



# Behaviour Policy

St John's & St Peter's Church of England  
Academy

<b>Approved by:</b>	Board of Trustees	<b>Date:</b> 12 <sup>th</sup> December 2022
---------------------	-------------------	---

<b>Last reviewed:</b>	June 2023
-----------------------	-----------

<b>Next review due by:</b>	June 2024
----------------------------	-----------

## Contents

1	Purpose of the positive behaviour policy	3
2	Legislation and statutory requirements	3
3	Roles and responsibilities	3
4	Definitions	3
5	Practice and procedures	4
6	Complex behavioural needs / SEND	5
7	Policy links	7

### Mission Statement

All Saints Multi Academy Trust, Birmingham

**God’s Love in Action**

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self-belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

## 1. Purpose of the positive behaviour policy

Our academy is committed to the emotional health and wellbeing of its staff, pupils, and parents/carers. We wish to work towards this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole community.

The positive behaviour policy is for all staff, pupils, parents, carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

In our school, we aim to:

- Have agreed framework for a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Develop self-confidence and self-esteem, showing pride in our achievements and our school.
- Be kind and considerate to others.
- Respect differences and gain understanding through other people’s opinions.
- Support children and develop their skills of self-regulation.

At St John’s and St Peter’s CE Academy, we believe every interaction with every child matters every time. We believe that relationships are at the heart of the education and, fundamentally, behaviour is most effectively managed when there is a positive relationship between adults and children. We know that creating a positive environment for all members of the school community are paramount to successful behaviour outcomes. We believe that our Christian values supports our children to make positive behaviour choices underpinned by their moral compass and our shared values.

We celebrate our children every Friday in whole school devotion for their fantastic work on our ‘WOW work wall’ and celebrate the success of the most Class Dojo’s of the week. This is put on the school online platform (School Dojo) for parents to see.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)

### 3.Roles and responsibilities

#### All staff must:

- Take time to welcome children at the start of the day and each session, preferably greeting them at the door of the classroom.
- Be ready to connect with pupils before they correct them.
- Award dojo points for positive behaviour
- Always address children who are struggling to meet expectations.
- Always redirect children by referring to the school rules.
- Prepare the children for home time, walk them out of school and send them home on a positive note and in a calm manner.
- Consistently use Behaviour Recognition Boards.
- Follow up every time, retain ownership and engage in reflective dialogue with our learners.
- Deliberately and persistently catch children doing the right thing and praise them in front of others, using stickers, notes, certificates etc.
- Know classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.
- Wherever possible, use non-verbal cues to support a calm environment.

#### The Senior Management Team must:

- Take time to welcome learners and their families at the start of the day.
- Be a visible presence around the school, particularly at busy transition times.
- Regularly share good practice.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Award dojo points around school for positive behaviour and calm transitions.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use CPOMs to target and assess interventions.
- Support teachers in managing children with more complex or distressed behaviours.

#### Pastoral Care Manager must:

- Support Teachers and support staff with behaviour strategies.
- Monitor the implementation of this policy on a regular basis.
- Monitor and evaluate children's behaviour.
- Support children with complex behavioural needs.
- Advise their families of strategies and external agencies if required.
- Work with external agencies.

#### Executive Head/Head of School must:

- Implement the school Positive Behaviour and Policy consistently throughout the school.
- Report to the governors/trustees, when requested, on the effectiveness of the policy.
- Ensure the health, safety, and welfare of all children in the school.

- Support the staff by implementing the policy, setting the standards of behaviour, and supporting staff in their implementation of the policy.
- Keep records of all reported serious incidents of behaviour.
- Give a suspension (formerly known as a fixed term exclusion) to individual children for serious acts of misbehaviour.

#### **Class Teachers must:**

- Implement the behaviour policy consistently.
- Provide a safe and welcoming environment.
- Model positive behaviour with both the adults and children.
- Provide a personalised approach to the specific behavioural needs of pupils, including the planning and direction of relevant staff.
- Record behaviour incidents.

#### **The role of parents/carers:**

- Parents/carers work with the school so that children receive consistent messages about how to behave at home and at school.
- We expect parents/carers to read and support the school rules.
- We expect parents/carers to check in on classroom dojo to monitor their child's progress.
- We expect parents/carers to support their child's learning and co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school must use reasonable consequences to help a child follow the school rules and learn well, we expect parents/carers to support the actions of the school.
- Attend all parental consultations during the year. Inform school as soon as possible if they have a concern about their child's behaviour, or the behaviour of another child towards their child.

#### **The role of pupils:**

- To learn to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To uphold the school's rules.
- To follow the instructions from the staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To take a pride in themselves, their class, and their school.
- To move around the school and work in a quiet, orderly manner.
- To take responsibility for their actions and make amends for any inappropriate choices they may make.

#### **The role of Governors:**

The Local Academy Board is responsible for setting down these general guidelines on standards of behaviour and reviewing their effectiveness. The governors support the Executive Headteacher/Head of School in adhering to these guidelines.

The Executive Headteacher/Head of School has the day-to-day authority to implement the school's policy on behaviour, but governors may advise about disciplinary issues. The Executive Headteacher/Head of School must take this into account when making decisions about matters of behaviour.

These bullet points are influenced by the Department of Education standards for the class teacher. Teacher Standard 7 states teachers must manage behaviour effectively to ensure a good and safe learning environment have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

### **Child's Voice:**

Through pupil conferencing we found out the children's views about behaviour:

- They want a fair system.
- Good behaviour is being a good friend, following the school rules, being a role model, helping someone when they are left out, making someone's day, and trying your best.
- Our WOW work wall and Dojo's is a brilliant way to recognise wonderful work. It makes children try even harder due to the celebrations.
- They feel safe in school and know who to talk to when they feel worried.

## **4. Definitions**

### **Types of Behaviours**

#### **Tier 0: Behaviour is good.**

##### **'Good behaviour' is defined as:**

- Showing respect for differences and being tolerant of different beliefs.
- Trying your hardest in every situation and applying yourself the best that you can.
- Treating everybody as they would like to be treated.
- Being safe in and around school (people and property).
- Speaking politely to children and adults.
- Listening to others and valuing what they have to say.

(All of these behaviours are encompassed by our 5 School Rules)

#### **Tier 1/2: Low level Disruption**

##### **Low level disruption is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes, including out of seat / calling out / interrupting teacher during lesson.
- Inappropriate language.
- Not keeping hands and feet to themselves
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

#### **Tier 3: High Level Disruption**

##### **High level disruption is defined as:**




- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Physical Attacks on Adults
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Knives or weapons
- Stolen items
- Child on child abuse



Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of any person (including the pupil).

## 5. Procedure and practice

### Expectations

In our school we prefer to take a proactive approach to behaviour. Our expectation is to provide a positive and stable environment. The school uses Teaching WALKTHRU by Tom Sherrington and Oliver Caviglioli. The book is supported by evidenced based research. It is a professional learning system, that uses instructional coaching which enables us to provide a positive, consistent approach across the whole school. Staff are trained in how to implement the below strategies:

WALKTHRU	
Positive Relationships 	<ol style="list-style-type: none"> <li>1. Establish norms around clear role and boundaries</li> <li>2. Communicate kindness</li> <li>3. Learn names and use them</li> <li>4. Combine assertiveness with kindness</li> <li>5. Always be the adult</li> </ol>
Establish your expectations 	<ol style="list-style-type: none"> <li>1. Decide your expectation</li> <li>2. Communicate your expectation</li> <li>3. Reinforce your expectation</li> <li>4. Redirect, correct or challenge</li> <li>5. Sustain your expectation</li> </ol>
Rehearse routines 	<ol style="list-style-type: none"> <li>1. Design your routine</li> <li>2. Walk through each routine</li> <li>3. Teach signals</li> <li>4. Make routines routine</li> <li>5. Refresh or reboot</li> </ol>
Transitions between activities	<ol style="list-style-type: none"> <li>1. Establish expectations for every activity type</li> </ol>

	<ol style="list-style-type: none"> <li>2. Verbally walk through the transition</li> <li>3. Check for understanding</li> <li>4. Signal, switch, re-focus</li> <li>5. Review, refine and rehearse to improve each routine</li> </ol>
<p>Lesson disruption</p> 	<ol style="list-style-type: none"> <li>1. Evaluate the situation</li> <li>2. Tackle it; don't tolerate it</li> <li>3. Take the least intrusive approach</li> <li>4. Enact and narrate choices and consequences (behaviour tier system below)</li> <li>5. Re-focus the learning</li> </ol>

### School Rules

Our school rules promote the positive behaviours we expect to see around the school and apply to all stakeholders. The rules apply in all areas of the school and when on trips or residential.

- Respect everybody and everything.
- Use all opportunities to do your best.
- Look out for the safety of everyone.
- Each choice you make is your responsibility.
- Speak and listen politely.

The rules are used as guidance to award Class Dojo Points (an online platform - <https://www.classdojo.com>). This is recorded and parents/carers can see the area they have achieved in. In some circumstances children will need to be reminded of behaviour they need to improve on. The class teachers will use common language and use their training on positive behaviour management (as set out in the tier system below). If required a ClassDojo point will be removed in the area that requires improvement, parents /carers will access to this information via the platform.

### Class Dojo

Classroom dojo is an online tool, which the school uses to monitor behaviour and keep parents informed with what happens in and around school. Each child and parent are allocated an account, where they can receive information and photographs from the school office team. Every child is given a profile which can gain points for positive behaviour. Each point is linked to a different expectation around school, some in class and some outside of the classroom. Children are awarded points for positive behaviour and can use their points for certain prizes and events at various times in the year. Children can lose dojo points if they move into stage 1 of our behaviour system but are given an opportunity to redeem themselves by showing a positive change in behaviour. However, they can be lost if they continue to show that their behaviour needs work and enter stage 2. The “needs work” point deduction on classroom dojo is linked to each of our school rules, demonstrating that we should always be upholding the core values and rules of our school. Parents can see their children’s points and why points were deducted if that child has broken a school rule and not redeemed themselves. This process ensures that the parents are informed and are an active part in our behaviour system. Children work together on whole class points, based on positive behaviours. Every week, classroom dojo displays the percentage of positive rewards for each class and are then entered into a leader board, where the top 3 are announced on a Friday. The class with the highest percentage of positive behaviour receive a trophy to display in their classroom for that week.



## Suspensions and Exclusions

In the event of high-level disruption this will be dealt with by the Pastoral Care Manager or a member of the Senior Leadership Team. If all behaviour strategies have been exhausted and all needs have been considered, the last resort will be to begin the process of:

### Suspension (formerly known as Fixed Term Exclusion)

Suspensions will occur following extreme incidents at the discretion of the Executive Headteacher / Head of School. A suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents/carers and arrange meetings to discuss.

### Permanent Exclusion or Managed Move Exclusion

This is an extreme step and will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

## Violence

We take incidents of violence towards another person very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff are trained Team Teach which is an accredited, award-winning provider of positive behaviour management training, which equips individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.

Team Teach has taken the lead in developing and supporting positive which promote a balanced approach towards reducing risk, restraint and restriction.

The Health and safety of our pupils and staff involves anticipating foreseeable risk and taking reasonable practicable steps to reduce them. Team Teach supports a range of techniques that have been both risk assessed by independent experts the techniques have also been medically assessed. Below is a list of technical terms used to explain Team Teach techniques:

- Help Hug - one are around the shoulders with the nearest hand on the nearest shoulder or covering just above the elbows
- Guiding Elbows - arms or cupped hands placed just above the elbows to prevent hazardous movement.
- Single Elbow - Two carers standing, sitting or kneeling alongside the individual each holding the nearest forearm parallel to the ground with the elbow tucked back. The other Caring C supports the front of the shoulder. Supporting pressure is through the hips to protect backs and heads.

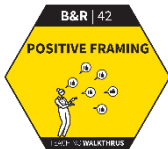

Only staff who have been trained should hold a child. All staff should report incidents directly to the St John's and St Peter's Head of School or member of SMT and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults and child involved.

Therefore, are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SMT. While incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but we still need to show compassion and care for the child. An exclusion will only happen once we have explored several options and have created a plan around a child.

**Tiered Approach to behaviour**

Below, is a tier system of how we approach behaviour and how to address different levels of disruptions.

The tier system identifies when certain WALKTHRU strategies should be used at what level.

Tier 0 – Behaviour is good		
<p><b>What are the concerns?</b></p> <p>No concerns</p>	<p><b>Who should deal with this?</b></p> <p>Class staff should use the behaviour of child to reinforce positive behaviour to others</p>	<p><b>What is our response?</b></p> <p>Praise – ‘WALKTHRU’s, Positive Framing pg 42 and 43.</p>  <p>Give Class Dojo Feedback – ‘Positive’</p>
Tier 1 – Low level concerns: low level classroom disruption ie: tapping pencil, talking in class		
<p><b>What are the concerns?</b></p> <p>Children are not learning</p> <p>Child is not following the school rules and ethos</p>	<p><b>Who should deal with this?</b></p> <p>Classroom Staff</p>	<p><b>What is our response?</b></p> <p>Use script from ‘WALKTHRU’s training’ – Choices and Consequences pg 46 and 47 (keep language positive)</p>  <p>Remind child of school rules</p> <p>Give Class Dojo Feedback – ‘Needs Work’</p>
Tier 2 – Repetitive low-level disruption		
<p><b>What are the concerns?</b></p> <p>Continuous interruptions to learning</p>	<p><b>Who should deal with this?</b></p> <p>Classroom staff</p>	<p><b>What is our response?</b></p> <p>First response to direct child to a quiet space to think – use script from ‘WALKTHRU’s’ – Narrate the consequence step 4, page 47 (keep language positive)</p>

<p>Child is not following the school rules and ethos</p>		<p>Use A D A P T page 153</p> <p>Possible IBP/Flow Chart</p> <p>Child may incur a small ‘time penalty’ taken from their own time (no more minutes than their age)</p>
<b>Tier 3 – High-level disruption</b>		
<p><b>What are the concerns?</b></p> <p>No learning is happening</p> <p>Safety of the children</p>	<p><b>Who should deal with this?</b></p> <p>PCM or member of SLT in the office</p>	<p><b>What is our response?</b></p> <p>To do a Functional Behaviour Assessment following the behaviour equation <math>A \rightarrow B \rightarrow C</math> (Antecedent, Behaviour, Consequence)</p> <p>To use behaviour resources ie: Changing my Behaviour, School Rules Worksheet, Green Path and Red Path</p> <ul style="list-style-type: none"> <li>• Record on CPOMs</li> <li>• Resources from the STICK team</li> <li>• IBP/Flow Chart</li> <li>• Possible internal exclusion, suspension, or permanent exclusion</li> </ul>

**Beyond the School Gate:**

While this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school-related activity.
- Travelling to or from school.
- Wearing our school uniform.
- In some way identifiable as a pupil from our school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school. In the incidences above, the Executive Headteacher/Head of School may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a public member, the police will always be informed.

**6. Complex behavioural needs / SEND**

Behaviour is often a way of communication therefore at St John’s and St Peter’s CE Academy we work with our families to identify what support is required and overcome their barrier to learning. The first step will be to do a Functional Behaviour Assessment to identify the cause of behaviour. We then can

adapt our strategies to support the child for example visual aids, social stories and ensuring we maintain positive safe relationships.

Individual support plans (IBP, SSPP, EHCP) will be created and work alongside the whole school approach. If external agencies are required, the appropriate referrals will be made. Early Help Assessments are also a useful tool for families to work with the school to acknowledge what works well and what we are worried about. This helps identify the needs and apply the appropriate support ([Early Help Assessment | Birmingham City Council](#)).

## 7. Policy links

- Child Protections and Safeguarding Policy
- Anti-bullying Policy
- Child on Child Abuse Policy
- Online Safety Policy
- Exclusions Policy
- Special Educational Needs and Disabilities Policy
- Staff Code of Conduct