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Status & Review Cycle:	Statutory Annual
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St Jude's C of E Junior School

BEHAVIOUR POLICY

This school is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

This policy should be read in conjunction with the school Anti-Bullying Policy

Introduction

We believe that it is in everyone's interest to promote good behaviour in the school and that all people associated with the life of the school have a part to play. Good behaviour should stem from self-discipline, developed through self-confidence, self-respect and high self-esteem. We encourage pupils to think about their actions and 'Make the right choice'. Respect for each other is the basis of a successful and fulfilling role within society. Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their school years. Our Christian values of *Hope, Compassion, Perseverance, Respect, Responsibility* and *Forgiveness* underpin the way in which we nurture relationships between every member of our school community.

Aims of this policy

- To help pupils to grow and learn in a safe and secure Christian environment, enabling them to become positive, responsible and increasingly independent members of the school and wider community.
- To provide positive adult role-models, thus promoting good relationships, so that pupils can work together in a safe and secure environment, with the common purpose of helping everyone to learn.
- To establish and maintain a calm, secure and well-organised environment with fair and consistent standards and expectations.
- To be dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to and feels they are fairly treated.
- To be transparent about the high expectations of the school leadership in ensuring that adults and children understand and adhere to the expectations of their role.
- To encourage the involvement of home with school to implement this policy.

Guidance used to create this policy

- [Behaviour in Schools guidance July 2022.pdf](#)
- [School-Inspection-Handbook-eif/schools-inspection-handbook-for-september-2022#evaluating-behaviour-and-attitudes](#)
- [DfE's Use of reasonable force advice Reviewed July 2015.pdf](#)
- Surrey's *Touch and the use of restrictive physical intervention when working with pupils and young people* (2010).
- [Keeping-Children-Safe-In-Education 2022 revised.pdf](#)
- [Suspension and Permanent Exclusion guidance July 2022.pdf](#)
- [Searching Screening and Confiscation guidance July 2022.pdf](#)

Rights and responsibilities

Everyone in the school community has rights and responsibilities to ensure that St Jude's C of E Junior school is a safe place to learn, work and play.

- Pupils have the right to learn, work and play in a friendly, safe, motivating and supportive school environment without their learning being hindered by the poor behaviour of a minority.
- Teachers and staff have the right to teach and work in a friendly, safe, motivating and supportive school environment, where the community also plays a role in supporting the school. They have the responsibility to implement this policy fairly and consistently and have the right to regulate pupil behaviour by imposing sanctions on pupils who do not observe the expected code of conduct.
- Parents and carers have the right to feel welcome and to know that their children learn, work and play in a friendly, safe, motivating and supportive school environment. They have the right to be informed promptly of any emerging difficulties their child presents.

Equal opportunities

All pupils in the school, regardless of race, gender, ethnicity or level of ability, will be treated with the same degree of respect, consistency, expectation, fairness and support. All pupils will be encouraged to abide by the standards of the school.

Role of school leaders

The leadership team has the responsibility of setting the expected standard of behaviour. To this end they will:

- be highly visible, routinely engaging with pupils, parents and staff to maintain the behaviour culture.
- ensure that new staff understand the behavioural expectations and the importance of maintaining the routines in place.
- consider whether further training would be beneficial for staff, to support them in meeting their duties.
- engage with other services, e.g. Educational Psychologist and the Specialist Teaching team from Surrey, to support staff and pupils where required.
- report to the Governing Body any exclusions and patterns of behaviour.

Role of staff

The adults at St Jude's C of E Junior School have an important responsibility to model high standards of behaviour, in dealing with both pupils and each other. We aim to:

- encourage relationships based on our Christian values of *Hope, Compassion, Perseverance, Respect, Responsibility* and *Forgiveness* to create a positive climate with high expectations.
- behave in a calm, assertive and professional way. It is an expectation that every adult in school sees themselves as a role model in terms of managing their own and others' behaviour.
- value pupils by listening to them, making it clear through their response that pupils' comments are being taken seriously and are of importance.
- engage pupils in their learning.
- discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (*Section 90 and 91 of the Education and Inspections Act 2006*). All staff in the school must encourage good behaviour. Poor behaviour should be addressed; to ignore it would be to condone it.
- apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management.
- report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the Leadership Team or agency as laid out in this policy or other policies (such as Child Protection or Whistle Blowing).

Role of pupils

- To uphold the expected standard of behaviour and to engage in discussions about it.
- To adhere to the Behaviour Policy whilst in school, on off-site visits, and to and from school.
- To support other members of the school community in promoting the expectations of good behaviour and in creating a safe and calm environment for learning.

Pupils with SEND

Pupils with Special Educational Needs and/or Disability (SEND) may need additional support to manage their behaviour, which will be approached with the graduated response of assess, plan, deliver, review. Behaviour tracking from class teachers may be collated to provide the SENDCo with an overview. This will enable targeted support for vulnerable pupils and those with SEND. The information gathered may contribute towards:

- Individual Pathway Plan and /or Behaviour Plans
- Support from Surrey's Specialist Behaviour team or Educational Psychologist

Involvement of outside agencies will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage these professionals.

The school will also balance the duties under the Equality Act 2010 to take reasonable steps to avoid any substantial disadvantage to a disabled pupil caused by our policy and practices. As part of these duties, school staff will try to anticipate likely triggers of behaviour and put in place support to prevent these. Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

Role of parents and carers

- To be familiar with the Behaviour Policy and actively support it through discussing it with their child(ren) as appropriate and role modelling the expectations whilst in school.
- Encourage their child(ren) to adhere to the school's expectations that they are in school on time, appropriately dressed, rested and equipped.
- Engage with school staff in celebrating successes and discussing any incidents of poor behaviour, supporting their child and the school in addressing this.
- To raise with the leadership team any concerns about the management of behaviour, while continuing to work in partnership with them.

Role of governors

- To refer all matters raised to them regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate all issues.
- To know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.

Behaviour for learning

Pupils are expected to follow our school rules, which are shared with them in assembly and within the classroom environment. They are displayed in every classroom as follows:

We will be a source of **hope** to ourselves and others.

We will act with **compassion** towards others.

We will **persevere** in the face of challenges and always try our best.

We will treat people and our environment with **respect**.

We will take **responsibility** for our actions in school and the wider community.

We will show **forgiveness** through our words and actions.

We understand that behaviour is about more than conduct and that every adult in school is responsible for setting consistently high expectations. We aim to plan opportunities that engage pupils so that they are active and enthusiastic about their learning. We expect the pupils to bring the right equipment to their lessons, to complete their homework on time and to demonstrate a positive attitude towards their learning. Expected behaviour will be taught, discussed and evaluated within assemblies and class lessons, and through daily interaction, based on a familiar and consistent pattern of routines, rules and expectations. These routines will save time, avoid confusion, make pupils feel safe and reduce cognitive load.

Preventative and de-escalation measures

We believe that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness, forgiveness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this:

- adults work to ensure positive, professional and mutually respectful relationships are developed between staff, parent/carers and each pupil.
- adults acknowledge and celebrate the talents, gifts and differences between individual pupils.
- pupils are always asked to do the best they can: staff members will teach and facilitate this behaviour.
- adults praise and reward appropriate behaviour.
- adults will not shout as a means to correct behaviour, unless there is an immediate risk of danger.
- adults will use behaviour management strategies such as distraction, addressing inappropriate behaviour quietly and unemotionally, stating expectations clearly and with minimal interaction so as to avoid a confrontation.
- after an incident, adults will use restorative practices as a proactive measure, to de-escalate situations, listen to the pupil's voice and to explore, restore and repair relationships.

Rewards and sanctions

Our emphasis is to reinforce good behaviour, rather than to focus on failures. At St Jude's we believe that reward has a motivational role, helping pupils see that good behaviour is valued. All staff, pupils and visitors follow the St Jude's Behaviour Code where both sanctions and rewards are clearly stated. Adults will use the least intrusive skills to redirect behaviour.

- If they decide to move a child's name to orange, yellow or red they must be clear with the pupil what they are doing and what the pupil can do to change this decision.
- At least one warning is always provided for pupils in between each stage.
- Adults constantly help pupils make the right choices.



Overview of Behaviour Code

The principle behind this system is to stay on GREEN, gaining as many points as possible. This is supported by Trackit Lights, an engaging and motivational behaviour management tool, to explicitly share and log positive and negative behaviour. It allows teachers to instantly log this on their Interactive White Board (IWB) in front of the children and it allows the leadership team to monitor individuals, groups and trends throughout the day or over time (each class's points can be seen by the Headteacher and Deputy Heads via their own computers.)

- All pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- Teachers integrate Trackit Lights, which is always visible on each IWB, within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who regularly follow the rules are noticed and rewarded. Teachers award points on Trackit Lights which are visible for the class to see. These are added together at the end of each day and collated. Certificates are awarded when they reach 50 points, 100 points or 200 points.

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class and individual reward system.
- Teaching of specific behaviours and routines.

Trackit Lights



How it works:

If a child does something positive, their name will be selected and the green button pressed. These points convert to team points at the end of each day. Trackit Lights will collate these and put into the relevant team's total (Windsor, Cumberland, Bishops and Cranborne) which is shared and celebrated during a Friday celebration assembly.

General good behaviours/work	= 1 point
Excellent behaviour/work	= 3 – 5 points
Superstar award (see SLT)	= 10 points

If a child does something they shouldn't, their name is selected and either the orange, yellow or red button is tapped.
Orange this indicates that a wrong behaviour has occurred. Their name turns orange and they miss 5 minutes of either breaktime or lunchtime.

<i>Yellow</i>	this indicates that a more severe behaviour has occurred. Their name turns yellow and they miss 15 minutes of either breaktime or lunchtime.
<i>Red</i>	this indicates that a severe behaviour has occurred. Their name turns red and they miss playtime and lunchtime.

It is important to note that this screen can be minimised so that the child's highlighted name is not on show in front of the whole class.

Assessment and record keeping

An adult must create an incident form for any red behaviours, which can be linked to CPOMS, our safeguarding system. This will allow us to:

- Continually assess pupils' behaviour
- Create a termly behaviour report, which will be shared with governors.
- Advise parents of orange and red card incidents via the child's planner or a phone call.
- Reference behaviour in each child's annual report as well as their interim reports.
- Allow a member of leadership to be informed and parents contacted. A suitable sanction (e.g. loss of play, withdrawal of privilege such as playing for the school football team) may be imposed or a home/school book for liaising with parents may be established.

If poor behaviour continues:

- More serious sanctions would be imposed by the Headteacher in consultation with the parents.
- Pupils who persistently receive red cards will have an individual behaviour plan and log.

Attendance and punctuality

School expectations that apply at all times to pupils, staff, parents, volunteers and visitors are:

- Always be on time.
- Maintain good attendance. Regular pupil attendance is expected by law and the school takes this very seriously. A register is taken at the start of each day and after lunch. Disciplinary action will be taken against any pupil who is discovered to be truanting. More information can be found in the school's Attendance Policy.
- Unauthorised absences will be managed through applying the school attendance policy [the government's guidelines on school Attendance and absence](#).

Behaviour Outside of School

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school and at any time that they are wearing the school uniform. In doing so, their behaviour will maintain the positive reputation of the school.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occur anywhere off the school premises and which is reported to the school. Response and sanctions will be in line with this policy and will involve the pupil's parents or carers.

Behaviour that causes particular concern, including racist behaviour, must always be reported and discussed with one of the DSLs who may feel it appropriate to address within the context of a Child Protection issue.

Online behaviour at home may also be referred to school by a concerned parent whose child has been threatened or caused harm by it. It may be appropriate to address it through applying the school's Behaviour Policy or Child Protection Policy.

Behaviour Within School

Internal Exclusion from Class

The Headteacher or Deputy Heads may decide that a pupil needs to be removed from his/her classroom for a period of time in order to address serious misbehaviour. This will result in the pupil being moved either to another classroom or to the office of the Headteacher or the Deputy Heads. As with all other sanctions, the school will ensure the health and safety and requirements in relation to safeguarding and the pupil's welfare. Periods of exclusion from class will be for serious misbehaviour and for a maximum of one school day. The time which the pupil spends away from their classroom is used constructively, with their class teachers preparing work for them to complete. A member of staff is always present in the room.

Exclusions

St Jude's School is committed to using external exclusions as an absolute last resort. Permanent exclusion is rare and is not used for vulnerable pupils (e.g. for those who are 'Looked After' by the Local Authority.) We seek to use suspensions (formerly known as fixed term exclusions) rarely, as we believe that 'rewarding' poor behaviour with a day away from school can sometimes be counter-productive. In cases of extreme inappropriate behaviour or persistent inappropriate behaviour, an exclusion may be considered necessary. If a pupil is excluded from the school, this will be undertaken within the DfE's guidance [Suspension and Permanent Exclusion guidance July 2022.pdf](#). On return to the school after a suspension, a plan will be developed to support the pupil's reintegration into the classroom.

Detentions

St Jude's does not operate a policy of holding after school detentions.

A pupil may miss the opportunity to play outside during a lunchtime as a sanction for inappropriate behaviour. The pupil will always be given reasonable time to eat, drink and use the toilet.

Bullying

We will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information is detailed in the school's Anti-bullying Policy; a copy of which can be obtained from the school office or on the school's website.

Physical Contact with Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand or putting an arm around the shoulder of a pupil who is distressed
- shaking hands when a pupil is being congratulated or praised
- demonstrating techniques or how to use equipment
- giving first aid

Use of Reasonable Force

Under Section 93 of the *Education and Inspections Act 2006*, all staff members and any other person whom the Headteacher has given the responsibility to be in charge or in control of pupils, may use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of reasonable force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded in a bound, page-numbered significant incident book by staff involved as soon as possible after the incident and copies will be given to the class teacher and Headteacher. Parents will be informed of the incident although, lawfully, the school has the right to not inform a parent if they decide it is inappropriate to do so. (We adhere to the *Touch and use of restrictive intervention when working with children and young people*, published by Surrey County Council in September 2019.)

There will be no physical punishment of any kind. Physical restraint of any child must be used only where absolutely necessary and as outlined in the [DfE's Use of reasonable force advice Reviewed July 2015.pdf](#) and Surrey's *Touch and the use of restrictive physical intervention when working with pupils and young people 2010*. (Copies kept in the Headteacher's office.) The Headteacher and both Deputy Heads have been CPI/ MAPA trained.

Screening, Searching and Confiscation

The guidance as provided in the *Education and Inspection Act 2006* and [Searching Screening and Confiscation guidance July 2022.pdf](#) states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of a pupil that are illegal or banned from school, for instance: knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school and any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. The Headteacher, or a staff member who has been authorised by the Headteacher, has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this (see Pupil Mobile Phone policy).

Within the school, we do not use any walk-through or hand-held metal detector to screen pupils or adults.

Data

Our school collects a range of behaviour data including:

- Exclusions; permanent, fixed term and internal (recorded on SIMS and reported to parents, the Chair of Governors and the Local Authority)
- Attendance and punctuality (recorded on SIMS)
- Incidents resulting in orange, yellow and red cards (recorded on Trackit Lights.)
- Referrals to outside agencies (recorded in the child's SEND folder and transferred their next school.)
- Racist incidents (recorded on CPOMS and reported to the Governing Body and the Local Authority.)
- Bullying incidents (recorded on CPOMS and reported to parents.)

Data is analysed at whole school and individual pupil level by senior leaders and is used to inform referrals to outside agencies or school-based interventions.

Allegations against Staff

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner, which provides effective protection for the pupil and supports the person who is the subject of the allegation. Allegations will be reported to the Local Area Designated Officer (LADO). Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation.

Complaints

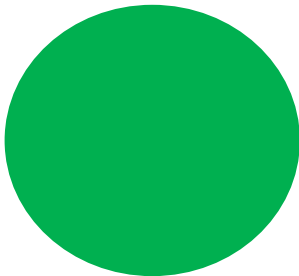

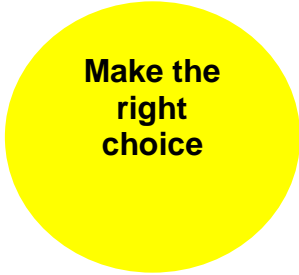
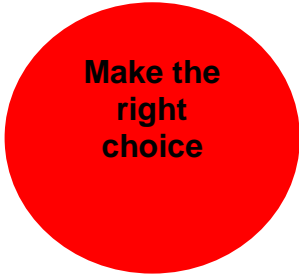
The school has a standard complaints procedure which can be found on the school website. Parents are encouraged to take any complaint or concern to a staff member. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos.

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Child Protection
- Complaints
- E-safety
- Pupil Mobile Phone



APPENDIX 1 St Jude's C of E Junior School Behaviour Code

What colour?	What behaviour?	What happens?
	<p>Following the school rules throughout the day: <i>We will be a source of hope to ourselves and others.</i> <i>We will act with compassion towards others.</i> <i>We will persevere in the face of challenges and always try our best.</i> <i>We will treat people and our environment with respect.</i> <i>We will take responsibility for our actions in school and the wider community.</i> <i>We will show forgiveness through our words and actions.</i></p>	<p>Team Points</p> <p>Praise</p> <p>Star of the Week</p> <p>Head or Deputy sticker</p> <p>Positive message from teacher/Head/Deputy in planner</p> <p>Effort Award</p> <p>Certificates awarded for 50, 100 points and 200 points.</p>
	<p>Not following the school values</p>	<p>5 minutes off break time</p>
	<p>Hurting others Inappropriate language Being rude Being unkind Consistently repeating orange behaviour</p>	<p>Sent to another classroom</p> <p>See Senior Leadership Team</p> <p>Lose 15 minutes of your break or lunch</p> <p>Note in planner telling parents of yellow behaviour</p>
	<p>Violence Lying Stealing Vandalism Bullying Cyber bullying</p> <p>Consistently repeating yellow behaviour</p>	<p>Miss playtime and lunchtime</p> <p>See Headteacher or Deputy Head</p> <p>Phone call to parents explaining actions</p> <p>Agree steps to improve behaviour with parents</p> <p>Possible exclusion</p> <p>See anti-bullying policy</p>

APPENDIX 2 Strategies for Promoting Positive Behaviour

At the heart of encouraging positive behaviour is ensuring that the behaviour policy is known and understood by all and consistently implemented. Positive professional relationships with pupils, parents and other staff are emphasised within the [Teachers Standards Dec 2021.pdf](#)

All staff are expected to adhere to the rewards and sanctions hierarchies. Pupils will perceive inconsistency as unfairness and will try to 'get away' with poor behaviour unless they are certain that they will get caught and that misbehaviour will be followed through. *Certainty* is more effective than *severity*. All staff should model the behaviour we expect to see in our pupils and, in particular, to address pupils courteously and with respect and avoid escalating situations by shouting and failing to listen.

START OF LESSON

1. Teacher to be there before students – if that is not possible, ensure pupils know they should line up outside and wait.
2. Ensure pupils understand every lesson is a 'fresh start'.
3. Ensure pupils sit in allocated seats.
4. Starter activity to be available immediately and accessible to all.
5. Ensure start of lesson routine is understood and kept to.

DURING LESSON

1. High expectations of work and behaviour.
2. Good and outstanding teaching encourages good behaviour – pay attention to planning, pace, interest and variety, differentiation, visual cues.
3. Stimulating environment with motivating displays of pupils' work – pay attention to layout of room ensuring easy access/exit routes for latecomers/vulnerable pupils, check all can see IWB etc.
4. Ensure Behaviour Code, rewards and consequences are visible to all – use the rules as a buffer – depersonalise.
5. Praise consistently (5:1 ratio minimum) – 'Catch them being good'. Use reward system.
6. Know your pupils well and understand their needs (SEND). Ensure you use strategies recommended in IEPs.
7. Make opportunities to build positive relationships in unstructured time
8. Watch language, tone, posture, volume, body language. Remain calm and cool at all times.
9. Plan the use of any additional adults to support pupils who need extra help to meet the lesson objectives.
10. Use of AfL encourages motivation and engagement.
11. Never threaten – promise. Ensure you always follow through on what you have said.
12. Criticise the behaviour – not the pupil. Avoid punishing the whole class for the actions of a few.
13. Remember that every day is a new day, for the adult and the child.

END OF LESSON

1. Allow time for plenary and reflection on whether learning intentions have been achieved – if not why not?
2. Orderly dismissal.

OUTSIDE OF THE CLASSROOM

1. Noticing – ensure response is appropriate to time/place – follow up what you have noticed.
2. Duties – on time, in correct place. Take opportunity to build relationships with students.
3. Routines – keep to the left when walking in the corridors, stand aside for an approaching adult, remain quiet when moving from one room to another, stick to the same line-up order to avoid confusion.
4. Intervene whenever incidents occur – every adult is responsible for behaviour management.
5. Corridors kept clean and tidy with motivating/informative displays.





APPENDIX 3

The ZONES of Regulation®

We use the Zones of Regulation to help children understand, recognise and moderate their emotional responses. This is a whole school approach to help children manage their emotional literacy. It is not a discipline model but helps children to understand their level of alertness for learning. Individuals are impacted by different things and thus have different responses.

Staff should model which zone they are in e.g. I am in the yellow zone because I'm looking forward to something, I am in the green zone because I have enjoyed seeing my family over the weekend. This helps children to recognise where they are. They should also wonder aloud about the children's emotions e.g. 'I wonder if you are in the yellow zone because you are finding it hard to sit still'.

Zones are displayed in every classroom.

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>