



St John's C of E Academy Relationships & Behaviour Policy

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1. Aims

- 1.1** 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 and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

| | | |
|---|---|---|
| BELONG We each belong to a family, class, school, community, a country and the world. | BELIEVE We believe in our ability to become the best we can be and we believe in a God who can help us to achieve anything. | ACHIEVE We are unique and special individuals who have different talents, skills and abilities which we can share and celebrate together. |
|---|---|---|

**RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-
UNDERSTANDING-LOVE-JOY**

| St John's RULES | |
|------------------------|--|
| R | Respect each other, your school and yourself |
| U | Use kind hands and kind words |
| L | Listen carefully to adults in school and follow instructions |
| E | Everyone works hard and works together |
| S | Strive to be the best you can be. |

- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way, but we understand that all children are unique where necessary, flexibility will be considered to best meet their needs.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Rewards and Sanctions

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate and praise children;
 - DOJO points are awarded for a range of kind acts and good work;
 - All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
 - 'Rizzo's Rewards' are awarded to pupils for exceptional work and/or effort which can then be exchanged at the rewards cabinet or banked towards a bigger prize;
 - Weekly attendance prizes and incentives are used to promote good levels of individual and group

attendance;

- We celebrate 100% attendance achievements weekly through the raffle draw where the pupil receives a Rizzo Reward;
- Highest class attendance celebrated – receiving the OWL and choice of extra privileges;
- HOUSE points accumulated over agreed periods leads to trips and visits.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. We do this in our weekly good work worship, via our X (Twitter) page, Facebook, Journal, Tapestry & class DOJO.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. Constant reminders are given to children, particularly in Early Years and KS1, to use the St John's Way, including the Five Ls. These include:

- Eyes **L**ooking
 - Lips together
 - Ears **L**istening
 - Legs crossed
 - Hands on **L**aps
- If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
 - If a child continues to struggle, we will provide an alternative space in order to further support them in making the right choices.
 - The safety of children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
 - If a child threatens, hurts or bullies another pupil, the class teacher records the incident (CPOMS), and seeks support for the child.
 - Physical violence directed towards any member of staff in school will not be tolerated. If it is believed that the acts are deliberate or intentional, the consequence will be a suspension.

2.4 Below is an agreed list which outlines the **steps** that will be taken by the adult leading a group. Prior to these steps being initiated, staff will aim to use other methods and strategies of reminding pupils of the standards, expectations and rules. The table, Appendix 1.0, will be used as a visual reminder to pupils if they are falling below the expected standard.

2.5 Across school, we will also use, where possible, signs and symbols from 'widgit-online', which encourages and supports pupils to communicate, understand and express themselves, using visual aids, when words are sometimes difficult to use. Makaton is also used across the academy, predominantly in classes where it is most needed, but widely encouraged and practised such as in Collective Worship.

Step 1 - The adult will remind the child of the school rules and the high expectations we have across the Academy. In most cases, this should be enough to refocus the child who will then reengage in the lesson or activity.

| St John's RULES | |
|-----------------|--|
| R | Respect each other, your school and yourself |
| U | Use kind hands and kind words |
| L | Listen carefully to adults in school and follow instructions |
| E | Everyone works hard and works together |
| S | Strive to be the best you can be. |

Step 2 – The adult will let the child know that this is now the second time that a *behaviour* has had to be addressed. At this point, the adult will ask the child to move to another seat/area in the room. The child will also be reminded that if there are further incidents, they will have to go to a partner classroom for the remainder of the session.

Step 3 – If a third occasion arises where the child must be spoken to about their *behaviours*, they will be asked to go to a neighbouring class to complete their work. This will also result in a discussion with a member of the Senior Leadership Team at lunchtime on the same day or the day after where necessary.

All conversations with pupils will be in relation to their behaviours and attitudes, not the child themselves. Under no circumstances will an adult refer to a child being 'naughty' or use any other language that may be perceived as humiliating or cause offence.

At St John's, we focus on celebrating all pupils' positive attitudes and achievements. We do this through:

- DOJO points
- Messages via DOJO to parent/carers
- Stickers
- Verbal praise
- Go and Show
- Rizzo Rewards
- Work 'framed'
- Good work worships

We strongly believe that a robust home-school working relationship is crucial in supporting children at St John's, and we ask parents to engage with us.

2.6 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 only intervene physically to restrain children or to prevent injury to a 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.

3.0 The Role of all staff – Positive Relationships

Ideas and suggestions taken from Louise Bomber's book "Know me to teach me"

3.1 What we believe:

- In this school we integrate Attachment Aware and Trauma Responsive interventions into our everyday practice.
- From research we understand that the toxic stress involved in ACEs impacts the nervous systems of human beings.
- From research we know that rich relational interventions can bring about recovery so that children can function well at home, school and in their communities.

- We will not discriminate how we relate to pupils in our care as we believe each pupil is worthy of our time energy and patience. We will differentiate according to need.

3.2 Who we are:

- We see it as our responsibility to be stress and shame regulators for the pupils in our care.
- We see it as our responsibility to learn all about our pupils- what they have experienced, their stressors, their calmers and their resilience factors.
- We will be wise with our words
- We will see it as more important to maintain connection with a pupil rather than proving a point or getting our point of view across.
- We see it as our responsibility to remain regulated throughout the school day taking regular quality breaks and pressing the pause button occasionally to regulate ourselves.
- We see it as our responsibility outside of school to look after our own relationship and regulation needs and to keep healthy in body and mind.
- We remember that everyone is doing the best they can with what they have lived through to date.
- We try really hard not to take rejection and personal insults personally as we know that some pupils have experienced betrayal and do not trust adults in the moment.
- We will let others know if we are struggling so that we can engage in safe quality practice.
- We will be aware of the boundaries of our skill set.
- We will identify someone we trust in our work capacity to be our professional key adult to give permission to check in on us on a regular basis in order to support our self- care.

3.3 How we will work with our pupils who have experienced relational trauma and loss

- We will know their story.
- We will provide relational buffering.
- We will allocate a key adult.
- We will prioritise spending quality time with our pupils, being physically and emotionally present, attuned, attentive and responsive.
- We will always prioritise maintaining positive relationships with our pupils whatever other demands are going on, engaging in quality moments.
- We will intentionally use warm and open faces and body language, a varied tone of voice, humour and playfulness in order to support feelings of safety and security.
- We will be curious about why pupils do what they do, wondering aloud so that our pupils have the opportunity to be curious too.
- We will not problem solve or reassure before first really communicating that we have heard what they are trying to tell us.
- We will use the **4 Rs** (Perry's Neurosequential Model of Education) and are mindful of the order needed: **Regulate, Relate, Reason, Repair**. Also acknowledging the need to revisit stages if pupil's stress levels indicate they are not ready.
- We will use **Theraplay** informed practice in our work.

3.4 Transitions

- Genuine care and a sense of them not being forgotten will be communicated.
- If the pupil needs to leave suddenly the key adult will make all necessary efforts to say goodbye by using cards.
- If an adult needs to leave school we will make sure that the pupil has a carefully thought through and staggered goodbye.
- If an adult needs to change their regular commitments, we will take all necessary efforts to communicate this change to the pupil directly and with compassion. The adult will also swap something like a pen or pencil case to help manage the separation or change of plan.

3.5 Provide Relational Repair

- We will never leave a pupil on their own after a difficulty.
- If an interaction with a pupil becomes difficult for the adult, the adult will take time out to get themselves regulated before re-engaging at a later stage.
- As adults we will always apologise directly to the pupil if we misunderstand them.
- If something needs to be repaired we will join in too even if we don't consider the difficulty to be our own personal responsibility.

- If there is a tension build up in the classroom we will ensure we check in with our assigned pupil to reassure them.
- If something goes wrong we will seek understanding from the pupil themselves rather than making our own assumptions.

3.6 Our aims include supporting all pupils to:

- Function well at home, school and in their communities.
- Experience safety, security and stability in our care.
- Reduce their blocked trust.
- Increase their comfort zone.
- Increase their stress tolerance.
- Increase their self- awareness.
- Strengthen their sense of self.
- Increase their internal controls.
- Strengthen their resilience.
- Feel confident and secure enough to explore, experiment, be curious and open to learning.
- Develop a personalised tool kit that will support them to move from alarm to social engagement.
- Integrate their past experiences into a coherent narrative.

3.7 We will measure effectiveness by:

- Checking attendance data.
- Using the Boxall Profile.
- Seeking the pupil's own views about their mental health and wellbeing.
- Logging how many times SLT have to deal with serious incidents.
- Measuring their learning progress, in comparison with themselves not their peers.
- Logging any transitions made between classes or schools mid-year.

4.0 The Role of the Principal

- 4.1** It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety, and welfare of all children in the school.
- 4.2** The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3** The Principal keeps records of all reported serious incidents of misbehaviour.
- 4.4** The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5.0 The Role of Parents

- 5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 5.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the

school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- 5.4** If the school has to use reasonable sanctions with a child, parents should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal via the school office. If concerns raised with the Principal continue to be felt, parents/carers can contact the school governors via the email address: governors@stjohnsworksop.snmat.org.uk

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. The information for this can be found on the school website under policies.

6.0 The Role of Governors

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.
- 6.2** The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

7.0 Suspensions and Permanent Exclusions

- 7.1** Only the Principal (or the acting Principal) has the power to suspend/exclude a pupil from school. The Principal may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a suspension into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the Principal excludes a pupil, he informs the parents immediately, giving reasons for the suspension. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3** The Principal informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.
- 7.4** The governing body itself cannot either suspend a pupil or extend the suspension period made by the Principal.
- 7.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.
- 7.6** When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 7.7** If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

8.0 Monitoring

- 8.1** The Principal monitors the effectiveness of this policy on a regular basis. He also reports to the

governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- 8.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- 8.3** The Principal keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 8.4** It is the responsibility of the governing body to monitor the rate of exclusions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will be reviewed every two years led by the Principal and along with other relevant stakeholders.

9.0 Links with other policies



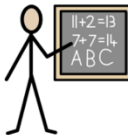


This policy is linked to our:


- Anti-Bullying Policy
- PSHE/SRE Policy
- Child-on-Child Abuse Policy
- E-Safety Policy
- British Values Statement
- SEND Policy
- Equalities Act

Appendix - 1.0


The Rules table will be used in class, visible to children, so that the session leader can remind pupils, without wasting T&L time, that their behaviours are falling below the expected standard. This approach is used in KS2.


| Pupil's Initials | Pupil's Initials | St John's RULES | | Pupil's Initials |
|------------------|------------------|-----------------|--|------------------|
| | | R | Respect each other, your school and yourself | |
| | | U | Use kind hands and kind words | |
| | | L | Listen carefully to adults in school and follow instructions | |
| | | E | Everyone works hard and works together | |
| | | S | Strive to be the best you can be. | |


| | | | | |
|---|---|--|---|---|
|  me |  a friend |  a teacher |  an MDS |  my class |
|---|---|--|---|---|



my mum


Who has been affected?



other children


my dad



group



my family



people in the community

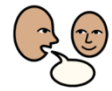

animals



my carer



someone else



write it down

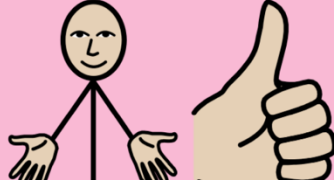

write a letter


talk with someone



say sorry to someone


fix something


have thinking time


What needs to happen to put it right?


tidy up


make a change

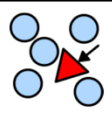

clean something

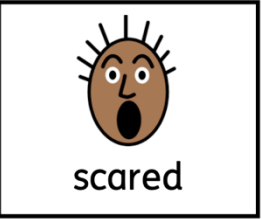
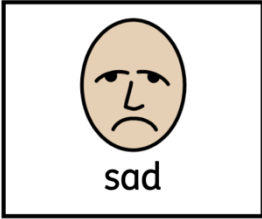

make a plan


practice

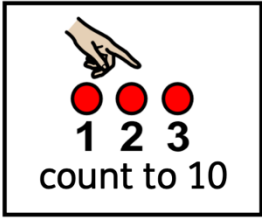
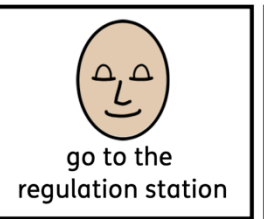
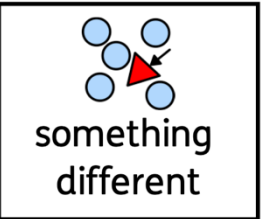
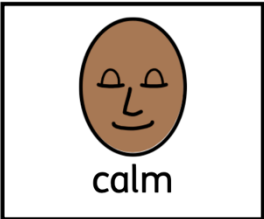
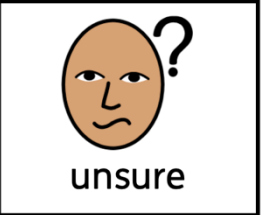

finish my work


get dressed

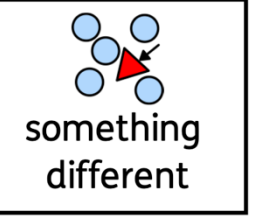
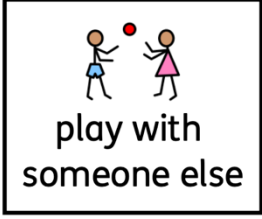
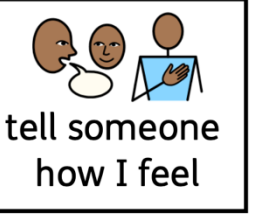

something different

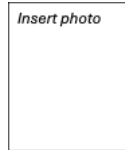


How do you feel now?



Next time I could...





My Regulation Plan -
 Class.....

| | | |
|--|---|--|
| <p>You will see:</p> <ul style="list-style-type: none"> • I will be settled. • I will be listening to the teacher, working at my desk or joining in with an activity – maybe with a learning partner. • I may be doodling in my doodle book or holding a cuddly toy; these help me to keep regulated. • I may not look at the teacher or join in with discussions but I am often listening and will be able to talk about the learning later. | <p>You will see:</p> <ul style="list-style-type: none"> • I will be fidgety. • I might swing on my chair. • I might disturb the other children on my table – take their things, poke them. • I might get out of my chair, wander, round the classroom, play in the sink. | <p>You will see:</p> <ul style="list-style-type: none"> • I may look hot – red face and I might take off my jumper and tie. • I might hit out at people near by. • I might shout. • I might destroy my work and throw things. • I might leave the classroom. • I might cry, curl up and sit in a corner. |
| <p>Strategies to support me:</p> <ul style="list-style-type: none"> • I like sitting next to a friend. • Let me have a fiddle toy. • Sometimes I like to draw or doodle in a doodle book. • Break my learning into chunks – eg ‘Do 3 maths questions then you can have a time in the book corner’. | <p>Strategies to support me:</p> <ul style="list-style-type: none"> • Sit next to me and make sure I can do the task. • Give me a movement break – a walk to another class. • Sometimes time on an ipad – Nessy or TTRS may help. | <p>Strategies to support:</p> <ul style="list-style-type: none"> • Let me sit on my own in a safe place until I am calm. • Let me go out of the classroom with an adult to support – a run around the playground, playing with a basket ball might help. • Time in the Nest with sensory equipment. • Don’t shout at me. • Don’t make me sit down. |

Appendix 4.0

Hierarchy of Support

Name XXXX



| Behaviours We Might See: | Support Mechanism / Consequence: |
|---|--|
| <ul style="list-style-type: none"> Confrontation e.g. threatening body language, slamming of doors, shouting at adults, kicking chairs over, knocking things over. Deliberately acting in a manner so as to cause annoyance, irritation or upset, slander, dishonesty intended to cause harm to others. Persistent defiance despite support mechanisms being offered. | <ul style="list-style-type: none"> Attempt support mechanisms as below. Consequences should be explained to XXXX when her behaviour has calmed, and he is at post crisis point. It must be made clear to XXXX that they are to help her and support her to learn. If XXXX displays high level behaviours towards staff, as per behaviour policy, XXXX should receive an appropriate consequence. Escalation to a Behaviour Support Plan. Possible suspension. Ensure that all possible exits out of the school premises are locked. If XXXX attempts to climb the fence, we calmly ask her to come down and give a firm warning of the possible dangers outside of the school premises without supervision. If necessary, positive handling may be needed to support XXXX. There should be a last resort and should be recorded afterwards. |
| <ul style="list-style-type: none"> Doesn't respond to calming techniques from the adult and dismisses their options for help e.g. calming space alone/turnaround box/use of stress or fidget toy. Rudeness e.g. answering back, inappropriate voice tone, inappropriate body language, interrupting or talking over the teacher, rude facial gestures. Verbal insults towards peers/adults e.g. name calling, unkind comments. Evasion e.g. walking away from staff/learning environment. Ripping up work and ripping work out of books. Dishonesty – not telling the whole truth. Unsafe actions – running through school or outside away from staff. | <ul style="list-style-type: none"> Offer a time out - allow XXXX to go to an agreed calm down space within school premises to calm down – Dark Room or Searchers Class if available. Ensure that the space he is in is quiet but that he can still be supervised from a distance to ensure her safety. Allow XXXX 30 minutes to calm down. Stay at a distance and stay quiet. Then, attempt emotion coaching methods and validate how XXXX may be feeling e.g. 'I understand you're feeling worried/anxious, and I want to help you with that. I'm sorry you're feeling this way. But you cannot act in this way because...' Try to involve XXXX in deciding her next steps. What do you think would be helpful to do next? Approach XXXX at an emotional level that you think she may be working at. If mechanisms above do not work, call Mum in first instance to notify her that XXXX is unsettled and seek advice/ask for them to come into school to help calm XXXX. Consequence as stated on her timetable for not following instructions/expectations e.g. loss of reward. |
| <ul style="list-style-type: none"> Low level behaviours such as – <ul style="list-style-type: none"> Not settling to learning, talking at inappropriate times, not completing set tasks, deliberately distracting or interfering with others during structured learning time. Not willing to explain to adults if she seems to feel uncomfortable or upset. | <ul style="list-style-type: none"> Space to calm down. Involve XXXX in what he needs to be able to complete her work. Is there a barrier he is facing? If XXXX is struggling to understand, - offer a time out. Emotion coaching methods e.g. 'I understand you're feeling worried/anxious, and I want to help you with that. I'm sorry you're feeling that way. What do you think/need? Would it be helpful if...? Let's do this.....Then we will return to class.' Validate feelings with encouraging words e.g. 'I understand why you feel that way', 'I can tell this is really important to you' Coping mechanisms e.g. calm box, stress/fidget toys. Attempt to divert XXXX's attention to things that may help regulate her behaviour e.g. completing jobs, helping younger children for a set amount of time, visiting the office for 5 minutes. Then, return to her work. Be very clear on the time that you will have <u>completing</u> a different task before returning to her work. Measure this using a timer, so that XXXX can see. Offering regular brain breaks Timed activities followed with reward. |
| <ul style="list-style-type: none"> Calm behaviour in the classroom – engaging calmly in learning Following clear timetable or task ladder set by Mrs Godley Taking part in all lessons Following instructions, rules and routines with respect for both adults and peers. Engaging well with peers XXXX engaged in learning well if being taught by another adult in school. Communicating with staff if he feels uncomfortable/uneasy about a situation. | <ul style="list-style-type: none"> Positive praise Bespoke timetable which shows XXXX's day Task ladder with short tasks. If XXXX finishes these, given the option to complete more tasks. Use of positive visuals to reinforce desired behaviour e.g. praise postcards, stickers. Regular reminders and encouragement of how proud we are of XXXX for showing the behaviour we know he is capable of. Meet and greet time each morning to support emotional regulation during entry to school. |

In the event of XXXX leaving the school premises. Staff members will:

- Not chase XXXX as this could cause further panic/distress and could result in XXXX running into the road or other hazards.