

A cumulative response to poor behaviour

Where a pupil persistently disrupts learning or repeats behaviours which make others feel unhappy or unsafe a cumulative response will be brought into play. In order to encourage any pupil to not repeat these unwanted behaviours, St John's has a stepped response to poor behaviour. Running side by side these cumulative responses, support (including interventions and therapies) will be continuously reviewed and agreed with parents and the Inclusion team. The scale below may be accelerated at any point in relation to the seriousness of behaviour and what is agreed as the best course of action for the child and the school.

Area of concern	Teacher action	Sanction
3 Reflection Times in one week	Alerts SLT (Senior Leadership Team) for a detention and speaks to parents	30 minute SLT Lunch detention at the next opportunity. Parents are informed.
3 Half-hour detentions in a term	Head/Deputy contacts parents and enters details	60 Minute SLT Lunch detention
3 Full hour detentions in a term	Parental meeting with Head and details entered on pupil's record	1 Day in Internal exclusion. Behaviour is monitored afterwards and follow-up meeting set up.
3 Internal Exclusions	Parent meeting with Head.	Suspension

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.

The Vital Role of Parents and Carers

A successful partnership between school and home is vital to ensure children receive 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 punish a child (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.

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.

It is a primary aim that every member of our school community feels valued and respected and that each person is treated fairly and well. We are a caring community founded on Christian principles. Our values are built on mutual trust and respect for all. The school's approach to behaviour is therefore intended to support all members of our community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

In order to achieve this, we have a very clear approach to rewarding good behaviour, and also a procedure for managing unacceptable behaviour.

This leaflet is designed to give you an overview of this approach.

A more detailed explanation can be found in our Behaviour and Discipline policy, which can be found on our school website.

stjohnsevangelistbwmat.org/key-information/policies/local-policies

Houses and House Points

Every child is allocated to a house (previously known as teams). 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 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.

Butland (previously Lions)	Cavell (previously Ravens)	Park (previously Bees)	Wilson (previously Fish)
			

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 “catch” 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 more than enough. 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.


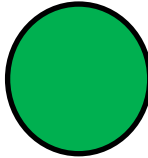
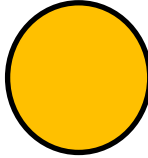
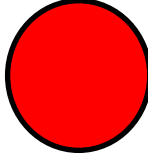
The class teacher agrees a Full Value Contract in their class. There is also a version of this that is agreed for lunchtimes and playtimes. In this way, every child in the school knows the standard of behaviour that is expected.

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 “catch” 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 easy 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 will be reminded of expectations. If they cannot self correct at this stage 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. *Our aim is never to shame a child or openly humiliate them. Therefore, when moving a child to red, this is done discretely by the teacher following personal, individual correction. A Red traffic light is not displayed in the classroom and is kept on the teacher’s desk. Once a red sanction has been served the child is reset to green.* This is fully explained opposite. 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.

	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. THE RED TRAFFIC LIGHT IS PLACED ON THE TEACHER’S DESK AND	Reflection time Teacher feedback to parent at end of day. Record behaviour on CPOMS -assign to headteacher.	Class teacher/ Learning Support Assistant
Serious Burgundy Behaviours These may include (not exhaustive): <i>Leaving a classroom without permission, walking away from an adult, fighting, swearing or inappropriate language, vandalism, racist/sexist/homophobic remarks, theft, bullying (proven), threatening and aggressive behaviour.</i>		Record behaviour on CPOMS -assign to headteacher. Parents informed by SLT Detention Internal exclusion (for part or all of a day) Suspension	Headteacher Deputy Head
<i>The Headteacher/Deputy Head are responsible for monitoring behaviour records and frequency of red and burgundy behaviours. They are also responsible for liaising with staff/pupils/parents and carers to ensure provision is in place to support a child who repeatedly struggles with their behaviour in school. Where serious behaviours occur, including repeated detentions, the Headteacher/Deputy Head will contact parents/carers and a meeting will be arranged to agree the best support and a way forward. Serious behaviours will be treated independently of the traffic light system, above, and in partnership and consultation with parents /carers.</i>			