positive and to alleviate their anxiety. This will be discussed by the Headteacher, SENCo and parents.
- Advice will be sought from external agencies such as Educational Psychology, Communication and Interaction Team and the Attendance and Engagement Team.
- Internal exclusion in another area of the school (This will not be possible under the current guidelines)
- Fixed term exclusion from school

Special Educational Needs and Behaviour

All pupils are entitled to an education and the school recognises that some pupils will need reasonable adjustments to their school day. The school will endeavour to match the provision on a child's behaviour plan or EHCP to what is realistically and safely possible during the restrictions on the school during the Coronavirus pandemic. However, it is imperative that all health and safety measures are adhered to, to prevent spread of Covid 19. Therefore, if there are persistent breaches of the risk assessment or situations where the safety and well-being of children and staff are compromised, then the school will contact the parents and alternative arrangements for being in school will need to be set.

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.

Use of reduced timetables and Exclusion

During the time of the guideline requirements for the Covid -19 pandemic, the health and safety of the whole school community is paramount. The school understands that children will make mistakes. However where a child is persistently breaking behavioural expectations or is behaving in a way that puts the school community at risk of harm or infection, parents will be warned of the possibility of their child being put on a part time timetable or excluded. An act of physical or verbal abuse towards another child or member of staff may lead to a fixed term exclusion.

Reduced timetables will be agreed with parents, will be regularly monitored at least every two weeks and will be on a short-term basis. County will be informed that a child is on a reduced timetable. If behaviour expectations are extreme or persistent despite a part-time timetable, a fixed term exclusion may be used. 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 September 2020

