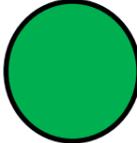
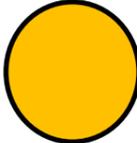
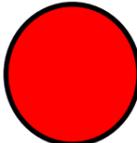




	Description of behaviours	Action taken	By whom?
	Superstar Pupils demonstrate consistently good behaviour and/or they are exceeding expectations.	House point awarded.	Class teacher/ Learning Support Assistant
	Green Pupils are ready to learn and are meeting expectations by following the Full Value Contract (pupils follow the teacher's instructions and are meeting the learning conditions). Pupils start each new day on green.		Class teacher/ Learning Support Assistant
	Amber Pupils have been asked to follow an instruction or observe the Full Value Contract more than once. Pupils are given a rule reminder but if poor behaviour persists, they are moved to amber. Some examples of unwanted behaviour (not exhaustive): <i>Calling out, answering back, failing to sit on chair or carpet spot correctly, talking when asked not to, being off task, ignoring reasonable instructions.</i> Once on amber, it is our aim to encourage children to correct their behaviour so that they can return to green.	Rule Reminder Name in Amber traffic light	Class teacher/ Learning Support Assistant
	Red When a pupil repeatedly fails to meet expectations by not following the Full Value Contract and/or following instructions, they are moved to red. They take some reflection time (one minute per year of life). This may be taken in the classroom, in a paired classroom or during their break time, at the teacher's discretion. During this time, they are asked to complete a reflection sheet. Once completed, the pupil returns to green for a fresh start.	Name in red traffic light. Reflection time Reflection sheet signed by adult and given to parents.	Class teacher/ Learning Support Assistant

BURGUNDY (Serious) Behaviours <i>These may include (not exhaustive): Leaving a classroom without permission, walking away from an adult, deliberately hurting or hitting someone else, fighting, swearing or inappropriate language, vandalism, racist/sexist/homophobic/body shaming remarks, theft, bullying (proven), serious misuse of technology, or any other serious behaviour deemed to threaten or undermine the physical safety and/or mental wellbeing of another.</i>	Involvement of parents/carers Detention Internal exclusion (for part or all of a day) Fixed term exclusion	Headteacher Deputy Head
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Where serious behaviours occur, including repeated detentions, the Headteacher/Deputy Head will contact parents/carers by phone in the first instance. This may be followed by a meeting where required. Serious behaviours will be treated independently of the traffic light system, above, and in partnership and consultation with parents / carers. And in accordance with the school's Behaviour Policy.

**Behaviour at
St John the Evangelist Church School
Our approach to rewards and sanctions**

At St John's we regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour which in any way disrupts learning, is unacceptable in our school, and through a constant promotion of positive behaviour, we seek to minimise, if not eliminate, any such poor behaviour. We are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

Our school vision is **"Love, Learn and Together We Soar"**

It is a primary aim of our school that every member of the school family feels loved, valued and respected, and that each person is treated fairly and well so that they can feel safe and confident to learn, ultimately soaring to *be the best version of themselves*.

We are a caring community, working to a set of core Christian Values:

Faith, Fellowship, Agape (Christian Love), Hope, Forgiveness, Humility

We also aim to develop and instil the following learning behaviours in every child:

Individuality, Creativity, Energy, Perseverance, Bravery, Confidence

Our school is built on mutual trust and respect for all and our behaviour policy and code is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and able to perform to their absolute best.

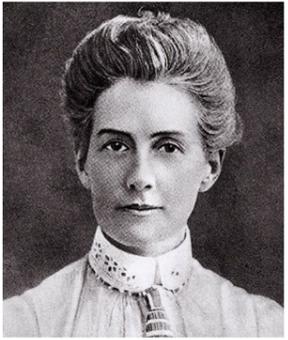
Adherence to these aims, values and behaviours is the expectation of all. When a member of the school community exceeds beyond this expectation we have a clear system of recognition and reward. We also have a procedure for managing unacceptable behaviour.

This leaflet is designed to give you an overview of our approach. A more detailed explanation can be found in our **Behaviour and Discipline Policy**, which can be found on our school website here: [Behaviour – St. John the Evangelist Church School \(stjohnnevangelistbwmat.org\)](http://stjohnnevangelistbwmat.org)



Houses and House Points

Every child is allocated to a house. We aim to keep families together and so siblings are placed in the same house. House names were chosen by the children, following presentations by children from Eagles Base. Each house has been named after someone who has made a key contribution to society, and who has a connection to Clevedon or the local area. Children can earn house points in a variety of ways to contribute to the overall success of their house each term and through the course of the academic year. Houses promote a sense of belonging, teamwork and healthy competition. Houses work together in a variety of ways, through inter house competitions, charity endeavours and in supporting events at school and beyond. House points are reported weekly via the school newsletter and termly celebrations are held for the house with the most house points for that term.

Butland	Cavell	Park	Wilson
			

A child can be awarded a house point for exceeding expectations at any time. Teachers should give out house points where a pupil exceeds 'green' expectations (see Managing Behaviour). All staff are expected to look out for children demonstrating best behaviour and award house points accordingly.

Rewards will not be given for correct answers in lessons, as correct and incorrect answers have equal value as learning points if the correct class culture is developed.

We do not "inflate" the value of our house points, eg giving 10 and 20 house points to reward for basic behaviour expectations. Basic behaviour expectations (sitting quietly, lining up, holding a door etc) should not be rewarded with house points. Verbal praise is given in this instance. We award house points for *exceeding* expectations.

Positive Behaviour and Rewards

We have high standards with regard to children's attitudes to learning and good behaviour. This is the norm and the basic expectation of every child.

The class teacher agrees a Full Value Contract in their class. In this way, every child in the school knows the standard of behaviour that is expected.

We praise and reward children for good behaviour in a variety of ways.

- Staff praise children for considerate, positive behaviour in such a way as to underline its value in our school. It is our duty to notice children being good and to ensure that children know when they have gone above and beyond the expectations.
- Staff may award house points for particularly good behaviour, consistently good attitudes to learning and to acknowledge outstanding efforts or acts of kindness.

Managing Behaviour

The systems for managing pupil behaviour are only effective if they are applied consistently. Our 'Traffic Lights' are designed to make it possible for any member of staff to apply this approach to rewards and sanctions consistently, and for pupils to see the transparency, fairness and speed of the system. Each child begins every day on "green" and it is expected that they remain here throughout the day. The vast majority of children in our school maintain expectations and often exceed them. Where this occurs, children are moved to "superstar".

However, should children make poor behaviour choices, they may be moved to amber. Children are then encouraged to correct their behaviour in order to return to green. If, however, they do not improve their behaviour they are moved to red and a sanction is given. Once the sanction has been fulfilled the child is then reset to green. Similarly, every child resets to green at the start of a new day, as we believe that every day brings a fresh start. This is fully explained on the back page of this leaflet. This system is designed to be open and transparent, but the teacher needs to be clear in their words and actions with every pupil. For a pupil to meet expectations it must be made clear where they are getting it right and what it is they need to change.

Restorative conversations

A child's behaviour is usually the outcome of many and varied complex factors in their lives and should never be taken personally by a member of staff. The "restorative conversations" between the pupil and class teacher are of vital importance in securing success for that child. Staff will discuss what they did well and what were the poor decisions. These conversations should happen regularly for these children, not just in reaction to a problem. Staff may wish to keep them for a few minutes at lunchtime to discuss what went well and when it was noticed that they tried to modify their behaviour. These conversations shape our relationships with the pupils and will have far greater impact than any sanction.

Making Reasonable Adjustments

We recognise that, for some children, they may find it difficult to behave within the school's expectations. This may be due to a recognised learning or behavioural need, a medical condition, or because they are experiencing difficulty in their lives. We do not make excuses for poor behaviour choices but we do recognise that some children need a greater level of support to achieve and to manage their behaviour.

Therefore, for some children we will make reasonable adjustments. These adjustments are usually made in agreement with the class teacher, senior leaders, the SENDCo and parents/carers and may be supported by and IEP (Individual Education Plan), PSP (Personal Support Plan), EHCP (Educational Healthcare Plan) or Medical Needs Plan.

Reasonable adjustment will be personalised to the individual and reflective of their specific needs, and the support they are given.

The Vital Role of Parents and Carers

A successful partnership between school and home is vital to ensure your child receives consistent messages about how to behave at school and at home. We try to build a supportive dialogue between school and home, and we inform you immediately if we have any concerns about your child's welfare or behaviour.

We would ask that you talk regularly to your child about their behaviour in school, celebrating their successes and discussing any incidents of poor behaviour.

If we have to use reasonable sanctions to manage your child's behaviour (as outlined in this leaflet), we would request that you support the actions of the school. If you have any concerns about the way your child has been treated, we would ask you to initially contact your child's class teacher. If your concerns remain, you should contact Mr Doswell, or Mrs Short in his absence.