



*Respect, Courage, Compassion, Friendship, Trust, Perseverance*

# BEHAVIOUR POLICY

Including Written Statement Behaviour Principles

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**Next review due by:** SEPTEMBER 2024



*Seeking life in all its fullness*

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## **ST. JOHN'S C.E. PRIMARY SCHOOL'S CHRISTIAN VISION FOR EDUCATION**

St. John's Church of England Primary School has a Christian vision for education rooted in wisdom, hope, community and dignity. It is a community where all are welcome and nurtured in a spirit of Christian love, compassion and encouragement.

It is a place which enables everyone in the school community to develop and experience 'life in all its fullness' knowing they are unique and special in God's eyes.

The Christian vision strives for all to realise true potential through an excellent, broad education where Christian hope, aspiration and building resilience for the future are central to the learning experience.

The school's vision is rooted in Christian love which is the foundation of our Christian values: Friendship, courage, trust, respect, compassion, perseverance

### **School aims:**

- To provide a caring, safe and happy environment where the whole school community can flourish knowing that they are unique and special in the eyes of God
- To build confidence and self-esteem to enable children to develop resilience and become successful, independent life-long learners
- To enable all children to achieve their full potential
- To develop the teamwork and leadership skills and qualities in all our children so that they can be responsible citizens of the future
- To be fully committed to equality of opportunity
- To create a stimulating environment in which Christian attitudes of positive relationships, mutual respect, responsibility, forgiveness and understanding are fostered at all times
- To foster strong links between communities: home, school, church, the local community, the Liverpool Diocese.
- To enable staff to develop their own talents and expertise so that they too can thrive
- To promote high standards and expectations of behaviour towards one another, as Jesus said, 'Love one another' (John 13:34-35).
- To be committed to providing opportunities for spiritual growth through Religious Education and collective worship as well as a wealth of stimulating experiences and extra-curricular activities
- To promote children's cultural experiences and opportunities to help develop a positive understanding of their place in a diverse world.

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### 1. Policy aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the vision and values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. 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](#)
- › 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

## 3. Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork
- › Poor attitude
- › Incorrect uniform

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like 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
- › Vandalism
- › Theft
- › Fighting

- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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 (including the child).

#### 4. Bullying

Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe. **Bullying** is defined as the repetitive, intentional harming of one 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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any incidents of bullying will be treated seriously with a log kept and behaviour plan produced to be reviewed with children and parents in line with the Anti-bullying policy.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

Anti-bullying Policy: <https://www.stjohnscephprimarywaterloo.co.uk/policies/>

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governors at the Curriculum, Standards and Quality Sub-Committee
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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 children
- 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 children 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 children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and Staff**

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable child behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations
- Recording serious misbehaviour (on CPOMS; behaviour report cards; anti-bullying logs in line with the anti-bullying procedures)

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers are expected to:

- Support their child in adhering to the school's behaviour policy, and following the School's Code of Conduct (Appendix 2)
- Inform the school of any changes in circumstances that may affect their children'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, whilst continuing to work in partnership with the school

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.

### **5.5 Children**

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

- The expected standard of behaviour they should be displayed at school
- That they must follow the school's behaviour Code of Conduct
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard and the consequences they will face if they don't meet the standard

- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to meet the behaviour standards and develop an understanding of the school's behaviour policy and wider culture.

The school's Code of Conduct is revisited regularly and frequently: at the start of each school year, both by the class teacher and through collective worship; referred to dealing with behaviour incidents so that pupils understand the rules that have been broken and what they need to do to ensure their behaviour meets the Code of Conduct; in the rewards systems that are high profile and celebrated weekly at the school's whole school; celebration worship.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy. Extra support and induction will be provided for children who are in-year transfers.

## 6. School behaviour curriculum

To maintain the high standards of behaviour we have a behaviour strategy that aims to:

- encourage a calm, purposeful and happy environment within the school
- foster positive attitudes towards everyone, where achievements at all levels are acknowledged and valued
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for their behaviour throughout the school
- ensure a consistent approach to behaviour throughout the school
- make boundaries of acceptable behaviour clear and to ensure safety
- raise awareness of appropriate behaviour

The behaviour strategy has three parts:

1. School rules (Code of Conduct)
2. Positive recognition
3. Sanctions

### 6.2 School Code of Conduct

At St. John's, we set high standards. Our School Code of Conduct is based on 7 school rules that are linked to our St. John's Christian values of love, respect, courage, compassion, friendship, trust and perseverance. The children and staff have been instrumental in forming our 7 core rules (Appendix 2):

- **Do** be kind; **don't** hurt other people or their feelings.
- **Do** be polite and well-mannered and respectful; **don't** be rude.
- **Do** be honest; **don't** cover up the truth.
- **Do** look after property; **don't** waste or damage things.
- **Do** walk inside; **don't** run.
- **Do** listen to others; **don't** interrupt.
- **Do** work hard; **don't** waste time.

These rules are the same for every class in school and should be discussed with children regularly and referred to daily. They are displayed prominently in each classroom. In addition, they are discussed during worship at the start of each academic school year. They should be one of the first tasks when getting to know a new class.

Relationships are vital between everyone and at every level. Therefore, we should greet people, speak and listen to people, smile and relate to people and communicate with them.

A discipline hierarchy appropriate to the child's age supports the School Code of Conduct:

**Reception and Key Stage 1:** Steps to Success is used to encourage and support good behaviour and provide opportunities for children to make good behaviour choices and amends. The children work towards a 25-minute Golden Time at the end of the week (see Appendix 3).

**Key Stage 2:** The children move onto the *Traffic Lights* system to encourage and support good behaviour choices and provide opportunities for children to reflect upon and correct any inappropriate behaviour choices (see Appendix 4).

### 6.3 Positive recognition

When a child's behaviour meets or goes above the expected behaviour standard, staff will acknowledge it with positive recognition and reward, providing an opportunity for all staff to reinforce the school's Christian vision, culture, values, and ethos.

Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture to:

- Encourage children to behave appropriately
- Increase children's self-esteem
- Reduce problem behaviour
- Create a positive, caring climate for staff and children
- Help to teach good behaviour and establish positive relationships with children
- Promote a sense of pride in St. John's C.E. Primary School.

The positive recognition used at St. John's Primary School takes the form of:

- Sincere and meaningful praise
- Golden Time for Reception children
- Dojo points for behaviour, work, effort, and progress linked to our Christian values
- Direct praise to parents at the end of the day
- Stickers and stamps
- Dojo points are also linked to school teams to encourage cooperation and teamwork. The winning team's colours are tied to the behaviour trophy in Celebration Worship
- Children are sent to the senior leadership team with good work
- A St John's Values certificate is awarded for behaviour to a member of each class during the weekly Celebration Worship
- A St. John's Star Worker certificate is awarded to a class member for excellent work, effort, or progress during Celebration Worship. The emphasis is on children's personal best work, individual effort, and achievements, not through comparisons with peers or the best work in the class.
- St John's Value Awards and St John's Star Worker awards are shared on the Purple Page newsletter and on the school's Dojo story to share and celebrate our children's successes
- Opportunities to develop leadership skills and responsibilities throughout the school, e.g., class monitors, Ethos Committee representatives, School Councillors, Playground Leaders, Sports Leaders
- A class attendance mascot is awarded weekly
- High profile attendance awards for each half term
- The school acknowledges efforts and achievements in and out of school during the Celebration Worship, where trophies, certificates, awards, and special events are shared.

## 6.4 Sanctions

Positive reinforcement of good behaviour is often the most effective. However, there are occasions when it is necessary to impose sanctions.

Any behaviour that is of a bullying nature will be dealt with as per our Anti-bullying Policy.

Teachers should aim to problem solve behaviours and use various strategies and activities to try and improve a child's difficulties. Acceptable standards depend on good examples, setting high standards, and applying rules firmly, fairly, and consistently.

In an emergency or with a serious misbehaviour incident, a member of staff should be escort the pupil(s) to the most accessible senior member of staff.

The school employs several sanctions to enforce the Code of Conduct, and to ensure a safe and positive learning environment.

### **Possible sanctions:**

We expect pupils to follow the Code of Conduct and demonstrate our St. John's Christian values. If they do not, we ask child(ren) which rule they have broken and which Christian values they need to show.

- We expect children to listen carefully to instructions during lessons. If they do not, we ask them to move to a place nearer the teacher or sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child misbehaves repeatedly, they may be required to miss part or full playtimes. This may be in their classroom, in another classroom, or with a senior leadership team member.

This provides the child with time to reflect on their behaviour to be able to work sensibly again with others.

#### •Loss of Golden Time

- In the event of their behaviour having a negative effect on others, the children are encouraged to complete a 'Think Sheet' or write a letter of apology.
- If a child repeatedly acts in a way that disrupts or upsets others, they will be sent to a member of the senior leadership team.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the pupil's parents or carers and seeks an appointment to discuss the situation to improve the child's behaviour.
- A pupil may be placed on a formal Behaviour Report Card to support and monitor the pupil's behaviour

## 6.1 Mobile phones

Year 6 children are permitted to bring a mobile phone to school ONLY when walking to and from school independently, providing the following are in place:

- Parents have permitted their child to walk to or from school independently.

- Parents and children have read, agreed, and signed the Code of Conduct Agreement for Mobile Phones (Appendix 5)

On arrival at school, Year 6 children must turn off their mobile phone and place it in a box which will be stored in a locked cupboard until home time. Children can turn their phones on after they have left the school grounds.

All other children are not allowed to have mobile phones with them on-site.

## **7. Responding to behaviour**

### **7.1 Classroom management**

Teaching and support staff are essential in 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
- Display the Behaviour Code of Conduct and Christian values
- Develop a positive relationship with pupils, which may include:
  - Greeting children in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **7.2 Worship**

When entering Acts of Worship, children must come in silently and with their hands at their sides.

Class teachers and teaching assistants must be vigilant for behaviours that do not follow our Code of Conduct or Christian values and either give clear but discreet signals or, if not appropriate at the time, speak to the child afterward. As well as this, teachers must check that the child has listened and amended their behaviour appropriately.

### **7.3 Lunchtime, playtimes and other non-structured times**

Lunchtimes, playtimes, and other non-structured times are important in allowing children to develop social skills and peer relationships. They also give the children time to relax and have safe fun; however, for all pupils to enjoy this time, they must behave appropriately by the School's Code of Conduct.

Although the pupils are supervised some find these times challenging to manage. They will first be encouraged, then, if necessary, directed towards positive choices. Inappropriate behaviour will be monitored, and should the behaviour continue, other sanctions might be used, for example, removal from the situation to walk with an adult.

It will be necessary for the staff on playtime or lunchtime duty to inform the class teacher at the end

of playtime or lunchtime. The class teacher will accordingly apply the Steps to Success or Traffic Lights system.

For a more serious incident or misbehaviour, the child will be escorted into the school building and taken to a member of the Senior Leadership Team.

It may be necessary for the class teacher to monitor a child's behaviour or group of children during playtimes. If the inappropriate behaviour continues, then a member of the Senior Leadership Team will be informed and take appropriate action.

Welfare and duty staff should be on the playground promptly. Welfare and duty staff should patrol the playground and be ready to intervene before problems develop.

At the end of lunchtime and playtime:

- At the end of break time, teachers should be on the playground promptly to receive their class.
- Children stand still when the duty staff member blows the whistle.
- Children are instructed, class by class, to walk quietly and sensibly to their class lines.
- Children walk into their classrooms sensibly and silently.

#### **7.4 Wet playtimes and lunchtimes**

Teachers or teaching assistants supervise wet playtimes. For lunchtimes, welfare staff are designated to classrooms. Class teachers will establish with the welfare staff the types of suitable activities and class resources to support welfare staff for wet playtime supervision. The classroom should be left tidy at the end of break time. Children should be seated during wet playtimes.

For inappropriate behaviour a child will first be encouraged, then if necessary directed towards positive choices. Continued unacceptable behaviour will result in the pupil sitting separately from their peers within the classroom. The class teacher will then be informed at the end of the playtime or lunchtime and apply the Steps to Success or Traffic lights system accordingly.

Class teachers will support welfare staff with a handover at the end of lunchtime and consistently follow up feedback with behaviour rewards and sanctions.

#### **7.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection.

We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children social care is appropriate.

Please refer to our child protection and safeguarding policy for more information which can be found of the school's website: <https://www.stjohnsprimarywaterloo.co.uk/policies/>

#### **7.6 Responding to good behaviour**

Positive behaviour will be rewarded as set out in 6.3.

#### **7.7 Responding to misbehaviour**

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at break or lunchtime
- Missing part or complete break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility, representing the school
- Referring the child to a senior member of staff
- Removal of the child from the classroom; this may include completing work in another class or in the headteacher's office (an adult will escort the child, and the time explained to the child and the teaching adult in the class that the child will temporarily work).
- phone call home to parents
- Agreeing to a behaviour contract
- Putting a child 'on behaviour report.'
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **7.8 Reasonable force**

St. John's CE Primary School is a Team Teach school which means that we will use diversion, prevention and de-escalation as our primary means of managing undesirable behaviour.

In some circumstances, staff may use reasonable force to restrain a child. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Putting themselves or others at significant risk
- Causing disorder
- Significantly damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents and using appropriate forms/logs.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Care and Control Policy: <https://www.stjohnscephprimarywaterloo.co.uk/policies/>

### **7.9 Confiscation, screening and searching**

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

entative approaches that can be taken.

### **7.10 Off-site misbehaviour**

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform

Sanctions may also be applied where a child 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 child
- Could adversely affect the reputation of the school

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

### **7.8 Online misbehaviour**

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

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

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

### **7.9 Suspected criminal behaviour**

If a child 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/ member of the senior leadership team 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.

### **7.10 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.

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

Please refer to our pupil protection and safeguarding policy for more information:

<https://www.stjohnsprimarywaterloo.co.uk/policies/>

### **7.11 Malicious allegations**

Where a child 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 child in accordance with this policy.

Where a child 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 child 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 child 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 social care may be appropriate.

The school will also consider the pastoral needs of staff and children 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.

## **8. Serious sanctions**

## **8.1 Detention**

Children can be issued with detentions during breaks during term time.

The school will decide whether it is necessary to inform the children parents.

At St. John's, detentions are issued during the school day.

Class teachers have been authorised by the headteacher to give pupils detentions. children can be issued with detentions during break/lunch time breaktimes.

Parental consent is not required for detentions. The school will decide whether it is necessary to inform the child's parents.

As with any disciplinary sanction a member of staff must act reasonably given all the circumstances, when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the child to eat, drink and use the toilet.

## **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited time.

Children who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Children who have been removed from the classroom are supervised by a class teacher or member of the senior leadership team, and will be removed for a maximum of two lessons.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as:

- Meetings with parents
- Sessions with the school ELSA lead ( Emotional Literacy Support Assistant)
- Short term behaviour report cards
- Long term behaviour plans

- Child support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child in the behaviour log.

### **8.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information:

<https://www.stjohnsceprimarywaterloo.co.uk/policies/>

## **9. Responding to misbehaviour from children with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that children behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the child. The school's special educational needs co-ordinator will evaluate a child 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 child, 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.

### **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a child with SEND, the school will take into account:

Whether the child was unable to understand the rule or instruction?

Whether the child was unable to act differently at the time as a result of their SEND?

Whether the child is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

### **9.4 Children with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting children following a sanction.**

The school will consider strategies for reintegrating children following time spent in a child support unit, in another setting under off-site direction or following suspension to help children understand how to improve their behaviour and meet the expectations of the school, for example:

- Reintegration meetings
- Daily contact with a member of the senior leadership team and/or SENDCO
- A behaviour support plan
- A report card with personalised behaviour goals

## **11. Pupil transition**

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

To ensure a smooth transition to the next year, children have a transition session with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is put in place, information related to children's behaviour is transferred to relevant staff in order to best support them in transition and the forthcoming year.

## **12. Training**

As part of their induction process, our staff are provided with training on managing behaviour through modelling, shadowing teachers or experienced members of staff. The behaviour and anti-bullying policies and strategies are integral to staff induction.

Staff receive biannual TEAM TEACH training to ensure that the correct procedures and restraint practices are used.

Behaviour management may also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils on their perceptions and experiences of the school behaviour culture

The data will be analysed annually by the senior leadership team

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 it.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing board annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

Anti-bullying policy

Exclusions policy

Pupil protection and safeguarding policy

Care and control policy

SEND policy

Online safety and acceptable use polic

## **Appendix 1: Written statement of behaviour principles**

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

### **Principles:**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- St John's School is an inclusive school; all pupils, staff and visitors are free from any form of discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy and anti-bullying policy are understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Exclusions will only be used as a last resort. The Exclusion Policy outlines the processes involved in suspensions and permanent exclusions
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a pupil's behaviour.

**The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.**

## Appendix 2: Behaviour Code of Conduct

### CODE OF CONDUCT

Jesus said, "Love your neighbour as yourself." Luke 10:27

*Respect, Courage, Compassion, Friendship, Trust, Perseverance*

Do work hard;  
don't waste  
time.

Do walk quietly  
and sensibly in  
school; don't run.

Do be honest;  
don't cover up  
the truth.

Do look after  
our school;  
don't waste or  
damage things.

Do be kind;  
don't hurt  
other people or  
their feelings.

Do be polite and  
respectful;  
don't be rude.

Do listen to each  
other;  
don't interrupt.

## Appendix 3: Steps to Success - Reception and Key Stage 1

### Steps to Success

Jesus said, "Love your neighbour as yourself." Luke 10:27

*Respect, Courage, Compassion, Friendship, Trust, Perseverance*



You have shown you are following our Code of Conduct.

At St John's C.E. School we choose to behave well.

STEP 1	Warning and a reminder to make good choices ( reminder of the Code of Conduct rule which has been forgotten)
STEP 2	5 minutes off play time
STEP 3	10 minutes off play time
STEP 4	Miss full play time
STEP 5	See Mrs McManus or Miss Morgan



## Appendix 4: Traffic Lights – Key Stage 2

### TRAFFIC LIGHTS

Jesus said, "Love your neighbour as yourself." Luke 10:27

*Respect, Courage, Compassion, Friendship, Trust, Perseverance*

Begin each day on the top of the green light.

A warning will be given before being moved down.

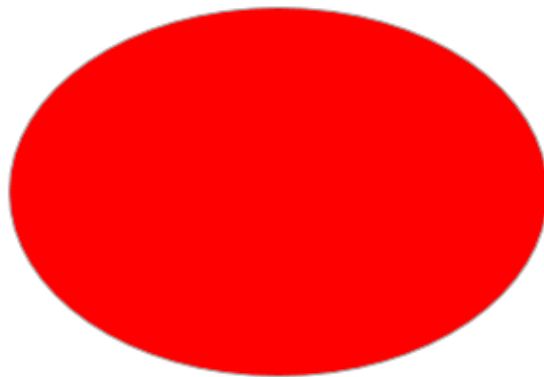
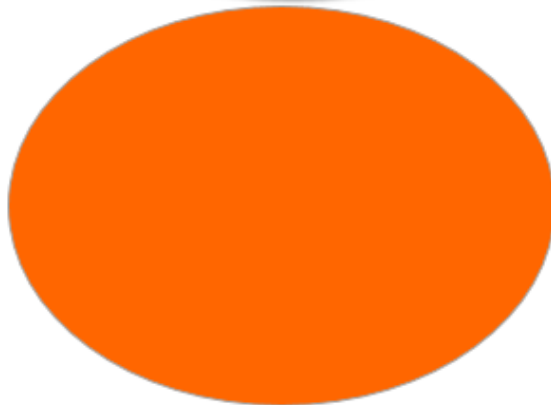
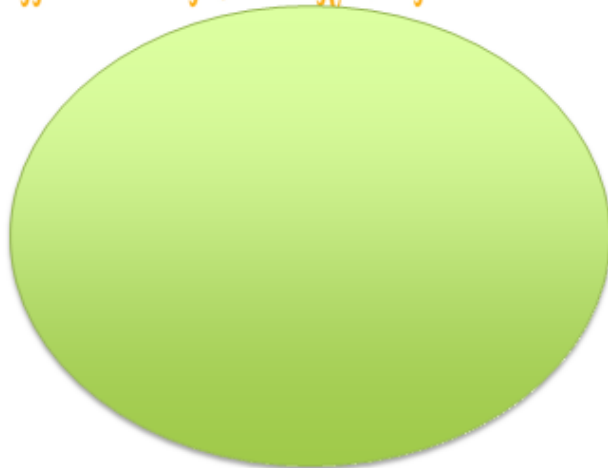
There are 2 moves down before amber

5 minutes of playtime will be missed.

A full playtime will be missed and a THINK sheet completed to reflect on behaviour choices or to complete work from the lesson.

See a member of the Senior Leadership Team.

HEADTEACHER



## Appendix 5: Code of Conduct Agreement for Mobile Phones

### Code of Conduct Agreement for Mobile Phones

Year 6 pupils are permitted to bring a mobile phone to school **ONLY** when walking to and from school independently.

Please note that parents must provide written permission for their pupil to walk to or from school independently. This should be submitted to the school office manager.

You must obey the following rules if you bring your mobile phone to school:

1. Phones must be switched off (not just put on 'silent') when you arrive at school. It must be switched on when you have left the school playground at the end of the day.
2. You must place your mobile phone in the Year 6 box which will be stored in a locked cupboard during the day.
3. You must NOT leave your mobile phone in your school bag or tray – it must always be handed in to your Year 6 teacher or Year 6 teaching assistant.
4. You must not use your mobile phone in the toilets or changing rooms. This is to protect the privacy and welfare of other pupils.
5. You cannot take photos or recordings (either video or audio) of school staff or other pupils on the school premises, on the way to and from school or when at a school event or when wearing school uniform.
6. You cannot take photos or recordings (either video or audio) of school staff or other pupils without their consent.
7. You must not share your contact details with people you don't know, and don't share other people's contact details without their consent.
8. Don't share your phone's passwords or access codes with anyone else.
9. Don't use your mobile phone to bully, intimidate or harass anyone. This includes bullying, harassing or intimidating pupils or staff via:
  - a. Email
  - b. Text/messaging app
  - c. Social media
10. Don't use your phone to send or receive anything that may be criminal. For instance, by 'sexting'.
11. Rules on bullying, harassment, and intimidation apply to how you use your mobile phone even when you aren't in school.
12. Don't use vulgar, obscene or derogatory language while on the phone. This language is not permitted under the school's behaviour policy.
13. Don't use your phone to view or share harmful content.
14. You must comply with a request by a member of staff to switch off, or turn over, a phone. Refusal to comply is a breach of the school's behaviour policy and will be dealt with accordingly.

<b>Pupil name:</b>	<b>Signed:</b>
<b>Parents Name:</b>	<b>Signed</b>
<b>Date:</b>	

