

# St. Saviour's Church of England Junior School Behaviour Policy

## St Saviour's Church of England Junior School

**Policy:** Behaviour Policy

**Review Period:** Annual

**Ratified by** October 2024

**Governing Body:**

**Date of next review:** October 2025

### Our Christian Values:

Thankfulness, Courage, Compassion, Community,  
Forgiveness, Friendship,

These Christian values inform the way we treat each other at St. Saviour's Church of England Junior School. Alongside our first Core Value of Respect, we expect all members of the school community to interact in a positive way.

Whilst our expectations for pupil behaviour are high we also believe that forgiveness is an essential part of living in a Christian community, this means that only in the case of persistent or extreme behaviour will sanctions be used over the course of more than one day. The idea of a 'fresh start' and the power of the individual to improve is key, we believe in Hope, Forgiveness and Compassion. The idea of humility is also of key importance, in that we expect children to admit when they have broken rules and we are also willing, as adults and as a school, to admit to children and families when we have got it wrong.

### Introduction

At St Saviour's Church of England Junior School we believe that in order to create and maintain a good learning environment it is essential to promote good behaviour in our pupils. This is achieved through a constant referral to our Christian Values as a way of informing how we treat each other in a community and positive approach to behaviour management, which involves all those people working in the school.

This policy is the result of consultation and a whole school review of behaviour management strategies and reflects the values of the school and all those who work in it.

## Aims

- To promote spiritual awareness and Christian values in an environment where children feel secure and have high self-esteem.
- To provide a stable and caring environment that will enable good learning to take place.
- To set clear boundaries and make pupils accountable for their own behaviour by ensuring that they have a clear understanding of right and wrong.
- For our children to have a strong sense of self management and independence.
- To be a place where children feel valued and also value others.
- For classrooms to be calm and purposeful.
- To involve parents/carers in celebrating their children's success and achievement.
- To work in productive partnership with parents/carers to support children with behavioural, social or emotional difficulties

## The Framework

The framework of the Behaviour Policy is based on a positive approach to behaviour management. This approach consists of three components:

**Rules:** These are jointly agreed by all children and staff.

**Positive Recognition:** For pupils who follow the behaviour rules and take responsibility for their own behaviour.

**Consequences:** The result when pupils choose not to follow a rule.

## Teachers

Will plan and organise their classrooms and lessons to hold pupils' interest. They will consider furniture layout, access to resources, the grouping of pupils and matching work to ability. They will pace lessons well, praise good work and behaviour, be enthusiastic and create a positive atmosphere. Above all they will demonstrate that we are an inclusive school.

## SEND

Where children have specific behavioural issues, a diagnosis or disability, staff, under the direction of senior leaders, will apply a common sense approach to sanctions and rewards. We expect all children to follow our rules and do not believe in making excuses but do treat children as individuals. Where we do not believe that a child is genuinely unable to meet one of our expectations we will review such a case on its merits and consult with families and a range of professionals. When such cases have been considered, the headteacher and governors will have the final authority over how rules are applied.

## **BEHAVIOUR RULES**

**Our behaviour rules are encompassed  
in our Christian Values of:**

**Thankfulness, Courage , Compassion,  
Community, Forgiveness, Friendship,**

**I will do what all adults ask me the first time.**

**I will keep all objects, hands and feet to myself.**

**I will listen carefully and stay on task.**

**I will move politely and quietly around school.**

**I will take a pride in myself and my school.**

**I will show respect and tolerance of others.**

### **Classroom Behaviour Management**

We wish to promote a receptive atmosphere for learning where all children feel able to work with others and not just their special friends. We want to teach them care and consideration for others and respect for property and equipment. The children, in collaboration with their class teacher/s, will discuss and agree a set of rules at the beginning of Term 1 so they feel they have ownership over them.

### **Classroom Behaviour steps**

If pupils disturb teaching and learning they will:

- Initially receive a verbal warning which will remind them of the rule they are breaking.
- If they continue to disturb teaching and learning they will have their name recorded.
- If they still continue to disturb teaching and learning they will be exited to a named parallel class.
- Names recorded are removed at the end of each morning and afternoon session. Only in cases of persistent or extremely poor behaviour are sanctions carried over for more than one school day (for example, if a pupil's behaviour on the playground put them or fellow pupils at risk, that child may be placed in lunchtime club for more than one day).

### **Playground Behaviour Management**

Adults on playground duty will try to be aware of possible frictions and ensure that children are not left isolated. (Play leaders also have a role to play here). All adults must be alert to any signs of bullying either physical or verbal. Issues such as this can be dealt with in class during circle time/PSHE/SEAL. Adults must be compassionate and respond to the emotional needs of children, skilled adults can prevent problems before they arise by carefully watching how children present. Teachers and Play leaders should model good friendship-forming skills.

At the end of playtime/lunchtime a whistle is blown upon which the children walk to their class lines.

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## **Playground Rules**

The same general rules of the school apply here. There is one additional rule:

**I will only use the Jungle Gym if there is an adult on the playground**

## **Playground/Lunchtime Behaviour Steps**

- Verbal warning clearly stating why child's behaviour was inappropriate, ensuring child understands.
- Time out near Mid-day supervisor.
- Mid-day supervisor gives a verbal message to relevant class teacher regarding pupil's behaviour.
- If a child misbehaves persistently or the incident is regarded as being serious, then a member of the senior leadership team should be informed.

## **Behaviour Management Stages**

At any time during the behaviour management stages a member of the SLT may call for a meeting with the relevant parents/carers to discuss behaviour concerns.

There may be exceptional circumstances when the Headteacher feels it necessary to impose a fixed term exclusion. (Please also refer to Exclusion Policy)

## **Rewards**

Our intention is always to reward positive behaviour and to this end we use a range of rewards:

- Special mention certificates.
- Celebration assembly.
- Informing parents/carers of good behaviour in front of children.
- Core values reward days
- Core values postcards sent home

## **Consequences**

- Verbal warning.
- Exit from class.
- Completing work in own time.
- Missing playtime/lunchtime – either because of poor behaviour or work which is less than the child's best
- Restorative justice – children put right what they have done wrong
- Meeting with parents.
- Home/school behaviour book.
- In school exclusion.
- Fixed term exclusion.
- Permanent exclusion.

## **Immediate SLT Response**

This will take place if there is:

- Fighting.
- Extreme Insolence.
- Absconding.
- Abusive Language.

Children should be escorted to the entrance hall and a member of the SLT sent for.

## Measuring Success

- ▶ High achieving pupils.
- ▶ Children use Christian Values to inform their behaviour and interactions.
- ▶ A friendly and welcoming feel to the school.
- ▶ Enthusiastic and compassionate staff.
- ▶ Pupils on task, taking a pride in their work. A purposeful atmosphere where teachers teach & children learn.
- ▶ Good relationships between pupils and adults in the school.
- ▶ Pupils able to work independently or as part of a group.
- ▶ Pupils playing co-operatively and helping each other.
- ▶ A strong Christian ethos which encourages truth and forgiveness.
- ▶ Children take a pride in themselves and their environment.
- ▶ Low exclusion data.

## Confiscation

### The rights of staff to confiscate items:

A teacher or other member of staff may only seize, retain or dispose of a pupil's property if he or she has authority to do it. The Education and Inspections Act 2006 provides that authority when the confiscation is a lawful disciplinary penalty. It is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising.

In this school the headteacher has delegated to all teaching staff the authority to confiscate items from pupils as a lawful disciplinary penalty. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned, and by whom. Often an item will be confiscated by the class teacher who will return the item at the end of the school week. If an item is confiscated at the end of the school week it would be reasonable to return it after the weekend. However mobile phones, for example, are treated differently at St Saviour's (see below).

### The secure storage of confiscated items:

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Staff should take confiscated items of obvious value to the school office. If similar items have been confiscated from several pupils, such as mobile phones or personal music-players for example, office staff should ensure that they are clear which item belongs to which pupil.

### Instances when the school chooses not to return an item to the pupil:

Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.

Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action. There may be

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some items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child; staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.

### **Recording the confiscation:**

Staff should keep records of items they confiscate and the grounds for the action, so that they may justify them later if challenged. These records may take the form of simple annotations in their mark book, for example.

### **Reasons for confiscation may include:**

- + An item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff.
- + An item poses a threat to good order for learning: for example, a pupil uses a personal music-player in class.
- + An item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom.
- + An item poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils.
- + An item which is counter to the ethos of the school: for example, material which might cause tension between one community and another.
- + An item which is illegal for a child to have: for example, racist or pornographic material.

### **Searching for inappropriate items/material:**

The legal power for school staff to search pupils currently extends to weapons, stolen goods, controlled substances (drugs), fireworks and matches / lighters. A pupil might reasonably be asked to turn out their pockets or to hand over an item such as mobile phone that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate.

### **Mobile Phones:**

Please also refer to the full Mobile Phones Policy Statement. 'If a pupil needs to bring a mobile telephone to school a request in writing needs to be made to the Headteacher a copy of which will be retained on the child's file. Phones brought in without a request being made will be confiscated and kept in the school office until collected by a parent or carer.'

### **Please refer to the Mobile Technology and Social Media Policy and Pupil Acceptable Use Policy**

Mobile phones will be confiscated if used inappropriately: this includes use in examinations (where the paper may be declared void, and further regulations set by the examination boards themselves may apply), phones being switched on in lessons or assemblies, the use of the camera function on a phone, and the use of phones during a conversation with a member of staff. The word 'use' in this context includes receiving calls, texts and data, as well as using functions on the phone such as music player software. It is unacceptable for pupils to use phones or other technological equipment to humiliate or bully other members of the school community (e.g. sending abusive text messages, cyberbullying, using camera-phones, and the recording and transmitting of images of abuse).

Staff should note that, while confiscation of a mobile phone is legitimate, searching through a phone or accessing text messages without the pupil's permission is not. In some circumstances it may be reasonable for a member of staff to

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ask a pupil to reveal a message for the purpose of establishing whether cyberbullying has occurred, for instance, but if the pupil refuses then the member of staff should not enforce the instruction. The staff member can, however, legitimately issue a disciplinary penalty for failure to follow a reasonable instruction. Where mobile phones are confiscated, staff will give the phone to the school office for safe keeping. The phone will only be returned to an adult family member. The school has considered the safety of pupils: where a parent believes that safety is a concern, he/she may come to school in order to collect the phone from the office staff as soon as is convenient.

The need to confiscate items belonging to children is relatively infrequent; parents are notified through the prospectus that personal property is not insured by KCC. If parents and carers have concerns about property being damaged/lost the school strongly advises that possessions are not brought in.

### **Physical Intervention and Restraint**

The need for physical intervention or restraint is thankfully very rare at St. Saviour's. Mr Bonell (HT), Mr Arnold (DHT), Mr Bealing (Yr 3 Year Group Leader) and Mrs Tift (Assistant Headteacher) are trained in physical intervention / restraint and are the only staff members who should carry this out. **Please read the school's Physical Intervention and Restraint Policy.** In the event that the need to restrain a child is needed to prevent serious injury or grave consequences all adults can use the minimum force needed to restrain a child. Where the need for restraint is foreseen (for example, because a child's behaviour is routinely poor) a Handling Plan will be written by the headteacher and signed by the parent / carer (as well as the HT and teacher) so that approaches to handling the behaviour are known and agreed in advance.