

St John's Church of England School

'I can do everything through Christ, who gives me strength'

Philippians 4:13



Behaviour Policy

Reviewed: October 2023
Due for Review: October 2025

School Vision

Vision

'.....I can do everything through Christ who gives me strength'. Phil 4:13.

At St John's we foster an ethos is deeply rooted in the Bible, underpinned by faith and committed to educational excellence. In our community we respect that everyone is uniquely made in the image of God. We grow together in wisdom, compassion, strength and instil a sense of hope for all to flourish.

'We make a difference'

Core Values

Faith – Is being sure of what we hope for and certain of what we do not see

Strength – God presents us with the strength to build and progress in our life and the lives of others.

Compassion – We are fair, we care and show understanding towards others.

Wisdom – Building confidence, discipline and knowledge to fully develop our talents in all areas of our lives.

Hope – Coping wisely with situations that will help guide us into fulfilling our aspirations

Rationale

At St. John's our ethos is deeply rooted in the Bible and underpinned by faith and educational excellence. We thrive on creating a positive school culture and climate that fosters connection, **inclusion**, respect and value for all members of our school community.

At St. John's, we view behaviour as a form of communication, an indicator of an emotional need (whether conscious or unconscious). As a Christian community, we are inspired by the teachings of Jesus and reminded that we can lead a happy and fulfilling life by following in His footsteps. Our vision and values are central to the design and implementation of our Behaviour policy.

At our school, we use a restorative approach when managing behaviour. In carrying out this practice, we respond to behaviour accordingly taking a non-judgmental, curious and empathic approach. Through discussion with our pupils we hope they gain wisdom in understanding the implication of their behaviours, develop skills to manage conflict, find strength in accepting responsibility in order to 'make a difference' in the future, and develop their emotional literacy and empathy so that they can forgive compassionately.

Statement of Aims

We are a Christian School working together to inspire and empower each child to lead a happy and fulfilling life.

We aim to-

- Work together and be the best we can.
- Care for and support one another.
- Respect and value one another and the environment.
- Promote a positive image of our school

Policy content

Content	Page
Introduction	4
Aims of this policy	4
Our approach	4
Covid 19 Response	5-6
Behaviour for Learning and Growth	6-7
Creating an environment that promotes positive behaviour for learning	7-9
Rewarding and encouraging relationships and learning behaviours:	9-11
Consequence of poor behaviour	11
Consequence hierarchy	11
Inclusion and restorative practise	11-12
Equal opportunities	13
Extreme and dangerous behaviour	13
Positive handling & incident reporting	13
Removal from class/exclusion	14
Permanent exclusion	14-15
Appendix 1: Parents Guide to Behaviour Management	16
Appendix 2: Consequence Hierarchy	17

Introduction

At St. John's, our school ethos promotes strong relationships between staff, children and our parents/carers. We thrive on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of our school community and consequently creates an environment where exemplary behaviour is at the heart of productive learning.

Our behaviour policy echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners. It is based on the Department for Education's guidance: [Behaviour in Schools](#) and [Keeping Children Safe in Education](#) (KCSiE). Our policy is evidence-informed using guidance and research from a range of sources.

Aims of this policy

- To establish and maintain a safe environment where learning is enjoyable for all
- To develop self-regulation and allow a focus on learning and achieving
- To promote good behaviour, self-discipline and respect for each other, adults and property
- To develop children's positive sense of self and encourage a positive contribution to the school community
- Enable children to feel that they are valued and feel that they belong to the school community
- Enable every child to have high self-esteem
- To develop healthy relationships between everyone

Our philosophy

At St John's we maintain a clear focus on academic learning, alongside development of social and emotional aspects of learning (growing). We view behaviour as a form of communication, an indicator of an emotional need (whether conscious or unconscious), and respond to behaviour accordingly taking a non-judgmental, curious and empathic attitude. All staff are encouraged to respond to behaviours in a fair manner that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

As an inclusive school, we understand behaviour can be a consequence of SEND and/or other external influences and when this is the case reasonable adjustments will be made accordingly. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). In order to help our children feel safe, we ensure that their educational environment is high in both nurture and structure. Our children need predictable routines, expectations and responses to behaviour. We ensure these are put place and modelled appropriately by all member of staff, within the context of our safe and caring school environment.

BEHAVIOUR FOR LEARNING AND GROWTH

At St. John's C of E, we are recognised as a Rights Respecting School. We believe that everyone:

- Has the right to learn (Articles 28 , 29)
- Has the right to feel safe (Articles 3, 19, 36)
- Has the right to feel valued (Articles 12,13,14)
- Has the right to have a voice (Articles 12, 13, 14, 15)
- Has the right to tolerance and empathy (Articles 12, 13, 14, 29, 30)

At St John's, all members of staff are responsible for the behaviour of all children. We believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations than negative comments. By fostering positive relationships between children and staff the children will feel valued both as individuals and as part of the school community, thus promoting self-esteem, self-confidence and self-respect on a personal level and co-operation, consideration, courtesy and respect for others on a social level. Through this we hope that children will develop a pride in themselves and in their school, together with a sense of belonging.

CREATING AN ENVIRONMENT THAT PROMOTES POSITIVE BEHAVIOUR FOR LEARNING

As a school we recognise the essential role that exciting, inspiring and relevant learning activities play in engaging our children and helping to ensure that positive learning behaviour choices are made. We recognise the importance of planning and delivering learning experiences that actively engage and cater for all children, which have a pace and provide opportunities for all to progress and feel successful in their learning.

We understand that pupils usually behave well if:

- They feel secure in their learning environment
- They are well motivated
- They have some ownership of their learning
- Their learning is planned to meet their needs
- They have high self-esteem
- They can cope with challenges
- They know that they will be treated fairly
- They understand what is expected of them in their learning and behaviour
- They are able to articulate their feelings and needs

Our children are encouraged and expected to demonstrate the following learning behaviours consistently during learning by:

- Being an active listener
- Showing a positive 'Can do' attitude
- Always completing a task to the best of their ability
- Allowing others to learn

- Actively participating
- Using good manners in our learning

Promoting relationships and behaviour

In the playground we expect pupils to:

- Respect the right of other pupils to play without interference
- Resolve differences of opinion without resorting to aggression / physical violence
- Look after property of the school and other pupils
- Look after, play with and include as appropriate, pupils who are alone
- Play sensibly and not put others at risk by selfish actions

At the start of the academic year, all classes create and sign a class charter, this is referred to throughout the year to remind children about their class agreement.

At lunchtime we expect pupils to:

- Line up quickly and quietly when their class is called
- Think of others and not push to the front of the queue
- Listen carefully and respectfully to the lunchtime supervisors

Ensuring calm and safe movement through school

All adults have a responsibility to ensure that any groups or individual pupils moving around our school do so in a safe, calm and respectful manner. We recognise the important role adults play in modelling and teaching this behaviour;

- Using regular stopping points
- The use of quiet voices
- Showing respect for other pupils, staff or visitors
- Deploying additional adults and/or class monitors to support this.

Ways of helping our children to behave well

- Reminding pupils daily about our School's community vision and values, and how these are shared through our behaviours and attitudes in and outside of school.
- School/Class rules are reviewed at the beginning of each year and whenever necessary, throughout the year
- All staff are consistent in their management of behaviour in school, rewarding good behaviour and correcting of poor behaviour
- Staff model good behaviour to ensure that pupils are clear about what is expected of them.
- Pupils are taught about respect for everyone, inside and outside the school community
- We encourage all pupils to consider themselves members of the school community and that it is important their ideas can be articulated and that they are listened to by staff.
- The PHSE curriculum, including the MindUP curriculum, provides opportunities for

staff to teach behaviour and social skills, and for pupils to reflect upon behaviour.

- We encourage pupils to take part in problem solving with school issues like the quality of playtime, toys in school and so on.
- Pupils are encouraged to resolve everyday social problems with others by themselves, but also understand the importance of seeking help to prevent situations from worsening

Our 1-2-3 Magic behaviour approach

Behaviour at St John's C of E Primary School is good and often outstanding, but this cannot be taken for granted and it is therefore essential that we have a comprehensive approach to behaviour management that is easily understood and willingly adhered to by all the members of our school. It needs to be seen to be fair, sensible and straightforward to administer.

We follow the 1, 2, 3 Magic approach. This was written by Dr. Thomas Phelan, a clinical psychologist with over 30 years of experience working with children. 1-2-3 Magic focuses on calm communication and signalling to manage 'STOP' behaviours, encourage positive 'START' behaviours and build and maintain positive healthy relationships between staff and pupils. The use of 1-2-3 Magic and restorative conversations helps our children to reflect on their behaviour in line with the school vision, rights of the child, pupil code of conduct and behaviour policy. This, in turn, enables us to foster and maintain a close, connected school community, whereby everyone feels heard, respected and cared for.

How 1-2-3 Magic works

In each classroom, there is a behaviour display which consists of the vision, pupil code and class charter; a shooting star, star, sun; and the numbers 1, 2 and 3. The school uses these stations to encourage positive START behaviours and provide opportunities for children to modify negative 'STOP' behaviours.

At the start of each day (and after lunch for Lower School), pupils' names are placed on the sun, and they have the opportunity to move their names progressively onto the star and the shooting star by following and exceeding the school's expectations. In addition to this recognition, our school offers uses a number of strategies to encourage and recognise positive behaviours, as outlined in **Appendix 1**.

If a child is not following these it is expected that in many circumstances, staff will have given a child a 'reminder' about their behaviour before needing to move onto the '123 approach'.

- **'That's a 1' - the initial warning.** Putting a child 'on a 1' is the first formal warning to make a child aware that their behaviour is unacceptable, it allows time for thinking. The child's name is mentioned and they are told 'On a 1' - this avoids drawing unnecessary attention to the behaviour or the child; it enables learning to continue more smoothly. The child's name or initials are put onto the '1 sign' in the class so that they have a reminder that the warning has been issued.
- **'That's a 2' - the final warning.** If a child fails to modify their behaviour after being put 'on a 1', they will be moved 'to a 2'. this is a final warning that informs the child that should they continue with their behaviour, a sanction will be imposed.

- **'That's a 3'** - the sanction. If behaviour has still not improved, the child will be moved 'to a 3', and have a time out, with a timer and a brief explanation as to why they are having this time out. This is set by a timer and then the child returns to class/playground where there is no further discussion. By keeping the explanation brief the child is completely clear as to what behaviour is unacceptable and why there is a consequence. This level of behaviour will result in a conversation with parents.

Some behaviour may be regarded as 'causing concern', 'serious' or severe.

- **'Automatic 3'** - Depending on the type of undesirable level 3 behaviour, the sanction may vary. The adult will give a brief explanation and use the 'Sanction Hierarchy' grid (**see appendix 2**) to guide and a decision will be based on their knowledge of the child, their age and the circumstances of the behaviour.

- **'That's a 4'** - If poor behaviour continues further, or an incident of serious or unacceptable behaviour has occurred. A member of the senior and middle leadership team will take appropriate action, issuing a 'count of 4' and inviting parents and carers in for a formal meeting.
- **'That's a 5'** - In case of repeated level 4s or severe behaviours, a 'count of 5' can be issued, in the rarity of this occurring, the Headteacher will take appropriate action and the procedures laid out in the Exclusion Policy will be adopted.
- In addition to using 1-2-3 Magic, we follow the principles of Zones of Regulation.
- Hand-in-hand, these approaches enable our children to grow up into self-disciplined individuals, who are competent in their ability to regulate their emotions, understand and respond more appropriately to situations and get along with others.

INCLUSION AND RESTORATIVE APPROACH

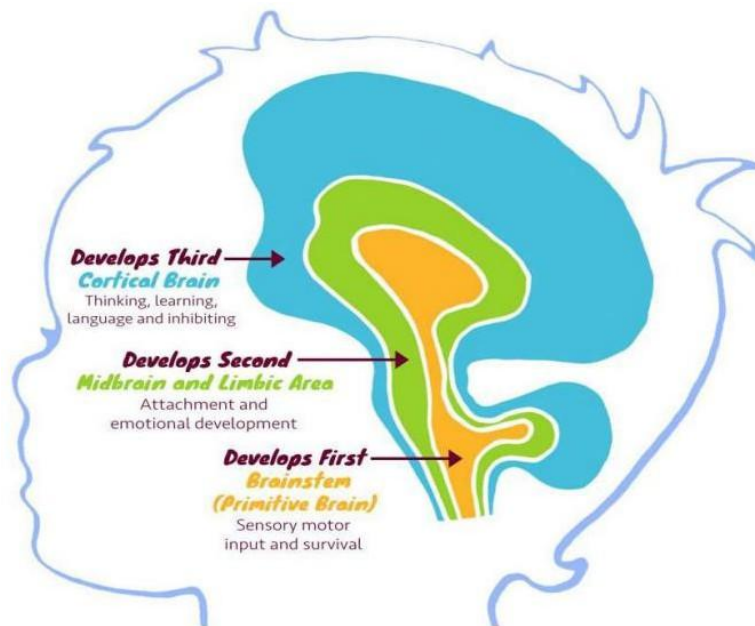
God made everyone unique. For St John's C of E as a school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices.

A child that has difficulties in regulating emotions may result in them engaging in behaviours that appear impulsive and that are challenging to manage. Sometimes, these can be due to Special Educational Needs, traumatic experiences or periods such as any adverse childhood experiences ([ACE's](#)).

Life experiences and situations can be stressful. Stress is a temporary response to feeling under pressure or threatened. What is threatening to one person may not be to another. This response may also be described in terms of anxiety, worry, nervousness, fear or tension.

These are normal emotional reactions to stressful situations which all people feel at times. The brain develops as a child grows from birth to adolescence.

Diagram 1: The impact of chronic stress on children



([Beacon House, 2019](#))

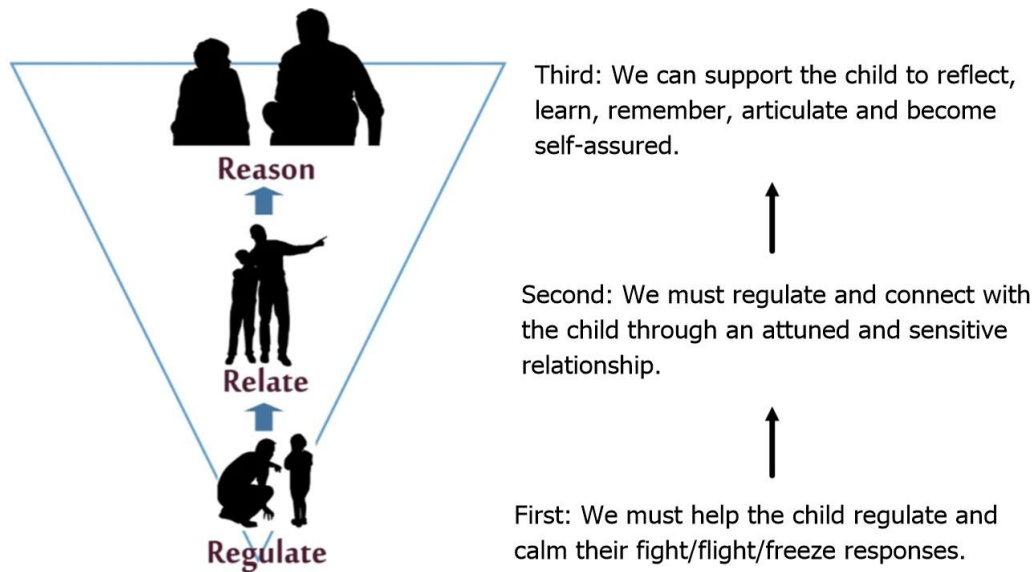
The brainstem is the part of the brain that is alert to danger and reacts by triggering the fight-flight-freeze response. If this fight-flight-freeze response remains turned on, or is easily triggered, it means that the brainstem or 'survival part of the brain' is being used. When this happens the other parts of our brain shut down. In this state, everyday events are perceived as dangerous and very little information can get through to the other parts of their brain that deal with social interaction, relationships and thinking and reasoning.

Personalised approach and procedures

Our children are aware that their behaviour has consequences however, they require patient teaching, reminders and clear boundaries and expectations that are repeatedly explained in different ways and enforced consistently.

To allow pupils a positive return to learning following an incident, a restorative conversation will take place which focuses on a simple but powerful model developed by Dr. Bruce Perry, called 'The 3-R's: Regulate- Relate-Reason'. This model shows how to reengage the thinking brain when a person is stressed and operating in survival model, it works well for children whose stress response is always on or easily triggered. The diagram below shows how this works.

Diagram 2: Regulate Relate Reason Regulate



Regulate

When someone becomes very stressed (dysregulated), they are operating in the survival part of their brain. An actual or perceived threat has triggered their stress response and they are no longer in the calm/relaxed state. This can lead to fight-flight-freeze behaviour as their ability to listen, learn, comprehend, and cope will be significantly impaired. It is important to help people to become calm and feel safe in order to enable them to access their ability to relate socially. This can be done through a pattern of repetitive and soothing tasks, such as deep breathing, doodling or walking (See Appendix 1 for examples).

Relate

Once someone is calmer we need to relate and reconnect with them in a way that reminds them that they are safe, understood and supported. Dr Perry states that “the most powerful buffer in times of stress and distress is social connectedness.” At this time we need to stay physically distant but emotionally close. Instinctively, we may wish to talk and reason when someone is stressed but ways of communicating other than using words can be more effective at this time. Non-verbal communication and tone of voice used can be more significant than the actual words used. If you can relate to others in an attuned and sensitive way this will have a powerful effect in reducing the impact of stress on them. Examples of ways to relate include eye contact, listening, validating feelings (See Appendix 1 for more examples).

Reason

Reasoning involves our thinking brain. It is only when someone is calm (Regulated) that they are able to form trusting relationships (Relate) and access their ability to understand think and reflect (Reason).

The use of ‘The 3 R’s’ encourages and empowers children to understand their emotional responses, develop skills and strategies to manage their responses, whilst also providing

them the opportunity to learn and responsibility for their actions.

This table below shows the process of ‘The 3R’s’ in practice

Regulate	Self-Regulate: Stay in the present moment, ground yourself, breathe steadily, focus your attention on the child, make eye contact and clear your mind. For a younger child, get down to their eye level to reduce any possible sense of threat.
	Student Regulate: Since their thinking brain is turned off trying to reason with a child won’t work. At this stage, make them feel calm and safe. Use a variety of calming resources to do so. It is important to recognise, empathise and soothe to calm e.g. <i>‘I understand how you feel, you’re not alone’</i>
Relate	Relate. As they calm down, the focus here is connecting with the child. Use short sentences and validate their feelings with words, your tone of voice and body language e.g. <i>“I know you feel upset right now, this is very hard”</i> .
Reason	Reason. Once the child is calm explain that it is time to work together to problem-solve e.g. <i>‘We can sort this out together’</i> . Help them think things through and talk about alternative choices and strategies they could try to use in the future. *If needed set limits on behavior e.g. <i>‘We can’t always get what we want’</i>

As a staff, we take into account Dr.Dan Huges’s ‘PACE’ principles, which help to promote the experience of safety in your interactions with children. The mnemonic stands for ‘Playfulness, Acceptance, Curiosity and Empathy’, and enables children to feel that we have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

The table below provides further explanation of what this would look like:

PLAYFULNESS	Creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.
ACCEPTANCE	Actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.
CURIOSITY	Wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.
EMPATHY	Adults demonstrating that they know how difficult an experience is for the child. The adult is telling the child that she/he will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

Zones of Regulation

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school.

The Zones of Regulation is an internationally renowned intervention which helps children to:

- Recognise there are different zones emotions
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Manage difficult emotions, known as 'self-regulation' so that they know how to cope with emotions, and get back feeling calm and ready to learn.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit'.

Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

This Zone of Regulation table demonstrates the different coloured emotional zones and associated feelings.

	Zone	Feelings
	Calm state of alertness; optimal level to learn;	Happy, Calm, Feeling okay, Focused. Ready to learn
	Heightened state of alertness; elevated emotions; has some control;	Frustrated, Worried, Silly/wiggly, Excited, Loss of some control.
	Heightened state of alertness and intense emotions; not an optimal level for learning; out of control;	Mad/angry, Terrified, Yelling/hitting, Elated, Out of control.
	Low level of arousal; not ready to learn;	Sad, Sick, Tired, Bored, Low, No energy.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of dysregulation arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of dysregulation will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of dysregulation will be made on a case-by-case basis. When dealing with dysregulation from pupils 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 pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil 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 dysregulation, 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. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

A-B-C Behaviour support plans

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of an A-B-C behaviour support plan is required. This plan breaks down the observations of behaviour into three elements:

- Antecedents (A): what happened directly before the behaviour occurred.
- Behaviour (B): the specific action(s) or behaviour of interest.
- Consequences (C): what happened directly after the behaviour occurred.

Antecedents	These are the events that directly precede the observed behaviour and are also known as 'triggers'. Examples may include: Independent work, Being told 'no', Noise levels, comment or action from another child. Antecedents that are not immediate 'slow triggers'. Some examples may include a change of routine, medication, hunger.
Behaviour	The behaviour is the action which the child takes. When describing behaviour in the context of ABC the aim is to be precise and specific. For example, 'threw book on floor', 'ignored request and carried on playing with toy', 'tapped pen loudly on desk'. Behaviour is commonly thought of as having one of four functions (often referred to using the acronym SEAT): • Sensory – it feels good. • Escape – from environment or situation. • Attention – from others (adults or peers). • Tangible – access to a specific thing, such as a toy or food
Consequence	What happened directly after the behaviour occurred. Consequences may serve to maintain, decrease (STOP) or increase (START) the frequency of behaviour depending on whether they are positive or negative. Typical consequences could include: Praise or reassurance, Repeat of request by teacher or other adult, Being given a choice, Item or toy taken away/received, Time-out/sent out of class. These will be dependent on the individual child's needs.

Thinking of behaviour in these terms helps to understand why a child is behaving in a particular manner. This allows more meaningful interventions rather than just trying to prevent the behaviour itself.

Safeguarding

As a school we are committed to using a range of initial intervention strategies in order to reduce likelihood of suspension or permanent exclusion in addition to the strategies outlined in our behaviour system.

The aim of all interventions is to identify and address underlying factors leading to dysregulation and to assess the appropriateness of the provision in place for the child. Working with a range of agencies and outside providers, we offer play therapy, counselling. At St.John's we also work with local partners, for example alternative provision for short term interventions and the pupil referral unit for advice and support.

In addition, we are proactive in working with Early Help. Where a child has an EHCP we work closely with the LA Send team to review provision. Where a child has spent time in alternative provision, there will be a plan for re-integration which will be regularly reviewed.

At St. John's we recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's dysregulation may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

EXTREME, DANGEROUS OR ABUSIVE BEHAVIOUR

If there is a critical incident where a child(ren) or an adult(s) are at risk of harm then any/all staff need to act accordingly to ensure that they are meeting their duty of care; this can be taking immediate action to protect or remove others from danger, using a child (with a red emergency card) or adult to locate additional members of staff to support from nearby classrooms or areas of school.

POSITIVE HANDLING

We have a number of staff trained in the 'Positive Handling' technique of physical intervention, trained to use reasonable force in rare situations which may require this. These situations include:

- Protecting children from a dangerous situation eg. A busy road
- Prevent harm to self or others
- Prevent damage to property
- Maintaining good order and discipline in school and among our pupils
- A criminal act is about to be committed

Restrictive physical intervention will only be used when it is in the child's best interests and will be reasonable and proportionate to the situation. There is a small but inevitable risk of some injury (eg bruising/scratching) accidentally occurring, which is a regrettable side effect of keeping children safe in these circumstances. The wellbeing of the children in our care is always at the forefront of any action taken. Please see our Positive Handling Policy

Incidents of physical intervention are recorded within 24 hours of their occurrence,

and parents are informed. For further information, please refer to the Positive Handling Policy.

REMOVAL FROM CLASS /SUSPENSION FROM SCHOOL (SEE EXCLUSIONS POLICY)

Suspension for a fixed period of time

This is where a pupil is removed from school for a limited period of time. Parents will be informed, in writing of the reasons for exclusion by the Head teacher. A date for the pupil's return to school must be specified at the time of exclusion. The letter will inform the parents they have the right to appeal to the Governing Board within 7 school days. This course of action can only be taken by the Head teacher. The chair of the Governing Board will be informed at the time of the exclusion. Any appeal will be considered by the Governing Board's Appeal Committee.

The school will make arrangements for work to be sent home during the period of exclusion through the class teacher who will also have the responsibility to mark the work when it is returned to the school. It is important to remember that exclusion only occurs as a very last resort, when all other avenues have been explored and the pupil continues to demonstrate extremely aggressive behaviour or is not prepared to co-operate in any way. The pupil's parents will have been informed of the possibility of exclusion as part of the consultation process.

Safer Returns Response

Supporting transition

At St. John's C of E school, we acknowledge that many of our families within our school community will have shared and lived a range of emotions and reactions following the suspensions, impact of traumatic experiences, SEND associated difficulties.

Together as a community we will support one another through times difficult and uncertain. Our staff are here to help inspire resilience, hope, optimism and to help our children and families recover their wholeness and find comfort within our school community. We will support our children in learning new ways to continue to feel safe whilst at school, how to connect with friends and peers and enjoy being in school and learning together.

Building Resilience and wellbeing

As always we will continue to 'top-up' resilience in the way that we teach, interact with and model positive behaviour. We show we can endure challenges and withstand uncertainty by being supportive and caring to one another, whilst acknowledging and recognising we all have good and bad days. At our school, we have planned provisions to help our children feel less distressed, these include:

- Returning to our school community re-establishing trusted relationships, reconnecting and helping one another recover from and make sense of recent

events.

- Creating a safe classroom and school environment following guidelines, measures and establishing routine, structure and expectation
- Regulating our emotions and embracing resources and strategies to restore a sense of control and self- calm, so as to maintain a positive learning environment
- Embracing time to talk through our curriculum planning, and use of the worry box, gratitude tree and counselling service.
- Delivering MindUp lessons whereby we explore and learn about the parts and functions of the brain and explore the connection between emotions and behaviour.
- Deliver a PSHE curriculum which focuses specifically on Emotional and Mental Health wellbeing over the course of the Autumn term
- Practising mindfulness and self-care
- Restoring a sense of self-belief through teaching strategies, time and support, empowering our children to celebrate difference and identifying their strengths, aspirations, hopes and dreams.

PERMANENT EXCLUSIONS

The same procedures must be adopted as for the fixed term exclusion. In addition the Headteacher:

- Must inform the LA on the day of the exclusion by telephoning the Administrative Assistant (Appeals and Exclusions)
- A copy of the letter to the parent should be sent by first class post or e- mailed to the parent.

The letter to the parent should:

- Explain that the exclusion is permanent
- Give the reasons for the exclusion
- Mention any previous warnings, fixed-term exclusions or relevant other information.
- Inform the parents of their right to make written and oral representations to the Governing Board

Children raising concerns and/or allegations against staff including supply teacher, other staff, volunteers and contractors

Any allegation or concern that an employee or volunteer has behaved in a way that has harmed, or may have harmed, a child must be taken seriously and dealt with sensitively and promptly, regardless of where the alleged incident took place.

Part 4 of the Keeping Children Safe in Education (KCSIE) guidance provide

information about managing cases of allegations that might indicate a person would pose risk of harm, the harm's thresholds, the enquiry and support process, confidentiality and information sharing.

It also outlines the outcomes to be taken if allegations are substantiated and if allegations are determined to be unsubstantiated, unfounded, false or malicious. This document highlights the actions taken if a pupil has made an unsubstantiated, unfounded, false or malicious.

'If the allegation is determined to be unsubstantiated, unfounded false or malicious, the DSL's will consider whether the child who has made the allegation is in need or help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children social care may be appropriate' (KCSIE)

'If a report is shown to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy' (KCSIE)

In such cases, the Headteacher and Designated Safeguarding Leader(s) will meet with parents and carers to discuss the concerns, and actions to be taken.

BEHAVIOUR INCIDENT RECORDING

All staff have a responsibility to record a behaviour 'incident' on CPOMS. It is important that staff take responsibility to ensure an 'incident' record is completed accurately on the relevant pupil's record, with any additional children involved linked to the 'incident', if appropriate. All 'incidents' should provide a clear and factual report of the events. Staff have a duty to ensure that incidents are recorded in a timely manner and before leaving school at the end of that day.

Staff must ensure that the key trait of the behaviour is accurately logged under the relevant options in CPOMS and ensure that they log the behaviour action:

- Class teacher informed
- Parent informed
- Phase leader informed

Teachers and Phase Leaders should look to take appropriate actions to resolve these incidents and complete the record accordingly; ensuring that parents and relevant teachers are notified. The Headteacher and Assistant Headteachers will automatically be notified of any 'incidents' recorded.

Visitors to the school building who do not have access to CPOMS (such as agency staff) can ask the Class teachers/Phase Leaders to input incidents.

PROCEDURES FOR MONITORING/EVALUATING POLICY:

School staff are suitably trained and regularly updated on the consistent implementation of the behaviour and discipline policy. Monitoring activities will include:

- Senior Leaders will regularly review any records of ongoing poor behaviour and

consider whether procedures are being applied consistently and fairly across school.

- The Assistant Headteacher will report on behaviour to the Governing Board on a termly basis.
- Governors monitoring activities should include an evaluation of behaviour so that they can provide an appropriate level of challenge to the Headteacher, if necessary.
- Parent surveys will be used to measure whether the school's perception of behaviour is matched by parents. Any significant discrepancies will be discussed by the Governing Body.

APPENDIX 1

ENCOURAGING AND REWARDING POSITIVE BEHAVIOURS

We recognise and reward consistently positive behaviour and attitudes at all times around school and outside school.

Verbal praise

Praise is one of the simplest and most powerful tools to engage and motivate our children. When used effectively, praise can improve children's attitudes about behaviour and learning. As well as receiving praise from teaching staff, our children can be sent to visit a senior leader. Our senior leaders (Head Teacher and Assistant Headteachers) enjoy visits from children wanting to be recognised for their behaviours, attitudes and /or work efforts. Our Senior Leaders like to celebrate achievements and positive working attitudes by gifting them with a special sticker to wear on their uniform.

House Points

To celebrate good work, we use a House Point System. Children are members of one of our four houses: Gilbert, Dowding, Chandos and Handel.

In line with our ethos of being part of a community, children can earn points for their house which are recorded on a chart in their classroom. House points will be awarded outside of classroom learning, e.g. at playtimes, in the lunch hall, moving around school, after school clubs etc. Children may receive a house point for being courteous, a good friend, helping others and showing good manners. At the end of each week, house points are totalled and read out in our Monday achievement assembly.

At the end of each half term, children in the house with the most house points receive a prize, normally a Mufti Day decided on by the School Council.

Achievement certificates

Achievers assembly is held in Lower and Upper school on a Monday morning and is led by a senior member of staff. This is an opportunity for children to be awarded a certificate of recognition for specific learning behaviours linked to our school values and/or characteristics of effective learners.

OTIS Teddy

OTIS is a Teddy whose name is a mnemonic for 'On Time In School'. Each week, he is awarded to a class each who have the best record for punctuality and attendance. As a minimum we expect every child to have an attendance of at least 97% or above. Attendance below this will affect your child's learning, progress and achievement as can be seen in our Attendance Policy.

A post card home

A child can also receive three house points at one given time for exceptional behaviour for learning/outcomes of learning will have the pleasure of going to the Headteacher's office to receive a special Headteacher sticker and a post-card sent

home.

Stickers and reward cards

Pupils who uphold the School Code and Values will receive a reward sticker for their Reward cards/chart. In both KS1 and 2, completion of the sticker award chart/ card will result in children receiving a bronze, silver or gold leaf to be displayed on the Tree of Success displayed in the Halls. They will also receive the relevant coloured certificate to bring home and celebrate with their family members.

Afternoon Tea with the Headteacher

Each week a child is carefully chosen by the teacher to attend afternoon tea with the head teacher. This will be for exceptional effort, good behavior for learning, outstanding achievement personal for them.

End of year awards

At the end of each school year, an annual awards assembly is held. This is an opportunity for pupils within each class across Reception to Year 6 to receive a special certificate and mini trophy recognising their efforts and progress across specific subject areas.

Year 6 leavers' awards

At the end of the year, we gather at St. John's Church for a special end of year church service. During this service, we pay a special tribute to our Year 6 pupils, acknowledging their journey whilst at St John's C of E School, wishing them well as they venture on a new journey and begin secondary school. During this time, various donated trophies and cups are given to nominated pupils across the year to celebrate and recognise their achievements and behaviour effort

APPENDIX 2- CONSEQUENCE HIERARCHY

Level/Warning	Example of Behaviour	Consequence
Level 1 Class Teacher	- Anything breaks the Pupil Code of Conduct and which interferes with the 'flow' of the lesson, safety and well-being of others. This includes at break times - Examples include but are not limited to: - Getting out of chair without permission - Learning disruption - Swinging on a chair - Making unnecessary noise - Repeatedly tapping pencil - Shouting out - Work avoidance - Inappropriate verbal responses - Aggressive play - Running in the building	Verbal warning
Level 2 Class Teacher	Persistent actions already warned about in Level 1	Verbal warning
Level 3 Class teacher	Persistent actions already warned about in Level 1 and Level 2 Instant Level 3 for the following behaviours - Disrespecting or disregarding school values - Deliberate misuse or damage to property - Poor behaviour in unsupervised areas of school - Rudeness or Insolence of staff or visitors (verbal /facial expression/ physical actions) - Inappropriate behaviour or language (PANTS) - Negative verbal comments to another pupil including online - Refusal to co-operate with a member of staff after 2 gentle requests - Racism – once-off - Aggressive play - Swearing - Running away - Chewing gum - Lying	Verbal warning and time out in class. All level 3's are reported to parents Instant Level 3's must be recorded on CPOMS
Level 4 Phase Leader to action	Persistent actions already warned about. - Homophobia - Racism repeated offence - Physical fighting- once-off incident - Bullying (Several Times On Purpose) - Deliberate and malicious physical contact - Misuse of the mobile phones on school property - Rudeness towards any staff or visitor (vocal and verbal /facial expression/ physical actions) - Purposeful exclusion of others which may indicate bullying - Refusal to co-operate with a member of staff after two verbal changes from other staff - Aggressive behaviour- violence towards another person or self e.g. biting - Lying - Stealing - Swearing	Child sent to Phase Leader for 10-15 minutes, with a reflection form. Reflection form and Level 4 Letter from Phase Leader sent home to parents to be commented on, signed and returned to school the next day and filed in Phase leaders folder. All Level 4's to be recorded on CPOMS
Level 5 SMT to action	Persistent actions of all of the above already warned about. - Deliberate and provocative - Bullying continued - Verbal assault- abusive language, - Refusal to participate in the lesson - Sexual harassment - Racist/homophobic comments - Insubordination - Aggressive physical attack on others or property/swearing directed at adults. - Damage to costly school property e.g. Setting off the fire alarm	Child sent to SLT. Parental meeting and letter sent home to be signed and returned. Consequence dependant on policy. 3 level x5 warnings in a term possible one day internal exclusion from school and Governors informed.