



## Behaviour Policy

Date of Policy	Review Date	Policy Written by:	Date Shared with Staff	Date Shared with Local School Board
September 2021	No later than one year following publication of the policy	Mrs Selina Ratchford (Headteacher)	June 2021	June 2021

## Behaviour and Attitudes


At Spalding St Paul's Primary School we have high expectations for behaviour, for learning and conduct. We believe that positive attitudes and mutual respect between adults and children leads to a harmonious learning environment where everyone feels safe, happy and valued. We recognise the significant impact that positive behaviour can have on children's overall progress and attainment.

We all recognise the importance of following our School Values of Personal Excellence, Respect, Opportunities, Uniqueness and Discovery

Spalding St Paul's School

**Growing together to be proud of everything we do**

**Our Values:**

 <b>Personal excellence</b> <small>We value striving to be the best in everything we do and learning from our mistakes.</small>	 <b>Respect</b> <small>We are an inclusive school and we value our whole community and the world around us.</small>	 <b>Opportunities</b> <small>We value challenging and exciting experiences to improve ourselves.</small>	 <b>Uniqueness</b> <small>We value everyone in our school and community and know that each one of us is special.</small>	 <b>Discovery</b> <small>We value learning in our school and discovering ways to be life long learners.</small>
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## Our School Rules

Our whole School Rules of being PROUD, based on our School Values, are clearly displayed around school and regularly referred to when reviewing both right and wrong choices made by the children.

**Displaying our Values and following the School Rules.**



A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward by following our school values and rules. This is for all children.

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice.

**Rewards**

Positive praise from staff

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising. Positive language focuses on how much pupils have improved rather than expecting perfection. At times staff may follow up positive praise by rewarding stickers in class or adding a child name to the class recognition board.

Class Dojo

We use Class Dojo to reward the children with Dojo Points for demonstrating our school rules. Lunchtime supervisors can award lunchtime stickers as and when they feel appropriate. These will then be added onto the Class Dojo app. Points are collated and the children are able to purchase a reward from the Dojo Shop at the end of every term – or save them for a bigger reward the following term.

Celebration Assembly

Every week, 2 children from each class will be awarded the ‘Proud’ Certificate. These will be chosen by the class teacher for children who are demonstrating one of our core PROUD values. The children’s parents / carers will be invited in to our Celebration Assembly which is held once a week.

Good Work

Good work is always celebrated in class but if a child does an exceptional piece of work they will be able to show this to other teachers or Phase Leaders, will get to show it to the headteacher who will reward the work with a sticker and a postcard home to parents, and will get to put their work on the ‘PROUD’ work wall.

## Sanctions

Stage	Sanction	Typical but not exhaustive behaviours warranting such a sanction	
<b>Stage 1</b>	-Verbal warning	-Low level unwanted single event behaviour e.g. not listening, poor manners etc.	Incidents and sanctions are recorded on CPOMS.
A second verbal warning can also be given if needed before stage 2.			
<b>Stage 2</b>	-Time out within the classroom -Change of seating -Time out with lunchtime supervisor.	-Continued low level unwanted behaviours. -Refusal to follow reasonable instructions.	
<b>Stage 3: 'Yellow warning'</b>	-5 minutes can take away from playtime if needed. -3 Yellow in a day will automatically turn to a Red -Incident monitored  <i>Class teacher will speak with parents at the end of the day</i>	-Unwanted persistent low-level behaviour or a single more serious event. -Lack of effort towards class tasks. -Refusal to follow reasonable instructions. -Distracting others -Persistently calling out -Answering back -Rudeness -Lack of respect shown -Use of inappropriate language -Saying unkind things -Lying -Not respecting property	
<b>Stage 4 'Red warning'</b>	-Sent to another class with work to complete -Withdrawal from break time or lunchtime with peers if needed.  <i>Phase Leader will speak with parents at the end of the day</i>	-Intentionally taking, damaging or misusing property / equipment -Aggressive shouting -Inappropriate language -Hurting another person intentionally -Running away / hiding from an adult	
<b>Stage 5: Serious Incident</b>	<i>Send to Headteacher and / or possible withdrawal of privileges.</i>  The following consequences will be decided and agreed at the Head's discretion: -No playtime -No lunchtime -Work in isolation  <i>Headteacher will speak with parents at the end of the day</i>  <i>* This stage could lead to the stages below following the outcomes of meetings and reviews of evidence.</i>	-Directed, offensive language -Aggressively hurting another person intentionally -Fighting -Stealing -Damage to school property. -Aggressively throwing furniture or objects -Repeated and intentional hurtful behaviour -Bullying in school -Cyber-bullying in school	
<b>Internal Exclusion</b>		Serious single event. Continuing persistent behaviours over a period of time.	
<b>Fixed Term Exclusion</b> * Fixed term exclusions could lead to permanent exclusions following reviews of evidence and advice taken.		Persistent disruptive behaviour. Serious single event usually where the physical or emotional safety of other children or staff is a concern. Evidence of bullying. Evidence of in school cyberbullying. Evidence of behaviours of a homophobic or racist nature.	
<b>Permanent Exclusion</b>		In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.	

Allegations of bullying are all investigated in line with the anti-bullying policy and recorded on CPOMS system.

If a child shows violent, threatening, aggressive or verbal (including racial) behaviour they are sent (accompanied) immediately to the Headteacher. Behaviour is recorded on CPOMS system. Racial or homophobic incidents are recorded in the separate log, forms completed and sent to LCC. Parents are informed of this.

### **Supporting children in school with their behaviour.**

We believe that children deserve a “fresh start” every day and that consequences incurred during one day should not, where possible, be carried over to the next day. However, we acknowledge this might not always be viable. For example, if an incident occurs during an afternoon session, the sanction could take place the following day. From time-to-time, teachers will remind the whole class that every day is a new day and a chance to do even better than the day before.

Children who are constantly being given “warnings” may need a Behaviour Management Plan to address particular behavioural problems. This plan will be made up of information gathered at the analysis stage and will include tailored provision, intervention and adjustments to aid the removal of any barriers to learning. Any additional support that has been agreed and implemented will be reviewed and evaluated.

When putting a Behaviour Management Plan together teachers and staff working with the pupil will work alongside the Inclusion Lead or SENDCo and seek input from parents / carers who will be expected to be involved in the setting and reviewing outcomes and provision.

### **Additional Needs**

At time to time children on the Special Needs Register may need a Behavioural support Plan. When managing children on the Special Education Needs Register, the staff will take extra care in monitoring and administering reasonable adjustments in order for the children to reach their full potential academically and socially.

We aim to make reasonable adjustments to assist the pupil with additional needs, therefore there will be a clear process that will be followed to prevent discrimination and promote equality and inclusion.

### **CPOMS**

CPOMS is a software application for monitoring child protection, safeguarding, pastoral and welfare issues. Working alongside the school’s existing safeguarding processes, CPOMS is a system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs and domestic issues. Using CPOMS, the school can ensure that pupils are safe and fully supported, whilst school staff can focus on teaching and providing support.

Every member of staff across the school has an obligation to report any concerns which they may have. With their own individual logins, CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups for parent meetings, governor meetings or Ofsted.

Senior leaders have a separate login, that allows them to oversee the incidents that have occurred during the day and what actions have been taken as a result.

### **Use of reasonable force**

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Only staff members who have received Team Teach training will be able to use physical intervention. Please see the school’s Positive Handling Policy (The use of physical intervention). See also Government guidelines: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## **EXCLUSION SYSTEM**

Fixed term and permanent exclusions:

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore has adopted the standard national list of reasons for exclusion and the standard guidance, called "Exclusion from maintained schools, Academies and pupil referral units in England" (DfE, 2017). We follow the guidance within this booklet.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child they must inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal. The parents are also informed of the date and time of the 'reintegration meeting', which takes place on the first day back to school following a fixed-term exclusion. It is expected that a parent / carer attends this meeting with their child.

The Head Teacher informs the LA and the Local School Board about any permanent exclusion and about any fixed-term exclusions, and also the Out of Schools team to receive additional support and advice.

The Local School Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Local Board has a discipline committee, of which three will be selected to form a committee. This committee considers any exclusions appeals on behalf of the Local School Board.

When the discipline committee meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA and consider whether the child should be reinstated.

If the Local School Board discipline committee decides that a child should be reinstated, the Headteacher must comply with this ruling.

Where the discipline committee has upheld a permanent exclusion, the parents may appeal against its decision; the appeal must be made before the 15<sup>th</sup> school day after the day on which the parent was given notice in writing of the Local Board's decision. An independent appeals panel appointed by the Local Authority would hear this appeal.

### **Screening and Searching**

There may be times when it is necessary to search pupils. Spalding St Paul's Primary School follows The Department of Education guidance which can be found at [www.education.gov.uk](http://www.education.gov.uk)

**Closing statement**

Staff members of this school make every effort to ensure all children are engaged in meaningful tasks which offer the appropriate level of challenge, with support where necessary. We use a range of bespoke strategies to support children across the school. Children are encouraged to concentrate, stay on-task and become increasingly independent learners. Every child is valued and has the opportunity from both public and private praise. The importance of self-esteem is never underestimated.

Parents are asked to work in partnership with the school and support the implementation of the behaviour policy. We value the support and co-operation of parents in building a framework for the social education of all our children.

**Training needs**

Training Needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure all members of staff are made fully aware of all available and relevant training provision and information.