

2019

St Paul's CE Primary School

Headteacher: Miss Wendy Budsworth



MISSION STATEMENT

ST PAUL'S CE PRIMARY SCHOOL

BEHAVIOUR POLICY

Date: September 2019

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Review Date: September 2020

*We want our pupils to **believe** in themselves, and in God, so that they have the confidence to overcome barriers in order to **achieve**, to the best of their ability, whatever they aspire to.*

AIMS

At St Paul's, we believe that good behaviour, self-discipline and respect are the foundations of all learning. Without a calm, positive atmosphere, effective teaching and learning cannot take place. As a staff, we work hard to create a supportive and nurturing environment in which positive behaviour and good choices are taught and modelled by staff, parents, governors and peers. We firmly believe that every child has the ability to make right choices.

Our school has high expectations of behaviour and our behaviour policy is designed to ensure that all members of the school community feel safe, nurtured and happy whilst learning and achieving.

Aims of the behaviour policy

- To encourage a calm, purposeful and happy learning environment within our school.
- To foster positive, nurturing attitude towards everyone.
- To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
- To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
- To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
- To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
- To ensure that expectations of behaviour are clearly communicated to children.
- To develop a consistent approach for managing behaviour by all staff.

Responsibilities of the children

St Paul's school is committed to creating a safe and secure environment in which all children are able to learn, to grow and to feel safe. We believe that every member of the school community has a responsibility for modelling and promoting good behaviour in our school. Staff are committed to working closely with parents, pupils and governors to promote positive behaviour and to create a culture of nurture and respect.

As a church school our basic rules are those Jesus gave us. In addition to these, we have created 5 school rules that are:

1. Be kind, caring and friendly to everyone.
2. Always be honest and trustworthy.
3. Be cooperative and helpful at all times.
4. Work hard and do not disturb others.
5. Look after our school and do not waste or damage anything.

The school rules are discussed with the children in class (Year groups 1-6) and in assembly. The school rules are displayed around school and our children will be able to talk about the rules and explain why we have rules.

Responsibilities of the staff

- To use the behaviour policy, including the rewards and sanctions, clearly and consistently.
- To maintain high expectations of pupil behaviour and learning.
- To be a consistent role model for behaviour.
- To raise children's self esteem by listening, nurturing and demonstrating respect at all times.
- To treat others with courtesy and respect at all times.
- To encourage children to be responsible for their own behaviour.
- To model positive, caring and nurturing values at all times.
- To use a *Praise In Public* and *Punish In Private* approach where possible.
- To establish and maintain effective partnerships with parents so that children can see the key adults in their lives share a common aim/purpose.
- To recognise each child as an individual and to take into account the needs of each child.

Our intention

While we emphasise the celebration of positive behaviour through praise and rewards, we recognise that it is also necessary to have procedures and sanctions which address inappropriate behaviour. Every class, from Year 1 -6, will use the same 'Traffic Light Face' system for recording behaviour. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their behaviour. A child has the ability to move both up and down the behaviour chart and each child should be moved back to green at the end of each session.

Children will achieve more, be better motivated and behave better when staff commend and reward their successes rather than focus on their failure. Praise has a reinforcing and motivational role and it helps a child to believe that he/she is valued. For Year groups 1-6, the following bullet points will be introduced to the children and staff to ensure a fair and consistent approach to the behaviour at St Paul's.

BEHAVIOUR MANAGEMENT SYSTEM

Classroom Management

Every class at St Paul's, will use the same 'Traffic Light Face' system for recording behaviour. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their behaviour. A child has the ability to move both up and down the behaviour chart and each child should be moved back to the Green Face at the end of the agreed session to encourage the idea of a fresh start.

	<p><u>The Crest</u> Children can be moved to the crest for continually displaying the correct behavior, for making the right choices or for other 'wow' moments.</p>
	<p><u>Green Face- Expected Classroom behaviour</u> Children will begin each session* on green. At the end of each session, the children should be moved back to green.</p>
<p>There are a variety of behaviour management strategies that can be used to ensure that children are encouraged to make the right choices before being issued with a final warning and being moved to yellow. An example of these strategies are:</p> <ul style="list-style-type: none">• Non verbal cue to give a clear message. E.g. stop talking, turn around, listen.• Name reminder- integrate the name into teacher talk without disturbing the flow of teaching.• Proximity praise- praise children to direct others close to do the same.• Partially agree- I understand that you think/would like, however I need you to... because...•	
	<p><u>Yellow Face- Final Warning</u> After being reminded of the rules using the above suggested behavior strategies, a child will be given a final warning and moved to the yellow face.</p> <p>On some occasions, a child may be moved to Yellow without an individual final warning. This may be, for example, when a final general warning has been given to the whole class about inappropriate behaviour or where the child should not be needed to be reminded about a particular negative behaviour (e.g. being aggressive to another child, being rude to a teacher).</p>
	<p><u>Red Face- Red Card</u> If, after the above warning, a child is continuing to display an undesired behaviour, they will be moved to red.</p> <p>On some occasions, a child may be moved to straight to Red without using the steps above. This may be, for example, when a child has physically hurt another person.</p>

Behaviour at Playtime and Lunchtime.

At St Paul's, the traffic light system is adhered to throughout the school day to ensure a consistent approach to behaviour. If a child is moved to yellow at playtimes or lunchtimes by an adult, they are to move their name upon entering the classroom. If a child is moved to red at playtime, they are to be brought into school to complete their think sheet in the Reflection Room. At lunchtime, children who are moved to red whilst outside are taken to the learning mentor to calm down and complete a reflection sheet.

Behaviour adaptations EYFS.

In Nursery and Reception, the whole school behavior management 'Traffic Light' system is introduced in an age appropriate manner. Children can move both up and down the behaviour chart and children are moved back to green at the end of each Plan, Do, Review session.

Similarly to a Think Sheet in KS1 and KS2, children who are moved to red are given time to reflect on their behaviour choices by colouring in a pre-printed face. After 10 minutes of colouring and reflecting, the child will talk through their behaviour choices with an adult and the Think Sheet to be passed to parents at the end of the day. Children in Nursery and Reception do not use red and gold cards, however they do successfully use Dojo points.

Having children in both Nursery and Reception follow the same behaviour policy as the rest of the school ensures a consistent message and high expectations across our school.

Behaviour in Breakfast Club and Fun Club.

To ensure a consistent approach to behavior throughout the school day, children who attend breakfast club and after school club at St Paul's will also adhere to the behavior management system.

REWARDS

At St Paul's Primary School, we have a positive approach to behaviour. Children will achieve more, be better motivated and behave better when staff commend and reward their successes rather than focus on their failure. Praise has a reinforcing and motivational role and it helps a child to believe that he/she is valued in our school.

- Each class, from Year 1 to 6, will receive Dojo points both in and around school for demonstrating positive behaviour.
- As a school, a clear set of Dojo categories is established to ensure consistency across the school.
- x1 Dojo point to be awarded for each act of positive behaviour to maintain consistency.
- Once awarded, a Dojo point cannot be removed nor should a child be in a negative points value.
- Dojo certificates will be awarded to the children when they have amassed the following amounts: 100 dojo points = Bronze Certificate, 200 points = Silver Certificate and 400 = Gold Certificate.
- For each 50+ dojos received, a child will have the chance to visit the Stationery Shop on a Friday afternoon to choose an item of stationery.
- During Friday worship assemblies, class teachers to choose a child to be awarded a certificate.

Class Dojo

One way in which children are rewarded for their positive behaviour is through class dojo. From Year 1 – Year 6, children can achieve a dojo point for demonstrating the following skills:

- Manners
- Respect
- Resilience
- Team work
- Helping others
- Reasoning
- Using/applying a method
- Correcting class teacher

The EYFS dojo categories have been adapted to an age appropriate manner. Children in the EYFS unit are positive rewarded for the following:

- I am kind and helpful
- I can help tidy up
- I can say please and thank you
- I can sit and listen on the carpet
- I can take part on the carpet
- I can work hard with my teacher

To further ensure that children are praised for their efforts, all children from EYFS to Year 6 are awarded certificates in a whole school assembly for each 100 hundred smiles they receive.

100 dojo points = bronze certificate

200 dojo points = silver certificate

300 dojo points = gold certificate

For each 50 dojos after their gold certificate, children will be able to visit the stationary shop and choose themselves a prize.

Gold Cards

Another way in which children are praised at St Paul's for their positive behaviour is through Gold Cards. Gold cards are used for children who have shown an exemplary attitude towards their learning or have made a personal, exceptional achievement (work, play, behaviour). The child's efforts are explained on the card and this is articulated to parents at the end of the day. In addition, the child's name is displayed in the classroom for the entire week on the 'This week's Gold Card achievers' board and they are also recognised and praised in assembly on Friday morning. Children who have been awarded a gold card have their picture taken and this is added to the school notice board and the school Twitter page.

Other opportunities for praise

- The Head Teacher holds a Friday morning Celebration Worship whereby each teacher chooses a *Star Of The Week* certificate awarded to one child from each class.
- Recognition is given to children for their achievements outside of school. They are encouraged to bring in and share their cycling, swimming, musical achievements.
- A trophy for the class with the best attendance of the week is awarded each Friday.

- A *Half Term Heroes* certificate celebrate one child from each class who has stood out to staff throughout the half term and these children receive a special treat.
- Throughout the week, children are sent to the Head teacher and Deputy Head teacher to positively share their work. Children are celebrated and receive a sticker in recognition of their efforts.

SANCTIONS

Although positive reinforcement and praise is the driving force in creating a positive and effective learning environment, we recognise the need for consequences for negative behaviours should they arise. Unacceptable behaviours at St Paul's Primary school will be dealt with as follows:

Red Cards:

When moved to red on the behaviour chart, the following notes should to be adhered to.

- A red card will be given to the child by the adult who witnessed the behaviour. The red card will display the school rules allowing teachers to tick the rule that has been broken.
- All red cards must be logged on CPOMs. Categories, such as where the behaviour happened, will allow SLT to produce half-termly records of incidents ensuring a clear way to track and monitor repeated incidents, trigger lessons etc.
- Red cards will be sent home with the child at the end of the day. Class teacher to explain the incident to the adult to ensure a consistent line of communication between home and school.
- Children who have received a red card are to be removed to a buddy room (Year 1 and 4, Year 2 and 5, Year 3 and 6) where they will complete a *Think Sheet* and reflect instantly on their behaviour. A child will be removed for 10minutes.
- x2 or more red cards in a week will result in JLM contacting parents and inviting them into school to discuss the behaviours.

Red card sanctions:

- A child who has received a red card will have completed a Think Sheet when they were removed from the classroom which will ensure they reflect on their behaviour.
- The child will miss their playtime on the day, or the following day if moved to red after playtime, which will allow them to catch up with the work that they missed whilst out of the classroom.
- A timetabled 'Reflection Room' will be introduced and the child will take any work which was missed or not completed as a result of receiving a red card.

Think Sheet:

- Think sheets will be available in each classroom and should be easily accessible.
- Think Sheets are differentiated for KS1 and KS2 allowing the children to complete them independently and ensure that teaching is not disrupted as a result.
- Think sheets to include a name, date and time.
- Think Sheets to be collected every Friday by JLM and retained for monitoring and evaluation purposes.

Exclusion

At St Paul's primary school, we aim to avoid exclusions wherever possible, however we acknowledge that this may sometimes be necessary. Exclusions take place for extremely serious incidents or when other strategies have been tried and have failed over time. In most cases, exclusion from our school will be the last resort and after a range of strategies and measures have been put in place to address the inappropriate behaviour.

Fixed term and permanent exclusion are unavoidable when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a child's exclusion. This may, but is not limited to, include an aspect of the following:

- Violence towards an adult or child
- Racist / homophobic verbal abuse
- Sustained bullying
- Frequent high level disruption
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school