



## St John's CE First School Positive Ethos

*As a Church of England School we are guided by our Christian values in supporting the learning of all our children*

*'Let us love one another, for love comes from God'*

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our approach is both positive and restorative. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. Our goal is to give pupils the skills to manage conflicts, strengthen relationships, and take responsibility by developing empathy and emotional literacy. We fully believe that the quality of relationships are paramount to the learning process and that children learn best when they have a secure and healthy emotional attachment to the person imparting information, knowledge or providing them with support.

### Our Mission Statement

Our school provides an atmosphere and environment for learning, based on Christian values, where children come first. Our staff have high expectations for the children's learning and behaviour. Our curriculum is stimulating, enabling our children to think and learn creatively now and in the future. Our buildings and resources cater for the diverse needs of the school community. Our children are inspired, independent learners with positive self esteem. They are confident and caring in their relationships with others, working in partnership with each other, their parents, carers and the wider community.

### Principles

All staff at St John's are responsible for:

- **Creating a compassionate culture** through recognising and seeking to understand and emphasise with the individual context of every child.
- **Nurturing strong relationships** through demonstrating care, concern and interest in all children in our school.
- **Being visible, clear and consistent** through vigilant and proactive behaviour management, through explicit language and through fair and consistent processes.
- **Focusing on the positive** so that children are praised for their efforts and celebrated as role models to aspire to.
- **Building a sense of shared responsibility** among staff to work together as a team to support children in understanding and managing behaviour effectively.

We believe that:

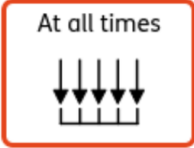






- **All behaviour is communication** so every effort should be made to understand it; children are always given the opportunity to take responsibility for explaining their behaviour and supported to learn new ways to express themselves.
- **Emphasis should be placed on de-escalation techniques and consistent use of positive language** in order to ensure children are supported to manage, reflect upon and improve their own behaviour.
- **All consequences must be viewed as a conversation** where responses aim to support the child to improve their behaviour. Reminders should be used to ensure children are clear of expectations and standards of behaviours in order to embed these behaviours into their long term memory.
- **All responses to unwanted behaviour should be immediate, consistent and restorative** allowing other children to see that all negative behaviours are dealt with promptly and fairly across the school .



## Sparkle Charter

Our Sparkle Charter was created by the school community and is shared regularly with the children. It is displayed prominently in classrooms and shared in areas around school and outlines everyone's rights and responsibilities. We treat all children fairly and apply the behaviour plan in a consistent way and expect every member of the school community to behave in a considerate way towards others. The children earn Sparkle Time for keeping to the Sparkle Charter.

### St John's Sparkle Charter

	 <b>At all times</b>	 <b>Classroom</b>	 <b>Playtime</b>	 <b>Lunch Hall</b>	 <b>Toilet</b>
	<b>Expectations at all times</b>	<b>Expectations in the classroom</b>	<b>Expectations in the playground</b>	<b>Expectations in the lunch hall</b>	<b>Expectations in the toilet area</b>
	<p><b>Wear our uniform with pride</b></p> <p><b>Come to school with your bookbag and PE kit</b></p> <p><b>Pick things up off the floor</b></p> <p><b>Listen and follow adult instruction</b></p>	<p><b>Use your classroom voice</b></p> <p><b>Keep the classroom tidy</b></p> <p><b>Put everything away in its place</b></p>	<p><b>Keep to the areas you are allowed in</b> <i>Only use the field and play equipment when it is your class' turn and there is an adult watching.</i></p> <p><b>Listen for the bell that signals that Playtime has ended</b></p> <p><b>Return to lessons quickly and quietly</b> <i>Use inside voices and walk sensibly.</i></p>	<p><b>Go to the toilet before lunch</b></p> <p><b>Stay in our seats</b> <i>Unless an adult calls for seconds.</i></p> <p><b>Put your hand up if you need an adult</b></p> <p><b>Keep in the lunch line</b> <i>Take cutlery one at a time</i></p>	<p><b>Use at break times where possible</b></p> <p><b>Be as quick as you can</b></p>
	<p><b>Use kind words, kind hands and kind feet</b></p> <p><b>Help where it is needed</b></p> <p><b>Share where you can</b></p> <p><b>Celebrate others success and differences</b></p> <p><b>Listen to others</b></p>	<p><b>Share your ideas</b></p> <p><b>Listen to and encourage your learning partner and others</b></p> <p><b>Work in your seat unless you are collecting equipment</b></p>	<p><b>Welcome others to your game</b></p> <p><b>Include children that are on their own</b></p> <p><b>Help when people are hurt or upset</b></p>	<p><b>Say hello</b></p> <p><b>Say please and thank you</b></p> <p><b>Start conversations</b></p> <p><b>Talk to new friends</b></p> <p><b>Keep your mouth closed when chewing</b></p>	<p><b>Leave it tidy</b></p> <p><b>Take turns using the cubical</b></p> <p><b>Tell an adult if you use the last piece of toilet roll</b></p>



	<p><b>Treat each other fairly</b></p> <p><b>Answer respectfully when spoken to</b></p>				
<p>Engagement</p>	<p><b>Try your best in all you do</b></p> <p><b>Challenge yourself and try new things</b></p> <p><b>Look at the person talking</b></p> <p><b>Always walk inside school</b></p> <p><b>Join in wider school activities</b></p>	<p><b>Choose the resources that will help you to learn</b></p> <p><b>Encourage and be generous with praise to others</b></p> <p><b>Make improvements to your learning</b> <i>Correct your work, keep it neat, share it.</i></p>	<p><b>Follow game rules</b></p> <p><b>Enjoy your social time</b></p> <p><b>Use equipment safely</b> <i>Share and wait for your turn.</i></p>	<p><b>Help the younger children</b></p> <p><b>Use an inside voice</b></p> <p><b>Congratulate the table of the week</b></p> <p><b>Clear up our own mess</b></p>	<p><b>Go, flush, wash and leave</b></p> <p><b>Only use the paper you need</b></p> <p><b>Put green paper towels in bins, not in the toilets</b></p> <p><b>Put toilet paper in the toilet</b></p>

As well as our Sparkle Charter, we are proud to be a HeartSmart school. HeartSmart is a creative approach that we use to build character, emotional health and resilience in children. Equipping children with foundational principles and skills that will improve their mental health and relationships and academic achievement, at St John's, we want everyone to know that they are loved, cared for and valued. We recognise the value of educating the heart alongside educating the mind. As a HeartSmart school, we use the five key principles to help our pupils to respect each other's rights.

The class teacher is responsible for discussing the school Sparkle Charter with their class and establishing the core routines necessary for the smooth running of classroom learning. Each class displays a copy of the charter, which is agreed and signed by the children. This ensures that every child in the school knows the standard of behaviour that we expect in our school.

### Rewards

At St John's First School, all interactions between both staff and pupils are underpinned by our Core Values of Love, Friendship and Forgiveness. We firmly believe that all adults in our community have the responsibility to model appropriate behaviours effectively and encourage active reflection of positive behaviours. Positive consequences are used to encourage the learning of appropriate behaviours.

- Positive praise
- Sharing successes with other adults
- Sparkle points for going above and beyond the Sparkle Charter
- Sparkle time
- Sparkle Worship and celebration certificates
- Star Reader
- Headteacher Awards
- Values tokens
- Top lunch table of the week



Over the course of a week, all children have the opportunity to earn ‘Sparkle Time’ on a Friday afternoon for keeping to the Sparkle Charter. Classroom displays allow for children to move along a chart earning time as they move. Children cannot move down the chart and once time has been earned it cannot be taken away. As an individual, children can earn up to 30 minutes per week. Children who do not reach the top by a Friday afternoon will only join in for the time earned. If a child has not earned the full 30 minutes, they will spend the time they have not earned completing a ‘think sheet’ with a member of staff.

It is important to note that targeted/personalised approaches are already in place for pupils who require more intensive behavioural support. This will always be discussed with parents/carers and clearly recorded on individualised support plans. It is important to discuss any concerns with the child's class teacher, the inclusion lead or the headteacher.

### Consequences

At St John’s we firmly believe that consequences must involve overcorrection techniques and should seek to put the behaviour right. This is where pupils repeat the correct behaviour i.e child runs down corridor shouting - practise walking down a corridor silently. Sometimes this may require pupils to complete work after a lesson has finished. We believe that children are not learning how to correct their behaviours if the consequence is irrelevant. Targeted/personalised approaches are already in place for pupils who require more intensive behavioural support. Rarely, more extreme/repeated behaviours require a child being removed from the learning environment. All classes have a comprehensive behaviour log to record any behaviours and help identify patterns in behaviours. A record of parental contact is also included within the log.

To ensure consistency across the school we use the following codes to support positive choices.

St John’s codes of behaviour- staff					
Steps are always gone through with care and consideration, taking individual needs into account where necessary. Adults always and consistently in every lesson praise the behaviour they want to see. All learners are given time to reflect in between steps. <b><i>It is not possible to leap or accelerate steps for repeated low-level disruption.</i></b> Learners are held responsible for their behaviour. Adults in the vast majority of situations will deal with behaviour without delegating.					
Code 1 Low level disruption anywhere in school <i>Unsocial</i>					
Example	Adult involvement	Steps	Script	Sanctions	Record
Calling out Noise making Not listening Not respecting other children Rough play Work avoidance Time wasting Damage of property through carelessness Talking in class whilst the teacher is talking Being unkind Swinging on a chair	Teacher deals with inappropriate behaviour  May seek advice from colleague	<ul style="list-style-type: none"> <li>Gentle encouragement, a “nudge” in the right direction</li> <li>A reminder of the expectations delivered privately wherever possible. The teacher makes the learner aware of their behaviour. The learner has a choice to do the right thing. (Give time to make the right choice)</li> <li>Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage</li> </ul>	Learner’s name I can see something has happened I am here to help Talk and I will listen Come with me and.....	Making up any missed work	No record



		<ul style="list-style-type: none"> <li>Distraction with behaviour pack</li> </ul>			
<b>Code 2</b> Deliberate disruption of lesson/outside activities <i>Unsocial</i>					
Repeating above after receiving 'Code 1' OR Making fun of others Name calling Unacceptable standard of work Not respecting property Swearing	<b>Teacher</b> deals with inappropriate behaviour  May seek advice from colleague  <b>Parents</b> made aware (informed either by phone call or in person at the end of the day by class teacher)	<ul style="list-style-type: none"> <li>A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices</li> <li>Time out: Give the learner a chance to reflect away from others. (separate table, area of the room). Possibly in another class.</li> <li>Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.</li> <li>Distraction with behaviour pack</li> </ul>	Learner's name I can see something has happened I am here to help Talk and I will listen Come with me and..... I think you need some time to reflect away from others...	Reminder Time out  Making up any missed work	Recorded on pupil's individual behaviour log

<b>Code 3</b> Prevention of other children learning / playing in peace <i>Unsocial/anti social</i>					
Repeating above after receiving 'Code 2' OR Ignoring adults Intentionally not following instructions Intentionally distracting others Biting Spitting Answering back to adult Re-actional behaviour Throwing food Unsafe behaviour Not telling the truth Persistent name calling Exposing themselves Walking out of class or hiding Swearing at someone	All adults become aware with:- <b>Teacher/parents</b> meet to share concerns  Start to involve <b>SENCO/ HT</b>  Share with adults at weekly briefing  School interventions put into place if appropriate such as ELSA, RAG chart (stored in children's files)	<ul style="list-style-type: none"> <li>Internal referral - At this point the learner will be referred internally to another class or headteacher for the remainder of the lesson.</li> <li>Reparation - A restorative meeting should take place before the next lesson.</li> <li>If the reconciliation is unsuccessful</li> </ul>	<b>Deescalation conversation ideas</b> I understand that you are.....(angry/upset) I need you to.....(come with me so that we can resolve this properly) Maybe you're right.....(maybe I need to speak to them too) Be that as it may.....(I still need you to join in with the groups) I hear you.....  <b>Restorative question ideas</b> What happened? What were you thinking at the time? What have you thought since?	Time out with another staff member	Recorded on pupil's individual behaviour log  Recorded on SLT behaviour log if involved  Parent meeting forms completed, shared and saved in child's file HT and SENCO will be informed by sharing the doc to them.



		the teacher should call on support from a colleague who will support the reparation process.	How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?		
Code 4 Serious behaviour <i>Antisocial</i>					
Repetition of behaviour after being given a 'Code 3' OR Violent behaviour Fighting Stealing Graffiti Damaging property Racism/ Bullying – more than one incident Bullying	<b>SENCO</b> takes the lead and works with Class teacher, parents and other agencies:  Use of individual reward charts  Other agencies or interventions involved	If behaviour is consistently poor as shown by internal referrals and several reparation meetings. There will be a formal meeting with the Head/Deputy Head. There will then be agreed targets that will be monitored over the course of two weeks.		Regular review meetings	Behaviour Plan filed on the school system in the Inclusion Folder and then the child's file.
Code 5 Extreme violence and aggression <i>Antisocial</i>					
Repeating above after receiving 'Code 4' Persistent bullying Extreme aggression or violence Endangering other people Losing control of behaviour Physical violence towards an adult Leaving school premises	All agencies aware of seriousness of the problem	A serious breach is an incident that may lead to a suspension. Alternatives to suspensions where appropriate, will be sought as appropriate to the age and needs of the child.		Possible suspension	Trust policy Suspensions logged on SIMs and My Concern Notify Trust LSC chair Dorset

### Restorative Questioning

All staff members are expected to use restorative questions when responding to behaviour incidents across the school. These questions enable children to take an active role in the reflection process and ensure they take responsibility for their own actions.

- *I can see that you are feeling \_\_\_\_\_ ...*
- *What happened?*
- *What were you feeling / thinking at the time?*
- *What do you think / feel about it now?*
- *Who has been affected by what has happened?*
- *In what way?*
- *What impact has this incident had on you and on others? What has been the hardest thing for you?*
- *What do you think needs to happen to make things right? What could you do differently?*

The questions are neutral and non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer.



They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

### **Communication with parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We encourage parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. Parents have special insight into their child and the information they provide is invaluable. Informal and positive communication between class teachers and parents is vital in supporting a child's development. Parents are always kept informed as to strategies being used with their children, in order that they are best able to support us. All parents are given a copy of the sparkle charter when their child joins the school. Parents have access to the support of a Parent Support Advisor to support as necessary.

### **Exclusion**

As a school, we are passionate and committed to meeting the needs of all children, including those with SEND, and this includes children who may have social, emotional and mental health needs. As a school, we will work closely with outside agencies to secure best practice. If, despite the school's best efforts, there are serious behavioural incidents that continually and substantially jeopardise the health, safety, well-being or education of other pupils in the school, the only remaining course of action may be a fixed term suspension or ultimately a permanent exclusion. In these cases, all due procedures will be strictly followed in line with the Trust Policy.

### **The Role of Local School Committee Members (LSC)**

The LSC has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The LSC support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's ethos on behaviour and discipline, but LSC may give advice to the headteacher about particular disciplinary issues. The headteacher will take this into account when making decisions about matters of behaviour.

### **Monitoring and Review**

The headteacher monitors the effectiveness of this ethos on a regular basis and reports to the LSC on the effectiveness of the ethos and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records code 2 classroom incidents. The headteacher records code 3 incidents where a child is sent to him/her on account of inappropriate behaviour.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the LSC to monitor the rate of suspensions and exclusions, and to ensure that the school ethos is administered fairly and consistently. The LSC will pay particular attention to matters of equality and that no child is treated unfairly because of race or ethnic background.

This was written by the teaching staff and will be kept in a policies folder. It is accessible to all staff, LSC and parents. It will be reviewed every two years.

*The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment*

*This document has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

Reviewed: Summer term 2024



Instated at school: September 2020  
Review Date: Summer Term 2026