

St John's CofE VC Infants Positive Behaviour Policy

March 2023



Our school vision...

'Let your light shine' -Matthew 5:16

As a school community we believe that the ethos of the school should be built on a foundation of values.

At St. John's we seek to promote our School Christian Values of Love, Perseverance and Respect.

Approved by the Governing Body of St John's CofE VC Infants

Chair of Governors

Date

Proposed Date of Future Review.....

At St. John's we seek to promote our School Christian Values of Love, Perseverance and Respect.

We firmly believe that all children have the right to learn in a positive environment.

We achieve this through:

- **Building positive relationships with all children.**
- **Giving attention to the behaviour we want to see.**
- **Consistent and calm adult behaviour.**
- **Clarity of expectations and boundaries.**

Children use behaviour as a way of communicating. It is our responsibility to understand and identify what they are trying to communicate.

We achieve this through:

- **All adults being role models for positive behaviours.**
- **Making strong links with the family of the children to support them at school and at home.**
- **Liaison with support agencies available to the school for example Educational Psychologist.**

We want all children to feel safe, happy and respected in school.

We achieve this through:

- **Clear rules with consistent follow-up actions applied fairly for all children.**
- **Routines which are shared with the children.**
- **Rewarding children who demonstrate the expected behaviour in particular children who go over and above.**

3 rules

Be Ready: For learning, for actions. Be organised, focused and positive.

Be Kind: Treat yourselves, others and the world with kindness

Be Safe: Behaviour that harms or could potentially harm children or adults is unacceptable.

These, alongside our core Christian Values underpin that every member of the school community behaves in a considerate way towards others.

Relentless Routines

In order to maintain a safe environment and be respectful to other learners, children and adults must walk quietly around the classroom and shared spaces, we call this '**wonderful walking**'.

During larger gatherings such as collective worship, children and adults should arrive and leave quietly and listen attentively to the person leading the session. During activities, noise should be kept to a level where the adult can give an instruction without raising their voice. The children are encouraged to remember the importance of '**one voice**'. At the end of playtime, children are expected to quietly line up in a '**lovely line**'. All staff are expected to take responsibility for behaviour around the school and inappropriate behaviour should

consistently be challenged. The class community are expected to show kindness and readiness to others by listening attentively, not distracting others and remaining focused on their learning.

Rewards

In order to promote good behaviour in the classroom, a positive atmosphere should be created in which children are praised for behaving well and rewarded with the following incentives:

Classroom Level	<ul style="list-style-type: none"> • verbal praise • being given some responsibility ie first in the line for lunch • stamps and praise on children's work • class dojos - sometimes including what the praise is for or a photo shared with the child's family
Whole School	<ul style="list-style-type: none"> • sharing excellent learning with the Head/subject leads/previous teachers;
Senior Leadership Level	<ul style="list-style-type: none"> • weekly Celebration Assembly to which parents are invited, children receive a certificate.

Sanctions

Although our approach to discipline promotes positivity, there also needs to be a clearly understood set of sanctions, which will be applied when rules are broken. Our stepped approach is set out below.

We believe in providing the opportunity for children to change their behaviour. After issuing a child with a warning, we use restorative conversations to help children understand the impact of their choices and to help them to consider a better approach for the future. Increased severity of poor behaviour will necessitate increased involvement of the Senior Leadership Team, liaison with parents and support from the Parent Family Support Advisor.

Persistent Extreme Behaviour

As a school we understand that children exhibit particular behaviours because of childhood experiences, special educational needs or family circumstances. We recognise that their behaviour is a way of communicating their emotions. Children may require a specific individual Positive Behaviour Support Plan to support them. This will be drawn up by the class teacher and will involve discussion with a member of the SLT, SENCO, Parent Family Support Advisor and family members. Part of this plan may include using restraint if they or another person is unsafe. This will only be used as a last resort and by trained staff only. The school will record all serious behaviour incidents on CPOMS (Child Protection Online Monitoring and Safeguarding system)and any restraints using a SIR (Serious Incident Form).

Exclusions will occur following extreme incidents at the discretion of the Head teacher and in their absence a Senior Member of staff.

If parents have any concerns, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Please also refer to the Complaints Policy.

Policy in practice:

Stepped Approach	
Delivered with feeling, use child's name, child level, eye contact, deliver message, remain calm.	
Reminder (Re-Focus and Reminder)	<p>I noticed you chose to.....(noticed behaviour) You need to be (Ready, Safe, Kind) Thank you for listening Example I notice that you are running. You are breaking our school rule 'Be safe'. Please walk. Thank you for listening.</p>
Warning	<p>I noticed you chose to.....(noticed behaviour) This is the second time I have spoken to you. I know you can be Ready/Safe/Kind and/or give an example If you can't choose to be Ready/Safe/Kind now you will be choosing to have time out. Thanks for listening. This may be delivered by another adult if 'change of face' is needed. Example I have noticed you are not ready to do your work. I have already spoken to you. I know you can be ready, you did some great problem solving yesterday. If you don't choose to be ready you are choosing to have time out. Thank you for listening.</p>
Time out	<p>After continued inappropriate behaviour, I noticed you are still.....You have chosen time out. Give children time out on an appropriate level to them, maybe a walk around the school, in a parallel classroom or in a quiet place in the school environment. A positive engagement (Repair) will take place after time out or before the end of the day. Incidents will be recorded on CPOMS.</p>
Leadership team (Time out of class)	<p>The child leaves their class for the rest of the session to complete work away from the class with a member of the SLT (Senior Leadership Team). The child's parents will be informed and the incident recorded on CPOMS.</p>
Follow-up action	<p>If the behaviour is not a one off and continues the child's family will be contacted and they will be asked to engage in a meeting with the Head teacher, Class Teacher and the PFSA. Actions will be agreed and a Positive Behaviour support plan will be put in place for the child. Follow up meetings will evaluate the impact and progress at home and school.</p>
<p>Head teachers will decide on support and sanctions to address serious misconduct. Parents will be expected to attend a meeting to discuss behaviour, where support will also be offered in the form of an individual action plan. Exclusion will be used when deemed necessary i.e. to maintain the safety of our children.</p>	