



St. John's C.E Primary Academy  
**Behaviour, Discipline and exclusion Policy**  
'Behaviour with a purpose'



St John's Primary Academy strives to provide an inclusive, learning rich environment where children feel safe to take risks to enable them to reach their full potential. Pupils are encouraged to take pride in their achievements and embrace change in a positive manner. Learners are inspired to embark on a lifelong learning journey to develop knowledge, skills and become rounded individuals that flourish in our ever-changing environment.

St John's Primary Academy implements an understanding that behaviour should echo through to adult life and this is why we focus our behaviour of providing economic understanding. Children will be encouraged, expected and succeed in becoming financially literate individuals by following the behaviour policy.

### **Aims and expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. St John's Primary Academy believes that behaviour is a shared responsibility. We expect all stakeholders, school staff, children, parents, governors and visitors to be committed to establishing a learning environment, which promotes positive behaviour and relationships based on a sense of community and shared values. The school behaviour and discipline policy is therefore designed to support the way in which all members of the community can live and work together in a supportive way by valuing the outcomes, processes and journeys. It aims to promote an environment where everyone feels happy, safe and secure.

### **Core aims of the behaviour policy**

- To outline rewards and sanctions and how they will be fairly and consistently applied
- To promote good and outstanding behaviour through a system of rewards which will encourage children to have high expectations and aspirations of themselves and others
- To promote positive behaviour, self-discipline and foster mutual respect for other people and the environment
- To enable pupils to become increasingly independent learners
- To provide clear, fair procedures to deal with inappropriate behaviour when it occurs
- To be fully supported by all stakeholders and to role model the correct manner in which to deal with situations

Following the core aims of the behaviour policy, it is important that we provide children with real life skills and understanding of the financial world. Through the behaviour system, children will be able to deeply understanding the purpose money has in our lives and be able to use this knowledge to their advantage.

Financial aims of the behaviour policy:

- How to manage money - keeping records and different ways to pay.
- Being a critical consumer - Decisions and priorities about saving, budgeting and spending.
- Managing risks and emotions about money - Using accounts to keep money safe to save and also looking at value for money.
- Understand the role of money on our lives - Earning money, linking money with work and helping others.

**Expectations of the behaviour policy:**

- The school expects every member of the school community to behave in a caring and considerate way towards others
- To ensure children can see behaviour is dealt with consistently across the school
- Good behaviour is expected and rewarded. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour
- To reach high levels of self-esteem where children are happy, feel good and enjoy each other's company
- To enable children to deal with conflict in a positive manner giving them the coping strategies to reach positive outcomes
- To help children understand consequences and impact of their behaviour on others
- For all stakeholders (staff, children, parents, governors and visitors) to work together to ensure a calm, safe, stimulating learning environment

**School Expectations**

St John's has a number of expectations, which are displayed in all classrooms:

- St John's stars are expected to at all times in school and when representing the school.
- Always be ready to learn, persevere and try their best.
- Wear their uniform with pride and always look smart.
- Be friendly, gentle and kind.
- Be polite, thankful and respectful.
- Listen carefully to everyone.
- Look after property and care for the environment.
- Walk around school sensibly and on the left hand side.
- Persevere whatever the challenge and shine brightly.

### **Staff expectations**

- Set high standards of social behaviour by role modelling: politeness, being well disciplined, having an organised approach and embracing school based tasks with enthusiasm
- Listen to children, making it clear that their opinions and reactions matter and giving them time to talk through actions and responses
- Seek every opportunity to reinforce the behaviour policy through a positive approach, dealing firmly and fairly with those who do not maintain the high standards that is expected of them
- To ensure school expectations are reinforced
- To ensure that their class behave in a responsible manner during lesson time and around school
- To report to parents about any concerns that have about the behaviour and welfare of their child

### **Parent expectations**

- Be aware of the school's behaviour policy and actively support it discussing any issues/problems with staff, principal and governors in a respectful manner
- Be polite and reasonable in dealings with school
- Show respect for others by being mindful and thoughtful when using social media sites
- To reinforce the school expectations with their children

### **Governor expectations**

- Refer all matters regarding discipline to the Principal or the chair of governors
- Be familiar with and actively support the school's behaviour policy
- Follow the governor's code of conduct

### **Rewards**

Our rewards will follow our economic understanding behaviour plan. Children who consistently follow the school expectations will be rewarding with in school currency. This is represented with the bank of **ST JOHN'S** and the children will be rewarded '**Respect Pounds**' (**RP**). Children will be able to receive these for excelling in three areas; positive learning, positive behaviour and for going over and above (see Appendix 2).

Children can also achieve:

- 1) **Verbal Praise/Stickers** - instant recognition for doing the right things.
- 2) **Golden Time** - a period of time where the children are given an opportunity to choose an activity that they would like to do.
- 3) **Star of the Day** - the child's name is displayed in the classroom and a mini certificate is sent home.
- 4) **Star of the Week** - each class teacher nominates a child to receive a special certificate and pencil during achievements assembly.

- 5) **Play Leader of the Week** - the lunchtime supervisors choose a child from each key stage to receive a certificate.
- 6) **Celebration Assembly** - star of the week, and play leader certificates are given out, ten minutes of extra playtime is awarded to the classes with the best attendance
- 7) **Rainbow and Pot of Gold (Reception and Year 1)** - children will be placed on the rainbow and pot of gold for good behaviour and good work.

### **Consequences**

Children who choose not to follow the school rules will be expected to accept the consequences. This is always made clear to the children, with the aim of encouraging self-discipline and good decision-making. Ultimately, the children need to realise that they are responsible for their own actions.

Our consequences will also follow our economic understanding behaviour plan. Children who do not follow the school expectations will not achieve the **Respect Pounds (RP)** or could be fined **Respect Pounds (RP)**. Children can be fined for making the wrong choices in two areas; poor learning and poor behaviour (see Appendix 2).

### **Reception/Year 1**

- 1) **Verbal Warning** - make the child aware that the inappropriate behaviour has been noticed.
- 2) **Warning Cloud**- The child's name is moved to the warning cloud. This signals that 5 minutes of Golden Time for that particular day has not been earned. The child's name is recorded on the warning and storm cloud chart.
- 3) **Storm Cloud**- The child's name is moved to the storm cloud. This signals that all of Golden Time for that particular day has not been earned. The child's name is recorded on the warning and storm cloud chart and parents are informed.

Consequences- Year 2 to 6	Behaviour	Staff/Parental involvement
Break time Detention (am)	Stopping others learning Refusing to do what an adult has asked Interrupting teaching by shouting Being unkind/hurting others on purpose Not telling the truth Y6 will lose 5 minutes golden time if homework is not completed	Class teacher or adult responsible for the class
Lunchtime Detention (Number of detentions depends on severity of incident)  (If only 5/10 minutes after morning break then class teacher must cover)	Continuation of the above Fighting (in the classroom/playground) Inappropriate language, including racist and homophobic comments Leaving the classroom without permission	Class teacher or adult responsible for the class  Parents spoken to or contacted
Isolation  (period of time in detention depends on the incident)	Continuation of the above. Violent or aggressive behaviour to pupils or staff Disrupting/damaging classroom furniture Being a danger to themselves or others	Principal/Vice Principal SLT in their absence. Period of time decided by Principal/Vice Principal. Parents contacted by Principal/Vice Principal.
Exclusion	Leaving school premises without permission Physically attacking a member of staff Serious incident with another pupil Inappropriate touching of another pupil	Principal/Vice Principal SLT in their absence. Period of time decided by Principal/Vice Principal. Parents contacted by Principal/Vice Principal.
Break times/lunchtimes	Children will be kept in if enough work has not been completed & Homework (Y6)	Class teacher or adult responsible for the class
<p>This is not an exhaustive list and exceptional circumstances may result in a different route of behaviour management and intervention. In cases of a serious incident, a meeting of SLT and staff involved will take place to decide the suitable consequence.</p> <p>Detention- is when a pupil is kept in during break time or lunchtime because of their behaviour. All children are supervised by an adult. Parents will be informed.</p> <p>Isolation - is when a pupil will spend time away from their class completing their work on their own for a period of time supervised by an adult decided by SLT. Parents will be informed.</p>		

## Lunchtime expectations

At lunchtime the sequence of consequences are slightly different:

1. First Warning - make the child aware that inappropriate behaviour has been noticed.
2. Time Out - the child is taken away from situation and asked to stand in a designated space on the playground. Class teachers are informed if children have had time out. This means that the portion of Golden Time for that particular day has not been earned.

3. If a child refuses to accept a consequence at lunchtime or for severe incidents, the Senior Lunchtime Supervisor will remove the child or a senior member of staff will be called to remove the child from the playground.

Senior members of staff will assess each individual case and decide upon an appropriate consequence, e.g. miss the next break time or whether the child can return to the playground once they have apologised and are willing to accept the original consequence issued by the lunchtime supervisor. Parents must be contacted by senior staff for any refusals.

The Senior Lunchtime Supervisor will meet with the Family Liaison Officer regularly. Any persistent offenders (three or more warnings in a week) will be issued with a consequence.

Please Note - The list of consequences will be applied as a general rule. However, staff will also take into consideration any documentation (Classroom Support Plan/Individual Learning Plan) referring to specific behaviour related issues for individuals. The Principal or senior members of staff may intervene at any stage of the process, especially regarding any incidents of severe disruptive behaviour which will result in an automatic exclusion.

### **Monitoring**

The behaviour team monitors behaviour frequently and an analysis of break and lunchtime detentions and isolation is produced each half term. If a child is appearing frequently on the tracking then individual interventions will be put in place to support the children as identified on the tracking map (See appendix One) and parents will be contacted. Behaviour logs will then be produced for individual children.

### **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All staff are made aware of the school's policy on bullying and the operation of the anti-bullying council.

### **Use of Force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff (including Lunchtime Staff) only intervene physically to restrain children or to prevent injury to another member of

the school community including another child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children (see also the Child Protection Policy)

### **Fixed-term and Permanent Exclusions**

The decision to exclude a pupil will only be taken if there have been serious breaches of the behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Only the Principal, or in their absence the most senior teacher who is acting in that role, can exclude a pupil from the school. Exclusion will not be used if there are possible alternative solutions. These solutions may include:

- Using a restorative justice process, which enables the offender to redress the harm that has been done to a victim.
- Internal exclusion to diffuse a situation that has occurred in school, which requires the pupil to be isolated from peers but not from school. This may be to a designated area within the school, with appropriate support or to another class on a temporary basis, and will continue during break periods.
- External seclusion to diffuse a situation that has occurred in school, which requires the pupil to be isolated from peers and school. The child will then spend a designated amount of time at another school, with appropriate support. This will only be done with the full knowledge and co-operation of all parties involved, including the parents.
- A managed move. If the school feels that it can no longer manage the behaviour of a particular pupil, another school may be asked to take over his/her education. This will only be done with the full knowledge and cooperation of all parties involved, including the parents and the LEA, and in circumstances where it is in the best interests of the pupil concerned. Parents will not be pressured into removing their child from school under the threat of a permanent exclusion, nor will a pupil be deleted from the school roll to encourage them to find another school place.

Regulations allow the Principal to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. However, individual exclusions will always be for the shortest possible effective time. In all cases of exclusion, the class teacher will arrange to provide work and mark completed and returned tasks. The Principal will inform parents at the time of the exclusion the arrangements for collection and return of work during the exclusion period.

When the fixed exclusion is for more than 15 school days the Principal will additionally consider:

- How the exclusion period might be used to address the pupil's problems.
- Together with the LA, what educational arrangements will best help the pupil's reintegration into the school at the end of the exclusion.

Pupils whose behaviour at lunchtimes is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is a fixed period exclusion (equivalent to one-half school day) and will be treated as such, and parents have the same right to be given information to appeal. All lunchtime exclusions will be for a specified period of time. Arrangements will be made in conjunction with County Catering for the provision of any pupil entitled to free school meals. This may take the form of providing a packed lunch. Exclusion at lunchtime will not be used for a prolonged period. The period of the exclusion may be used to explore other strategies for dealing with the problem.

If a parent refuses to co-operate with a formal exclusion and sends their child to school, or refuses to collect him or her at lunchtime, the school will have due regard for the pupil's safety in deciding what action to take. In such cases, an exclusion will not be enforced if doing so may put the safety of the pupil at risk. If efforts to resolve the situation are not successful, the school will contact the Education Welfare Service for further advice and possible legal remedies in extreme cases.

All decisions to exclude a pupil will be confirmed in writing to parents. Where the parents of an excluded pupil are known by school not to speak or have a good understanding of English, the school will, in conjunction with the LA, arrange for written documentation to be translated into their mother tongue and for an interpreter to be present at any meetings with parents about the exclusion.

Parents have the right of appeal for any fixed period exclusions of more than 5 days and for any permanent exclusions. The right of appeal and the arrangements to be followed will be made known to parents at the time of the exclusion. The Local Academy Committee will arrange to review promptly any exclusions where parents make representations, which meet the legal criteria for review. This role will be undertaken by the Discipline Committee of the Local Academy Committee. This Committee will decide whether to reinstate the pupil if appropriate or whether the Principal's decision to exclude the pupil was justified. St. Chad's Trust will arrange for Independent Appeals Panel to hear appeals against permanent exclusions where the Discipline Committee does not direct reinstatement of the pupil.

The school keeps a variety of records of incidents of misbehaviour. We also keep a record of any incidents that occur at break or lunchtimes. The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded and copies of these records are kept in the pupil's files. It is the responsibility of the Local Academy Committee to monitor the rate of fixed and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.



## Appendix 1

Tracking- Consequence Map	
1-2 Break time detentions	Class teacher to monitor behaviour.
3-4 Break time detentions	Class teacher to meet with parents. Individual reward chart or teachers own strategy to be implemented. Reviewed after 3 weeks with parents.
5+ Break time detentions	Class teacher to meet with parents. Home school diary introduced. Report card for 3 weeks. Reviewed after 3 weeks with parents.
1-2 Lunchtime detentions	
3 + Lunchtime detentions	Class teacher to meet with parents. Report card 6 weeks. Signed after each lesson and break by Senior leader.
5+ Lunchtime detentions	Parents meet with senior Leader. Lunchtime Isolation for period decided by Senior leaders.

Appendix 2- Rewards and consequences

Learning +1	Behaviour +1	Over and above behaviour / learning +5
<p>Taking ownership in their learning.</p> <p>Showing good collaboration skills</p> <p>Showing work to SLT.</p> <p>Achieved personal target.</p> <p>Independently helping others.</p> <p>Completing All online homework.</p>	<p>Spotted by a member of staff for positive behaviour.</p> <p>Independently looking after the school environment.</p> <p>Sorting out an argument responsibly.</p> <p>Being as positive role model.</p> <p>Independently helping adults.</p>	<p>More than 2 enrichment homework is completed to a high standard.</p> <p>Year 6 awarded a salary for being a quality prefect*</p> <p>Representing the school.</p> <p>Play leader/sports person of the week.</p> <p>Star of the week.</p>
Learning -1	Behaviour -1	Detention
<p>Not showing respect in lessons.</p> <p>Distracting/stopping others from learning.</p> <p>Not working to the expected standard.</p> <p>Using minimum effort.</p>	<p>Not showing respect.</p> <p>Running in school.</p> <p>Not following the school expectations.</p> <p>Not looking after the environment/property.</p>	<p>Stealing.</p> <p>Not telling the truth.</p> <p>Aggressive behaviour. E.g. Fighting.</p> <p>Vandalism.</p> <p>Inappropriate language/touching.</p> <p>Defiance</p> <p>Racist behaviour.</p> <p><b><i>Any repeat offences.</i></b></p>

\*JLT (junior leadership team) unanimously voted for this.

**Review**

The Local Academy Committee reviews this policy every year. However, the committee members may review the policy earlier than this if the government introduces new regulations or if the committee receives recommendations on how the policy might be improved.

This policy was presented to and approved by the Local Academy Committee on 28 January 2020 and will be reviewed in Spring 2021