

St John's Behaviour Guidelines

This document needs to be read in conjunction with the ODBST Behaviour Policy.

We at St John's are a happy, caring Christian family where each child is expected to develop good individual study habits, self-discipline and a caring and considerate attitude towards others at all times. We believe that the behaviour of pupils is the collective responsibility of school and home.

Together with our Pupil Council we have identified our vision for the St John's child.



Objectives

We aim to create a safe environment where all can learn and flourish. The basis of which is set in high expectation, both individually and corporately. Positive reinforcement is used to maintain standards.

All classes follow the school's rules: **Ready, Respectful & Safe**

These 3 rules are applied from Reception to Year 6. Class teachers will discuss what the rules mean to their class at the beginning of the year, and come up with an age (and stage) appropriate set of agreed guidance for the year group. This will then be displayed and referred to throughout the year.

Organisation

Expected relationships between staff, pupils and parents are those of mutual respect, consistency and positive attitude while maintaining clear boundaries. All parents sign the Home School Agreement and staff adhere to the ODBST code of conduct. All staff share the same high expectations and work together to reinforce St John's common ethos. Wherever possible, we aim to praise in public and give consequences in private.

Rewarding behaviour

All our staff hold high expectations of positive pupil response, effort and behaviour. Our Celebration assemblies provide public recognition of children's achievements. Pupils are recognised and / or rewarded for:

- perseverance with skills / tasks they find difficult
 - use of initiative
 - acts of kindness / thoughtfulness/respect
 - courtesy
 - independence
 - 'having a go'
 - achievement / good work
 - achievements outside of school
 - having the courage to make the right choices
 - older children are expected to be positive role models to their younger peers going above and beyond expected behaviour

Staff at St John's champion good behaviour, rewarding it with praise. A system of house points is used to support the culture of good behaviour as well as good work. Each class also has an agreed whole class reward (such as playing games) they are working towards to encourage collective responsibility.

Other rewards include:

- Verbal praise – saying well done and the reason for the praise – proximal praise.
- Advising others – Class Teachers/Senior Leadership Team (SLT) /Head teacher – of good behaviour.
- Showing work to a wider audience – assembly, the Head, SLT, Subject Co-ordinator.
- Writing about good behaviour or work in the home/school diary.
- Positive letters/emails/phone calls home from staff/conversations with parents in the playground.
- Displaying work in the classroom
- Values certificates awarded

Consequences that may be given

Wherever possible and appropriate a warning will be given first. If a child is not showing expected behaviour, despite all reasonable adjustments as indicated in our Behaviour and Safeguarding Policies, then consequences will be given.

- verbal reminder and reminder of the expectations of behaviour;
- reflection time (supervised by an adult);
- loss of part of play time;
- discussing behaviour with Senior Leadership Team and planning how to make amends and make better choices in the future;
- the setting of written tasks such as an account of behaviour;
- loss of privileges such as the loss of a prized responsibility;
- informing parents/carers where necessary;

Step 1 consequences (given verbally) are given for more minor, low-level incidents; step 2 consequences (given verbally) are given for more serious incidents. See outline of consequences.

The above are guidance examples, and each incident is dealt with on a case-by-case basis.

Intentional physical harm is now classed as child-on-child abuse and incidents are recorded on CPOMs, our safeguarding record keeping system. Other aspects of child-on-child abuse are defined as any kind of sexual, emotional or financial abuse or coercive control exercised between young people.

The SLT support those who have been given a consequence to reflect on their behaviour and helps them to make amends. We use a reflection sheet which gives the pupil an opportunity to plan how they will make better choices in future. In accordance with our Christian distinctiveness, we encourage the value of forgiveness. We follow a restorative approach and offer each child a fresh start. We also check in with the recipient of poor behaviour, giving them a chance to talk through the incident and the opportunity of receiving an apology.

Wherever possible, KS1 children will receive a more immediate consequence, e.g. the next play time. They will also have shorter time consequences and will only complete a reflection sheet for step 2 behaviour. Reception pupils will usually just have time out within their classroom instead.