



Behaviour Policy St Paul's Community Primary & Nursery School 2020-2021

Introduction

Aims

Children's responsibilities

Staff responsibilities

Inclusion Team's responsibilities

Headteacher's responsibilities

Parents responsibilities

Governor's responsibilities

Supporting behaviour concerns in class

Supporting behaviour concern at break/lunch

Supporting behaviour in Reception

Pupils with SEND/ additional needs

Red & Amber letters

Responsibilities of the class teacher

Responsibilities of the Additional Needs Coordinator

PSHE

Rewards system

Exclusion



Introduction

At St Paul's Community Primary and Nursery School, we believe in high standards of behaviour and a collective commitment to the school community. We support our students to feel physically and emotionally safe in school. We expect high behavior standards from children and our adults, working together to build positive relationships.

Aims

- To encourage an ethos of a calm, purposeful and happy atmosphere within the school. Encouraging our pupil's progression academically, emotionally and socially with acknowledging their every success.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To ensure all members of the school community feels safe, secure and respected and that effective learning and high levels of achievement are part of our everyday life.
- To ensure that the children are aware of the acceptable behaviour and the boundaries within school.
- To celebrate good and positive behaviour, as well as support children where there are concerns with their behaviour, with an understanding that behaviour is a child's form of communication.

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff, including any agency support.
- To take care of the property and environment of our school.
- To co-operate with other children and adults.

Staff responsibilities are:

- To treat all children fairly and with respect.

- To raise children's self-esteem and develop them to their full potential.
- To provide a challenging, engaging and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To have clear and consistent expectations and provide opportunities for personal reflection.
- To act as a good role model.
- To form good relationships with pupils, parents and carers and the wider family/ support network.
- To recognise, plan for and support every child's individual needs, working effectively to meet their needs within the classroom.
- To offer a framework for social and emotional education.
- To raise and support any barriers to learning with regards to SEND, mental health, emotional wellbeing and learning difficulties.
- To co-create and implement Classroom Charters at the start of each academic year with their new classes.
- To promote and support Restorative Practice during the school day, including lunchtimes/ break-times, to resolve conflict.
- To record any time pupil's, spend in reflection and send over at the end of the term to the additional needs team.
- To support pupils with individual plans regarding their behaviour, following the plans in place to meet the child's needs. Where possible behaviour concerns need to be supported within the class bubble, using staff rotation for a fresh face and distraction techniques.

The Additional Needs Team's responsibilities are:

- To record and regularly reflect upon strategies adopted by the school and their impact on behaviour.
- To provide relevant, up-to-date training for all staff.
- To support all staff with the behaviour management of children, where there are concerns or worries.
- To guide and support staff in bubbles with regards to gathering the child's wishes & feelings, mental health, SEND and emotional well-being.
- To audit reflection data from class bubbles, implementing strategies to identify triggers for behavior and strategies for staff support.
- To ensure suitable provision is in place to promote behaviour self-regulation.
- To provide support to bubbles remotely where possible for staff and pupils. Staff should only attend a bubble where the behaviour in an emergency where the behaviour is likely to cause harm to themselves or others.
- Making referral's to external agencies when required.

The Headteacher's responsibilities are:

- To implement the Behaviour Policy consistently throughout school, supporting staff to follow the guidelines and provide the relevant training to meet changing needs.

- To report to governors on the effectiveness of the policy and keep them up to date with any serious behaviour incidents or patterns.
- To issue red letters or fixed term seclusions/ exclusions to individual pupils for serious behaviour incidents.
- To issue and coordinate the permanent exclusion of a child for repeated or very serious behaviour incidents.

Parent's / Carer's responsibilities are:

- To make children aware of appropriate behaviour choices within all situations, both in and out of school.
- To encourage independence and self-discipline in their child.
- To show an interest in all that their child does.
- To foster good relationships with the school and support the decisions the school makes regarding behaviour management.
- To be aware of the school's expectations for behaviour and hold the same expectations of their child.
- To model positive communication with all members of staff in school to demonstrate joint working between home and school.
- To raise any concerns with the appropriate member of staff, according to the Escalation Chart and be open to new suggestions and solutions.

Governor's responsibilities are:

- To monitor the records of behaviour and challenge leaders on any patterns or concerns.
- To ensure that all staff are implementing and are fully supportive of the school's Behaviour Policy, including agency staff.
- To spend time in school to ensure that the ethos remains positive and supportive of all pupil's regardless of need.
- To respond swiftly to any formal concerns raised by parents and carers, including a full investigation of the concern raised.

Supporting Behaviour Concerns in class

When there has been a cause for concern with a child's behaviour in class, they will attend **reflection** at lunchtime in their classroom due to the current COVID-19 pandemic and class bubbles, this will be to reflect on what has happened. This will be by using Restorative Practice. The length of time a pupil will attend Reflection will be decided upon by the class teacher. If there are repeated behavior concerns, the Inclusion Team will also decide whether any further support or consequences are necessary.

Supporting Behaviour Concerns in at break / lunch

Where there is a concern with a child's behavior at break / lunch the child is to be given a verbal warning to correct their behaviour. If this makes no difference they are to stand at the side of the playground for 2-3 minutes with a staff member that is on duty in their bubble.

Persistent issues with behaviour at break/ lunch will be discussed with the class teacher and parents.

If the persistent behaviour continues at break / lunch then this is when the additional needs team will be informed and a concern raised on my concern.

Supporting behavior in reception

In reception class the image below shows how behaviour is supported, every child starts on the green in the morning. With positive behavior they go up and negative behaviour they will go down. This is applied consistently throughout the class, children with additional needs may have a more specific behavior support plan.



Supporting pupils with SEND/ Additional needs

For some of our pupils they may not understand their actions/ behaviour and therefore it would not be possible to follow the behaviour policy they would need an individual support plan to follow. This would outline any rewards, consequences and behaviour support for them. The decision would be made by the additional needs team as to if the red/ amber green should be followed or an individual bespoke plan needs to be put in place for the child.

Red / Amber letters

We use a Traffic Light system for communicating the seriousness of behaviour issues, both with the pupils and parents and carers. This makes it easy to understand and follow, especially when a pupil's poor behaviour choices are escalating. Please use the key below for quick reference.

Stages prior to a letter home are as follows, within the classroom:

- + **1st stage- verbal warning** (a chance to make a different choice)
(name put on the board)
- + **stage- 2nd warning** (last chance to change behaviour)
(put tick next to the child's name on the board)
- + **3rd stage- 5 minutes Time Out in a quiet area of the classroom**
(two ticks next to child's name)
- + **4th stage- given time in Reflection during breaktime in class bubble.**
- + **5th stage- Contact parents/Meeting with the Inclusion Team & parents.**

Stage 5 is where the Amber Letter 1 starts and parents are informed about the unwanted behaviour's. Teachers may inform parents about the earlier Stages but this will be more informal.

Letters	Reasons for issue	Parental involvement
Amber 1	Repeated behaviour incidents e.g. spitting, physically hurting someone, threatening physical harm, deliberately damaging school property or the property of another child, the use of inappropriate language.	Amber Letter home to parents.
Amber 2	If any of the above are a further repeated behaviour.	Amber Letter home to parents and meeting arranged with member of Additional Needs Team Key worker to be allocated.
Red 1	If any of the above are still ongoing. OR Serious physical incidents, hurting a child or member of staff, leaving school without permission, bringing to school illicit substances, persistent bullying.	Red Letter home to parents and meeting arranged with Additional Needs Coordinator Pastoral Support Plan to be discussed/implemented.
Red 2	Serious incidents	Red Letter home to parents, phone call made to parents and a meeting arranged with Headteacher.

Within the Traffic Light System, the responsibilities of the class teacher:

- **Issuing Green letters** when a child's behaviour has shown significant improvement.

- Implementation a plan of intervention to support children with **behavioural concerns**.

The additional Needs Coordinators responsibilities are:

- Keeping up to date records of **serious incidents** bullying, racist, homophobic or the use of inappropriate / derogatory language- reporting these to the Headteacher and Governor's termly.
- Raise children with the SENCO where their behavior is becoming a barrier to them accessing their learning.
- Meet with additional needs team and discuss behavioural concerns / patterns with children that have been raised on my concern.
- Work with teachers and support staff to implement relevant **Pastoral Support Plans** (PSP) to develop and build on strategies for the child.
- Work **restoratively** with the children to ensure their voice is heard.

PSHE

The teaching of Personal, Social, Health Education and Citizenship is an integral part of the curriculum at St Paul's Community Primary School & Nursery. The topics that are covered complement and reinforce the aims of the school's Behaviour Policy. The work encourages pupils to take responsibility for their own actions and to develop a sense of worth and respect for themselves and others.

Rewards system

The school uses a reward system that focuses on and encourages positive behaviour.

Praise

- It is more effective to reward than punish. The most readily available reward is praise from the teacher.
- Praise and encouragement form the basis of all rewards.
- Praise from the teacher is most effective when directed to details of performance - a precise definition of what has been achieved.
- Praise or reward should follow immediately whenever possible. Verbal praise This can be given by teachers, teaching assistants, instructors, lunchtime supervisors etc. It can be individual, group, class or year group.
- Each term, each class nominates a pupil to receive a **Super Citizen Award** in Thursday's assembly. This celebrates positive behaviour and the need to support each other within school, as a community.
- Every week a pupil in each class is chosen, by the class teacher, for the **Star Pupil Award**. There is a different whole-school focus for this award each week. The selected children will then all have a drink/ snack with a member of the Senior Leadership Team to celebrate their achievement and discuss WHY they were chosen. This is to encourage pupil's intrinsic motivation. A postcard is then sent to the child's home address to notify their parents of their achievements.

- A **Headteacher's Award** is given for outstanding work in class or at home.

Exclusion

Should a child perform an act which endangers themselves or others, is a deliberate act of vandalism or goes deliberately and significantly against the school rules then he/she can be excluded. The exclusion may be for particular parts of the day (such as lunch times) or may be for a day or series of days. The length of the exclusion will depend upon the individual's actions and will be decided on a case to case basis. All decisions on exclusions will be taken in discussion with the Trust's Chief Executive Officer and/ or the Director of Education (Primary). Whilst exclusions are few and far between they may occur for the following reasons:

- Physical assault against pupil
- Physical assault against adult/staff
- Verbal abuse/threatening behaviour against pupil
- Verbal abuse/threatening behaviour against adult/staff
- Bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- An offensive weapon
- An object used offensively
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Persistent bullying – (please see antibullying policy)

Please note:

In some cases, children will have specific plans in place if they have additional needs / SEND their plan will consider their needs and level of understanding of if they are intending to cause harm.

