

*St John's Meads  
Church of England  
Primary School*

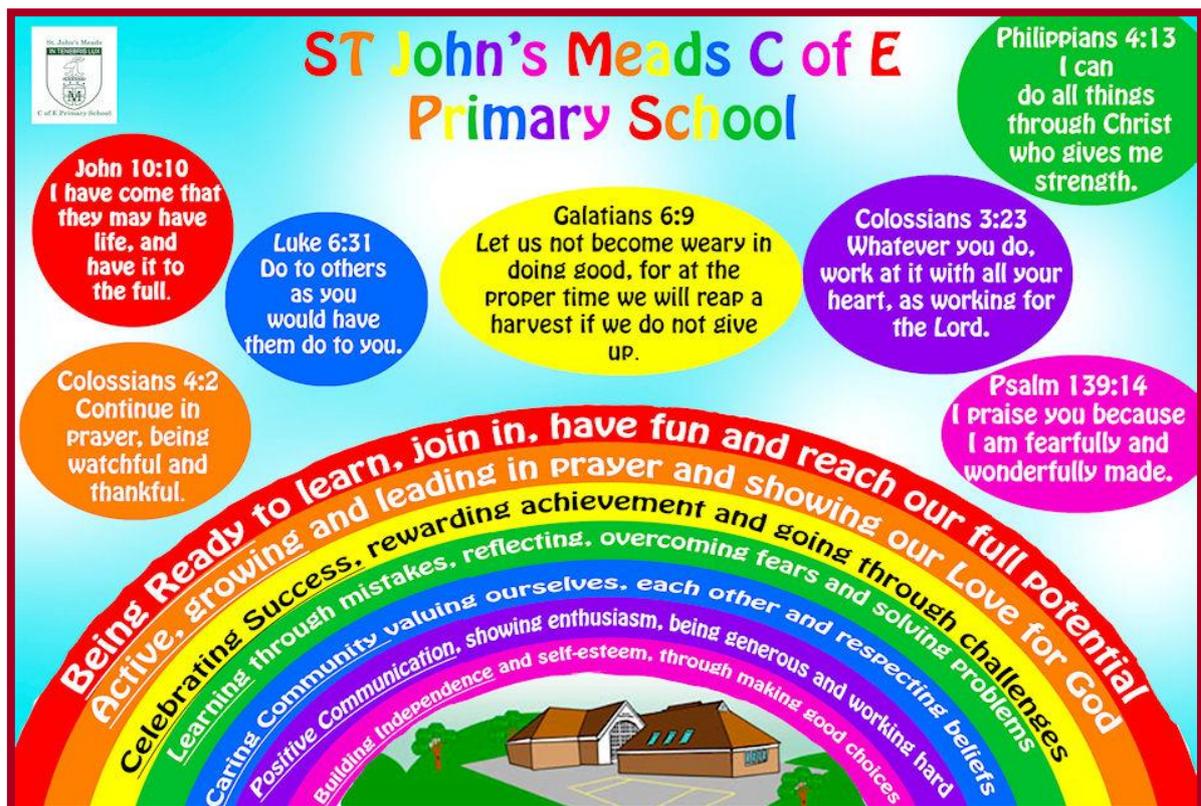


*Rights and Responsibilities  
Behaviour Policy  
2017~2018*

# St John's Meads Church of England Primary School Vision

Our school vision statement is a summary of what the school is aiming to achieve long term (goals). It provides a broad image or vision of the future. The vision statement reflects the aspirations and core beliefs of the school. It serves as a means to provide a collective understanding of 'Why we are here'. At St John's Meads our vision is underpinned by our school 'Rainbow' values which support the rights and responsibilities of the whole school family.

*Being Ready ~ Active Learning ~ Celebrating Success ~  
Active Learning ~ Caring Community ~ Positive  
Communication ~ Building Independence*



St John's Meads is a small, vibrant Primary School with Christ at its centre and our children at its heart. At St John's Meads we aim to provide excellence in teaching with enjoyment for learning. We work collaboratively to identify, harness and nurture potential to be the very best that we can be. We maximise opportunities for all in order to acquire essential life skills and reach our full God given potential as global citizens for the common good of all. We provide a creative and fulfilling environment full of awe and wonder, with happy learners of all denominations. Our school motto is "Light in Darkness" and we aim for our whole school community to 'shine' and believe that, together everyone achieves more.

# **St John's Meads Church of England Primary School**

## **Behaviour ~ Rights and Responsibility Policy**

At St John's Meads, we believe that everyone involved in our school has a responsibility to uphold and implement our Rainbow Values and Vision Statement. This applies to all pupils, from Reception to Year 6, to all staff members, both teaching and non-teaching, to Governors and to any other volunteers who may offer their support to work in school, and thus become part of our school community.

Relationships throughout the school must reflect and enable care and concern for the well-being and dignity of all. At the core of this policy is our strong belief in forgiveness and reconciliation, with a clear structure that we can learn to make better choices about our behaviour in line with the teaching of the Church and the ethos of our school.

### **The Aims of the Behaviour Policy are:**

1. To ensure that all members of the school community feel valued, safe and secure, through the principles set out which should promote positive teaching and learning.
2. To enhance pupils self-esteem and encourage respect for themselves and others.
3. To foster in pupils an appreciation of Gospel values.
4. To encourage children to care about and plan for the future, so they recognise the value of learning and making the most of their experience of school.
5. To encourage increasing independence and understanding of how our behaviour influences others and through this, make responsible choices about how we behave in a range of circumstances.
6. To use our agreed school values to underpin behaviour of all.
7. To ensure pupils, staff, governors, parents and carers work in co-operation to foster positive and caring attitudes towards everyone so we have the opportunity to develop personally, spiritually and academically.
8. To ensure that the school has a consistent approach to behaviour management with a clear system of rewards and sanctions, which are known, understood and followed by all children, staff, governors, parents and carers.

### **The Principles of the Rights and Responsibilities of the Behaviour Policy are:**

1. To focus mainly on rewarding positive behaviour although ensuring we deal with inappropriate behaviour through the school's rights and responsibilities behaviour management programme.
2. To encourage a calm, purposeful and happy atmosphere within the school.
3. To use positive reinforcement to consistently recognise achievements at all levels and have clear procedures for celebrating these.
4. To recognise that each person is a unique creation of God and therefore, respect and care for his/her individual needs.
5. To respect the diverse cultural background and faiths of our community and endeavour, at every opportunity, to build positive relationships between school, parish, home and the wider community.

## **Rights and Responsibilities**

### **The Staff:**

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>• To be supported by parents, carers, pupils and colleagues</li><li>• To be listened to</li><li>• To be treated with respect and feel safe</li><li>• To be informed of issues that may affect their work and pupils</li></ul>	<ul style="list-style-type: none"><li>• To support pupils, parents, carers and colleagues</li><li>• To listen to others</li><li>• To treat people with respect</li><li>• To stay aware of such issues and deal with them appropriately</li></ul>

Staff must recognise that pupils see adults as role models. Pupils will be constantly learning appropriate responses for interactions within the school environment.

A teacher has a right to teach and pupils have a right to learn in a classroom free from disruptive behaviour. Therefore staff should:

- Communicate what is acceptable behaviour and look for, encourage and reward good behaviour.
- Treat all pupils as responsible and valued individuals hence treating them fairly and with respect.
- Provide a challenging and relevant curriculum while recognising that each pupil has different needs and hence set achievable goals.
- Create an ordered classroom and school environment with well-defined routines, which provides both safety and security for all children.
- Communicate the school's behaviour management programme to the children and use positive reinforcement, rewards and sanctions, consistently and clearly.
- Build positive relationships with children, parents and carers through being accessible, communicating effectively and adopting a teamwork approach.
- Help children recognise and respect each other's individuality whilst showing understanding and acceptance of our cultural, social, physical and emotional differences.

### **The Parent and Carers:**

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>• To be listened to and treated with respect</li><li>• To be told about their child's progress</li><li>• To have access to information on the school mission, policies and practice</li><li>• To have their concerns taken seriously</li></ul>	<ul style="list-style-type: none"><li>• To listen to and treat staff, pupils and other parents and carers with respect</li><li>• To attend parents meetings and read reports and news letters, in particular the Friday Update.</li><li>• To stay informed and follow school policy, procedure and practice</li><li>• To talk to someone at school at early stages of any concern starting with the class teacher.</li></ul>

Education is a three-way process with the school, pupil, parents and carers working in collaboration. Parents and carers have a right to be informed about their child's 'holistic' education, progress and well being, (please see [Learning and Teaching Policy](#)). Parents and carers play a fundamental role in supporting the school in teaching their child appropriate behaviour and conduct. Therefore parents and carers should:

- Make children aware of appropriate behaviour in all situations.
- Encourage self-discipline and independence.
- Foster good relationships with the school.
- Support the school in the implementation of this policy.
- Be aware of the school values, vision, rules and expectations
- Ensure punctuality and full attendance.

## **The Pupil:**

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>• To be listened to and treated with respect</li><li>• To be safe</li><li>• To learn</li><li>• To make mistakes</li></ul>	<ul style="list-style-type: none"><li>• To listen to and treat others with respect</li><li>• To behave in a safe way</li><li>• To make the most of their time at school and allow others to learn</li><li>• To learn from their mistakes and make better choices</li></ul>

'Pupil Voice' is of paramount importance at St John's Meads Church of England Primary School. Pupils are encouraged to reflect on their behaviour and conduct in order to make informed decisions. We encourage independence, interdependence and self-discipline to inform the choices the pupil makes about their behaviour and general conduct.

### **Principles underlying the rights and responsibilities of behaviour management**

1. We should label the behaviour rather than the person.
2. All children need to recognise that they can make a choice about the behaviour they exhibit and this will have a consequence. As educators we need to point this out to them, e.g. "You can choose to continue to call out and move to another table or choose to stop."
3. All children need to be given the opportunity to comply at each stage of the programme and have this acknowledged, e.g. "You are now sitting quietly on your own, are you ready to rejoin your group? Well done."
4. All children need the opportunity to start each session afresh and hence return to the beginning of the sanctions the following session.
5. All children have a right to have the procedures of the behaviour programme clearly explained to them.
6. All adults are obliged to use this model of behaviour management as agreed and outlined in this policy, when dealing with behaviour in the school.
7. Some children will need 'extra' or 'modified' behaviour programmes modelled to their 'specific needs' and documented in their provision map, but will follow the same general school procedures.
8. Colleagues are obliged to be well informed and keep abreast of policy, procedure and practice as well as research and support networks to manage behaviour consistently and effectively.

## SCHOOL VALUES

### Strategies to Promote Good Behaviour

#### Rules and Routines

- The whole school family follows the School Rainbow Values and classroom rules.
- Within each class, the teacher and children will begin the year by agreeing classroom rules that correlate with the whole School Rainbow Values. All class members should have ownership of these rules.
- As a school family the school values will be explored during assemblies, 'Open the Book' workshops, PSHE and RE lessons and whole school pastoral care sessions.

#### Reward and Praise

- House points: These points can be given as a reward by any member of staff. They are counted up on a weekly basis and the house with the most points will receive a token for that week on a chart in the hall. At the end of each term, children from the house with most tokens, will be given extra break time – usually 10 minutes, supervised by a member of staff.
- Class Dojo Points: This is an electronic positive reinforcement points system where children are rewarded and given warnings. It is an effective means to monitor behaviour as it calculates reward points and warnings given over a period of time which is monitored regularly to ensure consistency of use. We are in the process of trialling the 'Story' aspect of this software to show individual evidence of impact.
- Lunch time awards: These can be presented by any member of staff in the dining-hall wherever they see fit. For example, for beautiful table manners, helping others, trying something new, etc. Children write their name on a raffle ticket and place them in a box. A raffle is drawn at the end of each and term and 6-8 winners are invited to lunch with Mrs Turner during the new term. As well as the above each week the school cooks choose one child from KS1 and one child from KS2 for a lunch time award. These children are then invited to tea with Mrs Turner and have their name published in the Friday Update.
- Headteacher: Children can be sent to the Interim Headteacher at any time in order to celebrate good work or conduct. Stickers are reserved for such occasions.
- Golden Tickets: These are awarded to one child from each class every Friday during celebration assembly. Children are invited to come to tea with the Interim Headteacher on a Friday afternoon. It is hoped that all children will receive an invitation to tea during the school year – the Interim Headteacher will keep a record of children who have attended but they may attend more than once!
- Attendance Cup: This is a whole class reward to motivate children to arrive in school on time and to improve attendance. The class with the best attendance has the attendance cup for one week in their class and also have their class name published in the Friday Update.
- Learner of the week: One child each week will be chosen as the Learner of the week. This is an award for a child that has really overcome barriers or used a growth Mind set to achieve a task at hand.
- Teachers: All teachers will endeavour to use their own range of positive reinforcement rewards within their classrooms, including individual, group and class, to compliment the whole school systems.

#### The Playground

- House Points are awarded to children who demonstrate good behaviour.
- 'Time Out' is given to children who may need some time away from the playground to reflect on their behaviour or calm down following an incident. The school formal letter home warning system applies in the playground, where serious incidents may occur.

#### Extra Curricular Clubs

- The school rights and responsibilities behaviour system applies during all extra curricular clubs.
- During an extra curriculum club rewards will be based on positive reinforcement.
- There is a three point warning system to deal with inappropriate behaviour. Three warnings will be issued before a child is asked to leave the club unless a serious form of misconduct has taken place, in which case the child will be asked to leave the club.
- Parents and carers will be informed if a child is given a warning during an extra-curricular club.

### **Other areas that contribute to positive behaviour and the ethos of our school**

- Informal/regular communication between individual pupils and class teachers/ Acting Assistant Headteacher or Interim Headteacher.
- Religious Education and the exploration of issues through the “Understanding Christianity” programme and the study of other faiths.
- Following the SEAL (Social and Emotional Aspects of Learning) educational programme.
- EPR lessons – link with the above programme and explore relationships and emotions alongside quiet prayer / reflection times.
- Parish links
- Regular class circle times where children have the opportunity to explore ideas, express emotions, contribute experiences, listen to one another and interact socially.
- Different school councils offer a means of pupil voice, which give children the opportunity to explore the issues that matter to them and deal with them responsibly in order for them to be heard.
- Opportunities to participate in extra curriculum activities and develop other non-academic skills.
- Regular revisiting of the School Rainbow Values through weekly pastoral care sessions, circle time, celebration assemblies and assemblies in general.

### **Procedures for dealing with inappropriate behaviour**

The majority of disciplinary matters in the classroom are minor and will be dealt with by the class teacher. It is the responsibility of the class teacher to maintain good order and discipline in the classroom. If there is a recurrent problem within a class, teachers should consider the following areas, in line with the **Quality First Teaching Policy**:

The physical organisation of the classroom:

- Seating – can all of the children see the board?
- Can all of the children hear the teacher?
- Is the furniture well spaced to promote ease of movement?
- Is the lighting adequate?
- Is the room well ventilated?

The classroom environment:

- Is the room stimulating?
- Does it address the different styles of learning?
- Are there clearly labelled, accessible resources?
- Are the resources age appropriate and relevant?
- Are there clear rewards systems on display?

The curriculum:

- Does the work match the needs of the child?
- Is there a suitable challenge?
- Is there suitable practical support in place?
- Is the work adequately planned?
- Is the style of teaching appropriate?
- Is there assessment for learning opportunities?
- Are there creative approaches to learning?
- Is the task age appropriate, relevant and interesting?
- Is there continuity and progression?
- Is there enough variation?

If children fail to finish work in a set time, they may be asked to complete this work at break time – no child will be left in class unattended. A ‘chill out’ area may be used to help children calm down or reflect on behaviour that might result in the child causing disruption or behaving inappropriately.

## **USE OF PHYSICAL RESTRAINT: (Safer Handling)**

At St John's Meads CE Primary School we believe that pupils and staff need to be safe, that pupils know how to behave, and pupils know that the adults around them are able to manage them safely and confidently. If in extreme circumstances the use of physical restraint is required, trained members of staff will employ specific "Safer Handling" intervention techniques. Please refer to **Positive Handling Policy**, Safer Handling training materials and the Safer Handling website ([www.safer-handling.co.uk](http://www.safer-handling.co.uk))

## **Involvement of Outside Agencies**

There are a number of external agencies that we may call on to ask for advice when dealing with a child with specific behaviour difficulties, these include:

- CAMHS (Childhood and Adolescent Mental Health Service)
- Early Years intervention team
- BSS (Behavioural Support Service)
- Educational Psychologist

PSP (Pastoral Support Plan) meetings can be called at any time and include groups and agencies involved in working with a child. Parents and carers are also invited to attend and a plan of action is drawn up outlining how best to support the child within the school environment.

## **Hierarchy of Actions for dealing with inappropriate behaviour**

The following actions are listed in the order in which they are to be imposed for disruptive behaviour within a day. Records are kept if an incident is deemed serious or if the frequency of incidents is causing concern. The member of staff who deals with the incident completes an incident report form on the school shared drive. (See Appendix 1.) A discussion will then take place between the member of staff who recorded the incident with the Acting Assistant Headteacher or SENDco who will then discuss it with the Interim Headteacher **The hierarchy is progressive, becoming gradually more serious.**

- a) First Warning
- b) Second Warning
- c) Time Out (child sent with work to another class, not one with a sibling)
- d) Sent to Acting Assistant Headteacher or Interim Headteacher depending on the severity.

a) If a child breaks any of the class rules, a first warning is given. This is delivered in a clear and controlled manner and makes clear to the child which rule has been broken.

b) A second warning is given if the child breaks one of the agreed rules for a second time that day. Again, the warning is given in a clear, quiet way and the teacher makes it known which rule has been broken.

c) Time Out is given if the child's behaviour continues to be inappropriate. Children will be sent to a pre-determined class, taking with them independent work to be carried out. Teachers will keep a record of the number of warnings given.

The teacher receiving the child will not reprimand him/her in any way. A space will be found for them to work quietly on their own until the work is finished or until the end of that session. The teacher receiving the child will record a record of the time the child spent in their class.

d) A pupil may be sent to see the Acting Assistant Headteacher or the Interim Headteacher if they are sent out of class more than once in the same week or more than three times in the same half term.

Serious offences such as bullying or physical violence will result in the child being sent directly to the Interim Headteacher. (See **Anti-Bullying Policy**).

If a child is sent to the Interim Headteacher – parents / carers are notified and are invited to meet with the class teacher. For recurrent offences parents / carers will meet with the Interim Headteacher, class teacher and the Inclusion Manager (SENDco) to discuss the implementation of more formal strategies which may include:

- Home / School Agreement Contract:

This will take the form of a meeting with the Interim Headteacher, Inclusion Manager and a member of the Governing Board to draw up a written agreement stating clearly the measures that are to be implemented to address serious breaches in behaviour.

### **Serious misconduct**

- Any racist incident.
- Refusal to do what the teacher or another adult has asked them to do
- Swearing or abusive language
- Physical violence or aggressions towards others
- Vandalism

These behaviours bypass the process of the behaviour programme and the Interim Headteacher or the Acting Assistant Headteacher will be informed immediately.

### **Exclusion**

In the event of recurrent offences or serious misconduct, the Interim Headteacher will notify the parents and carers immediately to invite them in for a meeting. This could result in a formal warning. Three formal warning letters can be given before exclusion.

Exclusions – either fixed term or permanent may be used in **exceptional** circumstances. In line with DFE Guidance, a decision to exclude a child may be taken in the following instances:

- a) In response to serious breaches of the school's Behaviour Policy; and
- b) If allowing the pupil to remain in school would seriously harm the education, safety or welfare of the pupil or others in the school.

Guidance regarding the possible exclusion of any LAC (Looked after Child) or any child with SEND (Special Educational Need or Disability) or complex needs will be followed.

If an exclusion is issued, the Interim Headteacher will contact the relevant outside agencies and the parent and carers. A meeting will be held to explain the reason for the exclusion.

Parents and carers will be given written information, which will outline:

- the reasons for the exclusion
- the length of time the exclusion will last
- arrangements for the child returning to school following the exclusion
- arrangements for work to be sent home for the child to complete at home.

The relevant local authority paperwork will be completed by either the Inclusion Manager, the Acting Assistant Headteacher or the Interim Headteacher. Parents and carers will also be given information as to who they may contact to discuss any concerns they might have.

Only the Interim Headteacher can exclude a pupil for a fixed period or permanently. The Governing Board must review certain exclusion decisions made by the Interim Headteacher, including where the exclusion is permanent and it will usually appoint a panel of governors to carry out this function. Regulations also allow parents to appeal to the Governing Board against fixed term exclusions. When reviewing the exclusion, the governors may decide that the pupil should be reinstated.

For permanent exclusions, if still not satisfied, parents can appeal to an independent review panel, which can uphold the exclusion decision, recommend that the governing board reconsider or quash the decision and direct that the governing board considers the exclusion again.

## Monitoring and review

This policy will be reviewed annually in Term 2 by staff and then approved by members of the Ethos committee of the Governing board.

Signed: ..... (Interim Headteacher) Date: .....22.11.2017

Print Name:.....Debra Turner.....

Signed: .....(Chair of Ethos Committee) Date: 22.11.2017

Print Name:.....Giles Carpenter.....

<b>Policies cross referenced in the Rights and Responsibility Behaviour Policy</b>
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<b>Policy</b>	<b>Agreed Date</b>	<b>Review Date</b>	<b>Accessible to all</b>
Anti-bullying			
Positive Handling			
Quality First Teaching			
Teaching and Learning			
PSHE			

**Behaviour Monitoring**  
Incident Report.

<b>St John's Meads Behaviour Log</b>					
<b>Member/s of staff present</b>					
<b>Name of Child</b>		<b>Concerning Child 1</b>		<b>Concerning Child 2</b>	
<b>Date</b>		<b>Time</b>		<b>Place</b>	
<b>Meeting</b>		<b>Telephone</b>		<b>Letter</b>	
<b>Physical Abuse</b>	<b>Verbal Abuse</b>	<b>Racial</b>	<b>Vandalism</b>	<b>Refusal to cooperate</b>	
<b>Background Information</b>					
<b>Concern</b>					
<b>Follow Up</b>					
<b>Outcomes</b>					
<b>Who has been informed? (Please name)</b>					
<b>Headteacher</b>	<b>Teacher</b>	<b>SLT</b>	<b>Chair of Governors</b>	<b>Parents / carers</b>	<b>LA</b>

Sample Formal Warning Letters (**NB** All Letters to be tailored to the situation.)

### **FIRST FORMAL WARNING**

Dear ,

I am writing to inform you that [Name] has received a first formal warning. Our rights and responsibility behaviour policy at St John's Meads C of E Primary School states that unacceptable behaviours include the following:

- refusal to do what the teacher or other adult asks
- swearing and other abusive language
- fighting and aggressive behaviour towards other people
- any racist incident
- act of vandalism

*Insert details*

I would be grateful for your support in helping [Name] to understand the seriousness of this matter. Please do not hesitate to get in touch with me if you would like to discuss it further.

Yours sincerely,

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### **SECOND FORMAL WARNING**

Dear ,

I am sorry to inform you that [Name] has received a second formal warning. You may recall that our rights and responsibility behaviour policy at St. John's Meads C of E Primary School states that serious unacceptable behaviours include the following:

- refusal to do what the teacher or other adult asks
- swearing and other abusive language
- fighting and aggressive behaviour towards other people
- any racist incident
- act of vandalism

*Inset details*

This is the second formal warning that [Name] has received this [week/term/year]. Therefore, [Name] will now be given a behaviour support plan for [specify time]. If this unacceptable behaviour continues, he/she is in danger of a formal exclusion from school.

I would be grateful for your support in helping him/her to understand the seriousness of this matter. Please would you get in touch with me to discuss how we can support [Name] in improving his/her behaviour.

Yours sincerely,

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### **THIRD FORMAL WARNING**

Dear \_\_\_\_\_ ,

I am writing to inform you that [Name] has received a third formal warning. You will recall that our rights and responsibility behaviour policy at St. John's Meads CofE Primary School states that unacceptable behaviours include the following:

- refusal to do what the teacher or other adult asks
- swearing and other abusive language
- fighting and aggressive behaviour towards other people
- any racist incident
- act of vandalism

*Insert details*

According to our behaviour improvement strategy we must now consider the possibility of exclusion. [This may be an exclusion from school for a short period or a lesser exclusion from playtimes or lunchtimes]

*Letter to be tailored to the situation. .*

Yours sincerely,