

Canon Johnson C. of E. Primary School Behaviour Policy

Approved by:	Kirsty Pollard	Date: September 2026
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Our Christian school family aims to immerse every child in a diverse, thought-provoking, memorable curriculum which places all children at the heart of discovering their true potential allowing them to become aspirational, valued contributors within an ever-changing society and global community.

**LOVE
TRUST
RESPECT
FRIENDSHIP
HOPE AND ASPIRATION**

We base all our aims and actions around our mission statement and values.

AIMS AND EXPECTATIONS

At Canon Johnson C of E Primary School, we believe that behaviour matters and that the importance of good behaviour cannot be overestimated. It is essential that pupils are calm and ready to learn before any teaching can take place.

We strive to promote good relationships so that people can work together with the common purpose of helping everyone to learn. We aim for everyone to work together in an effective and considerate way. Within our systems we recognise the need to use different approaches in response to individual children's needs at any one particular time.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. The Christian virtue of forgiveness epitomises our policy and school ethos.

We aim to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school and wider community.

We reward good behaviour as this will develop an ethos of kindness and cooperation.

CHILDREN'S RESPONSIBILITIES

- To know, understand and follow the school's virtues and values.
- Work to the best of their ability and allow others to do the same.
- Co-operate with other children and adults.
- Know and understand our school/class rules as well as the rewards and consequences.
- To make the right choices.
- To develop resilience in behaviour for learning, in order to enable sustained independent learning.

STAFF RESPONSIBILITIES

- Know and share the school's virtues, values and mission statement.
- Provide a challenging, interesting and relevant curriculum that engages all the children in our class.
- Adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Treat all children fairly and with respect; speak in a calm manner.
- Raise children's self-esteem and develop their full potential.
- Create a safe and respectful environment reflecting our school values.
- Devise a class code of conduct with the children (based on our values) and explain expectations clearly.
- Use rules and consequences clearly and consistently.
- Form trusting, positive relationships with parents and carers so that all children and key adults in their lives share a common aim.
- Keep a record of any child's behaviour that is giving 'cause for concern'.
- To develop resilience in behaviour for learning, in order to enable sustained independent learning.

PARENTS' RESPONSIBILITIES

- To know, understand and demonstrate the school's virtues and values.
- Make children aware of and model appropriate behaviour.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Support the school in the implementation of this policy.

- Be aware of the school values that the school's behaviour policy is based upon.
- Offer a framework for social education.

GOVERNORS' RESPONSIBILITIES

The Local Advisory Board has the responsibility of setting down these general guidelines on standards of discipline, behaviour and attendance and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR

- Share the school's virtues and values.
- Make clear our expectations for good behaviour.
- Actively praise good behaviour.
- Promote mutual respect.
- Teach children that they are responsible for their behaviour and they can choose how they behave and understand the consequences.
- Teach children that they do not have the right to stop teachers teaching or other children learning.

POSITIVE LEARNING THROUGH THE CURRICULUM

At Canon Johnson, teachers implement a wide range of strategies in order to maintain high standards of behaviour (see Learning and Teaching Policy). A range of curriculum opportunities support the acquisition of social and behavioural skills e.g. PSHE – making choices, resolving conflict, creating friendships etc. Kagan strategies play a pivotal role in developing collaborative and cooperative skills in all areas of the curriculum.

SCHOOL CODE OF CONDUCT

- Follow the school's virtues and values at all times.
- Arrive promptly in the morning and after break times, prepared for work.
- Walk quietly and sensibly around the school building to ensure everyone's safety.
- Take care of our school building and grounds and everything in them.
- Listen when someone is speaking to you and respond politely.
- Don't hurt others in any way by what you say or what you do.
- Adhere to the school's Christian values in all we do.

CLASS RULES AND A CLASS VISION STATEMENT WILL BE CREATED BY EACH CLASS AT THE START OF THE ACADEMIC YEAR SO THAT THE CHILDREN TAKE OWNERSHIP AND RESPONSIBILITY.

REWARDS

The rewards and consequences that we use in school support our Christian ethos. We strive to ensure that all of our children are happy, safe, responsible and caring members of our school community. We insist on building positive relationships and mutual respect between staff and children.

Marble rewards

Within every class pupils can earn marbles for the class 'marbles jar'. They can be given for a variety of reasons including following our schools' values, producing a piece of excellent work, or helping others within the class or school. When the jar is full, the pupils then choose a reward which the whole class take part in. These may include:

- A film afternoon
- Bike/scooter session
- Class party

Star of the Week

A child from each class will be chosen for adhering to our school values and will receive a star of the week certificate. Each child receiving Star of the Week will be celebrated on the weekly newsletter and will enjoy hot chocolate and treats with the headteacher.

Additional Rewards:

- Weekly class attendance and punctuality awards- The class with the best attendance and best punctuality are presented with a certificate and 10 minutes extra play.
- Individual attendance raffle – drawn in Celebration Worship.

- Individual end of term 100% attendance award certificates.
- Captain's Table. This is presented to a child from each class during the Celebration Worship each Friday morning. A child sits on the 'Captain's Table' for lunch and brings a friend along at Friday lunchtime.
- Reading reward scheme certificates
- Pastoral award
- 'Good News' Postcards are regularly sent home.
- 'Good to Be Green' raffle tickets are given by lunchtime staff. This is drawn weekly in Celebration Worship.

All our rewards are to encourage, motivate and help the children to work hard, have self-control and strive to always make the right choices. We know that positive experiences and rewards change behaviour and consequences manage behaviour.

On occasions, children can make the wrong choice and as a result they must realise that there are consequences to that choice. Our consequences make it clear to the children that violence, destruction of property, swearing or other unpleasantness is NOT acceptable and will not be tolerated.

CONSEQUENCES

Class Consequences: 'It's Good to be Green!'

Each child starts on green every day.

Firstly, a warning is given. If no improvement is made, the child then moves to an amber card. If a pupil improves their behaviour, then the amber card will be removed after an hour and returned to green.

Before presenting a child with a red card (if it is not a straight red card offence) the member of staff will warn the pupil that if they for example, continue to disrupt the session, then they will be given a red card.

One red in a day = 15 minutes lost from their lunch time

2nd red in a day = Pupils lose their lunch time and must eat their lunch removed from the other pupils

3rd red in a day = The child is removed from class to work in another area for half a day. Parents are contacted that day by phone and are asked to attend a meeting with the class teacher and a member of SLT about their child's behaviour.

If a child receives more than five red cards in one week, parents will also be asked to attend a meeting, however, this will take place with the Headteacher or Deputy Headteacher to discuss the child's behaviour.

A straight red is only to be given for more serious incidents, these include:

- Assault of another child, including peer on peer abuse.
- Assault/violence towards a member of staff (physical/verbal)
- Fighting
- **Persistent** refusal to complete instructions given by a member of staff
- Vandalism or destruction of property
- Dangerous behaviour putting themselves or other at risk- e.g. climbing onto the storage unit. Climbing over the school fences

ALL red card incidents will be logged by class teachers or another relevant member of staff on Arbor; these will be monitored each half term and will be reported to the governors. Serious incidents/exclusion logs will be kept by the headteacher. Exclusion data will be sent to the Trust and LA and shared as a confidential item at governor's meetings.

For serious incidences that have warranted a straight red card, the pupil will be removed from the classroom and asked to work in another area of the school. The child will be provided with work and must complete it before returning to class. The decision to 'internally exclude' a pupil will be made by the **Headteacher or a member of SLT** in consultation with the class teacher.

PLAYGROUND/LUNCHTIME CONSEQUENCES:

- Welfare staff will follow the school's behaviour policy by issuing a warning and then an amber card for minor offences.
- Any potential straight red card offences must be reported immediately to a member of the SLT.
- Children caught inside without permission will be given a warning and then given an amber card if they continue to ignore the instruction.

Incidents logged by welfare staff at lunchtimes will be recorded by the Pastoral Lead or a member of the SLT on Arbor. Depending on the offence and circumstances, this could result in a child being removed from the playground for the rest of their lunchtime. If a child's behaviour at lunchtime persists, parents will be asked to attend a meeting and the child may be removed from the playground for a fixed period (for example, for a week).

Fixed Term and Permanent Exclusions

For extreme cases of behaviour, pupils may need to be given a fixed term or permanent exclusion. These are a last resort and will be decided in consultation of the Senior Leadership Team and Trust Leadership Team. Parents will be immediately notified and reasons given for the exclusion. During an exclusion, pupils will be given work to complete and must not be seen outside of the home without proof of an appointment.

Individual Behaviour Plans

For some pupils, a more detailed Behaviour Plan for behavioural support may be needed. These will be shared with all staff to support the pupil in making the right choices. These will be created in discussion with the class teacher, senior leadership team and parents. Behaviour Plans are designed with short term targets to support the pupil in improving their behaviour and making better choices when faced with challenging situations.

Parents and staff should work in partnership to share success and support the children in making the correct choices.

INDIVIDUAL HANDLING POLICY

At times pupils can become distressed and anxious meaning they may be a danger to themselves and/or others. On these occasions, physical restraint (the positive use of force/safe handling) may have to be used to protect a child from hurting themselves and/or others, or from seriously damaging property. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

Parental support may be sought in advance if deemed necessary.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. To comfort a pupil in distress
2. To gently direct a pupil
3. For curricular reasons (for example in PE, Drama etc.)

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Reasonable force can be used to

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, school trip or visit.
- Prevent a pupil leaving the classroom or school site when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Any occasions when reasonable force is used will be recorded on Arbor and parents will be informed.

SUPPORT FOR STAFF

Advice and support are available from:

Headteacher

Senior Leadership Team

SENCO

Pastoral Lead

Class teacher

Forward as One Trust

SUPPORT FOR CHILDREN

Support is available for children whose behaviour shows cause for concern:

- Liaison with parents.
- Home/School book to monitor behaviour in and out of school so that all parties can work together.
- Individual targets set for a limited period to encourage and support behavioural difficulties.
- Nurture Groups.
- Support from outside agencies.
- A Behaviour Plan can be put into place, which identifies specific support and involves liaison with school, parents and the LA.
- Support from our Pastoral Lead.
- Educational Health Care (EHC) Plan can be put into place.

SUPPORTING PUPILS WITH ADDITIONAL NEEDS

Whilst we expect all pupils to follow the school's behaviour policy, we recognise that reasonable adjustments may need to be made to support SEND pupils. These adjustments will be identified and placed into the child's behaviour plan. These adjustments may include:

- Additional time out of the class to reduce over stimulation, anxiety and distress
- Additional support from adults
- Resources such as timers, ear defenders and sensory resources
- Individual reward charts
- Reduced/adapted timetable
- Adaptations to the school uniform policy
- Use of technology to support pupils
- Flexible grouping and scaffolding of instructional teaching
- Use of the nurture room
- Seating position in class

SUPPORT FOR PARENTS/CARERS

Support is available for parents in developing their child's social, emotional and behavioural skills:

- Discussion with headteacher or other members of staff.
 - Discussion with the pupil's class teacher.
 - Advice from the SENCO (Miss Buckle) or Pastoral Lead. •
- Advice/support/guidance can be sought from Children's Social Care who can provide family support workers to work with parents.

MONITORING AND REVIEW

The policy is reviewed regularly to consider any improvements that may be needed or new government regulations where appropriate.

Recording incidents – Arbor management system.

Record of rewards achieved – class records and weekly newsletters. Record of star awards- Celebration Worship weekly newsletter.

<u>Green card 0</u>	<u>Green:</u> Children start each session on green and remain on green if they demonstrate expected behaviour. Some children may have their own behaviour plan OR positive handling plan.
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<u>Green card 0</u>	<u>First Warning:</u> If behaviour falls below the expected level, the child will receive: A clear verbal warning: 'If this behaviour continues, you will move to amber.' With a possible explanation of behavioural choices.
<u>Amber card -1</u> <u>Class teacher</u>	<u>Second Warning:</u> Verbal disruption to teaching / low level disruption. At this point, the child will receive an amber card and a clear verbal warning, 'If this behaviour continues, you will move to a red card.' The child will be removed from Amber for showing an improvement in their work or attitude after an hour.
	Card to be recorded on Arbor. If/when 5 cards are received, parents are informed.
<u>Red card</u> <u>Class teacher</u> -2	<u>Red card given:</u> behaviour has not improved and an amber card has escalated to a red or a 'minor' red card incident has occurred. Card must be recorded on Arbor and child loses 15 minutes of their lunch time <u>Second red card given:</u> behaviour has not improved and an amber card has escalated to a red/straight red has been given. Card must be recorded on Arbor and child loses their lunch time and eats their lunch removed from other pupils <u>Third red card given</u> <u>Parent Meeting with Teacher/Senior Leader -</u> The child is removed from class to work in another area for half a day. Parents are contacted that day by phone and are asked to attend a meeting with the class teacher about their child's behaviour. Card must be recorded on Arbor <u>Four or more (across the week)</u> <u>Parent Meeting with Head teacher</u> Parents will be asked to attend a meeting; however, this will take place with the Headteacher or Deputy Headteacher to discuss the child's behaviour.

-3 Straight red card	<u>Straight red card given</u> <u>e.g. refusal to follow instructions, inappropriate play/lunch time behaviour etc.</u> Card must be recorded on Arbor and child loses 15 minutes of their lunch time. Conversation with parent at the end of the day – by person who gave card.
-4 (Straight red card)	<u>Straight red card given</u> <u>For the incidents listed, a meeting with the Headteacher and parents will be arranged - Bullying, Racism, homophobia, physical assaults on pupils – e.g. fighting</u> When a child is given a straight red card, they are removed from the classroom and will work in another area of the school. During the following lunchtime a restorative reflection time is completed by the child with a member of the Senior Leadership Team. The red will be added to Arbor as -4 by the person who issued the card.
-5 (Straight red card)	<u>Straight red card given</u> <u>Fixed Term Exclusion</u> – unprovoked attack/ physical attack (staff) / Weapons / Drugs / Substances brought into School. <u>Parent Meeting with Head teacher</u> These are examples but not an exhaustive list. These types of behaviours will need to involve the Headteacher, and on occasion, the involvement of the school Governors. A decision as to whether a fixed term exclusion will need to be made at the severity of this offence.