



'Life in all its Fullness'

St Paul's CE Primary School Behaviour Policy

St Paul's C of E Primary School Policy	
Title of Policy:	Behaviour Policy
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Committee:	Education and Effectiveness Committee
Written by/Author:	Head teacher, Mr. S Wright
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This policy is informed by the Christian values which are the basis for all of our work and any actions taken under this policy will reflect this.

'Life in all its Fullness'

John 10:10

Aims and expectations

It is a core principle of St Paul's CE Primary that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Children need to learn and use good learning behaviour to achieve well in school. Learners require high self-esteem and should be taught the importance of self-discipline, self-respect and respect for others. Our behaviour policy is a means to promoting good relationships so that people can work together with a common purpose of helping everyone learn. We have clear and high expectations of behaviour at St Paul's.

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.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our agreed Whole School Golden Rules, are:

- Be Kind
- Be Polite
- Be Honest
- Be Safe
- Be your Best

Class Rules

Each class agrees their own set of classroom rules on transition days prior to the start of the new school year. These are reviewed regularly by each class.

To support our shared expectations across school we have an agreed, Line Up and Listening Code:

Our Line Up Code:

When I am asked to line up I:

1. Walk to the end of the line
2. Leave a Space
3. Keep my hands and feet to myself
4. Keep quiet and still
5. Listen to instructions

Our Listening Code:

When I am asked for my attention I:

Stop what I am doing and, 'Give me Five'

1. Eyes Looking
2. Ears Listening
3. Lips Closed
4. Hands Still
5. Brain Ready

The children support each other by reminding those around them when it is time to 'Give me Five'

Roles and Responsibilities

1. The role of the Headteacher

It is the responsibility of the Headteacher to:

- Implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all the children in the school.
- Support the staff by implementing the policy, by setting high expectations of standards of behaviour, and by supporting staff in the implementation of the policy.
- Make decisions regarding, internal exclusions, fixed term exclusions from school or permanent exclusions.
- Publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

- Monitor the logs of all reported incidents of misbehavior and act upon them.

2. The role of the Governing Body

- Oversee the implementation of the policy through annual review
- Monitor logs of recorded incidents
- Ensure fairness and consistency in the implementation of the policy

3. The role of the Class Teacher

It is the responsibility of the class teacher to

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around school, in accordance with the school’s behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Inform a member of the Senior Leadership Team of any significant incidents of inappropriate behaviour that are to be recorded in the School Behaviour Logs.

4. The role of non-Teaching staff

It is the responsibility of all staff to:

- Ensure that the school rules are followed.
- Have high expectations of behaviour and use a range of strategies, including, praise, sanctions and rewards, consistently and fairly.
- Treat all children with respect and understanding.
- Report any significant incidents back to the class teacher.

5. The role of parents

We welcome early contact with parents if they have a concern about their child’s behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually, school ready, for the start of the school day.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people’s property, buildings and the environment.
- By adhering to the Home-School Agreement.

We aim to:

- Welcome parents into school and make them feel valued.
- Develop good communication between parents and school.

Praise and Rewards

It is very important that praise and reward should have great emphasis. We believe children will achieve more, be better motivated and behave better, when they are commended and their successes are rewarded.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. We use praise widely and encourage our children to praise each other for their efforts.

Rewards

1) General

- Favourable comments will be entered on pieces of work,
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life,
- Recognition can be given to success of differing kinds in celebration worship, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities.
- Opportunities for giving children greater responsibility in school should be fostered
- Stickers and certificates will be awarded.
- Above all, praise and encouragement in and out of lessons is used as much as possible.

2) Whole School Reward System: 'Smileys'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' tokens. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Smiley
100 Smileys	Bronze Award
150 Smileys	Silver Award

200 Smileys
300 Smileys

Gold Award
Platinum Award

Awards will be presented in whole school assemblies and parents will be invited to share in their child's achievement.

A 'smiley' can be awarded by any staff member to any child at any time. All staff carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs.

Displayed in class will be two cards: a happy face and a sad face. If behaviour, which includes positive attitudes to work are demonstrated in class, then a pupil's name will be noted below the happy face, which will mean the award of a smiley and mean the pupil will be considered for the star of the day award.

3) Certificates

A weekly 'Star of the Week' celebration is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are personally invited to attend and witness the presentation of certificates. A weekly award will also be given to a pupil in each class to recognize how they have exemplified one of our golden rules or the Christian value we are focusing on for the half term.

A Star of the Day is chosen in each class and a note recognizing the achievement at the end of the day is sent home. Additional privileges are given to the winner, which are agreed within each class.

4) Within Individual classes

Individual reward systems will be developed to match the needs of individual classes in discussion with the children. For example: Marbles in a Jar to earn class rewards. Each class will have a 20 minute period of golden time each week.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, Learning Mentor, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why and what they have done is not acceptable.

Sanctions Procedure

In the Classroom

If the children are not responding to positive behaviour management strategies within the class room the following steps will be taken.

1. Name on board
2. First cross next to name
3. Second cross next to name is the final warning that a change is needed in behaviour
4. If behaviour continues, time out at another table in the class room away from other children
5. If behaviour persists, time out in another classroom
6. If behaviour persists there will be Loss Of Free Time (LOFT) the following playtime with a senior member of staff in the hall. The child is encouraged to reflect on their actions and develop a strategy to avoid a recurrence

Displayed in class will be two cards: a happy face and a sad face. If behaviour, which does not meet expectations is demonstrated in class then a pupil's name will be noted below the sad face and the steps of the sanctions procedure may follow. N.B. If behaviour improves then crosses and name on the board can be erased.

The children will agree what kind of behaviour leads to each step in the sanction system and this will be displayed in class.

If, in exceptional circumstances, a child needs to be removed from class or refuses to go to time out, the Head or Deputy should be sent for. If unavailable, the most senior staff member available should be called.

Playtimes and Dinnertimes

During Playtimes if children's behaviour does not meet expectations they will get at most two verbal warnings prior to having time out with the teacher or member of staff on duty. If behaviour persists then this will result in Loss Of Free Time the morning after in the school hall with a senior member of staff in the hall. The child is encouraged to reflect on their actions and develop a strategy to avoid a recurrence. If behaviours repeat there will be intervention from the Learning Mentor, SENCO or other appropriate members of staff.

If there are any behaviours that are deemed as particularly serious this will lead to Loss of Free Time over break and lunchtimes, up to a maximum of five days.

Further Sanctions

In addition the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions that may include any of the following:

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Internal exclusions
- Fixed period exclusion

- Permanent exclusion
- Exclusions will be carried out in accordance with LA policy and be used in only the most serious cases.

Record Keeping

- If behaviour results in physical or verbal abuse towards a teacher/adult it will be recorded in the class Behaviour File, which is then added to a central log.
- If physical intervention of any kind is required then it will be recorded in the Class Behaviour File
- Any other incident deemed ‘serious’ or resulting in injury to a pupil should be recorded in the class Behaviour File

Pastoral Support Plans

The vast majority of our pupils behaviour causes very little cause for concern, however there are at times a small number of pupils whose behaviour causes concern.

Pastoral Support Plans will be put in place for those pupils who need additional support in managing their behaviours. The School’s Learning Mentor and pupil emotional well-being lead will work closely with individual or groups of pupils to support effecting a change. This may take the form of specific activities or tasks with a pupil. It may also be formalised into agreed targets that a pupil will work towards with clear rewards and consequences identified within it. Parents and Carers will be involved in this process to achieve the best outcomes for our pupils.

Support for children with Social Emotional behaviour and mental health difficulties

There will be times in school when a pupil’s behaviour may be affected by social, emotional behavioural issues or mental health difficulties. In these situations a pupil’s behaviour maybe raised as a “Cause for Concern” by a member of staff or the child’s parents. Strategies will be put in place by the class teacher with the parents. The class teacher and the child’s parents will be in regular contact regarding the pupil’s behaviour. It maybe that other staff in school such as the SENCO or Learning Mentor may be involved.

Where a child’s behaviour is persistently disruptive or withdrawn it will be necessary to seek further support and guidance. If this is a concern assessments will be carried out (either by school or outside agencies) to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage

School staff are also aware that other events can lead to changes in behaviour or wider mental health difficulties such as bullying or bereavement. School will ensure that appropriate provision is made for a child’s short-term needs in order to prevent problems escalating.

The School’s SENCO (Special needs Coordinator) and Learning Mentor will be consulted for support and advice. The school runs strategies such as HOTSHOTS, Lego Therapy and Social groups, whilst also working with outside agencies.

Curriculum

Through our Personal Social and Health Education and our Collective Worship programme, we will focus on addressing the development needs of our pupils being responsive to issues as they arise. We will always strive to educate our pupils to respect themselves and others and support them in giving them strategies to make the right decisions.