

St. Paul's Church of England Primary School



Ethos, Behaviour and Emotional Wellbeing Policy

'You can't change their yesterdays but you can change their tomorrows.'

Mission Statement

'Learning for Life'

At St. Paul's we believe 'Every Child Matters'.

We aim, through excellent teaching and our Christian ethos, to enable all our children to:

- Be happy, healthy and feel secure
- Be independent, self-confident and eager to learn
- Be considerate, compassionate and value each other
- Be enabled to use their skills to achieve their aspirations for the future

Introduction

The starting point for learning is a positive ethos and climate of respect and trust based on shared values across all members of the school community.

Thus the school has a role in the children's emotional, social and moral development just as it does in their academic development. As a Church of England school we base our ethos on the values Jesus taught us such as love, respect, tolerance, honesty, forgiveness and personal responsibility.

A child's background and family life have a crucial impact on their emotional, social, moral and academic development. Children arrive at school at different stages of development in all these areas and for their needs to be adequately met each child needs to be treated as an individual.

We are conscious of the implications of Maslow's triangle in that children who arrive at school tired, hungry and/or stressed are not able to learn successfully. Their physical and emotional needs must be met first. We are aware that a significant number (at least 25%) of children at St. Paul's are at risk from neglect and /or emotional abuse due to their home circumstances.

We believe that for emotional wellbeing children need nurture, a sense of belonging and a sense of some control over their lives. Where one or more of these is absent then children may seek to achieve them in inappropriate ways.

Children's behaviour is primarily influenced by their sense of self-esteem. Self-esteem is the personal picture we have of ourselves. This self-image is built up by the positive or negative responses of the people with whom we come into contact. Children need praise, success, recognition and affection if they are to develop fully as human beings. A child with low self-esteem either resorts to negative attention seeking behaviour or withdraws. This in turn affects their relationships and/or learning and becomes a negative self-fulfilling cycle. Our job as a school is to ensure that no child or member of staff is trapped in a negative relationship.

Behaviour is about relationships. Acceptable behaviour in any context is that which does not impact negatively on others. Unacceptable behaviour is where other people are put at risk, upset, disturbed or inconvenienced. Good, positive relationships between all members of the school community are therefore one of the main aims of a behaviour policy.

We believe that the goal of a successful behaviour policy is not '...compliance with rules, but making the choices to live a good, ethical life.' (John Covalleskie 1992)

2. Aims

We therefore aim for an ethos in which

- ◆ all members of the community have self-respect and self-confidence and show respect and tolerance towards others.
- ◆ the school is an active learning community in which the achievements of all are valued and celebrated.

3. Strategies

At St. Paul's we try to address the causes of low self-esteem, foster a sense of belonging, provide emotional support wherever possible, anticipate the triggers of inappropriate behaviour and teach the Christian values.

We address low self-esteem...

- ◆ By celebrating each child as a unique individual.
- ◆ By giving each child a voice.
- ◆ By celebrating each child's achievements through the use of praise, stickers, certificates, class treasure boxes etc.
- ◆ By ensuring that no child is excluded from any aspect of school life as a result of their home circumstances. (e.g. provision of kit, subsidies for trips etc.)
- ◆ Through the use of class circle times and PSHE lessons.
- ◆ Through the use of daily reflective times to reinforce values.
- ◆ Through the explicit teaching of Christian values through assemblies, RE lessons and PSHE.

We provide emotional support and nurture...

- ◆ By giving all children a chance to discuss their worries and concerns.
- ◆ By providing children with a 'safe space' when they feel unable to control their emotions.
- ◆ By investing in Place2Be, a professional counselling service for all members of the school community who need emotional support.

- ◆ Through the use of senior staff to work with individual children needing particular support and to liaise with outside agencies where appropriate.
- ◆ Through the use of interventions such as: Speech Bubbles, Pyramid Club, Wild Things, Wild Tribe and other nurture groups.

We foster a sense of belonging...

- ◆ Through mixed age family groupings that will take part in sporting activities and celebration days.
- ◆ Through the use of reading buddies.
- ◆ Through the use of Key Worker groups in the EYFS
- ◆ By encouraging the development of class family identities through reflective time.
- ◆ Through working towards whole class rewards and treats.
- ◆ By explicitly encouraging all members of the school community to regard themselves as a member of the St. Paul's family through display, assemblies, class meetings etc.
- ◆ By encouraging children to see themselves as part of the wider Christian family.

We anticipate the triggers for inappropriate behaviour...

- ◆ By attempting to mitigate difficult home circumstances through the provision of a warm homely environment, promotion of healthy lifestyles and the provision of Breakfast Club, toast, healthy school lunches.
- ◆ Through investment in improving children's communication skills and acquiring Communication Friendly School Status.
- ◆ Through the provision of engaging and enjoyable learning experiences to meet the needs of all.
- ◆ Through the development of school and classroom routines which minimise the potential for poor behaviour. (See Appendix)
- ◆ Through the setting out of clear expectations of what is appropriate behaviour.

Expectations

As in any family or community, a school must have rules. As a church school our basic rules are those Jesus gave us...

'Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is, 'Love your neighbour as yourself.'

Our children have thought about how we can apply those rules in school.

We want everyone in our school to be safe, happy and achieve their potential. To do this we all need to follow these rules.

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

We expect all staff to model appropriate behaviour and relationships.

We expect staff to;

- trust, listen to, give a chance to, encourage, praise and value every child.
- treat everyone with courtesy and respect
- be consistent in their treatment of children
- not jump to conclusions, but deal with each incident afresh
- always speak to children in a controlled way and not to shout
- where possible to use the strategy of 'Praise in Public, Reprimand in Private' (Pip and Rip)
- help children to understand and acknowledge their emotions
- ensure that, when a child has done something wrong, they understand that it is the behaviour that is disliked, not the child.

4. Consequences of Unacceptable Behaviour

We feel that it is the responsibility of all members of the community to support and help each other to keep the school rules. Where relationships are damaged we believe in adopting a restorative approach where children are helped to understand the consequences of their actions and to repair the harm done to relationships and people. We aim to teach children to take responsibility for their behaviour and to be given opportunities to make amends. In most instances this will be dealt with at the time through an apology, a chance to tidy up etc.

In class

All children have the right to learn. It is therefore everyone's responsibility to ensure that they do not prevent other children learning. Unacceptable behaviour in class will be dealt with as follows:

Step 1	A warning will be given.
Step 2	The child will be asked to move to a safe space in the classroom for five minutes to consider the impact of their behaviour on the rest of the class.
Step 3	The child will be given a red card and asked to leave the classroom for ten minutes to talk to a member of staff (Head teacher, Deputy Head teacher or SENCO) about the impact of their actions.
Step 4	If a red card is issued again in the same session, the child will work in isolation with the Head teacher, Deputy Head teacher or SENCO for the rest of the session. The child should be encouraged to apologise to the class and relevant members of staff, when they are ready, before the end of the school day.
Step 5	If a child reaches Step 4 more than twice in a week, parents will be invited to attend a meeting at which all parties can express their point of view and a plan be drawn up to support the child. It is expected that the meeting will include the Class Teacher, two pupil representatives and either the Head teacher, Deputy Head teacher, or SENCO. If a child receives a total of 5 red cards over a term then parents will also be invited in to attend a meeting as mentioned above.

Each classroom has a **behaviour for learning traffic lights** flow chart with pupils names attached. The pupils / staff are to move a child's name to the relevant steps as described above. A copy of this is attached in the appendix.

Red Cards will be retained by the Deputy Head teacher to help analyse patterns of behaviour and to identify any common triggers. Outside agencies e.g. Alder Brook, CAMHS, Educational Psychologist will be involved where appropriate to provide support for children with emotional and behavioural difficulties.

Around school, lunchtimes etc.

All members of the school community are responsible for ensuring the safety and wellbeing of other members. Anyone witnessing behaviour which compromises anyone's health or wellbeing should challenge that behaviour and apply the following consequences. This includes language or behaviour which could be considered to breach the school's Equality Duty. e.g. racist or homophobic language.

Step 1	Verbal warning
Step 2	5 minutes time out at the wall to consider the impact of their behaviour.
Step 3	Time out with a senior member of staff. After lunch a Red card should be completed and given to the Deputy Head teacher.

Most incidents involving arguments/falling out arising at playtime or lunchtime can be dealt with immediately. The member of staff dealing with the incident should give all parties an opportunity to say what happened, express their feelings and apologise where necessary.

Fun Club/Breakfast Club/After School Clubs

We expect children and adults to treat each other with the same respect and to follow the same rules during Fun Club and Breakfast Club as during the school day.

Step 1	Verbal warning
Step 2	5/10 minutes time out to consider the impact of their behaviour .
Step 3	Refer to a senior member of staff. A red card should be completed and given to the Deputy Head teacher .

Where a child's behaviour is jeopardising the smooth running of the club or endangering other children the child will be barred from the club for a set period.

Adopted Summer 2013
Amended December 2017

Appendix

Routines

The establishment of routines at times of day when children are moving about the school reduces the potential for inappropriate behaviour.

End of break and dinner

- ◆ Two short blasts on the whistle will indicate that there are two minutes of break time remaining. Teachers should then ensure that they are outside for the final whistle.
- ◆ At the whistle children should walk to their lines and line up quietly.
- ◆ When all are ready class teachers may take their class in.

Assembly

- ◆ Children should enter the hall in silence and wait quietly until the assembly begins.
- ◆ Staff should remain with their class until the assembly starts. Friday assemblies are for whole school collective worship and celebration.

Wet play

Staff should liaise with a TA to ensure that children are appropriately occupied and supervised.

Movement around the school

Everyone should walk inside the school building and be aware of others at all times.

Classrooms

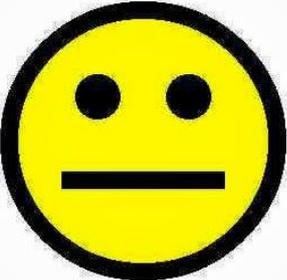
Teachers will devise classroom organisation, display and routines appropriate to the age of the children and the nature of the room. These will aim to provide children with:

- ◆ A clean, tidy, welcoming environment
- ◆ Sufficient light, warmth and fresh air
- ◆ Personal space
- ◆ The opportunity to develop independence and personal responsibility
- ◆ Access to appropriate resources
- ◆ Access to fresh water
- ◆ A celebration of their achievements

Please find attached on the next page the 'Behaviour for Learning' display that is in each classroom

St. Paul's C.E. Primary School

Behaviour Traffic Lights

	<p>*GOLD award. <i>'Be the best, aim for the crest!'</i></p>
	<p>* Expected behaviour</p>
	<p>Step 1: Warning given</p>
	<p>Step 2: Time out. 5-minutes in class</p>
	<p>Step 3: Red Card. 10-minutes out of class with SLT</p>