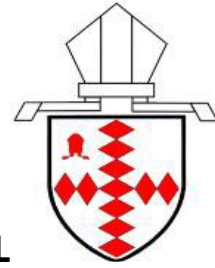




St PAUL'S (C OF E) PRIMARY SCHOOL



Behaviour Policy
Faith - Hope – Love

Reviewed **March 2021**

Next Review **September 2021 (could be earlier depending on Coronavirus guidance)**

Mission Statement

We arise, shine and be who God wants us to be.

1 Behaviour Vision

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

- Faith
- Hope
- Love

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, collective worship, 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 team point which is recorded on the Team Point sheet in each classroom.

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

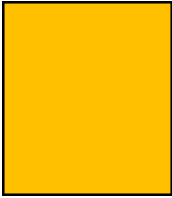
A visual overview of the Stay on Green, Go for Gold system is provided on the next page



Stay on Green, Go for Gold



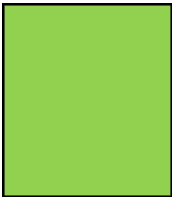
Faith – Hope – Love



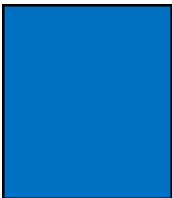
You are always making good behaviour choices. You are a role model for all others. Have a Team Point and let's celebrate your success!



You are consistently making good behaviour choices, following our school values and class rules and helping others to do the same. You are on the verge of going to gold.

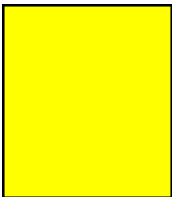


Right now, your behaviour is spot on. You start here at the beginning of each day. Your aim is to go for gold. At lunch time you will start back here if you went down.

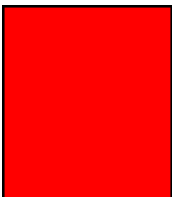


One clear warning explaining what you need to do to improve. Use this time to get back to green. Follow a good role model in your class.

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 need 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 in a disrespectful way*

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).
- Team points – children can receive team points for good behavior, work or any other positive actions across the school day by all member of staff. These are tallied up weekly and the winning team at the end of the half term will receive a surprise extra break time. Team are: St George, St Andrew, St Patrick and St David.
- Celebration Sheets: Children that have excelled through the week in each class. Their names will be announced in collective worship and their name will be in the weekly newsletter. This supports children that have made a good change in their attitude to school and/or 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 each 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 behaviour 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. **This will be done over the phone or in a socially distanced way at the school gates.**
- 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. **This meeting will be organised by the class teacher and outcomes emailed to the SLT. These meetings will include the PPA teacher and other staff who work with the child being discussed.**
- 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 3). 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. **This meeting will happen over a conference call or zoom and agreed targets set emailed to the parents. Teachers will email final target sheet to the office who will email onto parents via parent mail on Arbor.**
- 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.

Parents will be informed via a phone call or zoom by a member of SLT with clear information of why this decision was made.

- 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.

Both points for E will be done in a socially distanced meeting in school with parents and SLT.

7 Serious incidents:

The school takes violent and deliberate acts that hurt others or school property seriously. It is not the schools 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. Reasonable force maybe used by a member of staff to prevent violence or injury. We follow the Dfe guidance on 'Use of reasonable force' – see link to this document at the bottom of the page.

Serious incidents will be dealt with on 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, homophobic, biphobic or transphobic 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.

If a serious incident happens a TA will come down to inform SLT with ALL the information needed. The child will not be taken out of class straight away unless they are likely to harm themselves or others. Then a TA would need to escort them to a member of SLT. They must not take the child into the office area but go and speak to the HT.

If is likely that a phone call will be made to parents before a socially distanced meeting in school with parents and SLT and class teacher if appropriate.

9. Monitoring

Behaviour files are monitored 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 another 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.

10. Related Policies and documents

Anti-Bullying Policy – adult and School Council version

Dfe 'Use of Reasonable Force' document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

The Church of England 'Valuing All God's Children document:

https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf

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 the beginning of the day and the end of morning break. This will also happen at the end of lunch 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 in and out of Collective Worship in one line when in the hall.

*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.

*Incidents from break time and lunch time will be shared verbally with class teachers.

Appendices to follow

1. Reflection sheet
2. Example behaviour target sheet



Timeout / Reflection Sheet



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Name: _____ Class: _____

Date: _____ Lesson/Time of day: _____

I feel that the incident involved bullying: YES NO Please tick.

I feel that the incident involved Racism: YES NO Please tick.

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

Faith
Hope
Love

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 (Student): _____ Signed (Time out adult): _____ Signed (Classroom adult): _____

Does anything need following up? Who and what? _____



St Paul's C of E Primary School Behaviour Card

Faith – Hope - Love



Name:

Class:

Date:

Targets

1.....

2.....

	Session 1	Break	Session 2	Lunch	Session 3	Session 4	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.