



Behaviour Policy 2025

Great Harwood St. John's CE Primary

"Where everyone shines with God's love"

based on "Let your light shine" Mathew 5:16

Behaviour Policy

We at St John's CE Primary School are committed to meeting the needs of our pupils and ensuring that they make progress. In line with our mission statement, we aim to:

Build a better place, where:

Everyone is welcome;

No one is ever lonely;

We respect and trust each other;

There is always someone to ask for help;

People help us to be the best we can.

Great Harwood St John's CE Primary School statement of intent

'Where everyone shines with God's love.'

As a Church of England school, our curriculum has Christian values at its heart. It is our intent at Great Harwood St John's that ALL learners leave our school with a lifelong love of learning and they know that they are loved and treasured as individuals. To enable them to do this our curriculum has been carefully designed around our children, celebrating differences and developing the uniqueness of each child. We recognise children's starting points and quickly set about developing their phonics, early reading and maths skills through first hand experiences. Throughout their journey with us at St John's, we shower the children with enrichment opportunities to broaden their horizons and enhance their curiosity about their local community and the world around them. Staff work collaboratively, utilising each other's expertise to ensure a clear, coherent, well-balanced curriculum made bespoke to us. Ultimately, the day to day decisions of the school are to ensure that the whole child's needs are met whether this is academic or social and emotional.

Fundamental to a Christian community is accepting each individual as a child of God. This entails acceptance that:

- All individuals are unique and of equal value, whatever their abilities, background, physique and experiences.
- There is potential for good in everyone.
- No one is beyond forgiveness.

Our school 'family' is based on the model of a Christian family. The benchmarks against which we measure the school's inter-personal relationships are,

- The acceptance of truth,
- Together with repentance for wrong doing,
- Met with forgiveness and reconciliation.

We aim to develop in our pupils a sense of self-discipline and an acceptance of responsibility for their own actions. We stress the importance of a positive work ethos, encompassing rewards and incentives and aim to prevent the occurrence of misbehaviour and confrontation. For this, a well-defined Code of Conduct is essential, with praise for good behaviour as well as for good work.

Clear staff guidelines are vital in order to achieve an atmosphere conducive to positive behaviour and learning, along with a comprehensive range of sanctions to be utilised when children do not conform, in spite of all our efforts.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere/ethos within the school.
- To foster Christian values and attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Our over-arching aim is to encourage pupils to treat others, as they would expect others to treat them.

Responsibilities

In order to maintain a safe, secure and happy community, members of the community need to understand and accept that they have certain responsibilities.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff responsibilities are:

- To model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children.
- To promote good behaviour and deal with inappropriate behaviour.
- To treat all children fairly, with respect and in a 'trauma informed' way.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their (special) needs.
- To offer a framework for social education.

Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

Equality Impact Statement

We will do all that we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled pupils, gender equality and community cohesion using an appropriate Equality Impact Assessment. This policy may be amended as a result of this assessment.

Code of Conduct:

We believe it is important that children understand and accept the need for a framework of acceptable behaviour. To this end pupils are encouraged to:

- Behave well, think about and respect the needs of others around them.
- Wear school uniform and respect their own as well as other people's belongings.
- Be sensible and helpful in the classroom following school and class rules.
- Play sensibly at break time, respect all members of staff who are there to help and stay inside the school grounds at all times during school hours.
- Act sensibly when on or near the road.

Parents and pupils are made aware of the above expectations through our 'Home/School Agreement'. Pupils are also reminded at regular intervals by staff.

Whole School Rules:

At Great Harwood St John's C of E School we expect the children to:

- Be gentle
- Be kind and helpful
- Be honest
- Work hard
- Look after property and
- Listen to people

These are our whole school rules which all children are expected to follow; each class then creates their own class conduct which is developed with the children at the beginning of September.

What we do to encourage good behaviour:

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, by example, standards of behaviour.
- We deliver P.S.H.E.E.

- We recognise good behaviour both privately and publicly through rewards and incentives, these include:
 - Verbal praise.
 - Positive, supportive and constructive written comments on work.
 - Sending children to show good work to another teacher or the Headteacher.
 - 'Shining Light' certificates are given weekly for exceptionally good work.
 - Awarding of team points/stickers for good work and behaviour.
 - Incentive schemes set up for individual pupils – where necessary.
 - Post cards and notes home.
 - Golden tickets.
 - Dojo points.

What we do if a child misbehaves:

- We ask them to stop misbehaving.
- Where necessary, we discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreement themselves.
- We encourage children to take responsibility for their own behaviour.

Values Sunshine

All classes in school use a value sunshine (Appendix 1):

All children start off the lesson are placed in the centre of the sun and when they show behaviour linked to that value they are moved to the corresponding sun ray, they can also be given another reward e.g. Dojo point or Golden Ticket depending upon what they have been moved for.

Repeated or persistent misbehaviour:

Where there is repeated or persistent misbehaviour, the following will apply:

First time: A look / a gesture / a word / point to the displayed rule / move closer to them / encouragement / focus on work rather than comment on misbehaviour (i.e. what's the next thing you have to do?)

Second time: verbal acknowledgement of unacceptable behaviour using the following; Name and question / humorous (de-escalating response) / reminder of the rule / repeat the instruction / clear description of desired behaviour / warning of the implication of breaking the rule one further time.

Third time: verbal acknowledgement of unacceptable behaviour stating:

- i) that this is the third request for compliance
- ii) an explanation of why the observed behaviour is unacceptable
- iii) an explanation of a consequence if they continue

Fourth time: if the unacceptable behaviour continues then a member of staff can then choose an appropriate sanction such as:

- A number of minutes kept in at playtime.
- Being moved.
- Completing unfinished work at playtime/golden time.
- Loss of privileges such as whole class/school events, fun swims, school outings.

If behaviour continues then the child will be told that their parents will be contacted.

For any Parental Contact, relating to behaviour, a record should be made on CPOMS.

For some of our children it is appropriate for them to have an individual behaviour/ reward chart to support them.

Good Behaviour

If children are consistently behaving well and making the correct choices then they can then be rewarded by being given Dojo's, if they do something outstanding then they can be rewarded with any of the following: Golden Ticket, Shining Light certificate, note home to parents.

CPOMS

Behaviour incidents when 'parental contact' has been made should be recorded on CPOMS.

| Standard System for inappropriate Behaviour |
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| Appropriate expectations for behaviour in class and warnings given. |
| If there is one entry on CPOMS then... Informal contact with parents by class teacher. |
| If on CPOMS for 3 entries in a fortnight, then... Child sent to Senior Teacher, Deputy Headteacher or Headteacher as appropriate and the child's behaviour is then discussed again with parents. |
| Once parents involved formally, then... Individual Behaviour Plan, which may include a daily or a weekly report card, (to encourage positive aspects of child's behaviour). IBP is to be shared with all staff members to ensure consistency. Staff to complete ABC sheets to record the instances and triggers. These are used to pick up patterns and triggers of the behaviour; and as evidence for possible future referrals to other professionals. |
| If child is sent to Senior Teacher or Deputy Headteacher for another incident within a fortnight then... Involvement of Headteacher and formal contact with parents. These will be reviewed as appropriate. |
| If no improvement in behaviour after all steps, then... Managed move to another school, exclusion internal and/or external– fixed period or permanent. |

| Fast track for serious/extreme incidences of inappropriate behaviour |
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| Any incident resulting in deliberate personal injury, racial comments, child on child abuse, use of sexualised language, suspected bullying, leaving school grounds without permission, damage to property, theft of property, malicious allegations against staff, verbally abusing staff or any other serious incident, results in entry on CPOMS and formal contact with parents. |
| Individual Behaviour Plan, which may include a daily or a weekly report card, (to encourage positive aspects of child's behaviour). |

If still no improvement in behaviour the school provides internal exclusion as a last resort before excluding a child from school. A child may be excluded from class for up to three days. Only the Headteacher or Deputy Headteacher may put a child in internal exclusion.

Children who persistently fail to conform to acceptable standards of behaviour will face a fixed period exclusion at lunchtime or for the whole day. Our ultimate sanction is to permanently exclude a child from school. Only the Headteacher can permanently exclude a child.

The hierarchy of sanctions needs to be mirrored by a hierarchy of positive responses. Many children misbehave in an attempt to be noticed / feel special. If this is not possible legitimately, then illegitimate means are used. A positive reward or acknowledgement structure can facilitate this process, so that children know what to do and how to achieve it.

We do not see our responsibilities ending at the school gate and will get involved in incidents which occur on the way to and from school where they impact on behaviour in school. This may also include when children are on a school trip, any persistent behaviour towards another member of the school will also be dealt with in school where it is reasonable to do so. (Such as: persistent bullying – where a child is identifiable from our school – and online bullying).

Reasonable force

The intentional use of force as punishment **is expressly forbidden**. This includes any form of rough handling or physical chastisement. In extreme circumstances, even a threat of inflicting unlawful force can constitute an assault if it causes fear of immediate injury. However, on rare occasions, a reasonable degree of force **may have to be used** to avert the immediate danger of personal injury to another child, to a member of staff or to a child by self-infliction, (see the school's Care & Control Policy). The use of any physical restraint should be used as a last possible resort.

Reasonable force can be used for control and restraint. For example:

- Removing disruptive pupils from the classroom where they have refused to follow instructions to do so.
- Preventing a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restraining a pupil at risk of harming themselves through physical outbursts.

Power to search

The school is within its rights to search a child with their consent for any banned items. (i.e. stolen goods, pornographic material, drugs, alcohol, cigarettes, cigarette papers, matches, lighters, vapes, fireworks or weapons of any kind.) The pupil should be requested to turn out their pockets and open their bags if they are suspected to be carrying something illegal or dangerous including the banned items. The Headteacher and Deputy Headteacher (or most senior member of school staff in their absence) has the power to search a child without their consent where they suspect the pupil has one of these banned items. If a teacher suspects a pupil to have any of these things then they should report this to the most senior member of staff in the school. Searching can include outer clothing and children's possessions such as

Rewards

If children have consistently behaved well, then they are rewarded using the following rewards;

- Sending children to show good work to another teacher or the Headteacher.
- 'Shining Light' certificates are given weekly for exceptionally good work.
- Awarding of team points/stickers for good work and behaviour.
- Incentive schemes set up for individual pupils – where necessary.
- Post cards and notes home.
- Golden tickets.
- Dojo points. In Robin and Heron Classes the children are awarded a Golden Ticket when they earn 10 Dojo points. In Kestrel, Kingfisher, Falcon and Owl Classes the children are awarded a Golden Ticket when they earn 20 Dojo points.

In addition to these individual class teachers may decide to have their own rewards in class.

Sanctions

Children need to feel physically and psychologically safe to encourage them to learn to the best of their ability. It is therefore, essential that we establish, communicate and manage appropriate behavioural expectations and boundaries. This helps guide pupils through the conflict between following impulses and learning how to control them. We understand that, occasionally, some pupils fall short of expected standards of behaviour either deliberately, by acting on impulse or through thoughtlessness. On these occasions we encourage pupils to think about the consequences of their actions and accept any sanctions that, as a result, may follow. As a Christian community reconciliation and forgiveness are very important aspects of the whole process. The acceptance that previous misdemeanours are forgiven helps repair relationships and create a happy environment to work and play in.

It is recognised that some forms of sanctions will be necessary where there are instances of behaviour that are regarded as unacceptable in the day to day running of the school.

The imposition of formal disciplinary measures will be used sparingly and, in most cases, only after repeated use of informal methods have proved ineffective. Any sanctions used should be appropriate and just and employed, wherever possible, in a graded manner according to the circumstances prevailing. Where behaviour does not improve despite all our interventions then the school may complete an Early Help Assessment to enable us to get other agencies involved to support the child and family, this will include TAF (Team Around the Family) meetings.

The following is a list of sanctions that may be used:

- Praising pupils who are behaving appropriately within the immediate vicinity of them (tactical ignoring).
- Awarding of Dojo points to pupils who are behaving appropriately within the vicinity of the misbehaviour (tactical ignoring).
- Verbal/non-verbal individual and public indications of disapproval.
- A minor penalty, where possible, relevant to the offence, e.g. picking up litter for those who drop it.
- Withdrawal of privileges, including school trips, fun swims, whole school events etc.
- Completing a 'community service' task set by the teacher, e.g. sharpening pencils or tidying up. (Please note a member of staff must always supervise a pupil if such sanctions are applied).
- Restitution, repair of wilful damage.
- Time to think at break times.

Restorative Practice

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. As part of our restorative practice at Great Harwood St John's CE Primary School we take part in restorative conversations (see Restorative Conversation 3 Bubble Model – Appendix 2). Children can also reflect on what has happened using the Reflection Sheet (Appendix 3) and for some children it will be beneficial for them to use visual supports such as widget mats or comic strip conversations.

School Incidents

Any incident resulting in deliberate personal injury, racial comments, child on child abuse, use of sexualised language, suspected bullying, leaving school grounds without permission, damage to property, theft of property, malicious allegations against staff, verbally abusing staff or any other serious incident, results an immediate entry on CPOMS and formal contact with parents.

This would also include any serious or recurrent disciplinary or confrontational incidents involving pupils or staff. In such cases an ABC chart (Appendix 4) is completed to provide a full, factual record of events before, during and after the incident should be given and the account signed by the member of staff concerned. The record must include:

- Details of location of incident and the circumstances leading up to it.
- Description of any physical restraint, if used.
- Name of pupils/staff involved, including name/s of any witnesses.
- Description of any injury sustained and action taken.

All contact with parents should be recorded on CPOMS.

Class expectations

From the point of view of ownership, it is good practice for each class to devise, through discussion, its own set of classroom expectations, with accompanying incentives and sanctions. This can be done at the beginning of the school year. The expectations should be based on our School Rules and Values and need to be clearly displayed for reference. They should be few in number and positive, saying what pupils should do. Class expectations belong to the class and should be adopted by any staff teaching that class. They should generally be consistent between classes but could highlight particular concerns for that class. Class expectations can change in response to behaviour trends / concerns.

The following should be considered when thinking about class expectations, incentives and sanctions:

- Teachers' responses need to be clear and predictable.
- They should be appropriate to the level of seriousness of the behaviour.
- Punishments or sanctions that are unfair, inconsistent or really unpleasant tend to be counter-productive.
- The effectiveness of sanctions comes through their being imposed following a warning.
- The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule.
- Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect.
- It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child. This enhances rather than reduces the likelihood that the pupil will want to co-operate with the teacher in future.
- The severity of a sanction should always be kept to a minimum.

- The aim of sanctions is to discourage future misbehaviour (although some form of reparation or atonement can be necessary).
- The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy. Things may be forgiven but they are not forgotten.
- As a general rule, only the appropriate pupil should be aware of complaints about behaviour, i.e. telling someone off on the other side of the classroom can leave everybody feeling told off. It can also have a desensitising effect.

Supporting guidance

Basic assumptions:

- Pupils generally don't misbehave if they are on task and they tend to be engaged on task if:
 - a) Tasks are meaningful.
 - b) The level of challenge is appropriate i.e. not too hard so the pupil feels over-whelmed or confused or not too easy so that the pupil becomes bored.
 - c) Pupils have a clear sense of short-term and long-term goals and receive positive feedback leading to a growing sense of confidence.
 - d) Pupils have a high self-esteem through being valued and the development of a growing sense of competence.
 - e) There is recognition on the part of teachers that a pupil's level of motivation can vary.
 - f) The Teacher / Pupil contact ratio is adequate.
- Pupils need to feel safe and secure, both physically and emotionally.
- That experiences in school can trigger off certain behaviour patterns, (which may have developed out of school). These triggers may relate to learning, peers, adults, authority or organisations. Schools can recognise such situations and attempt to minimise them where possible.

How children can resolve their own difficulties:

In some circumstances, children should be encouraged to take responsibility for solving their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Suggested Strategy for resolving conflict:

- Each person involved speaks without being interrupted.
- Others listen without interrupting.
- They are encouraged to maintain eye contact.

Each child has a turn to say:

- What the other(s) has/have done to upset them.
- How they feel about it.
- How they would like them to behave in future.

No-one is allowed to interrupt or argue and they go on taking turns until everyone has finished. The adult is there to act as a referee, not as part of the discussion. He/she makes sure that the turns are taken and children listen to each other. If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Bullying:

Great Harwood St John's C of E School is committed to preventing bullying and believe that all children should be safe at school, for more information please see our 'Anti Bullying Policy'.

Review

This policy will be reviewed by the Headteacher/SLT on an annual basis.

This policy was written and agreed by Staff and Governors in September 2025.

Appendices

- 1) Values Sunshine
- 2) Restorative Conversation 3 Bubble Model Sheet
- 3) Reflection Sheet
- 4) ABC Chart