

St John's Church of England VA Primary School



Behaviour for Learning Policy

Agreed: July 2025

Review: July 2026

St John's Church of England VA Primary School

Behaviour for Learning Policy

Sharing joy and hope in the community

When considering matters of Behaviour for Learning it is important for all the school community to reflect, considering our vision statement, 'Sharing joy and hope in the community'; along with the school values Respect, Compassion, Friendship, Service and Endurance. Through this we will ensure we are guided into good decisions to support all those in the St John's community.

Introduction

St John's Church of England supports the view that good behaviour is achieved through positive behaviour management in line with Christian values. We understand that behaviour is a form of communication. This is integral in sharing joy and hope in the community and will help to build solid foundations on the rocks for the pupils.

1. Aims

- a. To positively promote socially acceptable behaviour
- b. To provide a safe, calm and caring atmosphere in the school
- c. To ensure consistency and fairness and set high standards
- d. To enable pupils to develop social skills and the ability to choose between right and wrong

2. School Values

These are based on the core values of the Church. Each class will display these values, which we all strive to follow. They are:

- Respect
- Compassion
- Friendship
- Service
- Endurance

These values will be promoted through our holistic approach and ethos, including the RE teaching and Collective Worship, in order to support our behaviour management process.

These important skills can only develop in an environment of support and understanding and it is the duty of all members of our school community to promote this atmosphere and to lead by example. Within this caring atmosphere discipline is firm yet sympathetic.

To achieve this aim, adults are encouraged to promote positive behaviour management strategies. The main focus of our behaviour management is to praise positive actions by identifying children doing the right thing and rewarding and celebrating their good behaviour.

3. Guidelines

- a. To involve all of the school community in making and celebrating the rules
- b. To ensure that everyone knows and practises the 'school values'
- c. To regularly use a variety of strategies, such as Circle Time, to promote high standards of behaviour
- d. To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- e. To ensure that all staff are conscious of the example they set the whole time
- f. To focus on the child's behaviour and not the child him/herself
- g. To take ownership of behaviour issues – maintaining and implementing the high expectations of behaviour throughout the school.
- h. To seek guidance from outside agencies when extra support is needed

We all have the right to feel secure and well respected in line with both SEN and Equality discriminatory legislation. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.




We aim to establish a caring school ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline and we provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

4. Positive Behaviour System

We believe it is important that the school provides a clear and consistent approach to behaviour which can be adopted by all members of the school community.

Key Stage 1

Displayed in each classroom, teaching area and hall space are three weather symbols. These weather symbols represent varying levels of behaviour as follows:

	Star	Outstanding behaviour/work/contribution to the lesson	Super Star sticker given 5 House Points given
	Rainbow	Working above the agreed classroom expectations	3 House Points given
	Sun	Demonstrating expected behaviour and following school rules	EVERYONE STARTS HERE DAILY

All pupils and staff agree behaviour-based expectations to be adhered to within their classroom as well as in and around the school environment. In order to deliver a consistent approach, all classroom expectations will include:

- At the start of every day all pupils start on the Sun.
- The pupils are rewarded by moving up to rainbow and the Star if they have set a high standard of behaviour.
- The decision to display only positive behaviour visually is to avoid embarrassment for individual children who are spoken to privately if the standard of behaviour slips

Key Stage 2

Each class has a visual chart system which recognises good behaviour. This behaviour system may not be appropriate for all children and there will be individual systems available for those pupils. All behaviour systems are adapted for the needs of individuals when necessary.

5. Rewards

Positive behaviour and effort is recognised, encouraged and celebrated in a number of ways at St. John's Primary School. Whole school rewards can take the form of verbal praise, house points, stickers, class rewards, certificates, assembly celebrations and Headteacher's Awards. Children will also have opportunities to share good work with other adults in the school.

House Points

Children are awarded House Points for excellent behaviour, following school rules or great work and can be given by any member of staff.

Teams

Every pupil at St. John's Primary School is assigned to one of four teams:

St. Andrew	St. David
St. George	St. Patrick

All House Points go towards the weekly team points. The winning team is announced in assembly and receive the class winning trophy. The House Points also go towards the ongoing totals.

Celebration Assembly

Every Friday, all pupils come together for Celebration Assembly. Staff from across all aspects of school, acknowledge outstanding behaviour and effort and pupils are rewarded with praise and certificates.

Certificates

Certificate of Merit

Certificates of Merit are given out each Friday during the Celebration Assembly. These are awarded to one child in each class who has completed some super work or behaved well.

Special Award certificate

The Special Award is given to one child (with a medal) during the Friday Celebration Assembly. Each week a different class teacher nominates one child for this award. It is given to a child who has shown a consistently high standard of work or behaviour.

School Values certificate

These certificates are given out during Monday's Collective Worship. They are awarded to children from each class who have demonstrated the school values. The class teacher and/or class will choose the child. The children also receive a badge and can become a values champion if they manage all five values.

Class Rewards

Running alongside this positive behaviour system each class will have their own rewards.

6. Sanctions

Time

As mentioned in the table above in section 5, unacceptable behaviours can result in time sanctions. Time can be taken away from children at break for negative incidents. Depending on the severity of the incident, opportunity may be given to earn the time back in sessions with good behaviour.

Alternative Class

If time has been lost and there is a further deterioration of behaviour, the children may be spoken to by another class teacher or spend a time period in their class. In this situation their own class teacher will organise work to be completed and the period in class needs to be clear for the child.

SLT

If behaviours escalate then this will result in conversation with a member of the SLT and, if necessary, time with that member of staff. Teaching commitments of SLT will be taken into consideration.

Headteacher

The final sanction will be that the child will be sent to the Headteacher where there will be discussions about conduct and conversations will occur with parents and further sanctions will be taken.

Depending on the seriousness of the incident, it may require stages to be missed in this sequence.

Fixed-Term Suspension and Permanent Exclusions

The Headteacher/Deputy Headteacher can suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, which, when aggregated, do not exceed a total of 45 days in any one school year.

Fixed term suspensions will normally be from one to five days. This length of time ensures an effective re-integration for the pupil. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension to a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a pupil, the parents must be informed immediately, giving clear reasons for the suspension and a letter sent, outlining the reason and the procedures.

In the case of a permanent exclusion, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The Headteacher must inform the Local Authority and the governing body about any fixed-term suspensions or permanent exclusions.

It is the responsibility of the school to ensure that when returning the child suspended is supported so that they have the best opportunity to be successful back at school. This might consider factors such as timetable, staffing, emotional support, resources and pupils.

The level of response to behaviours may well skip stages depending on the severity of an incident.

7. Staff Responsibility

A positive approach to all children, including behaviours, is expected from all staff at St John's. Through language and non-verbal gestures, the children need to see at all times, including after sanctions, they have the opportunity to be successful.

The class teacher is responsible for communicating with parents regarding sanctions that have been put into place – but they are also responsible for sharing positive behaviours from the children.

If sanctions have escalated to the Headteacher – he will take responsibility for communications.

Negative behaviour is recorded by the staff on CPOMs. This is monitored regularly to identify trends of both incident and pupil.

If children are removed from their normal setting, it is the responsibility of the teaching teams to provide work for them.

8. Key questions

When discussing behaviour incidents with children it is important that all adults talk to them with a quiet, calm and non-confrontational voice.

It is important not to say “Why did you do that?” We encourage adults to be mindful of the following questions that should be asked.

1. What happened?
2. What were you thinking?
3. How were you feeling?
4. Who else has been affected by this?
5. What should we do to put things right?
6. How can we do things differently in the future?

9. **Children Beyond**

Our Behaviour Policy applies to all our children, but we may differentiate to make allowance for specific children's needs.

'Children Beyond' are those children for whom Social Emotional and Mental Health issues are the main presenting problem. This may include some children with specific educational needs beyond emotional. This may also include children with safeguarding concerns.

These children may need additional support to improve their behaviour. We do this by working fully in line with this Policy and putting in more support tailored to the specific needs of the child.

This might include:

- *changing the group or individual support of the TA
- *adapting the time table or class routines
- *individual interventions/classroom changes following professional advice, e.g. from the SEMH support team, Educational Psychologist or Occupational Therapist
- *drawing on additional resources from beyond the school e.g. alternative provision
- *drawing up a Pastoral Support Plan
- *drawing up a Risk Assessment detailing action to be taken when identified behaviour occurs – this will be shared with pupil, parent and staff
- *differentiated pupil/parent/school contract reviewed regularly

Due to exceptional circumstances, the normal pathway of behavioural sanctions might not be suitable for some children and adaptations have to be made. The SLT are responsible for implementing any suitable alternatives taking into consideration the safety of all the community.

10. **House Points**

House points are recorded using Class DoJo in each class. Once a week, the number of house points are collected and a total provided for each house. During an assembly, the house point totals are read out and the house captains display their shields in the school hall.

11. **Home/School agreement**

Every parent carer is expected to sign the Home/School agreement when the child starts at St. John's and re-signs annually at parents evening, as an indication of the partnership between home and school.

12. **Anti-bullying**

Everyone in the school community, including children, staff and parent carers, need to know the clear definitions of bullying.

Bullying is usually defined as "*behaviour that is:*

- *repeated*
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain groups, eg because of race, religion, gender or sexual orientation."*

(www.gov.uk/bullying-at-school)

Bullying can take different forms, including:

- Physical (kicking, pinching etc.)
- Verbal (name calling, insults, threats etc.)
- Gesture (turning of the back, rude hand gestures etc.)
- Exclusion (being left out of friendship groups, work groups etc.)
- Extortion (threatening with harm if money or possessions are not forthcoming)
- Anti-racist or homophobic incidents
- Cyberbullying (bullying via mobile phone or online)

TEACHING CHILDREN ABOUT BULLYING

Exploring bullying issues through role-play and circle time

What is bullying?

What causes people to bully each other?

How does it feel to be bullied/to bully?

What are the effects of bullying behaviour on bullied people, on people who bully and on bystanders?

What would our school be like if bullying behaviour was acceptable?

Why should we try not to bully each other?

What can we do to stop bullying?

Children who observe bullying should be encouraged to be effective by:

- Not allowing someone to be deliberately left out of a group.
- Not smiling or laughing when someone is being bullied.
- Telling an adult what is happening.
- Encouraging the bullied child to join in with their group.
- Telling the bully to stop what they are doing.
- Showing the bully that they disapprove of his or her actions.

The way we deal with bullying is set out in Appendix i

APPENDIX i – BULLYING INCIDENT PLAN OF ACTION

After an incident has occurred:

Obtain information from the children and adults

- We must give all the children the opportunity to give details. We must listen without interruption.
- We will listen to children separately.
- The bullying children should be seen first.
- The meeting should be non-confrontational.
- It should be calmly made clear that the bullying has made the victim unhappy.
- They should be helped to see that their behaviour needs to be changed.
- The bullied child should then be seen.
- We must be supportive. However, some children may be “provocative victims” and contribute to their problem.
- They need help to see how their behaviour also, needs change.
- Our aim is to “move on” and improve relations between the children.

Explain the action to be taken

- The action will vary according to the situation.
- The children involved should be given the opportunity to suggest the action.
- This may take the form of sanctions (eg. Following the school behaviour system),
- But hopefully it will be a more positive and friendly suggestion (eg. Inclusion in friendship groups, sharing games, writing a sorry letter etc.)

Inform relevant people

- All children involved must be given a clear explanation of the action to be taken.
- This could involve other class or group members.
- Adults in the school must be informed so that the situation can be monitored in all areas of the school, both inside and out.
- If appropriate, parents of the involved children should be informed of the planned action and they may be asked to come in on a regular basis to discuss their child's behaviour.

Action

- The action should begin immediately, or as soon as possible.
- Any failure on the child's part to successfully carry out the action must be noted.

Follow-up (after one day and at regular intervals thereafter)

- *Has it been dealt with effectively?*
- *How do we know?*
- *We need to talk to all involved children to see how they are feeling about the situation.*
- *Has the bully stopped completely?*
- If the answer is no, we must obtain more information and contact the parents of the bullying child to arrange a meeting between the parents, the child and the class teacher and/or the Head teacher.
- The parents would be expected to support the school and their child by making regular visits to the school to discuss any improvements in the child's behaviour.
- A “report” system may be set up. This comprises of a written daily report by the class teacher that the parents read and sign.
- The parents would be invited to write comments about the child's behaviour at home. This would create a dialogue between school and home, thus addressing the situation through the “whole” child.
- The parents of the bullied child need to be informed by the class teacher of this action so that they are aware that the school is continuing to deal with the problem.