

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
September 2017

POLICY STATEMENT

At St. Paul's we believe that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community, relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of the school's behaviour policy.

LINKS TO OTHER POLICIES

The Positive Behaviour Policy links to the following school policies:

- Safeguarding and Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- E-Safety Policy.

The following national guidelines should also be read when working with this policy:

- **Behaviour and Discipline in Schools DfE 2016**
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- **Keeping Children Safe in Education DFE 2016**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- **Working Together to keep children safe HM Government 2016**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- **School Exclusion DFE 2017**
<https://www.gov.uk/government/publications/school-exclusion>
- **Use of Reasonable Force in Schools DFE 2013**
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

AIMS AND PRINCIPLES

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, Building Learning Power and 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.

1. Teachers have the right to teach
2. Children have the right to learn
3. Everybody has the right to safety
4. 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 three parts:

- The School's 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 to allow all children to learn in a safe and welcoming environment. This includes working quietly and behaving respectfully in all areas of our school.

All staff 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. They treat each child fairly and enforces the classroom code consistently and with respect and understanding.

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.

When pupils do not comply with specific directions it is easy for staff to focus on the pupils who are not doing what they should be doing. This creates a negative environment in the classroom and sends the message that the best way to attract attention is by engaging in inappropriate behaviour. At St. Paul's, this is not the message we want to communicate - we aim to keep the emphasis on the positive by focussing on those pupils who are doing what they are supposed to do. This technique is called behavioural narration. E.g. the teacher gives a direction as follows: 'Everybody please line up for assembly.' Now they look for pupils who are following directions and point out their actions by narrating the appropriate behaviour: 'Andrew is lining up quietly. Ellen is in line, too.'

This technique reinforces the positive behaviour of pupils who are following the directions and reminds the pupils who are not yet following them what they should be doing and keeps the emphasis on the positive rather than the negative. The goal is to acknowledge every pupil every day.

Role of Parents/Carers

At St Paul's 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 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:

1. Speaking and behaving respectfully to everyone
2. Listening and following instructions
3. Taking care of everything in school

What we do to encourage good behaviour:

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, by example, standards of behaviour.
- We deliver P.S.H.E.E including 'circle time'.

We recognise good behaviour both privately and publicly through rewards and incentives, these include:

- Verbal praise.
- Positive, supportive and constructive written comments on work.
- Sending children to show good work to another teacher or the Headteacher.

- Bonus' are given weekly for exceptionally good work.
- Awarding of team points/stickers for good work and behaviour.
- Incentive schemes set up for individual pupils - where necessary.

What we do if a child misbehaves:

- We ask them to stop misbehaving.
- Where necessary, we discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreement themselves.
- We encourage children to take responsibility for their own behaviour.

REWARDS AND SANCTIONS

Both rewards and sanctions will be used by **all** 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.

1. On Going Awards

- Praise and smiles
- Thumbs up
- Stickers
- Golden Book
- House Points
- Ready to Learn behaviour system
- Dojos, VIP points (linked to Dojos) and all existing individual class rewards. These will vary from class to class and from Key Stage to Key stage and will be age appropriate

Class Dojos- these can be awarded for any aspect of learning or behaviour. Staff can set the 'skills' rewarded to suit the needs of their class. These should include Building Learning Power skills such as perseverance and managing distractions. As well as this, **VIP Dojos** can be awarded for outstanding behaviour/ learning. These should be also recorded separately and the overall weekly winners will receive a certification and prize from the Head Teacher and will also be able to sit on the special benches during our celebration worship on Fridays. House points will be rewarded through Class Dojos (see below)

House Points- each child in KS1 and KS2 will be assigned a 'house team' which they will stay in throughout the year. Children can receive house points for a wide range of reasons such as team work, behaviour, aspects of learning etc. Class teachers should create House Point groups on their class dojo account and points will be recorded through these. Each week, the house point prefects will record the total of points each house has received and these will go towards the overall totals and recorded on the leader board in the school hall. At the end of each term, the points are counted and the winning team will be rewarded with a non-uniform day.

Golden Book- Where outstanding learning or behaviour has taken place, children can record their name in the Golden Book. Their names will then be read out during our Celebration Worship on Fridays. Each time a child's name is recorded in the book, they can put their name in the raffle ticket box. Winning names will be drawn at the end of each term.

Ready to Learn Behaviour Ladder- Explained further in the policy

2. Weekly Awards

- Dojo Awards
- 'Learner of the Week' Certificates or any other class awards linked to behaviour/ learning
- BLP Learning Hero Award
- Golden Time- each class can earn up to 15 minutes Golden Time each week.
- Golden Book
- VIP winners
- Prefect Awards

End of Term Awards

- Outstanding Behaviour Award - 1 per class
- Outstanding Achievement Award - 1 per class
- House Point Celebration - Non-Uniform Day
- Class related Dojo Awards

End of Year Awards

- 100% Attendance Award - certificate and badge
- 'Ready to Learn' Behaviour Awards - badge (for children who have not moved down to Teacher's Choice)
- 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 EYFS Unit, Infant Unit and Junior Unit.

Whole School Behaviour Ladder



All classes in school follow the 'behaviour ladder' using the Ready to Learn system. All children start the lesson at 'Ready to Learn' and then move up or down the ladder according to their behaviour.

Repeated or persistent misbehaviour

Where there is repeated or persistent misbehaviour, the following will apply

First time:

A look / a gesture / a word / point to the displayed rule / move closer to them / encouragement / focus on work rather than comment on misbehaviour (i.e. what's the next thing you have to do?)

Second time:

Verbal acknowledgement of unacceptable behaviour using the following; Name and question/ reminder of the rule / repeat the instruction / clear description of desired behaviour / warning of the implication of breaking the rule one further time.

Third time:

Verbal acknowledgement of unacceptable behaviour stating:

- i) that this is the third request for compliance

- ii) ii) an explanation of why the observed behaviour is unacceptable
- iii) iii) immediately as the third warning is given the child's name is moved onto **Think About It**.

Fourth time:

If the unacceptable behaviour continues then the child's name is moved onto **'Teacher's Choice'** and the member of staff can then choose an appropriate sanction such as:

- A number of minutes kept in at playtime.
- Being moved.
- Completing unfinished work at playtime/golden time.
- Loss of privileges such as whole class/school events.
- Children must also complete a reflection form.
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Fifth Time:

If the unacceptable behaviour continues then the child's name is moved onto **'Parental Contact'** and parents should be informed about their child's behaviour either by a phone call home or at home time or through an arranged meeting. If needed, a member of the SLT may need to be contacted for the child to have 'time out'. This should be the Unit Heads in the first instance followed by the Assistant Heads. If the behaviour displayed is deemed to be 'serious', then Mrs Horrocks or Mrs Charlesworth should be contacted.

However, if the child's behaviour improves then the child is praised and asked to move themselves back to Teacher's Choice then Think About It and then again back to Ready to Learn. It is imperative to 'catch children being good' to reinforce the positive behaviour we expect, so that they get every opportunity to move back down before sanctions are imposed. At the end of each morning and afternoon session in EYFS and KS1 and at the end of the day in KS2, all children will go back to Ready to Learn and start the next session forgiven and forgotten with a 'fresh start'.

Good Behaviour

If children are consistently behaving well and making the correct choices then they can be moved up to Good Day and then rewarded by being given other class rewards. If they do something outstanding then they can move to 'Great Job' and then to 'Classroom Superstar'. Classes can decide on the rewards given when children move up the ladder.

Monitoring Behaviour File

Each class should have a monitoring behaviour file which contains reflection sheets as a record of any negative behaviour. Each child should have their own section and all sections will be relevant for that child. If other children are involved, then separate records should be made. No other names should appear on the sheets for confidentiality reasons.

Exclusions

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

Searching pupils

School staff can search pupils with their consent for any item. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules. **Under no circumstances** should force be used as a punishment. This is unlawful.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

POLICY REVIEW The Positive Behaviour Policy will be reviewed annually as part of the overall Safeguarding and Child Protection Policy review.

This policy will be ratified by the Governing Body in September 2017

Signed by Mr W Aitkin (Chair of Governors) Date September 2017

This policy will be reviewed on or before the following date: September 2018