

# Mexborough St John The Baptist C of E Primary School

Sedgefield Way, Mexborough, South Yorkshire, S64 0BE.



*We love and value all of God's children, creating an inclusive environment that helps all to flourish.*



## 2 Minute Read – Behaviour



Behaviour is part of the learning process for many children and it would be unrealistic to expect them to get it right all of the time.

Here at Mexborough St John's We take a restorative approach to behaviour and aim to teach children how to repair any harm caused in a situation. Our approach to behaviour is rooted in the teachings of forgiveness and respect.

*'Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you'*  
Ephesians 4:32

The expectation of children and staff in our schools is that they will follow the school values to be the best that they can be. These are:

- Hope
- Honesty
- Respect
- Stewardship
- Forgiveness

Research shows that this helps children to make good choices and change patterns in their behaviour. Children are supported to reflect on their own behaviour to make correct choices about their conduct. We seek to provide security, safety and acceptance in a physically and emotionally safe environment. We adopt strategies to reduce risk and members of staff are trained to handle a difficult situation in a positive way. We seek to listen and communicate; understand the behaviour rather than to merely react to it.

We believe that behaviours which are positively rewarded are more likely to be repeated and so we believe it is important that children enjoy a rich range of positive rewards across each and every school day. However, if problems do arise adults in school will follow through all instances of socially unacceptable behaviour in the same way and issues are treated fairly based on the needs of the child.

The following table show the range of positive rewards and sanctions that are used by staff to manage behaviour in school:



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## Positive Rewards

Adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all of the time. Adults use praise and stickers to instantly reward appropriate behaviour in all classes and shared spaces. Pupils can also share their special achievement with the Headteacher in order to receive a special 'Headteachers' sticker. A wide range of further rewards are also used to promote positive behaviours:

### Go Show

Pupils can share their learning or special achievement with other members of staff and classes in school. Pupils enjoy having their successes shared and acknowledged and feel proud when given this opportunity.

### Class Praise

Many pupils learning will be praised and shared with the rest of their class as good examples. Pupils enjoy this acknowledgement and feel proud of their achievements.

### Values Jars

Children can earn points for following the school values. Each week these are collected and exchanged for beads that are placed in the school values jars. Once the jar is full the whole school receives a reward which has been negotiated by the school council.

### Always Club

We recognise that we have many children who always show exemplary behaviour towards others and their learning. In recognition of this, two children from each class are chosen every week to have half an hour to celebrate their achievements through free choice activities.

### Dojo Points

Do-Jo Points are awarded for to individuals for their high quality learning in school or at home. Dojos are collected and exchanged for prizes, chosen by the children:

50	100	150
Dojo prize box or a bonus 10 points.	<ul style="list-style-type: none"> <li>15 minutes' free choice e.g. iPad, creative, sports / games etc.</li> <li>Bring a toy to school for the day (no electronics).</li> <li>Visit the school sweet shop.</li> </ul>	<ul style="list-style-type: none"> <li>20 minutes' free choice e.g. iPad, creative, sports / games etc.</li> <li>Sit next to a person of your choice for the day.</li> <li>Hot chocolate with all the trimmings.</li> <li>Milkshake.</li> <li>Ice-cream sundae.</li> </ul>
200	300	
<ul style="list-style-type: none"> <li>30 minutes' free choice e.g. iPad, creative, sports / games etc.</li> <li>Afternoon tea at school.</li> <li>Sports / games hour.</li> <li>Book of choice.</li> <li>Non uniform day.</li> <li>Baking / cooking session at school.</li> </ul>	<ul style="list-style-type: none"> <li>Sit next to a person of your choice for a week.</li> <li>Non uniform for a week.</li> <li>Comfy chair all week.</li> <li>Movie and popcorn afternoon.</li> <li>Park visit and an ice lolly.</li> <li>£5 Amazon gift card.</li> </ul>	

**Friday Celebration Assembly** - This is a recognition and celebration of learning and behaviour in assembly. Each week two children are celebrated from each class. They receive a certificate and small prize for being either the Star Learner or Star Value.

**Maths Rock Stars** - Every other week pupils celebrate their times tables achievements. All winners receive 5 dojos and a certificate.

**Reading Raffle** - During the week a child from each class who has shown excellent effort in reading receives a gold coin. This is exchanged for a reading book of their choice from the school book vending machine.

**Attendance awards** - We also recognise attendance and punctuality as important learning behaviours to be celebrated. Every Monday the class with the highest attendance (over 96%) is rewarded with an additional five minutes play time. Our attendance officer runs half termly attendance initiatives for pupils and supplies all classes with a sweet treat if they achieve a weekly attendance of 100%.

In addition to the above whole school positive rewards, class teachers may implement other strategies to meet the needs of their pupils. These may include:

- Smiles/positive eye contact/gestures.
- Individual and peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Written comments on work/in books.
- Displaying good work.
- Working towards an activity chosen by the pupil.
- Special responsibilities
- Positive feedback to parents – verbal, written and by text

All adults in school will follow through all instances of socially unacceptable behaviour in the following way:

Stage	Cue	Description
1	<b>Non-verbal signal</b>	Adult signals the appropriate behaviour and allows take up time, e.g. hand gesture to lower chair, eye-contact, facial gesture. Reinforce with positive non-verbal signals, e.g. thumbs up or smile, when any instruction has been followed. Support without confrontation and continue to teach and address the whole class.
2	<b>Proximal non-verbal signal</b>	Adult, continuing to teach, moves closer to the pupil, signals the appropriate behaviour and allows take up time, e.g. side-on, reassuring touch, hand gesture to lower chair, eye-contact, facial gesture. Again, ensure that positive nonverbal signals are used when any instruction has been followed. Support without confrontation – eye contact is not always necessary – and continue to teach and address the whole class.
3	<b>Verbal Signal</b> (proximal)	Adult will move close to the pupil, state the inappropriate behaviour, describe the desired behaviour and give choices, e.g. 'Name (then short pause) you're calling out / disrupting the learning. I need you to signal – thank you.' Be mindful of tone and volume to support without confrontation. This should be done out of earshot of the child's peers. Consider basic needs and the use of sensory activities such as a movement break.
4	<b>Verbal Reminder</b> (proximal)	Use praise to reinforce any good choices made and do not challenge secondary behaviours e.g. sighing, other noises, tone of voice. Ignore any secondary behaviours and use this opportunity to speak with the child – using the 'WIN' script (I Wonder, I Imagine, I Noticed) or similar – to explore any triggers that may be affecting their behaviour and support the child accordingly to prevent any further escalation.
5	<b>Take 5</b> - Take up time] - Co-regulate and connect	A) If inappropriate behaviour continues to disrupt the learning, the child will be asked to 'Take 5'. This may happen at their desk, at another place within the classroom or outside of the classroom (which is individual to the child). The aim of 'Take 5' is to allow the child to co-regulate or regulate their own behaviour. Use therapeutic language to help attune and regulate/co-regulate. B) The pupil may be asked to leave the classroom if the behaviour begins to escalate quickly towards crisis. This decision is not taken to punish a child, but rather to provide a low stimulus environment without an audience where they can co-regulate / regulate.
6	<b>Reflection</b> - Reflect, repair, reconnect.	Once regulated, a restorative conversation (using restorative questions and affect language where necessary) should take place between the adult and the child. It is vital that a child has had ample time and opportunity to reset, as they will quickly escalate back to crisis. Any work that is outstanding will

	- Restorative conversation and restorative justice.	be completed, with support where necessary, at an agreed time, with support where necessary at an agreed time.
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If a pupil demonstrates continued negative behaviours or ongoing issues, the pupil will miss some of their free time to reflect on these more thoroughly. This will take place at break time or dinner time with a member of staff, in order to solve problems, seek a way forward and restore positive relationships. If a child continues to display persistent disruptive behaviour the following stages may be implemented:

Stage	Cue	Description
7	<b>Reflection with as member of the senior leadership team.</b>	Once regulated, a restorative conversation should take place between the adult and the child. It is vital that a child has had ample time and opportunity to reset, as they will quickly escalate back to crisis. Any work that is outstanding will be completed, with support where necessary, at an agreed time, with support where necessary at an agreed time.
8	<b>Complete learning in another class</b>	In exceptional circumstances a child may be asked to complete their work in another class. This is to give the pupil time to regulate and reengage in a different environment as well as minimising disruptions to the learning of the rest of their class.
9	<b>Complete learning in isolation</b>	Where a child displays dangerous behaviour towards themselves and others or are continuing to disrupt the learning of others they may complete their learning in isolation. This will be supervised by an adult who will support the child with their learning where needed.

Parents and Carers will be informed if stages seven to nine are followed. At this stage parents / carers may be invited to a meeting with their child’s class teacher and a member of the senior leadership team to discuss possible pathways to success.

If you would like any further information about our school’s approach to behaviour, please feel free to speak to a member of staff or view our behaviour policy on the school website. This can be found here:

[https://www.mexboroughstjohn.co.uk/files/ugd/daa021\\_b2d4cb7c947348808be4c9bda9815961.pdf](https://www.mexboroughstjohn.co.uk/files/ugd/daa021_b2d4cb7c947348808be4c9bda9815961.pdf)



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