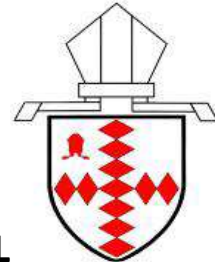




St PAUL'S (C OF E) PRIMARY SCHOOL



Behaviour Strategy

Faith - Hope – Love

Reviewed November 2021

Next Review November 2022 (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

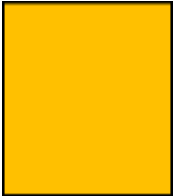
A visual overview of the Stay on Green, Go for Gold system is provided on the next page



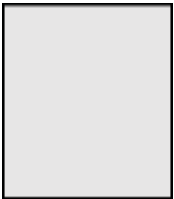
Stay on Green, Go for Gold



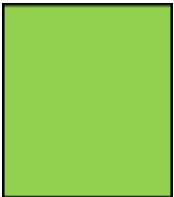
Faith – Hope – Love



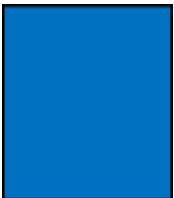
You are always making good behaviour choices. You are a role model for all others. Have a Team Point and let's celebrate your success!



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.

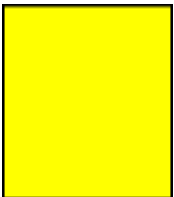


Right now, your behaviour is spot on. You start here at the beginning of each day. Your aim is to go for gold. At lunch time you will start back here if you went down.

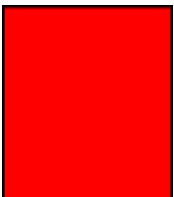


One clear warning explaining what you need to do to improve. Use this time to get back to green. Follow a good role model in your class.

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.

It 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.

1. PUPIL EXCLUSIONS

1.1 All schools in SDBE seek to encourage positive attitudes and good behaviour and to modify poor or inappropriate behaviour. Good discipline in schools is essential to ensure that all pupils can benefit from the many opportunities provided by a good education.

1.2 Where a Headteacher deems it necessary to exclude a child from school, statutory guidelines will be followed at all times.

1.3 Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

1.4 Legislation and statutory guidance

This part of the policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- Section 64 – 68 of the School Standards and Framework Act 1998

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

This policy complies with our funding agreement and articles of association.

1.5 The decision to exclude

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort. Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

1.6 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Exclusion is a formal sanction. It is unlawful to:

1. exclude a child for a non-disciplinary reason
2. informally or unofficially exclude a child from school by, for example, sending him/her home early to 'cool off', even if the parents agree to this.

Any exclusion of a pupil, even for a short period of time, must be formally recorded.

- 1.7 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:
- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
 - Allow the pupil to give their version of events
 - Consider if the pupil has special educational needs (SEN)
- 1.8 In any exclusion, the standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the Headteacher may exclude the pupil.
- 1.9 The maximum number of days a child can be excluded for in one school year is 45 days.
- 1.10 **Definition**
- For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

1.11 **Roles and responsibilities**

The Headteacher

Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged

- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day
- Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination
- For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.
- For all other exclusions, the headteacher will notify the governing board and LA once a term.

The Governing Board

Responsibilities regarding exclusions are delegated to

The Faith Ethos and Community Committee has a duty to consider the reinstatement of an excluded pupil (see section 6).

The Local Authority (LA)

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

1.12 Considering the reinstatement of a pupil

will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test

1.13 If requested to do so by parents, the Faith Ethos and Community Committee will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

1.14 In reaching a decision, Faith, Ethos and Community will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of

'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

1.15 Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

1.16 The Faith, Ethos and Community Committee will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

1.17 Where an exclusion is permanent, the Faith, Ethos and Community Committee's decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the SDBE Multi-Academy Trust to appoint an SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
 - That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

1.18 An independent review

If parents apply for an independent review, the SDBE Multi-Academy Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

1.19 Applications for an independent review must be made within 15 school days of notice being given to the parents of its decision to not reinstate a pupil.

1.20 The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

1.21 The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

1.22 Where a panel directs or recommends that the Faith, Ethos and Community Committee reconsider whether a pupil should be reinstated, the LGB must reconvene to do so within 10 school days of being given notice of the panel's decision. It must follow the statutory guidance laid down in the statutory guidance on school exclusions current at the time of the exclusion.

1.23 School registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

1.24 Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

1.25 Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. The purpose of the reintegration is to assist the return of the pupil to school and to promote the improvement of his or her behaviour.

1.26 The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a behaviour contract

2. PUPIL TRANSITION

2.1 To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

2.2 To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

3. TRAINING

3.1 Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

3.2 Behaviour management will also form part of continuing professional development.

4. MONITORING ARRANGEMENTS

4.1 This behaviour policy will be reviewed by the headteacher and [full governing board/committee name] every [frequency]. At each review, the policy will be approved by the headteacher.

5. LINKS WITH OTHER POLICIES

5.1 This behaviour policy is linked to the following policies:

- RSE Policy
- Child Protection policy
- Anti-Bullying Policy

Appendices to follow

1. Reflection sheet
2. Example behaviour target sheet



Timeout / Reflection Sheet



Faith – Hope - Love

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

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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.