

2017

St Paul's CE Primary School

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ST PAUL'S CE PRIMARY SCHOOL

ETHOS, BEHAVIOUR & EMOTIONAL WELLBEING POLICY

Approved by Governing Body: Jan 2018

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‘You can’t change their yesterdays but you can change their tomorrows.’

Mission Statement

“Believe and Achieve”

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 Covaleskie 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. Personal Development Record

Each child in Years 1 – 6 will keep a Personal Development Record. This will enable them to set half termly targets, record progress towards them, collect stickers, certificates etc.

5. 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 draw 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.

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 Headteacher .

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.

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

APPENDIX A – added December 2018 in response to review of behaviour system

The School 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

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

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.

Rewards:

- 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 to be decided and 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 can not 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+ dojo's received, a child will have the chance to visit the Stationery Shop on a Friday afternoon to choose an item of stationery.
- TA's and Support Staff to reward children with stickers.
- During Friday worship assemblies, class teachers to choose a child to be awarded a certificate.

Staff to decide on set categories for Dojo's and to finalise plans for a dojo trophy, dojo master etc.

Red Cards:

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

- A red card will be given to the child by the adult who witnessed the behavior. 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.