

ST.PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



ENGAGE - INSPIRE - ACHIEVE

**The Christian family of St Paul's... moving forward together.
A caring, exciting and happy school where everyone succeeds!**

Positive Behaviour Policy

To be reviewed Sept 2016

MISSION STATEMENT

'The Christian the family of St Paul's....moving forward together.

A caring, exciting and happy school where everyone succeeds!'

RATIONALE:

The primary aim of The Positive Behaviour Policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. It exists as a statement of good practice to covers all aspects of school that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

Effective positive behaviour management is essential for the smooth running of the school where learning and the well-being of children is at the heart of everything we do. Good behaviour is based on mutual respect for the needs of the children, staff and the care of our environment. As a school we recognise the importance and need to teach and model the required behaviour and we do this explicitly through PSHE, Citizenship, the wider curriculum as well as implicitly through examples set in school.

All members of the school are expected to contribute to and help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and children to learn.

AIMS:

To foster a respect for all persons within the school and to appreciate the individuality of each member of the school community

To develop a respect for the school environment-buildings ground, equipment and materials, including those which belong to other members of the school community To create an environment in which all individuals feel valued and safe

To teach pupils to understand, accept and tolerate difference in individuals

Principles of Positive Behaviour Management:

The theory of Positive Behaviour Management is based on the basic assumptions of rights and responsibilities in the school. Teachers have the right to teach

Children have the right to learn

Everybody has the right to safety

Everybody has the right to dignity

Everybody has the responsibility to ensure that we can all enjoy our rights.

The aim of our behaviour policy is to have a fair and consistent way to establish a safe, orderly, positive environment in which teachers and children learn.

The process consists of two parts:

Golden Rules

Positive recognition - in the form of 'Rewards' for pupils that follow the Golden Rules

Consequences - in the form of 'Sanctions' for pupils who choose not to follow the rules

RESPONSIBILITIES

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

Role of Staff

Every member of the school community has a responsibility to ensure positive behaviour. All staff are responsible for the behaviour and actions of children in their care and should use a range of effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of behaviour management, staff should always:

- Establish a relationship of mutual respect with children
- Deal promptly and personally with all matters of inappropriate behaviour
- Apply a consistent approach
- Act justly and fairly and be seen to do so

It is the responsibility of the Class Teacher, Teaching Assistants and Welfare Assistants to ensure that the school rules are enforced in classes, and that their class behaves in a responsible manner during lesson time and at lunchtime.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Unit Head, the Child and Family Support Advisor and then ultimately the Head teacher.

The class teacher reports to parents about the progress of each child in their class, in line with this policy. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

Role of Parents/Carers

At St Paul's Church of England Primary School we work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents should be aware of the crucial part they have to play in ensuring appropriate behaviour in school

We explain the school rules in the school prospectus, and we expect parents to read these and support them. At all times children should be encouraged to take responsibility for their own behaviour.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head

teacher. If these discussions cannot resolve the problem, parents may wish to involve the Chair of Governors.

Role of the Governing Body

The governing body of St Paul's Church of England Primary School has the responsibility of agreeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

The Governing Body has a duty to monitor the effectiveness of the school's policy and to form as a Governor's Disciplinary Committee with a clear role and guidelines for action which meets as required.

The successful implementation of this policy depends on full participation by all members of the school and wider community.

GOLDEN RULES

The Golden Rules apply to all aspects of school life and are as follows:

- Find enjoyment in your learning by:
- Speaking and behaving respectfully to everyone
- Listening and following instructions
- Taking care of everything in school

REWARDS AND SANCTIONS

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

Rewards

Encouragement, praise and reward are an essential part of positive behaviour management.

'Praise me more, criticise me less, I'm still learning' is a phrase to be borne in mind.

On Going Awards

Praise, smiles, thumbs up, stickers, House Points and all existing class rewards.

These will vary from class to class and from Key Stage to Key stage and will be age appropriate

Weekly Awards

Star of the Week Certificates or any other class awards

'The Golden Book'

Green all week- sticker

Golden Time

Lucky dip for Juniors- celebration assembly

½ Termly and Termly Awards (excluding EYFS)

Behaviour Award - for consistently good behaviour

House Point Celebration

End of Year Awards

100% Attendance Award - certificate and badge

Behaviour Awards - badge

Achievement Awards - Gold, Silver and Bronze Badges

Sanctions

For children who 'choose' not to follow the Golden Rules a system of consequences must be in place. These sanctions must never be physically or psychologically harmful. They are not to embarrass or humiliate the pupil either.

Obviously the Sanctions and their enforcement must take into account the age and maturity of the child and as such there exists different procedure for the Reception Unit, Key Stage 1 and Key Stage 2.

Reception Unit Procedure

The Starfish Classroom has a visual traffic light system: green and red. The children move on to Green and receive ticks for positive behaviour. The children with the most ticks have displayed 'Golden' behaviour.

Level 1 - Red Traffic Light

Any child who is on 'a warning' who fails to improve their behaviour will be moved onto the 'Red' Traffic light after friendly reminders etc. They will instantly have 5 minutes 'Time Out' within the Reception Unit.

All Staff aim to spot children on 'a warning' being good as soon as possible and add them to green once their behaviour improves.

This 'Time Out' is supervised at all times. The incident will be recorded in 'The Red book' and parents will be informed. At the end of the 5 minutes the child will discuss their behaviour with the adult who put them onto 'Red' and what they are going to do to improve their behaviour and how to earn ticks on green

All Staff will aim to spot the children on 'Red' showing improved behaviour/ following the rules as soon as possible so that they can receive a tick on green.

Level 2 - Time Out

Any child who is on 'Red' who fails to improve their behaviour will have time out with the Unit Head. The incident will again be recorded in 'The Red Book' and parents will be informed. At the end of the further 5 minutes the child will again discuss their behaviour with the adult who put them onto 'Red' and what they are going to do to improve their behaviour and move back up the traffic lights.

Level 3 - Black card

A child will be given a 'Black Card' for verbal abuse / physical aggression towards others or property.

The Unit Head will be involved and will investigate the incident, where required the Child and Family Support Advisor will also be involved. The Unit Head may then decide if this incident warrants Mrs Howard's involvement.

If Mrs Howard is involved she will contact the child's parents to arrange a meeting to discuss the child's behaviour.

Reception Unit Rewards

Any child who demonstrates particularly outstanding behaviour will be classed as displaying Golden behaviour and at the end of the day they will receive a 'Golden Sticker' and/or a class prize.

These children will be named in the 'Golden Book' for Celebration assembly.

Any child who demonstrates Golden behaviour could be chosen as starfish of the week.

Any child who demonstrates particularly outstanding behaviour well may move onto the 'Gold' Traffic Light. If they remain on 'Gold' by the end of the day they will receive a 'Golden Sticker.'

Those children who have not managed to stay on 'Green' all week will stay with Unit Head and a class teacher and do PSHE work about improving their behaviour during 'Golden Time'.

Key Stage 1 Procedure (Year 1 and 2)

Each classroom in Key Stage 1 has a visual traffic light displayed horizontally.

All children start each day on 'Green' and start afresh on 'Green' at the start of the morning and after lunchtime.

Level 1 - Red Traffic Light - timeout and reflection

- Any child who, after friendly reminders, verbal warnings or revisiting the Golden Rules still fails to comply will be moved onto the 'Amber' traffic light.
- All staff will aim to spot them following the rules and demonstrating positive behaviour enabling them to return to 'Green' as soon as possible.
- Any child who continues not to follow the rules / behave inappropriately will be moved onto the 'Red' traffic light.
- Any child who is moved onto 'Red' will miss 5 minutes (Year 1) / 10 minutes (Year 2) of their next available playtime. Their Class Teacher will supervise them whilst they miss their morning break.
- Any child who reaches 'Red' in the second lesson will miss 5 minutes (Year 1) / 10 minutes (Year 2) of their lunch time. Again this will be supervised by their Class teacher.
- Any child who reaches 'Red' will miss 10 minutes of their Golden Time on Friday or if they receive an 'Amber' will miss 5 minutes of Golden Time.
- Any child who moves onto 'Red' in an afternoon will pay back their time the following morning break time with the class teacher.
- All children moved onto 'Red' will be expected to complete a 'Reflection Sheet' about their behaviour and discuss with their teacher how they are going to improve their behaviour and return to 'Green'. A Copy of the 'Reflection Sheet' is to be kept by the Class Teacher and one is to be sent to the Unit Head.
- Parents will be informed verbally by their child's Class teacher if their child has moved onto 'Red' at any time through the day.

Level 2 - Time Out with Unit Head

Any child who is on 'Red' and continues not to follow the 'Golden Rules' will be sent to their Unit Head for 'Time Out' (5 minutes - Year 1) (10 minutes - Year 2). At the end of the lesson the class teacher will escort the child to see the Unit Head and a Time Out Form and a Behaviour Monitoring Form will be completed. Copies will be kept by the Class Teacher and Unit Head. Parents will be informed by the Unit Head via a telephone call.

Level 3 - Black Card

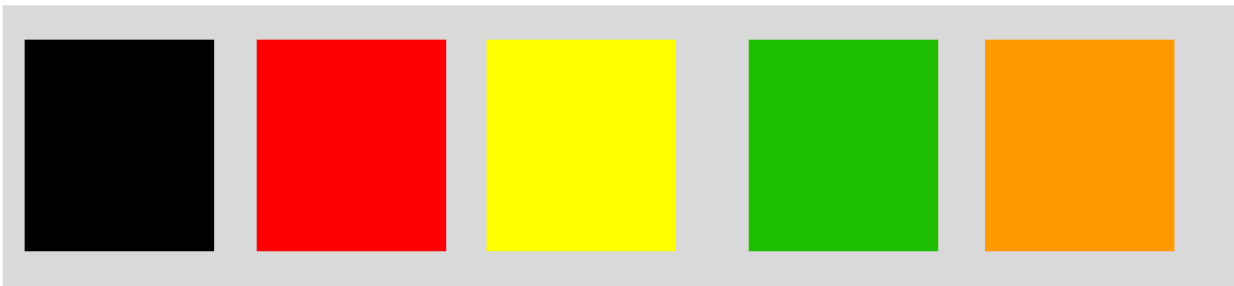
- A child will be given a 'Black Card' for verbal abuse / physical aggression towards others or property.
- The Unit head will be involved and will investigate the incident. The Unit Head will decide if the incident warrants the involvement of the Child and Family support advisor or that of the Head teacher.
- If the Head teacher is involved she will contact the child's parents to arrange a meeting to discuss the child's behaviour.

Key Stage 1 Unit Rewards

- Any child who remains on 'Green' all week will receive a "Good to be Green" sticker and will be rewarded with 10 minute 'Golden Time' on Fridays.
- A teacher will supervise those who have not stayed on green and do a circle time activity reflecting on the rules and appropriate behaviour.
- Any child demonstrating 'Good' behaviour may move to silver and then 'Gold' for 'Outstanding' behaviour. However they may move down the traffic lights if they do not keep this up or fail to follow the golden rules.
- A reward will be given to anyone who is on 'Gold' at the end of the day.

Key Stage 2 Procedure (Year 3 - 6)

All classes will follow the 'Football System' of a Yellow card, Red card and Black. A 'Gold' card will be used to reward those children that demonstrate 'Golden Behaviour' linked to getting their names in the 'Golden Book'.



Every child will start each day on 'Green'. They will also start each new lesson on 'Green' (only am)

The sanctions for inappropriate behaviour are as follows:

□ Friendly reminder □ Yellow card

□ Red card = 10 minutes with the teacher at the next playtime/lunchtime Children to be required to fill out Red Card Reflection Form during this time. This will be kept in class file and the Unit Head will be sent a copy

Those children getting a red on a daily basis- phone call home from the class teacher. (Level 1 behaviour)

Time out card. This will be immediate and children are to be sent to the Unit Head. The Time out file will be kept by Mr Boulton as Unit Head. Each child receiving Time out will need to

complete a Time out Reflection Form once they come back to Mr Boulton as part of their sanction and will owe 15 minutes at the next available playtime/lunchtime (**Level 2 behaviour**)

The teacher who has handed out the time out will need to ensure that they escort the child to The Unit Head and that they fill out the Monitoring Form that will be kept in the Unit file.

Any child that is given 'Time out' will need a phone call home from the class teacher to explain their inappropriate behaviour.

3 Time Outs - Any child who has received 3 Time Out will have a letter sent home by the Class Teacher; a copy of which will be kept in the Unit file.

These children will be excluded from reward day if they receive Time Out 3 times in a half term.

Those children that have stayed on green, every day, all week will go into a Golden Box for their class. A name will be picked out for each class during assembly and they will receive a prize.

Approach

Everyone is to start off on 'Green' every day.

Children can move across to 'Gold' for exceptional behaviour, or to Yellow and Red for inappropriate behaviour

Children have the opportunity to move back onto 'Green' from 'Yellow' once they display appropriate or improved behaviour

If a child makes it onto 'Red' they will miss ten minutes of playtime/lunchtime. This will be done at the next available break after the incident and will be supervised by the Class Teacher. During this time the child is to complete a Red Card Reflection Form. A copy will be kept by the Class teacher and the Unit Head

If a child gets a Red card in one of their Pods this information will be written in the Red Book that will be passed around the Junior unit so that all staff are aware. The Red book will be kept in the Unit Head's classroom.

All children return to 'Green' at the start of each new lesson (morning).

Any child that manages to get to Gold will be rewarded with a Gold sticker at the end of the day and will get their photo in golden box. Any child who stays on 'Green' all week will also get a special sticker at the end of the week to recognise this.

There will be a half termly Celebration for those that haven't been in the Red Book. The Unit Head will supervise the children that are not eligible for this reward. Behaviour Improvement related work will be completed with these children as well as reflection time.

The 'Football System' works in the same way at lunchtime and Welfare Assistants are responsible for ensuring the Golden Rules are followed consistently. The Welfare Assistants monitor and record children's behaviour using 'Yellow' and 'Red' Cards which are located on the door of Sea Serpents' Classroom. It is the responsibility of the Welfare Staff to report back to the teachers which children have been issued any 'Yellow' or 'Red' cards over the lunchtime period. The

Welfare Staff have a list of sanctions to be applied during the lunchtime period for any child being issued a 'Red Card'.

Black card- extreme verbal abuse/physical aggression towards property, people or children that is persistent. The Child and Family Support Advisor will be involved with a black card after Unit head has been notified and if the Unit head sees fit. Parents will be notified and informed about what has happened and then a plan of action will be drawn up as a result of conversations. The Head teacher will be kept informed at all times

Additional support offered:

Where there is an escalation of incidents a child will be removed from the class and away from other children to our internal support unit. All movement and education within this unit will be supervised. At any one time and whenever possible, two adults will supervise the child. The head teacher along with the Child and Family Support Advisor will decide when child will be ready to go back into class. Parents will also be informed

Prior to admission into the room, the child to do some work with the Family Support Advisor - reflecting on behaviour, cause and impact. (Time for reflection)

As a very last resort- exclusion

EXCLUSIONS

For more serious incidents the child will be seen immediately by the Head teacher and a fixed term exclusion may be given in line with LCC policy.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES:

The school operates its own Behaviour Improvement Programme (BIP) for children with emotional or behavioural difficulties. Each child will be allocated a Key Worker and regular work will be completed to address their concerns. Pastoral support plans will be put in place for children who exhibit persistent or extremely challenging behaviour. At times it may be necessary to engage other professional agencies to support children with challenging behaviours.

All members of staff in school will be made aware of children who have behaviour support plans or IEPs. They will also be made aware of the strategies to be employed when supporting the child through incidents of inappropriate behaviour

Agreed: September 2015

To be Reviewed: September 2016