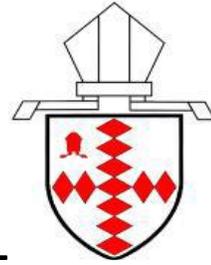




St PAUL'S (C OF E) PRIMARY SCHOOL



Behaviour Policy **Respect, Trust, Compassion**

Reviewed **September 2018**

Next Review **September 2019**

Mission Statement

Led by the hand of God, our core Christian values of respect, trust and compassion provide the foundation for maximising academic and spiritual growth of every member of our school.

1 Behaviour Vision

The vision for behaviour at St Paul's is in line with our 3 school values of

- Respect
- Trust
- Compassion

We expect all staff, governors, parents and children to work together at St Paul's and to conduct their behaviour in accordance with our school values.

Our approach to behaviour is founded on an understanding that all children have a right to be safe, be happy and learn, and that they will take responsibility for their own behaviour and learning, alongside that of others.

How we promote positive behaviour and deal with negative behaviour will reaffirm our commitment to these school values and so help our children acquire the knowledge, understanding and skills to be fulfilled members of society.

It is our aim that these expectations are followed throughout the whole day in every classroom, assembly and break times, and when moving around the school.

2 Responsibilities

Key responsibilities for staff and governors

- 1 **Everyone is responsible for behaviour.**
- 2 **Be in charge.** Exercise your authority firmly and fairly.
- 3 **Be a role model.** Display the behaviours you want to see in the children.
- 4 **Focus on the positive.** The more you focus on positive behaviours, the more positive behaviours you will see.
- 5 **Respect the system.** Work within the schools agreed behaviour system, it is there to help everybody.
- 6 **School values** must be shown by all staff when communicating with any child or adult within the school grounds.

Key responsibilities for pupils:

- 1 You have the right to be safe, to learn to the best of your ability and to be treated with dignity and respect.
- 2 You have a responsibility to make sure everybody is able to enjoy these same rights.
- 3 The adults are in charge and they will do their best to help you to learn appropriate behaviours.
- 4 If you make good behaviour choices you will be rewarded.
- 5 If you don't make good behaviour choices there will be a consequence. There will be an opportunity to put right the harm caused.
- 6 If you feel a situation has not been dealt with in line with this policy then request a meeting with a member of SLT.

Key responsibilities for parents:

- 1 At school we will do our best to make sure that all children and adults are safe and happy to get on with the job of teaching and learning.
- 2 We want to work *with* parents and carers to help all children achieve to the best of their ability at St Paul's. Please speak with us if you have any concerns about your child or if there is anything that you think we should know about your child.
- 3 We expect parents and carers to support the school in laying down firm but fair boundaries for children. This includes helping the children to learn that there are positive consequences for positive behaviour and negative consequences for negative behaviour.
- 4 School values must be shown by parents when communicating with any child or adult within the school grounds.

3 Ensuring positive relationships

We build positive relationships with and between children by:

- Welcoming the children as they enter school and the classroom.
- Ensuring all children understand what is expected of them.
- Creating a positive environment where each child feels relaxed and accepted.
- Showing an interest in each child's family, talents, goals, likes and dislikes.
- Engaging with the children during lunchtime and playtime.
- Treating each child with respect, never embarrassing or ridiculing them.
- Sharing all successes with the children/class.
- Believing by recognising their strengths that every child has the ability to learn and achieve.
- Involving the children in making decisions regarding rules and activities within the classroom.
- Regulating one's own emotional state.
- Understanding how special educational needs and disability (SEND) affects behaviour.

5 Stay on Green, Go for Gold

Stay on Green, Go for Gold provides all members of the school community with a clear and fair system to manage behaviour. Children who are below green at lunch are moved backed to green for a fresh start in the afternoon. Children on gold at the end of the day get a 'golden sheet' that is recorded by the teacher on SIMS.

The principles behind this system are:

- All pupils have the opportunity to make positive choices about their behaviour and to correct things when they have gone wrong (children can work their way back to green).
- Pupils and classes who regularly behave positively are noticed and rewarded
- A visual representation of behaviour to support consistency and regulation of behaviour
- The consistent teaching of specific behaviours and routines
- Least intrusive approaches to be used to manage behaviour

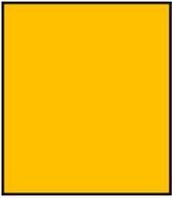
A visual overview of the Stay on Green, Go for Gold system is provided on the next page



Stay on Green, Go for Gold



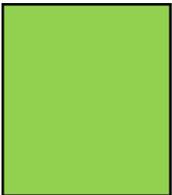
Respect, trust and compassion



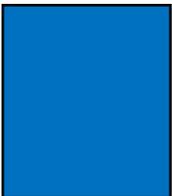
You are always making good behavior choices. You are a role model for all others. Have a golden sheet and let's celebrate your success!



You are consistently making good behavior choices, following our school values and class rules and helping others to do the same. You are on the way to gold.

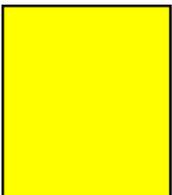


Your behaviour is spot on. You start here at the beginning of each day. Your aim is to go for gold. At lunch time you will start back here if you went down.

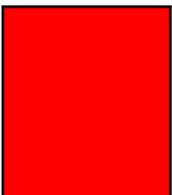


One clear warning explaining what you need to do to improve. Use this time to get back to green. Follow a good role model in your class.

Behaviours may include: calling out, talking out of turn, out of seat without permission, negative language, rocking on chair, not following instructions the first time, laughing inappropriately.



Second warning, you are on Yellow. You need time out to reflect on your behaviour in the classroom until you are ready to join the class calmly. Your teacher may give you a calming activity to support you with this.



Third warning is red, this is when you go to the link class and complete a reflection sheet. A child may complete the reflection sheet at another point if they are not receptive straight away. They may be given a calming activity to complete instead.

Behaviours that may mean straight to red: swearing, walking out of the classroom, defiance, maliciously throwing resources, threatening language, answering back.

5 Rewards for positive behaviour

Rewards - Celebration of 'Stay on Green'. Good behaviour is celebrated as follows:

- Top Table: Children with the most Lunchtime Green Cards (rewards for playground behaviour).
- Golden Sheets: Children have achieved gold on the behaviour chart. Children are additionally rewarded in assembly for every 15 golden sheets and add their name to the Golden Tree in the hall.
- Celebration Sheets: Children that have excelled through the week in each class. Their names will be announced in Thursday assembly and their name will be in the weekly newsletter. This supports children that have made a good change in their attitude to school and learning.
- Achievement / Courtesy / Effort (ACE) awards: These are awarded to 3 children from each class, one for achievement, one for courtesy and one for effort. These are awarded at the end of the summer term.
- General positive rewards: Regular praise and encouragement is part of the school ethos. Children receive these for using the school values and school commandments.
- Others include: stickers and stamps in books, showing work around the school, telling parents, attendance certificates.

6 Persistent incidents (including monitoring)

Persistent incidents will follow the sequential procedures below:

At each stage behavior strategies and support will be discussed teachers, parents and the children.

- A. Teacher informs parent after each 3 reflection sheets (see appendix 2) over the half term, reflection sheets are stored in the class behaviour file, unless the behaviour is out of the ordinary for that child.
- B. When a child has reached 3 reflection sheets in a half term the class teacher will alert the parents (see above). A meeting is convened of teaching staff to identify triggers and support tools, this meeting is recorded and stored in the behaviour folder (see appendix 3).
- C. When a child has reached 5 reflection sheets in a half term a meeting will be held with parents, the class teacher and a member of SLT. During this meeting a behaviour plan and target card is agreed by all, including the child (see appendix 4). This will have a pre agreed period that is monitored by a middle leader or SLT daily and a final review date will be agreed with parents. These targets can be extended or reviewed as needed. Teachers will update parents as and when is needed. Reflection sheets may be shared with parents at the initial meeting.
- D. Where the behaviour plan and target card are proving unsuccessful there may be an internal exclusion agreed on by SLT (with appropriate task provided and planned by class teacher). Parents will be informed of this.
- E. After a child has had target card and no significant difference in behaviour has occurred or an extreme event has happened the following review will occur:
 - Discussion with parents and school and referral to relevant services.
 - Possible recommendation of placement at pupil referral unit or managed move to another school.

7 Serious incidents:

The school takes violent and deliberate acts that hurt others or school property seriously. It is not the school's intention to exclude, however, in the rare instance of a serious incident, an internal or external exclusion may be needed. Parents will be informed if this is the case, after a full investigation of the incident by a member of the school staff.

Serious incidents will be dealt with on a case-by-case basis.

Behaviours that may be deemed a serious incident include the following:

- Bullying – hurtful deliberate behaviour over a period of time
- Inappropriate sexual behaviour
- Racial abuse or homophobic language
- Damaging school property
- Harming themselves or others – children or adults
- Acting in a dangerous manner – where they could potentially hurt themselves or others
- Serious verbal abuse
- Stealing
- Defiant and dangerous behaviour off site

These incidents may follow the same procedure as with persistent incidents, however, they may enter the process later. At points these incidents will need to have specific intervention put in place and will accelerate through the behaviour management system.

9. Monitoring

Behaviour files are monitored half-termly to ensure that interventions and strategies are effectively put in place and systems are being followed correctly. Where additional support is identified and needed for individual staff a programme of support will be made with the behaviour lead and/or a member of SLT.

Feedback from this meeting will be shared by middle leaders or SLT to teachers to support the ongoing improvements in children's behaviour and teaching and learning.

Appendices to follow

1. Link classes
2. Reflection sheet
3. Parent meeting recording sheet
4. Example behavior target sheets



Link Classes



Respect, trust and compassion

Child from:	Goes to:
Maple	Birch
Birch	Maple
Ash	Redwood
Larch	Chestnut
Chestnut	Larch
Redwood	Ash
Willow	Oak
Elm	Willow
Oak	Elm



Timeout / Reflection Sheet



Respect, trust and compassion

Name: _____ Class: _____

Date: _____ Lesson/Time of day: _____

I feel that the incident involved bullying: YES N NO Please

I feel that the incident involved Racism: YES N NO Please t

Which of the **school values** did I choose not to show? Please tick.

Respect

Trust

Compassion

I am having timeout because I made the choice to:

Who has been affected and why?

A better choice would have been to:

What I am going to do now is:

Signed (child) _____ Signed (Time out adult) _____ Signed (teacher) _____

Does anything need following up? Who and what? _____



St Paul's C of E Primary School KS1 and LKS2 Behaviour Card



Respect, trust and compassion

Name: Class: Date:

Targets

1.....

2.....

	8.45-10.15	Break	10.30-12.00	Lunch	1.00-2.00	2.00-3.15	SLT or ML sign & comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

This card must be given to your teacher to be completed at the end of the lesson.



St Paul's C of E Primary School UKS2 Behaviour Card



Respect, trust and compassion

Name: Class..... Date:

Targets

1.....

2.....

	8.45-10.45	Break	11-12.00	Lunch	1.00-2.00	2.00-3.15	SLT or ML sign & comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

This card must be given to your teacher to be completed at the end of the lesson.

Non negotiables agreed by all staff

At St Paul's we agree that regardless of behaviour, all adults and children should be spoken to with respect. We employ a collaborative approach to manage behaviour. Staff should work together in addressing good and poor behaviour particularly in transitions around the school and in the playground.

Teachers and teaching assistants will collect classes from the playground at 8.45am and the end of morning break. This will also happen at 1pm when the teaching assistant is NOT on lunch duty.

All adults will support with behaviour in Collective Worship and around the school. Children may need to be moved if they are sat or lined up or playing near others who may distract them or cause them to make poor behaviour choices.

All classes will file out of Collective Worship in one line.

Only golden sheets and SLT incidents will be recorded on SIMS.

No children to be unattended/unsupervised in any area of the school at any time. Adults will collect children from the playground or classroom if they are expected to work with them at lunch or break time.

Freeze and Line Up cards are used in both playgrounds at the end of lunchtime.

Lunch time incidents will be recorded on a laminated 'moving up, moving down' card and shown to class teachers when the class is collected at 1pm. Incidents from break time will be shared verbally with class teachers.