St. John's CE Primary School
Friern Barnet
Behaviour Policy
Including Exclusion & Bullying

Focus and attitude are essential prerequisites for good learning. At St. John's CE Primary School, we believe that each child has a right to the best education that can be provided in a partnership between school, parents and the community. We therefore aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. Providing this good learning environment is an important
pre-condition for high pupil attainment. Every child is therefore asked to conform to the rules of the school and parents are kept closely informed so that they can support the systems in use. This policy is based largely on promoting the use of praise and celebration.

Aims:
- To encourage a calm, purposeful and happy atmosphere within the context of a Christian school environment;
- To foster positive caring 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 or her own behaviour;
- To have a constant approach to behaviour throughout the school supported by parental co-operation and involvement;
- To make boundaries of acceptable behaviour clear and to ensure safety;
- To provide clear instructions and expectations for good behaviour;

We believe:
Pupils behave if:
- They are on task
- The tasks are meaningful
- The level of challenge is appropriate ie. not too hard so the pupil feels overwhelmed or confused and not too easy so that the pupil becomes bored
- They feel safe and secure, both physically and emotionally
- They value their learning and know that their achievements are recognised and celebrated

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 follow the school rules
- To take care of property and the environment in and out of school
- To cooperate with other children and adults

Staff responsibilities are:
- To treat all children fairly and with respect
- To raise children's self esteem and help them develop to their full potential
- To provide and deliver a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form a good relationship 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 special as an individual with their own talents and needs and staff use their professional judgement when dealing with a behaviour incident
- To encourage all children to realise that they each have a part to play in the life of the school and that their contributions are valuable and important and help to make our school a happy place for all who work and learn there
- To set clear our expectations of good behaviour
- To discourage unsociable behaviour by promoting mutual respect
- To encourage children to take responsibility for their own actions and behaviour
- To praise good behaviour both privately and publicly
- To discuss good behaviour and how to behave in social situations through PSHE and circle time

School Staff and Volunteers:
- Staff must be familiar with the school '**Anti Bullying'** and '**Safeguarding and Child Protection Policy'** thereby understanding procedures and responsibilities pertaining to issues of child protection and child safety.
- All school staff and volunteers are well placed to observe outward signs of neglect, abuse, changes in behaviour and failure to develop, because they have daily contact with children. They should be aware of the important role the school has in the early identification of the signs and symptoms of physical, emotional, sexual abuse or neglect, and the appropriate referral process within St. John's CE Primary School.

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The 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 at school and to support their learning beyond school hours (i.e. homework)
- 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 in terms of behaviour and learning

What we do if children misbehave:
- Where necessary we discuss incidents with the children involved
- Where possible, we encourage children to try to resolve disagreements themselves
- We encourage children to take responsibility for their own behaviour
- We encourage children to take positive action to 'put things right' and make amends for their misbehaviour

We apply the actions listed below:

Class Agreements
At the start of each year in September, class teachers create a personal class agreement with their class. A discussion takes place in each class about how they want their classroom to feel. Children then consider how to achieve this and expected behaviours are discussed. The number of

expectations is kept to as few as possible (no more than 10), but left to the understanding of the class teacher for their particular cohort. These are positively worded, eg. 'We allow others to concentrate' rather than 'we don't disturb others.' As appropriate, these agreements are signed by all members of the class and staff working within the class. These agreements are reviewed at least termly within each class.

Rewards and consequences across whole school
We recognise praise and positive reinforcement is our most powerful tool in supporting children with their behaviour and attitude.

Strategies for Positive Reinforcement
Class teachers use a range of the following techniques to support the behaviour of the children in their class, taking into account their specific knowledge of individual children and the needs of their cohort.

- Brilliant Book assemblies (certificates awarded weekly to two members of each class from Reception to Year 6)
- Sharing good work with others within class
- House points and House Team of the month / year
- Referral to Headteacher/Key Stage leader
- Circle Time
- Buddy Systems
- Certificate Awards
- Marble jar
- Table points
- Stickers (by class teacher)
- Golden time
- Positive feedback
- Give attention for success, not failure eg. 'Catch them doing good.'

Behaviour system in EYFS
Class teachers and all EYFS staff spend time building relationships with the children in their class to help them feel secure in their environment. This allows adults to know the children well and to support them with their individual needs.

- Catch them being good and give attention to the positive behaviours that we see, ensuring we are specific in detailing the positive behaviour
- In Nursery, happy and sad faces are used; these are displayed on the wall with the children's names around the face. If the children are demonstrating positive behaviour, they are moved to the happy face and conversely if they are showing negative behaviour, they are moved to the sad face. When any names are moved to either face, staff engage children in conversations about why they have been moved.
- In Reception the behaviour management system is as follows: children are rewarded line points for good behaviour and efforts with their work. 5 line points equates to one sticker on their sticker chart. Once their chart is full they get a prize. The sticker chart is completed once

a week. So, for example, if a child has 15 line points they would receive three stickers. If a child is given 3 warnings following negative behaviour, a point will be taken away.

- Children are encouraged to have calm time to regulate their emotions when needed, in line with the zones of regulation.
- EYFS staff talk about feelings and teach children to label different feelings to give children the confidence and a structure to talk about how they feel
- EYFS staff spend time alongside children to support positive behaviour and interactions. They support children with turn taking and modelling language that they may need them to support these interactions eg "Can I have a turn with that when you're finished?" or voicing their needs such as "I'm still using that". EYFS staff also use a 5 minute timer for children who are struggling to share as they need a visual to help them understand.
- Children are encouraged to see how their actions make others feel
- Use the language of empathy- validating children's feelings of disappointment, anger or sadness to acknowledge a child's disappointment and cool off frustrations e.g. 'I can see how disappointed you are, it's so difficult to stop when you are having fun isn't it? But we can play with this again this afternoon"
- Any behaviour of concern that is being repeated is verbally shared with parents along with a solution about what we are doing in class to address the behaviour
- Behaviour that is of concern is reported through My Concern.

Behaviour system in KS1

- Catch them being good and give attention to the positive behaviours that we see and be specific about it
- Reward system (points, Class Dojo) celebrating positive behaviour such as being kind, helpful, good listening, persisting with difficulty, having a go and turn taking
- Traffic light system. All children start the day on the star. They are given a warning when not making good choices. If they are given a second warning, their name card is moved to yellow. The children are given an opportunity to move back onto the star within the lesson. If they do not manage to do this, they lose 5 minutes of their break time.
- If the behaviour continues to be repeated then the child's name is moved to the red. The child is given a sand timer and has thinking time in another classroom (Y2 go to Y1 and Y1 go to Y2). This is then followed by a conversation about why they needed thinking time and what they could do differently next time. Parents are informed if a child is placed on red level.
- Children will have thinking time in another classroom if they are hurting other children intentionally so they come to understand this is not something that is acceptable behaviour. This will then be followed by a conversation with the class teacher. Parents will also be informed.
- Any behaviour of concern that is being repeated is verbally shared with parents along with a solution about what we are doing in class to address the behaviour.
- Behaviour that is of concern is reported through my concern ASAP by the staff member who dealt with the incident.

Behaviour system in KS2
Class teachers select the most appropriate methods for employing the following steps into their classroom, based on their exact knowledge of the children in their class.

Privileged level - "I'm outstanding" a child is placed on here if their behaviour exceeds expectations: reward can include a text home or small prize at the discretion of class teacher.

WOW CLUB on Monday lunchtimes: this takes place usually twice per half term. Each class has a lucky dip which a child's name is placed in when they gain privileged level, produce excellent work or demonstrate outstanding behaviour. There is no limit to how many entries a child can have. Two children from Y3-6 are chosen from their class lucky dip to attend the club. They enjoy treats together and celebrate their achievements.

Green level – all children are on this level unless behaviour exceeds expectations or is unacceptable (see below)

What happens if a child does not keep to their class agreement:

- *Step one* – reminder to stick to class agreement and that the behaviour is unacceptable
- *Step two*- verbal warning that if behaviour does not improve a consequence will be enforced and reasons discussed with child. This incurs the consequence of 3 minutes of their own time missed (at class teacher's discretion eg breaktime).
- *Step three* – yellow level "think about it" - if behaviour not improved following verbal warning, children placed on yellow level. In UKS2 (Y4/Y5/Y6) children complete a reflection sheet (see attached) to consider the impact of their behaviour on their learning and those around them. This incurs the consequence of 15 minutes of their own time missed (at class teacher's discretion eg breaktime). Child then goes back to 'green' Any child placed on yellow level, their behaviour is reported on My Concern.
- *Step four* – red level "internal action" if behaviour still not improved /persistent child placed on 'red' and referred to key stage leader/SLT. Behaviour discussed with child and they are informed that a further consequence would be removal from class. Child placed back on green. Parents will be informed at this step. Any child placed on red level, their behaviour is reported on My Concern.
- *Step five* – if a child is been placed on red for a second time they will be removed from class for a set period of time (usually a session) for reflection. This may also include privileges being denied or removed for a set period of time or a specific event eg house captaincy, monitor's responsibility, non-representation in school competitions, events and sports teams.

Sanctions
Punishments must target specific children involved and are always carried out if threatened. Punishments do not encompass general groups containing "innocent" children.

The most commonly used sanction is a reprimand. It is the consequence of a minor infringement of school rules but it is however a serious matter and must:

- Be issued calmly but firmly
- Criticise the behaviour and not the child and
- Where possible be private and not public

Where appropriate, the sanction will be a related consequence of the misbehaviour. In an attempt to make amends for instance, children who have made a mess will be asked to clear it up; work not completed on time, because of inappropriate behaviour, or homework not given in on time without

explanation, will be done during breaks; inappropriate behaviour towards an adult may result in a letter of apology having to be written.

Unsuitable items in the possession of children will be held by the teacher and returned to the child or the parent at the end of the school day. If the item is deemed dangerous, it will be returned to the parent.

Behaviour Categories
Minor Misbehaviour Including:

- Low Level Disruption, eg. time-wasting, disturbing others, speaking out of turn, having a negative attitude etc.

Sanctions
See steps 1-4 outlined above.

Major Misbehaviour including:
- Persistent Low Level Disruption e.g. kicking under the table; taking/hiding others' possessions; blaming others even when behaviour is not witnessed; making faces; openly whispering about others etc.
- Disrespect towards each other, both verbally and through actions
- Constant repetition of undesired behaviour whilst being fully aware of its consequences
- Having a negative and undesirable attitude towards other children and adults, and a negative approach to their learning
- Behaviour which disrupts the working atmosphere of the class

Sanctions
See step 5 above.

Extreme Misbehaviour Including:

- Swearing or verbal abuse
- Behaving in a way that causes injury to others, eg. throwing stones or physical aggression
- Bullying
- Deliberate damage to property or equipment
- Bringing a weapon to school
- Racist behaviour
- Sexual Harassment
- Violence
- Abuse of authority

Sanctions
Loss of privileges including non-representation in school competitions, events and sports teams (short, mid or long-term)
Parental Involvement
Referral to external agencies, including Police Community Support Officers (PCSO)
Removal from class for a fixed term (internal exclusion)
Temporary exclusion offsite (fixed term exclusion)
Permanent exclusion

Head Teacher and Deputy Head Teacher to give 'Well-Being Governors Sub-Committee' regular updates of unusual behavioural patterns that may emerge from time to time and new strategies and initiatives that the school is deploying to deal with them, in their termly meetings.

Bullying
Definitions of Bullying (Please consult the school Anti Bullying Policy for additional information and guidance)
Definitions of bullying vary, but have three elements in common:
- hurtful behaviour which is deliberate
- hurtful behaviour which is repeated
- hurtful behaviour from which it is difficult to defend oneself

Bullying can involve one or more individuals targeting a lone victim, and can include a 'silent majority' who observe but do not intervene or even incite further bullying.

This hurtful behaviour can be **physical,** ranging from pushing and kicking to a serious assault or **psychological** ranging from taunting and name calling to stalking or the crime of harassment and **indirect bullying** including spreading rumours, writing graffiti or excluding pupils from friendship groups.

Categories of Bullying
- **Racially** motivated bullying exists in schools. A racist incident is any incident which is perceived to be racist by the victim or any other person, (McPherson report, 1999). This can include mistreatment of people because of their colour, ethnic group, nationality, language or socio-economic status. A child is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the victim, but also other pupils from the same group, and their families.
- **Homophobic** bullying is any incident which is perceived to be homophobic by the victim or any other person. People do not necessarily have to be lesbian, gay, bisexual or transgender to experience such bullying. Just being different can be enough. Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval.
- **Gender** bullying is the mistreatment of people because of their gender, also known as sexual harassment. It is characterised by abusive name-calling, looks and comments about appearance, attractiveness, emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions, pornographic material and graffiti with sexual content and, in its most extreme form, sexual assault or rape.
- **Disabilities** - People can also be bullied owing to disabilities (e.g. learning difficulties, physical disabilities or medical conditions). Pupils with special educational needs may not be able to articulate their experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.
- **Cyber Bullying** is the use of e-mail, instant messaging, chat rooms, pagers, mobile phones or other forms of information and communication technology to deliberately harass, threaten or intimidate someone. It is often done by children who have increasing access to these technologies. The problem is compounded by the fact that a bully can hide behind an electronic veil, disguising his or her true identity. This makes it difficult to trace the source, and encourages bullies to behave more aggressively than they might face-to-face.

Cyber Bullying
Schools need to be aware that new technologies can present new ways of bullying. Examples include:
- sending text messages on mobile phones
- establishing a web site and displaying messages of hate
- sending defamatory e-mails

These clearly cause much distress to the victim and given the increased availability of the use of the internet by pupils, it may be that bullying will present in this form more frequently. The school, as part of our Citizenship programme, enjoys close links with the Metropolitan Police; the topic of

cyber bullying is included in the annual programme run by our link CPSC officer. The school enlists the support of the police when incidents of this nature arise.

Schools policies for internet use should contain reference to such practice being unacceptable. There should be clear consequences to such incidents – such as stopping access privileges for a specified period.

Questions to ask about bullying to determine whether or not we deal with it effectively
- Do pupils feel able to tell a member of staff if they are being bullied?
- Do pupils feel able to tell a member of staff if they have seen someone else being bullied?
- Is bullying dealt with promptly?
- Is bullying dealt with consistently?
- Is bullying dealt with fairly?
- Do staff members respond appropriately to racist, homophobic and gender bullying?
- Do all midday and teaching staff respond in line with the whole school approach?

Searching

The law allows school staff to search a pupil for any item if the pupil agrees. Staff must ensure that the pupil understands the reason for the search and how it will be conducted.

Schools must consider the age and needs of pupils being searched or screened. Reasonable adjustments may be required for pupils with SEND requirements.

The headteacher, Deputy Head, other members of the Leadership Team and the Designated Safeguarding Leads have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- To cause personal injury to, or damage the property of, any person (including the pupil).

The headteacher and authorised staff can also search for any item banned by the school rules, which has been identified as an item which may be searched for.

Before Searching

- The authorised member of staff should always seek the cooperation of the pupil before conducting a search.
- If a pupil refuses to cooperate, the member of staff may sanction the pupil in line with the school's behaviour policy.
- The member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for prohibited items.

- The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.
- The use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

During a search

- An appropriate location for the search must be found e.g. away from other pupils, on school premises or on a school trip.
- The law states that the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
- There is an exception to this rule:
    - if it is believed that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency **and**
    - in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil **or** it is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record is kept.
- A member of staff may search a pupil's outer clothing, pockets, possessions, desks, bags or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing (clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear). Staff members should be sensitive to whether outer clothing is worn for religious reasons when conducting a search.
- The member of staff's power to search does not enable them to conduct a strip search.
- A strip search involving the removal or more than the outer clothing on school premises can only be conducted by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. School staff retain a duty of care to the pupils involved and should advocate for pupil wellbeing at all times.

After a search

- Schools should consider whether the search gives cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed.
- If a pupil is found to be in possession of a prohibited item, they should be sanctioned accordingly - see above 'Extreme Misbehaviour'.

Recording searches

Any search conducted for a prohibited item and all searches conducted by police officers should be recorded on MyConcern Safeguarding Suite. The following information should be recorded:

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found

- what follow-up action was taken as a consequence of the search

Informing Parents

- Parents should always be informed of any search for a prohibited item or banned item.
- Complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Screening

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector. The school does not have such devices.

Confiscation

- An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:
  - poses a risk to staff or pupils
  - is prohibited or banned
  - is evidence in relation to an offence
- Members of staff should use their judgement to decide to return, retain or dispose of any items banned from school.
- For prohibited items please refer to <u>DfE Searching, Screening and Confiscation: Advice for Schools, July 2022 publication</u>

Electronic Devices

- Electronic devices, including mobile phones, can contain files or data which relate to an offence,or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images of videos, or evidence relating to suspected criminal behaviour.
- Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.
- If a member of staff conducting the search suspects they may find an indecent image of a child, they should never intentionally view the image, and must never copy, print, share, store or save such images.
- The decision to view any imagery should be based on the professional judgement of the DSL and should always comply with the child protection policy.
- Imagery should never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved.
- If a decision is made to view imagery, the DSL would need to be satisfied that viewing the imagery:
  - A. is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved

  - B. is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or young person or parent or carer in making a report

C. is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting's device or network

If it is necessary to view the imagery then the DSL should:

● never copy, print, share, store or save them; this is illegal. If this has already happened, please contact your local police for advice and to explain the circumstances
● discuss the decision with the headteacher or a member of the senior leadership team
● make sure viewing is undertaken by a DSL
● make sure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team. This staff member does not need to view the images.
● wherever possible, make sure viewing takes place on the premises of the education setting, ideally in the headteacher or a member of the senior leadership team's office
● make sure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images
● record how and why the decision was made to view the imagery on MyConcern Safeguarding Suite, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.
● if any devices need to be taken and passed onto the police, the device(s) should be confiscated and the police should be called. The device should be disconnected from Wi-Fi and data, and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device should be placed in a secure place, for example in a locked cupboard or safe until the police are able to come and collect it.

Exclusion (The School follows LDBS Guidelines regarding all exclusion procedures)
Fixed Term Exclusion
A child who gets into serious trouble at school can be excluded for a fixed period of time. The school can exclude a child if:

● they have seriously broken school rules and behaved in a way which is contrary to the ethos of the school
● allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils

The following details apply:

● only the headteacher or acting headteacher can exclude a child
● a child cannot be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year
● if a child is excluded for longer than one school day, the school should set work for them and mark it
● the school must contact parents on the day an exclusion is given and issue a letter including information on: the period and reason for exclusion, parental responsibility during the first five days of any exclusion to ensure that a child is not present in a public place during normal school hours, whether in the company of a parent or not
● any arrangements made by the school that apply from the sixth day of exclusion

Permanent exclusions

The school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil for a 'one-off' offence.

In the event of a permanent exclusion:

- the school's governing body is required to review the headteacher's decision and if requested, meet with the parents or guardians
- if the governing body confirms the exclusion, parents have the right to appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Additional Strategies to Promote Positive Behaviour.

- The development of whole school behaviour codes with pupils becoming actively involved in their creation;
- The development of school rewards and sanctions which are clearly communicated to all pupils and parents;
- The development of strategies for the early identification of pupils who are experiencing and presenting difficulties within the school setting;
- Training for staff in dealing with difficult pupils;
- Appointment of a school mentor with designated time to support children's issues
- Stronger liaison between schools and other agencies e.g CAMHS.;
- Extra-curricular clubs and external drama groups e.g. Van Dram;
- Pride in the environment.
- Home/School Agreements for Behaviour and Conduct introduced in the New Reception packs

Helping Children to Resolve Difficulties

In order to resolve conflicts children must:

- Recognise and accept their part in a conflict situation
- Take responsibility and 'ownership' of their behaviour
- Possess the skills and strategies to solve conflicts in a fair manner

This means that adults need to play an active part in both overtly teaching and self-modelling the appropriate strategies for conflict resolution. This can be done through:

- Solution-focussed approach where children can rate their behaviour/playtime on a scale of 1-10 and identify ways of improving the situation for themselves
- Open discussions about appropriate/inappropriate behaviour
- Circle Time activities where class issues can be openly addressed
- Circle of Friends scenarios whereby a group supports an individual to modify their behaviour
- SEAL themed weeks, in particular 'Getting On and Falling Out' and 'Relationships'

Children are to be encouraged to seek a resolution in a non-threatening and reconciliatory manner that is of mutual benefit and free from blame.

Monitoring and Evaluation.

Reflect on the following questions:

Is the policy achieving what you hoped it would?

Are there snags which only demonstrate themselves in practice?

Are you and your colleagues modelling the school values?

Do staff show respect for each other?

Do all staff demonstrate respect for the pupils?

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