



**St. John's CE Primary School  
Wetley Rocks**

# Positive Behaviour Procedures

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St John's CE Primary School is an inclusive community. We welcome pupils from all backgrounds; we treat everyone as an individual and aim to develop the whole person so that they are equipped to take their place in the modern world.

Staff and Governors at St. John's CE Primary School believe that positive behaviour is essential for effecting teaching and learning, and this is promoted through our school Vision and Values:

***"Shine like the star you are."***

*<sup>14</sup> "You are the light of the world. A town built on a hill cannot be hidden. <sup>15</sup> Neither do people light a lamp and put it under a bowl, instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew 5:14-16*

**Our Vision:**

To develop within ourselves an understanding of what is right and fair, and to have the strength to face challenges and do the right thing. To be people of hope.

To celebrate individuality, and to respect ourselves, others and the world in which we live. To be the best we can be.

**Our Values (SHINE):**

**Strength:** have the strength to stand up for what is right. Be a courageous advocate.

**Hope:** to be people of hope. Have hope when times are dark and difficult. Keep positive and be resilient – there is light at the end of the tunnel.

**Individuality:** embrace and celebrate our differences. God made us all unique and this is a very special thing.

**Nurture (kindness / love / compassion / respect):** cherish, care for, encourage and protect everything in God's world - including yourself.

**Excel:** fulfil your God given potential; be the best you can be. Shine like the star you are.

**Our Motto:**

*SHINE like the star you are.*

The policy has been written with regard to the following guidance:

*Behaviour in Schools. Advice for Headteachers and School Staff. DfE September 2022*

*School suspensions and permanent exclusions. DfE September 2022)*

*Use of reasonable force Advice for headteachers, staff and governing bodies July 2013)*

### **Guiding Principles:**

1. Enrolment or employment at the school is subject to supporting and demonstrating high standards of behaviour. Those placing the principles of this document in jeopardy, actual or potentially, may have the right to work or learn in the school withdrawn.
2. Access to a safe, non-threatening and productive learning and working environment is the right of everyone at school.
3. The key function of a school is to deliver an effective education for all; behaviour that contravenes this will not be tolerated.
4. Respect is demonstrated to all those working and learning at school and this is extended to the school building / grounds and the resources contained within it.
5. The school recognises that the wellbeing of 'all pupils' is paramount. There are often reasons, but never excuses, for poor behaviour.

### **Code of Conduct:**

We have high expectations of the entire community at St John's CE Primary School. Mutual co-operation, respect for property, respect for our environment and above all, each other, are essential to our happiness and safety.

All staff and visitors are expected to lead by example. Respect should be shown to teaching and non-teaching staff, pupils, parents and other visitors to the school. Staff and visitors alike are to be positive and supportive to pupils and should communicate using appropriate language for their age and that of an inclusive school.

Respect for the rights, dignity and integrity of others is essential for the well-being of St John's Primary School. Actions by any persons, pupil or adults, that do not reflect such respect for others are damaging to the individual and hence damaging to the school. Each member of the community should be free from intimidation or abuse in the work place, the classroom and the social environment.

All those accepting to work in the school, contractually or voluntarily accept that in order for learning to take place effectively, positive behaviour and discipline are maintained at all times.

### **Encouraging Positive Behaviour:**

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained.

Staff will utilise the following strategies to encourage and reward pupils who demonstrate positive behaviour through our school values:

- Smiles and verbal praise.
- Team points and rewards via the 'Dojo' system (eg non-uniform days).
- Stickers, certificates, trophies.
- Weekly, termly and end of year celebrations: Star of the Week / St. John's Stars.

- Sending pupils to other staff to celebrate achievements.
- Jobs and responsibilities eg House Captains / Prefects.
- Letters and Texts home.
- A half termly rewards afternoon.
- The 'Good to be Green' positive behaviour system.
- PHSE lessons and events which educate and support pupils with regard to wellbeing eg World Mental Health Day. Please see our school website for further information: <https://www.st-johns-wetleyrocks.staffs.sch.uk/wellbeing-and-mental-health/>

### **ClassDojo:**

ClassDojo is an online points system which reward and record the positive behaviours of pupils in line with our school values / Good to be Green scheme. Pupils will be awarded points which they exchange for a range of rewards. Points awarded at lunch time, will be communicated to class teachers. Pupils can exchange points (in multiples of 100) for a choice of rewards.

### **ClassDojo points will be given for:**

<b>Strength</b>	1 point for being <b>brave</b> . 1 point for taking on a <b>challenge / making a difference</b> . 1 point for standing up for what is <b>right and fair</b> .
<b>Hope</b>	1 point for <b>perseverance</b> . 1 point for having a <b>positive attitude</b> . 1 point for <b>encouraging</b> others.
<b>Individuality</b>	1 point for <b>achieving</b> . 1 point for being <b>respectful</b> .
<b>Nurture</b>	1 point for <b>kindness</b> . 1 point for <b>using manners</b> . 1 point for <b>caring for the environment</b> . 1 point for <b>charitable activities</b> .
<b>Excel</b>	1 point for staying on <b>'Good to be Green' all day</b> . 1 point for <b>reading 5 days a week</b> and bringing your reading diary to school. 1 point for <b>completing homework to a good standard and giving it in on time</b> . 1 point for <b>exceptional work / increased effort</b> .

### **Monitoring of Stop and Think /Consequence Cards**

The ClassDojo system will also be used to record the number of 'stop and think' and 'consequence' cards for each pupil.

**Any member of staff can issue ClassDojo points, stop and think cards and consequence cards.**

**Lunch time staff will report these to the class teacher at the end of lunch time.**

### **Rewards Afternoon:**

There will be a reward every half term which all pupils will automatically have access to. However, if any pupil has had five consequence cards or there have been any incidents of serious behaviours, they may not participate. Pupils who have been removed from the reward, may spend this time reflecting with a designated member of staff.

### **Good to be Green:**

Children are given clear guidelines of the appropriate behaviour and expectations based on our school Vision and Values. The policy is applied equally to: Early Birds and Evening Owls (before and after school club), playtimes, lunchtimes, lesson times, school trips and clubs that happen after school and during holidays.

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's behaviour expectations.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times. If a child doesn't meet the expectations in a lesson, they can start afresh in the following lesson.



### **How the Scheme works:**

Every child starts each lesson on a positive note with a green card displayed in their pocket of the class chart. The card says: 'It's Good to be Green', and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on 'Green' by the end of the day, pupils will be awarded 'ClassDojos'.

**To support pupils to keep 'Good to be Green', the following will be used:**

- **Praise**

*"I am delighted that you have shown '**strength**' by choosing to do the right thing."*

- **Offering Encouragement**

*"What a really impressive start to the work. Keep this up, you are really '**excelling**' with your attitude today."*

- **Reminders of Expectations**

*"We show that we are '**nurturing**' by caring for each other. Next time, think about a way that you could involve someone who needs a friend?"*

### **Actions for Inappropriate Behaviour:**

All pupils will start each lesson on 'Good to be Green'. However, in the event that the above strategies have had little / no impact, the following will be used:

- **By Giving a 'Stop and Think' card**

*"By shouting out, you are disturbing the learning for others and that behaviour is not acceptable. You need to stop and think. If you do not fix your behaviour, then you will be given a consequence. You need to take responsibility for your actions."*

*Pupils will have a 'Stop and Think' card placed in the pocket on the chart which can be returned to green if the behaviour is addressed and fixed.*

*Staff will ensure that it is the behaviour which is unacceptable and not make personal reference to the pupil.*

• **By Giving a Consequence card**

*"Unfortunately you did not stop and change your behaviour and have not made the right choice. As a consequence, you must reflect on your behaviour in 'reflection time'." If instances of inappropriate behaviour continue or for more severe inappropriate behaviour, other consequences will be given (see below).*

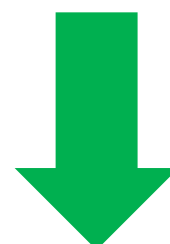
*\*Reflection time will take place during break / lunch time where the inappropriate behaviour will be reviewed, reflected upon and alternative choices discussed. This also may involve repeating / finishing activities from lesson time.*

**Consequences for Inappropriate Behaviour:**

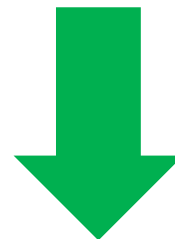
When deciding on the consequence for inappropriate behaviour, staff will consider:

- The extent to which the school's values have been neglected.
- The pupil's honesty regarding their actions.
- Any remorse shown by the pupil.
- Any historical reports of similar behaviour.
- The pupil's age, emotional and additional needs.

Behaviours	Consequences
<p><b>Low level behaviours</b> which are not resolved after receiving a 'stop and think' card (eg disrupting the learning environment, shouting out, poor effort, not completing set tasks, not displaying the school values).</p>	<p>A 'consequence card' will be given: *15 minutes to be spent in 'Reflection Time'. This can take place in the classroom or another named place in the school eg Head teacher's office. This will be logged using the ClassDojo system. * Adjustments will be made for age / personal circumstances eg SEND.</p> <p>If a child reaches 4 consequence cards within a half term, and may lose their half termly reward, parents will be informed. <b>5 occasions in reflection time will result in removal from the half term reward, and parents / carers will be informed.</b></p> <p>If there are any further incidents of unacceptable behaviour, other loss of privileges will apply, for example school disco / school trips / school events.</p>
<p><b>More severe behaviours</b> eg stealing, threatening / aggressive behaviours, refusal to cooperate, telling lies (persistent), disrespectful language towards others,</p>	<p>The 'stop and think' card will be bypassed and an immediate 'consequence card' will be issued leading to reflection time. This can take place in the classroom or another named place in the school eg Head teacher's office.</p>



answering back, bullying (including cyber bullying) behaviours.	<p><b>5 occasions in reflection time will result in removal from the half term reward, and parents / carers will be informed.</b></p> <p><b>Suspension may apply.</b></p> <p>If there are any further incidents of unacceptable behaviour, other loss of privileges will apply, for example school disco / school trips / school events, or further suspensions may apply.</p>
<p><b>Serious behaviour incidents</b> eg serious assault, vandalism, damage to school property, physical / verbal threats made to staff, violent outbursts verbal or physical, leaving school without permission.</p>	<p>The Good to be Green system will be bypassed, parents / carers will be contacted, the incident will be recorded on MyConcern, and suspension may apply.</p> <p>Immediate removal from the half termly reward.</p> <p><b>Suspension or Permanent exclusion will apply.</b></p>



### **Internal Suspensions**

Internal suspensions take place on the school site.

The Head teacher is not authorised, even if requested by the parents, to allow them to voluntarily take their child home to ‘cool off’ or ‘reflect’.

### **External Fixed Suspension and Permanent Exclusion**

The school adopts the Department for Education’s guidance on ‘school suspensions and permanent exclusions (2022)’ which may be adopted for pupils who consistently display poor behaviour or act in a manner that is serious enough to warrant its application.

Suspensions / Exclusions may be:

‘Fixed Term’: A set period of time set by the Head teacher.

‘Permanent’: Removal from the school roll.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded. A fixed period suspension does not have to be for a continuous period.

The behaviour of a pupil outside school can be considered grounds for a suspension / exclusion.

Permanent Exclusion is a very serious matter and will only be considered when all other forms of intervention and sanction have been explored by the School – this involves referrals to outside agencies. Any recommendation for a Permanent Exclusion must include a robust evidence base

and must be conducted within the legal framework surrounding Permanent Exclusions. The exclusion and appeals process is outlined in a letter from the school to the parent / carer.

Examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

### **Specified Suspension times:**

The Head teacher may choose to suspend a pupil from the school site at specified times in order to address periods where 'behaviour triggers' occur. For example, pupils may be suspended from the school site at lunch times, break-times or before and after the school day. It is the responsibility of parents to ensure appropriate care arrangements for their child during any periods of suspension.

### **Reasonable Force/ Safe Handling:**

#### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.



- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff will always make reasonable adjustments for disabled children and children with special educational needs.

*(Taken from: Use of reasonable force Advice for headteachers, staff and governing bodies July 2013)*

### **The Role of the Parent**

Good discipline is maintained if parents have the same standards and we expect all who accept places for their children to fully adhere to and support the school's expectations.

- Parents must support their child by ensuring regular attendance, punctuality and having only the highest expectations.
- All adults, including parents, should be good role models for the children.
- Uniform contributes to the ethos of the school and parents should undertake to provide the correct uniform in line with the school's uniform policy.

### **Behaviour of visitors to the school site**

The Head teacher has the right, under the Education Act 1996 – Section 547, “to withdraw access to school premises anyone (including parents) who cause a nuisance, disturbance or annoyance to those persons lawfully present”.

***SHINE like the star you are.***