



**St John's CE Primary School
Behaviour Policy**

**Adopted by Governors
January 2024.**

St John's CE Primary School Pro-Social Behaviour Policy

Our School Vision is underpinned by the Bible verse John 10:10: **'That they shall have life, life in all its fullness.'** This verse acts a reminder that it possible for everybody to have a full life. Our behaviour policy is based on the understanding that God gives all people an inherent dignity and worth, however, because the world and people are not perfect (The Fall, Genesis 3) people do not always treat each other with the dignity and the worth God gives them. Therefore, we aim to;

1. Develop a calm and happy working environment guided by Christian values of wonder, excellence, love and **forgiveness**.
2. Develop friendly, co-operative attitudes where children treat others as they would like to be treated themselves (Luke 6:31).
3. Help children understand and manage their emotions and be responsible for their behaviour at all times.
4. Help children understand the consequences of their behaviour, so that they can make positive choices about how to behave.

High quality learning relationships for all (pupils, staff and pupils with their peers) are built on clear systems and structures that enable staff to know their pupils well and support pupils in forming positive working and social relationships. These relationships build on the value of every child and their self-esteem and self-awareness. Fundamental is the ability of adults and pupils to manage their behaviour and to create an environment and relationships that are conducive to learning. This includes the consistent use of positive language across the school.

The ethos of our school is based on reverence (mutual respect) and care for others within and beyond our community (koinonia). It is a place where pupils can feel safe, happy and valued. Everyone is unique and special as taught by the Christian faith. We want the pupils to develop a clear view of right from wrong, understand their emotions and how their brain works, to appreciate the needs of others and show compassion.

We are committed to the emotional mental health and wellbeing of all staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

Forgiveness, reflection and reconciliation are important parts of our behaviour regulation strategy. We encourage our community to learn to self-regulate, to develop empathy for others regarding how their own behaviour regulation may impact on someone else, to say sorry where necessary and to put things right. In line with our Christian foundation and school values we teach pupils about forgiveness and offer a fresh, new start. This approach is supported by high-quality teaching which promotes effective learning, positive behaviour and self-esteem.

We adopt a zero-tolerance approach to bullying by anyone in the school community - adults or pupils - and any such incidents will be dealt with promptly and firmly.

We will teach pupils to demonstrate pro-social behaviour by:

- developing emotional intelligence leading to the ability to regulate their own behaviour;
- taking responsibility for their own actions, through reflection;
- develop a moral compass;

- develop a sense of identity, achievement, self-worth and dignity;
- understand the impact of their behaviour on others;
- develop the ability to co-operate with others;
- develop an understanding of the importance of forgiveness and the humility to put this into action;
- learn how to repair/reconcile a relationship when something happens to damage that relationship;
- develop empathy with, tolerance and understanding of, the needs and opinions of others;
- develop a greater sense of personal responsibility by giving them responsibilities in a number of ways in school.

The best approach towards behaviour is a positive one in which emphasis is placed on the behaviour rather than the individual, removing the idea of 'being naughty'.

A caring, orderly community based on self-worth, mutual respect and dignity for every individual creates the conditions in which effective learning can take place.

RULES

Our overriding Golden rule is: to treat others as you would like to be treated (Luke 6:31)

There are safety rules and routines relating to the classrooms, movement around the school and playground behaviour. These rules are negotiated by staff and pupils and are seen to be fair and everyone has a clear understanding of them. These rules are displayed in all classrooms.

AGREED SYSTEM OF REWARDS

All staff use a system of rewards, which recognises pupils' achievements in a number of ways:

- Verbal praise
- Stickers, smiley faces
- Headteacher certificates (focused on exceptional behaviour, learning and work in lessons)
- House Points (awarded for good work in lessons and home learning)
- Sharing their achievement with other classes/adults in school and parents
- House Points
- Class rewards e.g. Golden time

Teachers will also develop their own systems as appropriate to the needs of their pupils.

AGREED SYSTEM TO SUPPORT REGULATION DIFFICULTIES

DURING LESSONS/AT PLAYTIME

- Initial regulation difficulty - check how the child is feeling – perhaps refer to emotional literacy (zones of regulation)
- Reminder of the Golden Rules/School Values through a question.

In addition to the above, staff may walk round with a child, talking positively with them and giving a reminder to calm down, play and speak kindly. Younger children may need to share a story about feelings to support them.

Continued difficulty with emotional regulation:

The class teacher will work with the child at playtime or lunchtime to talk about how the child is feeling.

The child may need to stand to one side to calm down (for a short period of time) away from those issues/people that are contributing to their emotional dis-regulation.

Much younger children will be encouraged to change their activity or play with another child.

On-going/daily difficulties with emotional regulation in lessons:

It may become appropriate to remove the child from the situation to allow all to have the space to reflect and self-regulate away from any emotional triggers. In such cases, the child will be sent in the first instance to the Deputy Headteacher. Pupils being removed from the classroom should always be accompanied by another adult (or send another child with a note to the DHT to request support) and a brief note of explanation, including an expectation of what the child is going to do independently and an anticipated return time. Any child who is sent to the Deputy Headteacher will later spend some time with their class teacher, who will discuss the child's feeling and emotional regulation with them.

Empowerment Approach. The child may use a 4W Reflection Sheet to help with this process. The outcome of any such conversation should be an apology, forgiveness and reconciliation in due course. Pupils may remain with a member of the Senior Leadership Team for the remainder of the session undertaking a task they were sent with.

On the playground: Should a child be unable to remain on the playground because of concerns for their own or others' safety, the child should be sent to the Class Teacher, who may escalate this to the Deputy headteacher (depending on the age of the child) in the first instance.

In order to maintain a uniform approach in dealing with positive and/or dysregulated behaviour, there is regular communication between Teaching Assistants and Class Teachers. Pupils need to see that Class Teachers and Teaching Assistants work in partnership. However, each individual has different needs, so some flexibility is needed in response to behaviours to avoid escalating behaviour resulting in emotional explosions. If there is an ongoing concern regarding a child's behavioural regulation, then this may be progressed in discussion with the SENDCo or member of the SLT.

GUIDANCE FOR STAFF

All school values, Golden Rules and desired behaviours both in and outside of the classroom are introduced through collective worship, planned circle times, co-operative games and role models and role play. In dealing with any behaviour difficulties staff will:

- Avoid confrontation
- Be aware of attunement and attachment
- Use empathic listening
- Establish the facts
- Promote reconciliation
- Use coaching to support future regulation

We consider that the above are counselling skills and are valuable for supporting a positive and creative school atmosphere. This is supported through a restorative approach to maintaining good relationships.

Some basic principles of this approach are:

- Adults in the school model the behaviour they expect of pupils and maintain high expectations during all school activities; including positive language.

- School staff may sanction pupils when taking part in any school-organised or school-related activity and when pupils are in school uniform;
- The decision to administer a sanction is made by members of school staff only – never visitors or volunteers;
- Sanctions which humiliate pupils are never used;
- Whole groups of pupils are not punished for the difficulties of an individual;
- The use of sarcasm is unacceptable;
- Parents will always be informed of particular behaviour difficulties involving their child as victim or perpetrator;

Pupils who find behaviour regulation very challenging (e.g. who use physically aggressive behaviour) may be put on an individual behaviour regulation programme after discussion between the class teacher, parents and Headteacher.

SUPPORT FOR STAFF WELLBEING

We offer emotional support to colleagues in order to manage the potential stress and secondary trauma that can result from regular exposure to emotional dysregulated behaviour in the classroom/school. Staff are encouraged to discuss any difficulties in confidence with a member of the SLT

SCOPE OF POLICY

This policy is for all staff, pupils, parents/carers, governors, visitors and volunteers working within the school. It provides guidelines and procedures as to how our school supports and responds to communication expressed through behaviour difficulties.

VOLUNTEERS/STUDENTS IN SCHOOL

Class Teachers will advise volunteers/students to use a positive approach when working with pupils. All helpers are given a guide to the school's behaviour regulation strategy. Helpers/students will encourage pupils in appropriate behaviour.

EXTRA SUPPORT

Occasionally there will be a few pupils who are locked into a self-defeating pattern and find self-disciplined or regulated behaviour difficult. For these pupils the Class Teacher will work out an individual behaviour regulation programme (which may include an individual risk assessment) in conjunction with the SENDCo, senior leaders, or, where necessary, the Educational Psychologist.

MISSING CHILD

If a Child going missing on the premises, goes off-site or is missing on a trip on no account should a Class Teacher leave the remainder of the class unsupervised. A member of the SLT must be informed immediately. Following such an incident, the Inclusion Leader/SLT will arrange appropriate meetings with all concerned.

PARENTS

Parents are part of the contract to promote positive behaviour and self-worth. The Golden Rules, behaviour regulation and anti-bullying policies will be published on the school's website. Parents will also be able to see a hard copy of these policies on request from the school office. All parents are asked to support the school in the promotion of positive behaviour by signing a home-school agreement.

It is acknowledged that members of the school community may have very different experiences of parenting and views on behaviour. However, the aim of our behaviour

regulation policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

BEHAVIOUR RECORDING, REPORTING AND COMMUNICATION

Behaviour regulation difficulties and related incidents are recorded in our behaviour regulation log. This is the responsibility of the members of staff who dealt with the incident initially. Children should be recorded by their name; staff by using their title.

Information should be factual and objective. The adult in charge of the class is responsible for ensuring behavioural incidents are communicated to parents by the end of the day, and for subsequently ensuring this information is recorded. This is reviewed termly to identify possible trends and reported to the Safeguarding Governor and full Governing Board.

PROFOUND REGULATION AND BEHAVIOUR DIFFICULTIES

If any child is ever involved in any incident involving the use of seriously abusive language, intentional violence (e.g. biting, hitting) or vandalism they will be sent initially to the Deputy Headteacher, the incident logged on the CPoms database, parents informed and reflective discussion with the child. The Headteacher will be involved if ongoing incidents occur. This may involve working away from the other pupils to allow for reflection and for all to calm down. This could be for all or part of the day. A child may not go out at play/lunchtime to give time to for a reflective conversation. Racial and homophobic abuse will be recorded on CPoms. In some cases, this may involve exclusion from school.

The child may use a reflection sheet to help consider their behaviour and how it has impacted on others. The outcome of any such conversation should be an apology, forgiveness and reconciliation.

EXCLUSION

Please see East Sussex Exclusion Policy.

POSITIVE HANDLING

St John's CE Primary School uses a verbal intervention strategy which promotes de-escalation, diversion and diffusion to prevent violence and reduce the risk of injury to the young person and member(s) of staff.

If necessary individual pupils who are more likely to be involved in physical interventions are identified and a Physical Handling Plan (PHP) is developed and dynamically reviewed. Appropriate training is undertaken and will be within our Positive Handling Policy.

SEARCHING, SCREENING AND CONFISCATION

Any of the following prohibited items found in pupils' possession will be confiscated:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and/or cigarette papers
- Nicotine items such as 'vapes' or 'gum'
- 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 pupil)

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. If at all possible, two members of staff will be present; where possible they will be the same gender as the pupil being searched. A search will only be undertaken if there is reasonable grounds for suspicion.

REVIEW OF POLICY

There should be an ongoing review cycle that involves applying attachment and self-regulation principles as well as knowledge from neuro-science to practice and policy development. This will be disseminated through training, staff meeting discussions, reviewing effectiveness and developing practice.

Governors and the Headteacher in consultation with staff will review the behaviour policy annually from the date of its ratification.

SUCCESS CRITERIA

Ways of measuring the success of the policy:

- All staff promote a positive and encouraging approach
- Pupils have a positive view of themselves
- Pupils develop the skills of emotional regulation
- Pupils support each other to moderate behaviour
- Pupils talk positively about playtime and lunchtime
- Pupils across the behavioural spectrum behave in a self-disciplined and regulated way
- Parents are actively involved in supporting the school's behaviour regulation policy

AIM HAS BEEN ACHIEVED

Pupils, staff and members of the community understand that behaviour is a form of communication. Behaviour regulation is supported through well understood principles of attunement and skills in empathic listening.

Behaviour regulation promotes high quality learning relationships for all in an environment of self and mutual respect.

It is the responsibility of the Governors and the Headteacher to monitor the implementation and impact of the policy.

Safeguarding

Repeated extreme behaviour is a safeguarding concern. Depending on the situation and the circumstances, we draw on advice from the County Council's Safeguarding Team, Children's Services and their behaviour service (ESBAS), and where necessary the police. We have a Duty of Care and are statutorily obliged to discuss any concerns of a safeguarding nature with Children's Services and to report any racist or hatred-based comments and online safety incidents as well as any exclusions to East Sussex County Council. **We cannot and will not communicate any sanctions or actions taken with other parents / carers.**

RELATED POLICIES

Anti-Bullying Policy, Online Safety Policy, SEND Policy, Exclusion Policy

Appendix 1: Guidance on Principle of Restorative Justice

Restorative Justice is a process that resolves conflict. It is part of a larger ethos also known as Restorative Practices/Approaches. As an appropriate response to an incidence of conflict, it promotes:

- telling the truth
- taking responsibility
- acknowledging harm caused

In doing this, it creates accountability. It is a very valuable tool as it not only allows the harmer to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in any way by their own behaviour.

The 4 R's of RJ are based on four key features

RESPECT - listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR - discussing how to repair harm

RE-INTEGRATION - working through a process that solves the problem and allows a fresh start in keeping with our school values of forgiveness and compassion

Restorative approaches when implemented in a whole school approach:

- Develop - emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility
- Improve - behaviour, attendance, learning, teaching
- Increase - empathy, happiness, positive life skills,
- Reduce - exclusions, detentions, conflict, bullying, need for sanctions
- Compliment – Life Skills/PSHE

Our Aims for Restorative Justice:

- To better educate pupils towards self-directed correct behaviour
- To better promote, nurture and protect healthy relationships among members of the community
- To better hold pupils accountable for the real consequences of wrong-doing

We operate restoratively by ...

Having high expectations and insisting on high standards of behaviour:

Whilst providing high levels of support and care for individuals

.....being firm but fair.....

Focusing on restoring any harm done

Appendix 2 Definitions

Behaviour: Everything a person says or does. It is a form of communication. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Pro-social behaviour: Relating to behaviour presentation which is positive, helpful, and values social acceptance.

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Equality: Affording people the same equal status, rights, dignity, respect and opportunities.

Equity: The differentiated measures to provide equality.