



The Diocese of Coventry
Multi Academy Trust

BEHAVIOUR POLICY (COVID- UPDATED)

St John's C of E Academy

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DUE TO THE COVID-19 PANDEMIC, THIS POLICY HAS BEEN AMENDED IN LINE WITH CURRENT GOVERNMENT GUIDANCE REGARDING THE PHASED OPENING OF SCHOOLS. THIS IS TO PROTECT PUPILS, STAFF AND PARENTS FOLLOWING THE RULES MADE BY THE U.K GOVERNMENT.

1. Introduction and Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values alongside our school values and vision and ensure all children are ready for their next steps.

At St John's C of E Academy, we hold the Christian belief that human beings are created in the image of God, and that each shares in God's purposes to bring life and allow creation to flourish. This underpins the vision and values and work of the school and is endorsed in our vision and mission statement.

VISION

To be an excellent school, embedded in Christian values that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future

MISSION STATEMENT

We will provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

Matthew 5:16

"Let your light shine before others, that they may see your good deeds and glorify your father in heaven."

PUPIL MOTTO

I will shine!

We will provide a high quality, learning experience, raising the aspirations and achievements of all, and expecting the highest standards of behaviour within a safe, positive environment.

We will nurture each child and support them in learning to contribute as responsible and positive members of society.

The dignity of everyone as a unique child of God lies at the core of our Vision.

Nurturing self-worth and encouraging maturing levels of individual responsibility is foundational to all of the school's work. In living out our Vision, the school has high expectations of the behaviour of staff, children, parents and governors.

Core value: **Character**. "*I am becoming a better person*".

We believe that:

- The quality of teaching, learning and behaviour in school are inseparable, and the responsibility of all staff.
- Poor behaviour cannot be tolerated because it obstructs the children's rights to learn and teachers' rights to teach.

- Respect is essential to support positive behaviour and uphold dignity. It needs to be given in order to be received. Parents and carers, pupils and staff all need to show mutual regard
- Positive feedback leads to growth and improvement, but negative labelling, verbal abuse or public humiliation is damaging to any individual.
- The support and involvement of parents is essential to help foster desirable behaviour

The school aims to work in partnership with home, church and others to build the self-esteem of children and encourage the growth of responsible and caring individuals. We work together to develop positive and supportive relationships that value and respect each member of our own community and the wider world. We aim to ensure that positive behaviour is recognised and rewarded. Expectations and responsibilities are clearly shared and understood through our Golden Rules (see below).

Inappropriate behaviour is met with a fair and assertive response. Children are encouraged to reflect on their behaviour and take responsibility for their behaviour choices. Any sanction is directed at the transgression, and not at the child. Forgiveness is a core Christian value and Jesus was uncompromising in his command to forgive (Matt 18:21). Children will be assured that they are forgiven and be encouraged to forgive others as part of the process of reconciliation.

The school recognises the crucial importance of a positive climate for learning in which children can thrive. Staff are mindful of this, and of the impact of their own behaviour upon the children.

2. Aims

Through the operation and delivery of this policy we would aim to:

1. Ensure that all children are kept safe and feel safe in all parts of the school and at all times of the day.
2. Attempt to ensure that children both remain happy in school and enjoy coming to school in order for them to attain their full potential.
3. Ensure that all our actions are underpinned by a commitment to equality of opportunity (Ref to Equality Statement).
4. Ensure that everyone applies the detail of the policy consistently and fairly to all children. We acknowledge that there may be children who in certain periods of their school life may need additional programmes of support in order to manage their behaviour effectively.
5. Ensure that, irrespective of where any member of staff is mainly based, they are able to apply the relevant aspects of the policy in an age-appropriate manner.
6. Communicate the policy to as wide and as relevant audience as is possible, e.g. parents, other staff who come into the school, including supply teachers.
7. Ensure that we regularly affirm positive aspects of discipline and behaviour, taking every opportunity to reinforce good role models within the group, class or the wider school community.
8. Ensure that we as staff members set an example that the children can be proud of, can respect and can follow, to encourage mutual respect.
9. Explain the reasons behind aspects of the policy to the children in age appropriate ways, and communicate high expectations, in order that the children themselves may become more independent in their approach towards behaviour in school and have a developing sense of their own dignity and that of others.

10. To establish firm but fair discipline in both the classroom and in the school as a whole and addressing any undesirable behaviour promptly after thorough investigation. .

3. Format and Organisation

St John's Primary School Golden Rules:

Please remember our Golden Rules

- We will always listen and follow instructions with thought and care
- We will show good manners, being kind and considerate to others at all times
- We will respect ourselves, each other and our environment
- We will walk around school safely and sensibly

3b. Expectations

Classrooms and areas around school will display the golden rules. It is clear that expectations in behaviour and relationships need to be shared and understood by all members of the community. As a result, the school sets out its expectations on the pages that follow.

A description of responsibilities for all the members of the school community:

Staff and Governors	Pupils	Families
To respect all members of the school community.	To respect all members of the school community.	To support and respect the staff and governors in promoting the school's Vision. .
To provide a positive example, embodying the Golden Rules.	To contribute to and follow the Golden Rules at all times.	Be aware of the school's values and expectations.
To be calm and consistent in dealing with children.	To support and care for each other.	To provide the school with an up to date emergency contact number.
To make explicit the school's Christian Vision	To respect others' property, feelings, and learning.	To share in the Vision and values and expectations of the school.
To have high expectations of the children.	To listen to others and to respect their opinions. To understand the benefits of forgiving	To provide the school with either a phone call or a written explanation of the reasons for any absence, and to keep authorised absences
To meet the educational, social, emotional and behavioural needs of the children.	To take responsibility for their own actions and behaviour.	
	To show respect, listen and follow the instructions of all	

To provide an appropriate, challenging and stimulating curriculum.	members of staff (teaching and non-teaching).	to a minimum in the interests of the child's progress.
To support and comply with the terms of the Home School Agreement.		To support and comply with the terms of the Home School Agreement

4. Rewards and Positive Strategies

House Points

No house points during COVID-19 pandemic.

Traffic Light Raffle Ticket

Children are moved up and down on the traffic light depending on behaviour (see point 7). Children can earn either 1, 2 or 3 raffle tickets. **A member of the teaching team will write raffle tickets- these are not to be handled by the children and the winner will be selected by the teacher within each social bubble.**

Star of the Week

The Star of the Week certificate and other certificates will be awarded by teachers for outstanding work or behaviour on a Friday. **This will take place in the classroom and will be led virtually with the headteacher via teams or by the teacher.**

5. Early Years Foundation Stage (Nursery and Reception)

Rooted in our Christian Vision we aim for the children to develop a growing understanding of what is right or wrong and why. Explaining boundaries and limits helps them to understand why our rules exist and to feel secure within the setting. During their time in the EYFS the children will develop their learning about the impact of their words and actions both on themselves and others around them. Once they are clear about what is expected of them, they can move on to develop their own learning without any fears.

6. Unacceptable behaviour at St John's Primary School

Guide to levels of unacceptable behaviour:

Level One: behaviour that can be effectively managed within a classroom environment by the class teacher.

Level Two: more serious negative behaviour that is not so easily managed within a classroom environment.

Level Three: serious negative unacceptable behaviour or persistent level two type behaviour.

Level Four: very serious unacceptable behaviour or persistent level three type behaviour.

7. Traffic Light Guide

This will be displayed in every classroom. **Please see Appendix A for picture.**

Children start at the orange level. Depending where they finish at the end of the day, they could receive 0, 1, 2 or 3 raffle tickets.

Green zone = 1 raffle ticket

Silver zone = 2 raffle tickets

Gold zone = 3 raffle tickets

If the child is displaying unacceptable behaviour (see point 6) they will move down the traffic light.

Unacceptable behaviour explained:

<p><u>Level One</u> Not on task/ wasting time.</p> <p>Deliberate avoidance or non completion of set work</p> <p>Distracting another child, chatting in class/assembly.</p> <p>Distraction, interruption of activities, calling out, attention seeking behaviour.</p> <p>Negative body language.</p> <p>Accidental damage to school/others' property through careless behaviour.</p> <p>Running indoors.</p>	<p><u>Level Two</u> Any Persistence of level one.</p> <p>Telling lies.</p> <p>Teasing others, name calling, making, unkind and derogatory comments.</p> <p>Play fighting, dangerous or rough/aggressive play on the playground (including when playing football).</p> <p>Answering back.</p> <p>Retaliation</p> <p>Not responding to instructions; uncooperative behaviour.</p>	<p><u>Level Three</u> Any Persistence of level two.</p> <p>Stealing.</p> <p>*Racial or prejudice abuse.</p> <p>Deliberate, persistent or malicious lying.</p> <p>Inappropriate/bad language.</p> <p>Graffiti on school property (including school books).</p> <p>Deliberately damaging another child's property.</p> <p>Deliberately injuring another pupil</p>	<p><u>Level Four</u> Any Persistence of Level three.</p> <p>Spitting</p> <p>Serious acts of sustained violence towards pupils and adults eg: hitting, kicking, fighting, and biting.</p> <p>Persistent bad language and verbal abuse.</p> <p>Continued refusal of an adult's reasonable request.</p> <p>Vandalism of school buildings/property.</p> <p>Bringing dangerous items into school.</p> <p>*Bullying.</p> <p>Leaving school premises without consent.</p>
<p><u>Traffic Light position</u></p>	<p><u>Traffic Light position</u></p>	<p><u>Traffic Light position</u></p>	<p><u>Traffic Light position</u></p>
<p>Move to White zone</p>	<p>Move to Yellow zone</p>	<p>Move to Orange Book zone</p>	<p>Move to Red Book zone</p>

* This will be investigated by the DHT or HT and could result in level 4 consequences depending on the outcomes.

All level four type behaviour will result in a full investigation and will be logged by the HT.

Behaviour Consequences and Recording of incidents:

After a **verbal warning** a child may move to **Level One**.

Level One: the child will lose 5 minutes playtime with their class teacher.

Persistence of Level One behaviours or a Level Two behaviour will result in the child's name being moved to the Yellow Zone. The incident is recorded on CPOMS by the class teacher.

Level Two: the child will miss one playtime or 15 minutes of lunchtime play **in the classroom with their teacher**. The incident is recorded on CPOMS by the class teacher.

Persistence of Level Two or a Level Three behaviour will result in the child's name being moved to the Orange Zone. **The teacher will telephone parents to inform them of the incident.**

Level Three: the child will lose two playtimes and a lunchtime **in the classroom with their teacher. The incident is recorded on CPOMS by the class teacher and the HT/DHT will contact parents via telephone call.**

Persistence of Level Three or a Level Four behaviour will result in the child's name being moved to the Red Zone.

Level Four: **the child will be taken to the intervention room by a member of staff and the child's parents will be contacted immediately by the Headteacher.** Class teacher and HT to record incident and actions on CPOMS.

In the event of Covid-related incident, for example, involving spitting, the child will be taken to the intervention room with a member of staff wearing PPE. Parents will be contacted by the HT/DHT immediately and the child will be collected.

IN SITUATIONS WHERE SOCIAL DISTANCING GUIDELINES CANNOT BE FOLLOWED DUE TO A BEHAVIOUR INCIDENT WHICH PRESENTS AN IMMEDIATE RISK OR THREAT TO THE LIFE OF A CHILD OR ADULT, STAFF MEMBERS WILL INTERVENE AND FOLLOW GOVERNMENT GUIDANCE (SEE RISK ASSESSMENT FOR FURTHER INFORMATION)

Fixed term and permanent exclusion will follow guidelines set by DFE.

Children who have separate behaviour plans as a result of persistent unacceptable behaviour or who are on the Special Needs Register for behaviour may need to have an Individual behaviour Plan. In these cases, other agencies may be involved.

Lunchtime

Due to COVID-19, Lunchtime Supervisors (DRA) will not select a child to receive a lunchtime award

DRA's will encourage the children to follow the same four golden rules.

1. We will always follow instructions with thought and care.
2. We will show good manners, being kind and considerate to others at all times.
3. We will respect ourselves, each other and our environment.

We will walk around school safely and sensibly.

Unacceptable behaviour at lunchtime:

All DRA's will maintain a 2m social distance where possible. They will have access to the lunchtime logbook. At all times they will focus on praising positive behaviour. A child who chooses to behave in an inappropriate manner will be warned first unless the behaviour is so serious a warning is not possible eg: a child has been hurt. DRA's will inform the child involved they have a warning and they will refer to the rule being broken. If they do not correct their behaviour or break another rule during the lunch break then their name will be entered into the book with reference to the golden rule broken and they will receive between 5 and 10 minutes timeout in a designated area on the playground **(See Lunchtime flow chart – Appendix D).** If the behaviour is more serious negative behaviour such as those behaviours listed in level 3 and 4 then this will require an investigation. **A DRA must go to get a member of SLT who will escort the child to the intervention room. DRA's will log the details on CPOMS.**

DRA's will pass the logbook to the DHT at 1:30pm and any discussions necessary about lunchtime will take place, positive behaviour will be shared first. The DHT will monitor the book and any child who appears in the book three times in a week for level 1 and 2 behaviour will be warned about their persistent unacceptable behaviour and careful monitoring will continue. Further sanctions maybe issued such as having lunch in isolation and or referred to senior staff who may then contact parents.

How the school deals with parental concerns linked to behaviour

It is the aim of the school to deal with all behavioural issues proactively in order to ensure a child receives their maximum entitlement to learning time within the classroom. The school will use all of the above strategies to ensure this takes place although there will be instances where, due to the advice of outside agencies, alternative strategies may be used with specific children. If a parent or carer has concerns regarding how a behavioural issue has been dealt with then they should follow the protocol below:

1. Report the issue to the class teacher – **this must be done via a phone call**
2. If parents/carers feel the issue is still not resolved to their liking **they should contact member of the SLT by telephone-** Miss Smalldon or Mrs Henderson (if linked to Inclusion)
3. If the two meetings do not draw the matter to a satisfactory conclusion then **have a further telephone conversation with Mr Watson the Headteacher** (or in his absence Miss Smalldon the Deputy Head). The matter will be investigated thoroughly, and parents will receive feedback on the issue **via telephone,** within two working days.
4. If, following the first three steps, a parent/carers feels that a behavioural issue hasn't been resolved in line with their expectations then they should put the matter in writing to Mr Watson and the Chair of Governors. This matter will then be investigated by the Governing body.

Use of reasonable force

Occasionally staff may need to use reasonable force in order to:

- To maintain the safety of pupils and staff
- To prevent serious breaches of school discipline

- To prevent serious damage to property
IN SITUATIONS WHERE SOCIAL DISTANCING GUIDELINES CANNOT BE FOLLOWED DUE TO A BEHAVIOUR INCIDENT WHICH PRESENTS AN IMMEDIATE RISK OR THREAT TO THE LIFE OF A CHILD OR ADULT, STAFF MEMBERS WILL INTERVENE AND FOLLOW GOVERNMENT GUIDANCE (SEE RISK ASSESSMENT FOR FURTHER INFORMATION)

Staff Authorised to Use Force

All members of staff are authorised to have control or charge of pupils and have the legal power to use force. Lawful use of the power will provide a defence to any related criminal prosecution or other legal action. At St John's this includes all teachers, teaching assistants, and admin staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. If reasonable force is necessary then staff will ensure that there is at least a second member of staff with them where possible. When using reasonable force staff will seek to use 'Team Teach' strategies.

The Governing Body of St John's has adopted DFE guidance on 'the Use of Force to Control or Restrain Pupils'. Most of the guidance is non-statutory, though staff are strongly advised to follow all sections of the guidance, but the section on 'recording and reporting significant incidents' is statutory.

Temporary authorisation can also be granted in specified circumstances such as volunteer parents helping on a school trip but this is under specific direction of a supervising member of staff.

Minimising the Need to Use Force

Use of force is only used as a last resort and procedures are in place at St John's Academy Primary School to create a calm and orderly environment and supportive school climate that lessens the risk and threat of violence of any kind. Effective relationships are developed between staff and pupils and PSHE activities support pupils in managing conflict and coping with feelings. Staff are also given guidance and training in how to manage pupil behaviour.