



## St John the Evangelist Catholic Academy Behaviour Policy

*“Lord be thy word my rule”  
(School Motto)*

In accordance with our Mission statement, at St. John the Evangelist, we strive to secure a shared vision for all associated with our school community. Fundamentally, we aim:

*‘To provide a caring environment which seeks to promote the development of self-respect and respect for others.’*

In order to achieve this successfully, we are firmly committed to the following objectives:

- To promote the Gospel values of love, understanding, tolerance, justice and peace, in order to foster positive relationships within our school community.
- To ensure that the Catholic ethos is evident to all that enter the school.
- To maintain a safe, harmonious environment, which nurtures individuals by responding promptly to their needs, through active listening, keen observations and sincere interest and concern for all children.
- To encourage self-awareness, openness and respect in the way we communicate and respond to others;
- To establish an agreed code of behaviour, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all.
- To value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements.
- To promote a learning culture in which children are encouraged to take some responsibility for learning.
- To develop effective communication between parents/ carers, pupils and staff in dealing with disruptive behaviour in school.
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.

At St. John the Evangelist, the expectation of high standards of behaviour for all pupils is fundamental to securing these objectives.

Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone. This framework of positive behaviour is based on the following principles:

Respect for God

Respect for others

Respect for other people’s property and belongings

Respect for oneself.

## **Rules, Expectations and Standards**

Within the above framework, a set of clear rules and expectations have been negotiated with the school committee, staff, pupils and parents in order to establish an agreed code of behaviour in school. Children negotiate and agree expectations for behaviour in class at the beginning of each academic year. Similarly, an agreed code of behaviour in the dining hall has been established with midday supervisors and **all** pupils. The following list contains some examples of school rules and guidelines for children:

- Always give your best in school.
- Respect and value all.
- Wear correct uniform – be smart and tidy.
- Show respect when talking and praying to God.
- Speak quietly and politely, using good manners at all times.
- Offer to help others, where possible.
- Be kind to everyone.
- Listen to all adults and other children.
- Be honest in all we do and say.
- Walk at all times, when inside the school building and off-site.
- Look after our school.

## **Uniform**

The wearing of correct school uniform is considered to be an important part in establishing a sense of community and standards in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit. No earrings should be worn for any PE lesson or after school club.

## **Roles and Responsibilities**

It remains the overall responsibility of the Principal and the Vice Principal to ensure that high standards of discipline are maintained on a daily basis. However, at St. John's **we acknowledge the responsibility of every person - adult and child - in promoting and maintaining high standards of behaviour at all times.**

A 'Code of Conduct for Adults in School' has been shared and agreed by all involved in working within our school community. (See appendix 1).

Emphasis is placed on the production of good work, effort, honesty, helpfulness, success, courage and other positive personal qualities. Children are strongly encouraged to take pride in the wearing of correct uniform, including PE kit. The role of every adult in our school is to take an active role in maintaining high standards of behaviour, highlighting the positive aspects of individual and group behaviour, whilst dealing promptly and appropriately with unacceptable attitudes or misconduct.

Pupils are acknowledged to have an important role in contributing to all aspects of school life. Pupils in Year 6 are allocated duties and responsibilities, including assisting staff in the supervision of younger pupils. The roles of our head boy and head girl, supported by deputies and monitors, are considered reflective of the positive attitudes and standards to which all pupils should aspire.

## **School Council**

The head boy, head girl and two representatives from each class in Years 1 - 5 meet fortnightly with the assistant principal, to discuss any issues relating to school life. Minutes of the meetings are recorded and forwarded to the Principal for future reference at staff meetings, where appropriate. Representatives from the school council are expected to provide prompt feedback to their peer group. The involvement of the school council in selecting appropriate equipment for the playground has proved to be particularly successful and we look forward to many more positive ideas from our children.

## **Current Practice and Procedures**

### **Rewarding Achievements and Behaviour**

The following methods will be used by adults to reward positive behaviour, good work or demonstration of personal values mentioned previously:

- Positive acknowledgement or comments to individuals or groups.
- Visual prompts within classrooms to highlight individuals for good behaviour, eg. badges, stickers.
- The use of stickers or team housepoints on class charts. (for good work)
- Special person/helper of the day award.
- Children are awarded merit stickers for good behaviour. These are placed on their charts and once a child has reached their goal they will receive their appropriate reward.
- KS2 – Housepoints are given for good behaviour on the yard. Children are awarded additional playtime.
- Public acknowledgement of progress in weekly 'Celebrations' assembly.
- Headteacher's award - for one pupil in each key stage.
- Pupils are awarded 'Top table' gold cards which are distributed by midday supervisors. These children are given certificates in the celebration assembly.
- Letters to parents of pupils commended for effort, progress or attainment. (termly).
- Attendance awards, including a trophy presented weekly for the class with best overall attendance.
- Stickers for attendance, awarded on a termly basis and gold, silver and bronze certificates awarded on an annual basis.
- Class awards are distributed at the annual prize-giving ceremony, for outstanding attainment, progress, effort, care and overall class prize in every year group.
- The presentation of subject prizes for exceptional achievement in core subjects and arts, to pupils in Year 6.
- A variety of individual trophies presented to individuals who have demonstrated generosity of spirit and contributed overall to most aspects of school life during their time at St John's.

A celebration assembly for key stages is held every week, in celebration of our pupils' successes and achievements, within and beyond the school day.

A variety of awards are presented for a range of successes and achievements, including those listed above. In Key stage 2+ 1 a housepoint shield is awarded to the team collecting the highest number of housepoints that week. House captains collect and place the shield on the star board, on behalf of their team. Every Friday a 'top table' is laid with flowers and napkins and children who have received the gold cards are invited to share a meal with their chosen friend as a reward for consistently good behaviour in the dining hall throughout the week.

## **Emotion Coaching**

As part of a project within the Newman Catholic Collegiate, our academies have employed the principles and strategies of Emotion Coaching to improve outcomes for pupils. Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. Emotion Coached children and young people:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient (Gottman 1997)

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

There are 3 steps that staff will use to support pupils through emotion coaching:

Step 1 – empathise, validate and label the emotion the child is feeling

Step 2 – empathetically set limits on the child's behaviour

Step 3 – problem solve with the child on what can be done to improve the behaviour/situation.

## **Sanctions for Inappropriate Behaviour**

The right of every child to fully access a broad, balanced curriculum through quality learning and teaching experiences is fundamental in ensuring the highest standards of behaviour are maintained within every classroom. Procedures for minimising disruptive behaviour include the planning and delivery of high quality learning experiences, matched to individual needs and abilities, in order to sustain and motivate pupils to learn and achieve. Staff are entrusted to manage inappropriate behaviour promptly and effectively, in accordance with school policy. Should a child exhibiting low-level inappropriate behaviour (e.g. not conforming, disrupting other children, stopping others from working etc) the following will occur.

1. The child will receive a prompt to follow a specific rule from the relevant member of staff.
2. If a pupil continues then a further warning will be issued, with a clear and firm explanation of the consequences.
3. If the child continues to misbehave then he/she will be referred to the key stage manager. This may result in a child being asked to carry out tasks during break-time or, in more serious instances, a referral to the Head of School or Principal. In all instances the child's name will be recorded in the 'Discipline Book.' Held by the key stage managers, Head of school and Principal.
4. If a child's name is recorded in the Discipline Book on three separate occasions, parents will be contacted to discuss the matter with the key stage leader, Head of School or Principal. If behaviour is persistent and still proves a problem, discussions around a possible time outs or a fixed term exclusion with parents may take place.

## **'Time Out'**

Children behaving inappropriately may require a short period of time to calm down, or consider their actions. **It is crucial that the use of 'time out,' from either lessons or playtimes, is constructive,** that children fully understand the reason for the seclusion and are encouraged to reflect and take responsibility for their actions.

In more serious instances, it may be necessary for a child to miss break-time periods. During these times, children should be given specific tasks around school, or in cases involving disruption in class, they may be required to complete work from lessons. Children should not be instructed to stand in corridors at any time unless supervised by the Principal, Head of School or Assistant Principal.

During outdoor breaks or lessons, 'time out' periods should not be excessive. Staff should take account of the circumstances surrounding the incident, and consider the age and needs of the child before deciding on an appropriate 'time out' period; **on no account should this extend beyond ten minutes of each session.**

Children who do not complete their homework will be asked to attend the lunchtime homework club to complete the work.

On occasions, it may be necessary for some children to be supervised by an experienced adult during 'time out' sessions. These children may have difficulties with controlling their own behaviour, or have an emotional behavioural difficulty which requires adult support.

During these instances, staff may be deployed to supervise a child, under the direction of the Principal or senior staff.

## **Exclusions**

In cases involving inappropriate behaviour during break-times on a regular basis, parents may be asked to remove children from the school premises during lunch break periods for a fixed period.

**Any incidents involving violence, racism or bullying will not be tolerated in school.**

Incidents of violence will be dealt with seriously and may result in children being excluded from school for a fixed period.

It may be necessary to exclude a child from lessons for persistent disruption or misbehaviour. On such occasions the child will be given appropriate work and sent to the key stage manager, in another classroom. It may be necessary to refer children to the Principal or Head of School. Under no circumstances should children be made to stand outside classrooms, or in corridors without supervision.

On occasions, the Principal may decide to send the pupil to another school where a member of staff would accompany them for a fixed period.

Fixed-term and permanent exclusions are carried out for serious misconduct in school. It remains school policy to make every effort to work closely with pupils and parents to address any difficulties and provide appropriate guidance and support. Permanent exclusion is considered as a last resort.

On rare occasions where it is deemed necessary to exclude a child, parents will be informed immediately, both verbally and in writing. The school will provide set work to be completed by the

pupil during the period of exclusion. It is expected that parents will support the school by ensuring tasks are completed. Every effort will be made to support and communicate regularly with parents. The Principal or Head of School will promptly complete the formal documentation and forward this to the local authority.

### **Racism**

It remains the responsibility of the Principal to provide an annual report to directors of all racist incidents in school. It is a requirement that **all** racist incidents, involving adults or children, occurring in school are officially reported to the LA. St. John's takes the clear view that racism is not tolerated in any form. Incidents of racism will be dealt with in a stern manner and investigations will take place as to why the child is behaving in this manner. In all cases of racism the Head of School or Principal informs parents from both perpetrator and victim.

### **Special Educational Needs and Individual Behaviour Plans**

Some children may experience difficulties with behaviour for a variety of reasons, including social and emotional, which may affect their ability to access the curriculum and impede their learning. It may be necessary to plan appropriate strategies to support learning and development through the production of an Individual Behaviour Plan (IBP). In these cases, children will be identified and placed on the school's special needs register. In some cases, should the strategies prove inadequate, it may be necessary for the school to apply for an Education and Health Care plan (EHC). In all circumstances, parents will be fully consulted and informed of procedures and outcomes. Harassment of pupils with a disability will not be tolerated.

### **Arrival and Departure from School**

Pupils entering or leaving the school premises should behave in an appropriate manner. Whilst it remains the overall responsibility of parents to supervise their children before and after school, children are expected to continue to observe the school rules and dress code/ at all times whilst on the premises. Children may leave the school in PE kits if they have stopped for an after school activity requiring them to wear them. Pupils are expected to follow the school rules whenever they wear the school uniform for example walking home from school.

### **Lunch-time Procedures**

Foundation Stage and Key Stage 1:

Children in Foundation Stage are taken to the toilet and wash hands in preparation for lunch. After lunch children continue to access the EYFS environment with EYFS staff and a midday supervisor.

Children in Key Stage 1 are taken to the toilet and wash hands in preparation for lunch. After lunch children are supervised outdoors by midday supervisors and should not re-enter the school buildings without permission.

Pupils in Key Stage 1 are escorted into the building, to use the toilets and prepare for afternoon lessons, under the guidance of midday supervisors.

Key Stage 2 pupils are expected to stop when the lunchtime staff ask. Children will walk directly and sensibly into class, following instruction by the members of staff on duty.

Children are encouraged to demonstrate manners and courtesy in the dining hall. Children are expected to remain seated whilst eating and speak quietly at the table. Older pupils are encouraged to model good behaviour and are involved in supporting younger children during lunch-times.

## ***Playground Equipment, Games and Activities***

Outdoor playtimes provide invaluable opportunities for pupils to extend social and physical skills and abilities beyond the parameters of the classroom. Without appropriate supervision, planning and guidance, we recognise the potential for adverse effects upon pupils' behaviour. High profile is given to the role of midday supervisors during lunchtimes and staff have agreed an agreed code of behaviour. Children receive merit stickers for good behaviour. Incidents of inappropriate behaviour should not be seen as acceptable at any time and should be dealt with appropriately by staff. If in any doubt, incidents should be reported to the class teacher.

Incidents of violence or bullying are not tolerated in school and should be reported immediately to the Assistant Principal, Head of School and/or the Principal.

During playtimes and lunch-breaks, KS1 children (and shortly KS2 children) are given access to a range of playground equipment for which they are responsible to collect and store away. All pupils are expected to show appropriate care and respect for school property and equipment. The appropriate members of staff on duty will deal with any instances of inappropriate use of equipment immediately.

Under the leadership of the PE leader, playground leaders have been trained to organise games and activities. Midday supervisors are also encouraged to seek opportunities to develop pupils' social skills through participation in activities, supporting and teaching pupils, as required.

### **Procedures for Wet Playtimes**

During wet playtimes, children are expected to remain in their classrooms under the supervision of the duty teachers. Pupils in Nursery and Reception will remain under the supervision of staff in the Foundation Stage. Year 6 pupils will assist in the supervision of younger pupils.

Every classroom should contain a wet –playtime box, which should be used solely during wet break-time and lunchtime periods. This should contain a range of suitable games and activities to occupy children during these times. The boxes should be clearly labelled and accessible to children.

### **Code of Conduct for Adults in School**

In accordance with our School Mission Statement and Catholic ethos, interaction between all adults, including parents, parent-helpers and school staff, is based on mutual respect, as stipulated in our 'Code of Conduct for Adults in School.'

Verbal or physical abuse towards staff is not tolerated at any time, (see Appendix 1).

### **Parent-Helpers**

St. John's welcomes and values assistance from parents in classrooms. As part of our safeguarding children procedures, all adult helpers working regularly in school complete DRB checks. Prior to working in classrooms, adult helpers meet with a member of the school's Senior Management Team to clarify any concerns and sign confidentiality agreements.

### **Communication with Parents**

We recognise the value in developing effective systems of communication with parents. In order to preserve a happy, secure environment for our children, we strive to maintain high standards of behaviour at all times. We believe the involvement and cooperation of parents in supporting our school behaviour policy is essential for its success. Whilst the school operates an 'open door' policy whereby parents are encouraged to raise any concerns with the relevant member of staff or Principal, it may not always be appropriate to address concerns immediately, eg. in front of pupils or parents, or in class.

On such occasions, parents will be requested to make an appointment to discuss any issues and can be assured that all concerns will be addressed promptly.

**COVID 19**

At St. John the Evangelist Catholic Academy we understand what an unprecedented time this is for our children to be returning to school. Our primary aim is to provide a nurturing, safe and wherever possible normal environment. However, there are new procedures and routines that our children will need to become accustomed to in order to maintain our primary priority of keeping all of our children and staff safe, by following all government guidance.

Please refer to Appendix 3, these override any procedures in this main behaviour policy.

This policy was agreed by staff on Tuesday 1<sup>st</sup> September 2020.

This policy was approved by the Local Academy Committee on Wednesday 4<sup>th</sup> November 2020.

This policy will be reviewed on September 2021

Signed \_\_\_\_\_ Chair of Local Governing Body.

As a Catholic Academy, we recognise and value each individual, made in the likeness of God and should strive to apply the Gospel values of respect, justice and tolerance in our daily interaction with children and colleagues.

In order to achieve this we have negotiated and established a list of criteria, which guide us in our daily mission in contributing to a happy and successful learning community.

- **Be a positive role model for children, colleagues and parents.**
  - Listen to and value each individual.
  - Acknowledge the feelings and anxieties of others.
  - Listen and respect the opinions of others during meetings and discussions.
  - Maintain confidentiality at all times, including out of school hours.
  - Never enter into discussion about individual children in public. Observe school protocol and refer any concerns to the appropriate member of staff.
  - Avoid public displays of negative attitudes or behaviour, particularly in front of children.
  - Praise and encourage children for their behaviour, efforts and achievements.
  - Discussions about school matters should be conducted appropriately, in private, never in front of children or other adults.
  - The school operates a 'whistle-blowing' policy to ensure consistency of practice in behaviour management and safeguarding all pupils, and preserving the positive well-being of staff.
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- **Respect the right of every child to privacy.**
  - Avoid discussion of individual children within the Staff room.
  - **Never** discuss individual or groups of children in view or hearing of other pupils or adults. Show discretion and sensitivity.
  - It is school policy that any incidents involving children or members of staff are dealt with by colleagues.

### **Communication with Parents**

Parents can be assured that school staff will listen courteously, investigate and address any issues promptly, or refer the matter to the Principal.

In discussing issues or concerns with staff in school, it is expected that parents are in agreement with the school ethos of respecting the dignity of other adults and children. **The school operates zero tolerance regarding any form of negative behaviour towards school staff, other adults or children either in public or in the use of Social Media.** Serious matters involving confrontation, slander, threatening behaviour or intimidation towards others on the school premises may result in the involvement of the school committee or Directors, who reserve the right to ban those responsible from the school premises.

**In accordance with recommended guidelines, all incidents involving threatening behaviour or aggression towards members of staff are formally recorded and forwarded to the Directors and Chair of School Committee.**

### St. John the Evangelist Catholic Academy Uniform

The wearing of correct school uniform is considered to be an important part in establishing a sense of community and standards in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit.

<u>Boys</u>	<u>Girls</u>
School Navy woollen jumper (school colours on the V neck)	School Navy woollen cardigan (school colours on the V neck)
White school shirt (polo shirts for Nursery only)	White school shirt (polo shirts for Nursery only)
School tie	School tie
Dark grey flannel trousers	Dark grey skirt, pinafore or trousers
Grey, black or white socks	Grey, black or white socks or grey or black tights
Black shoes	Black shoes
Black boots (only during the winter months and must be no more than ankle height)	Black boots (only during the winter months and must be no more than ankle height)
P.E. Kit	P.E. Kit
White T shirt	White T shirt
Navy cotton shorts	Navy cotton shorts
Navy sweatshirt	Navy sweatshirt
Navy jogging bottoms (winter)	Navy jogging bottoms (winter)
Black plimsolls or Trainers	Black plimsolls or Trainers
Summer Term Only	Summer Term Only
Boys may wear dark grey flannel shorts	Girls may wear blue and white checked summer dresses

#### Hair and Accessories

Hair should be conventionally cut with no visible lines and should be an appropriate length (not shaven or less than grade 2).

Shoulder length hair should be tied back at all times using a bow or bobble in the school colours (navy blue and white) or black.

Highlights/Lowlights and any additional hair pieces (e.g. braids/ hair tinsel) are not permitted.

Small bows or hair bands may be worn but these must be in the school colours (navy blue and white).

#### Tattoos, Make up and Nail Varnish

Temporary transfer tattoos, make up and nail varnish are not allowed.

#### Jewellery

In the interests of Health and Safety, jewellery must **not** be worn. This includes earrings which are not permitted even if covered with a plaster.



## **Appendix to the Behaviour Policy**

### **St. John the Evangelist Catholic Academy**

#### **Behaviour Policy – Appendix A – COVID 19 – phased reopening of schools.**

The items in this appendix override any procedures in the main behaviour policy.

At St. John the Evangelist Catholic Academy we understand what an unprecedented time this is for our children to be returning to school. Our primary aim is to provide a nurturing, safe and wherever possible normal environment. However, there are new procedures and routines that our children will need to become accustomed to in order to maintain our primary priority of keeping all of our children and staff safe, by following all government guidance.

We aim to prepare and support our children in following any new procedures and routines in a nurturing and supportive way. Positive reward systems will remain in place and will be used frequently to praise and support the positive behaviour of all our pupils. However, any behaviours which are purposefully chosen that do not follow any procedures and routines that could potentially put the health and safety of others at risk will be taken very seriously. Due to this the school reserves the right to send pupils home and not allow them to attend school without the need to carry out an authorised exclusion. Whilst this is a last resort it is necessary to ensure we can maintain health and safety procedures during these unprecedented times. Parents will have no right of appeal against such an exclusion.

The new procedures and routines are as follows:

- There will be a staggered start and end of the day for all years' groups. Children will enter the school from specified entrances and exits for their teaching groups.
- Children will be required to wash their hands when they arrive at school, before and after any break times, before and after eating and before the end of the day. All children will be encouraged to following safe handwashing guidance -washing their hands for 20 seconds with soap and warm water. Younger children will be supervised to encourage and guide them. Children will be positively encouraged to use hand sanitizers whenever they pass them in the school.
- Children will only be allowed to socialise with children within their year group (usually no more than 30 children). Social distancing within this year group will need to be observed.

This will be supported in a number of ways from year 1 upwards

- Children will be allocated with a name labelled locker or peg and encouraged only to bring into school essential items.
- All the resources that children will need such as a pencil, a ruler, a pair of scissors, a rubber, a glue stick and colouring equipment will be in a name labelled pencil case along with their exercise books and current reading book.
- Children will only be allowed to move around the class room with the teacher's/teaching assistant's permission and where it is safe to observe social distances.
- Children will use the toilet facilities again with permission and one at a time.

Within the foundation stage;

- Children will be actively encouraged to observe social distancing throughout the day.
- Where possible, children will access the toilets one at a time.

- If children need assistance to be changed following a toileting accident, standard procedures of wearing an apron and gloves must be adhered to.
  - Outdoor provision will be timetabled and areas will be designated to specific groups of children.
- There will be a clearly marked system around the school. All children and staff need to follow the system at all times. (This system will come into force once all children are in the building).
- Staggered break times for all year groups will be in place ensuring that children from different year groups do not mix.
- The large outdoor equipment at KS2 will be used by one-year group per day only. This will be done on a rota system. These areas must not be used by any children before or after the school day.
- All classrooms will have a lidded bin and a supply of tissues. Children will all be encouraged to 'catch it, bin it, kill it', disposing their tissues in the lidded bin. Children will also be encouraged to avoid touching their mouth, nose and eyes with their hands.
- If children become ill with symptoms of coronavirus they must inform an adult.
- All children will need to bring in their own filled water bottles. If these run out during the day, they can refill them using the water fountain. The Water fountain will be cleaned between groups using it. Water bottles need to be taken home each night so they can be filled up at home for the next day.
- Coughing or spitting at or towards any other person will not be tolerated.
- Children will be positively rewarded for following these new procedures with merit stickers, head teacher's awards and other classroom rewards.
- We do recognise that children who have specific needs, may find these procedures and routines difficult to understand or follow. A risk assessment will be carried out to establish how these pupil's needs can be best met within the safety parameters set out by the government guidance. Due to the need of this risk assessments initially some children will not be permitted to start from the first day of opening.
- Where Teachers/Teaching assistants deem that despite positive support and encouragement a child's behaviour is putting the safety of others at risk will use the classroom communication systems to report this to the senior leader who will decide on the most appropriate action.