



*St John Vianney Primary School*

*Behaviour Policy*

*September 2021*

*"Love one another as I have loved you"*

*(John 15:12)*

*Reviewed and amended: September 2021*

*To next be reviewed September 2022*

## Introduction

Our behaviour policy is a key document in achieving the aims of the school. We are a caring, inclusive school at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced curriculum. We believe that we make a difference by creating a safe and stimulating environment where our children and families feel happy and secure. We want every child to be able to engage actively in learning and reach their full potential in all areas of school life knowing that they are cared for and supported.

We believe that an understanding of shared values is at the centre of our life in school so we encourage our children and staff to think and reflect on their values and behaviour, with a focus upon our six core values:

- Respect
- Generosity
- Honesty
- Forgiveness
- Compassion
- Patience

The behaviour of the adults in school is a significant factor in creating success for our children. Thus, being a positive role model and behaving in the way we would like our children to behave is central and shows our expectations in actions and words.

## Home-School Agreement

There is a home-school agreement for all children, staff and parents at our school which was devised in collaboration with staff, children and members of the community. This is available on the school website and all teachers, parents/carers and children sign a new copy at the start of each academic year.

## Class Rules

We are proud to belong to St John Vianney Primary School and each class works together to create a set of class rules to make our school a special place where everyone is happy. All children will sign these rules and these will be spoken about as part of everyday practice.

Class rules will include these principle ideas:

1. Be kind.
2. Be respectful.
3. Try your best.

## Creating a Positive Ethos

We believe that the quality of relationships in our school is our biggest strength and the most powerful tool in behaviour management. Classrooms should always be calm, positive, secure places in which children feel valued and safe. Class routines are essential in creating a sense of security, such as quiet times during registration and after lunch, regular circle time, lining up.

## Rewards and Sanctions

The aims for rewards are to raise self-esteem, to highlight and praise good behaviour which meets our school rules and to celebrate excellent work.

Rewards will be:

- Given immediately after earning
- Given consistently
- Linked to behaviour targets whenever possible
- Proportionate to the achievement

At St John Vianney, rewards given include: -

- Dojo points/Rocket (EYFS)
- Green positive points
- Positive pounds (to 'purchase' prizes at the SJV shop)
- Stickers/stamps
- Star of the week for excellent work/behaviour (given out at Friday Celebration Assembly)
- Speaking to parents at the end of the day
- Phone call home
- Head teacher and special awards

## Sanctions:

Within school we use a Red, Yellow, Green positive behaviour system and children understand that it's 'Good to be Green'. Throughout school, teachers will use a range of strategies to engage children and maintain positive behaviour. After positive strategies have been employed, it may at times be necessary to implement sanctions.

Sanctions will be:

- Given immediately after last warning
- Given consistently
- Linked to behaviour targets whenever appropriate
- Proportionate to the transgression

### Positive Behaviour System Stages

|         |   |
|---------|---|
| GREEN   | All children will begin the day on GREEN. Green positive points will be awarded throughout the day to promote positive behaviour within lessons, around school and outside. |
| Stage 1 | Verbal warning given as a reminder about how to behave appropriately (Orange - no sanction)   |
| Stage 2 | Move to YELLOW - miss 5 minutes playtime (2 yellows in one session means a move to RED)   |
| Stage 3 | *Move to RED - miss 15 minutes of playtime  |
| Stage 4 | *Stay on RED - Sent to a member of Senior Leadership Team for a period of time  |
| Stage 5 | *Continued 'RED' behaviour - Sent to headteacher and phone call home - child may also be asked to speak to parent/carer themselves  |

\*A child can be moved IMMEDIATELY TO RED if they assault another child/adult, damage property in school, steal or their behaviour is deemed to put others at risk of harm. A phone call will be made to parents to inform them.

Behaviour outside of school (particularly in school uniform) may be dealt with in school if the headteacher feels it may adversely affect behavior within school or the reputation of school.

### Persistent and/or Serious Misbehaviour

Each teacher has a CPOMS login to record any incidents that result in a yellow or red card, allowing teachers and senior leaders to gain an insight into any patterns of negative behaviour and act accordingly. Staff are trained in the use of de-escalation strategies and these will be used effectively to minimise the occurrence of serious incidents. All staff are also trained in positive handling techniques, which will only be used when this is deemed absolutely necessary. A separate bound and numbered book is used to record incidents of positive handling. Logs made in this book will be scanned on to CPOMS. This book is stored in a locked cupboard.

When a child causes serious and persistent concern, the class teacher, support staff, parents and senior staff, together with the SENCO and external agencies (eg. Behaviour Improvement Team) if required, shall meet to agree and implement supporting strategies, for example an Individual Behaviour Plan (IBP). These will be written by the class teacher in partnership with the SENCO and monitored on a half termly basis. Internal or fixed term exclusion may be used when the Head teacher and the Senior Leadership Team feel that a situation is sufficiently serious to warrant such a response. The headteacher will then meet with parents/carers to agree a Return to School strategy.

Internal exclusion and fixed term exclusion will be considered in the case of the following behaviours:

- Persistent disruptive behaviour
- Climbing or running around or exiting the school building
- Threatened violence

- Dangerous or violent behaviour towards children or adults
- Repeated or aggressive verbal abuse towards members of staff or pupils, including racist, homophobic or sexual abuse and harassment
- Repeated or aggressive swearing
- Persistent bullying
- Serious damage to school property or personal property belonging to someone else
- Theft of school or personal property

A reintegration meeting with the headteacher will follow any fixed term exclusion.

Permanent exclusion will only be considered in extreme circumstances and would be in line with the DfE statutory guidance - 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017).

### Mentoring

We recognise that children can behave in ways that are challenging and disruptive for many reasons and for this reason we place a high value on the support of our pastoral leader in working with children who have emotional and behavioural issues. Children are referred to our pastoral leader by their class teacher although parents may also request a referral in discussion with the teacher or pastoral leader. Our pastoral leader aims to plan specific interventions with clear achievable targets that children have to reach within a time framework; these may then be reviewed and further targets set or the mentoring process may be complete. Careful notes of all mentoring sessions are kept as a record by the mentor who then reports back on progress to the class teacher.

Early parental involvement is essential if there is a problem of any sort. We encourage parents to know that:

- They will be listened to and their opinions valued;
- Unless a teacher is made aware of the facts, they may not know a situation exists;
- It is important to keep a sense of perspective;
- Under no circumstances must they take action against another child or parent, either physically or verbally.

The behaviour policy will be shared with parents on the school website and via the app. Parents will also be asked to support our behaviour policy on signing the home school agreement.

## Bullying

At St John Vianney, bullying in any form will not be tolerated. The rest of this policy outlines our school's approach to bullying.

Everyone is expected to treat others with kindness and respect and to care for each other so that we come to school without fear and feel safe. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying. The following sections outline how we at St John Vianney aim to prevent all forms of bullying and discrimination, including those as a result of differences in gender, race, ability, sexual orientation or background.

### Objectives:

- To ensure that we all feel safe and free from bullying and intimidation.
- To build an ethos where pupils feel safe, free from threat and intimidation.
- To promote good relationships where all are treated well and where pupils care for each other.
- To educate pupils so that they are informed about bullying.
- To act promptly and effectively at the first sign of bullying.
- To encourage pupils and parents to report any attempted bullying.
- To protect and reassure any victims of bullying.
- To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
- To make this a happy school that is free from bullying.

### Strategies used to prevent and deal with bullying

- Pupils and their parents will be made aware of this policy.
- We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
- PSHE+C (in particular circle time during Jigsaw lessons) will be used to discuss bullying and to ensure that all are aware of what bullying is and how to tackle it.
- All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
- Pupils will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
- Any allegations of bullying will be reported to the headteacher.
- Every allegation of bullying will be investigated and followed up. The incident will be recorded on CPOMs as a bullying incident and appropriate sanctions will be given to those pupils involved.
- The parents of all concerned (victim and instigator) will be informed of any reported incident and will be expected to support this school policy.
- Pastoral and restorative work will be undertaken with both the victims and instigators of bullying.
- Any victim of bullying will be well-protected immediately and in the future.
- Incidents, or allegations, of discrimination, harassment, victimisation, hate incidents and hate crimes will be dealt with immediately and appropriate actions will be taken.

## Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of: age; being or becoming a transsexual person; being married or in a civil partnership; being pregnant or having a child; disability; race including colour, nationality, ethnic or national origin including Gypsy Roma, Travellers; religion, belief or lack of religion/belief; sex /gender; and sexual orientation. These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include: bullying related to appearance or health and bullying of young carers or looked after children or otherwise related to home circumstances. Although these do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers. In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language at St John Vianney even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## Expected Outcomes

- This school will have a warm, friendly, welcoming and safe ethos. It will be a place where bullying is not tolerated and where all will treat others as they themselves would expect to be treated.
- Staff, pupils and parents will have a clear understanding of what bullying is (and its different forms) and know what to do if bullying does occur.

Remember: it is not a sign of weakness to seek help and advice with regard to behaviour and discipline issues. To seek advice shows strength. It indicates you have recognised a problem that needs to be resolved.