

St Paul's CE Primary School

Headteacher – Miss Wendy Budsworth



ST PAUL'S CE PRIMARY SCHOOL

POSITIVE BEHAVIOUR AND SELF-ESTEEM POLICY

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Believe and Achieve

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.

"Whatever you do, work at it with all your heart." Colossians 3:23

What is good behaviour?

Good behaviour, discipline and respect are the foundations of all learning. Without a calm, orderly atmosphere, effective teaching and learning cannot take place. Good behaviour and good choices need to be taught and modelled by staff, parents and peers as they are not automatically learned. At St Paul's, every child is given the opportunity to make the right choices in line with our Christian vision and values: staff must have the belief that all children can improve their behaviour over time, with the right support and guidance.

Our school has high expectations of good behaviour and our policy is designed to ensure that all members of St Paul's adhere to these, and the school rules, to ensure that children feel safe, nurtured and happy whilst in our care.

What are the aims of the behaviour policy?

- To promote our Christian vision and values
- To encourage a calm, purposeful and happy learning environment within our school.
- To foster high standards of behaviour through high expectations and positive role-models from Nursery to Year 6.
- To encourage good behaviour through the provision of a stimulating curriculum and well organised classroom management.
- 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 rather than negativity and punishment.
- 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.
- To encourage pride in the school through respect for each other, respect for belongings and respect for the building and environment.
- To promote a partnership between teachers, parents and children to develop mutual respect and understanding.

- To promote a positive image of the school and develop a reputation for high standards of behaviour within the wider community.

What are the school rules?

1. I will be kind, caring and respectful to others.
2. I will always be helpful, honest and trustworthy.
3. I will display good manners at all times.
4. I will work to the best of my ability.
5. I will have a positive attitude towards my learning.
6. I will value our school property and not damage or waste anything.

Who is responsible for the behaviour of children and implementing the school rules?

All staff at St Paul's, including other adults such as teachers, teaching assistants, learning mentors, kitchen staff, welfare staff, office staff and clearing staff, are responsible for the teaching and modelling of the school rules and good behaviour to our children. During discussions with children regarding their behaviour choices, adults should always act as positive role models by being calm and consistent and not raising their voices.

During lessons

In lessons, the class teacher and teaching assistant will be responsible for modelling a calm and purposeful learning environment. The adults in the classroom will use positive verbal praise, class dojos and gold cards to reward examples of good choices, the school rules being followed and great work. Where children are not able to adhere to the school rules, and good behaviour is not demonstrated, the adults in the classroom are responsible for using the traffic light behaviour chart to move children's names accordingly. If a child receives a red or gold card during a lesson, this needs to be logged onto CPOMS by the adult in the classroom who witnessed and dealt with the behaviour or who awarded the gold card.

During breaktime

The adults on playground duty are responsible for modelling and teaching good choices outside of the classroom. Relationships at playtime should be respectful, in line with our Christian values, and other adults must remember that they are not pupils' friends but supportive adults. The school rules should be adhered to at all times and when they are not, the adult on duty is responsible for moving the child's name on the classroom

behaviour chart and informing the class teacher. If a child receives a red or gold card during a lesson, this needs to be logged onto CPOMS by the adult in the classroom who witnessed and dealt with the behaviour or who awarded the gold card.

During lunchtime

Our welfare assistants are responsible for modelling and teaching good choices to the children during lunchtime, both inside and outside of the building. Relationships at lunchtime should be respectful and other adults must remember that they are not pupils' friends but supportive adults. The school rules should be adhered to at all times and when they are not, the adult on duty is responsible for moving the child's name on the classroom behaviour chart and informing the class teacher. This should be logged onto CPOMS by the adult who witnessed and dealt with the incident. In extreme cases, children may need to be brought into the building. However, the large majority of incidents should be dealt with outside. When children are brought inside, they should be taken to Mrs Robinson (Learning Mentor and Behaviour Lead) and in her absence, a member of the Senior Leadership Team.

During breakfast and afterschool clubs

To ensure a consistent approach to behaviour throughout the school day, children who attend breakfast club and after school club at St Paul's will also adhere to the behaviour policy. During this time, the breakfast and after school club staff are responsible for modelling and teaching good behaviour choices and for monitoring the behaviour of the children in their care. The clubs have a traffic light behaviour chart to record behaviour and incidents should be passed onto the class teacher and recorded on CPOMS.

Other adults





All adults should model the behaviour policy, school rules and the teaching of good behaviour when walking around school. Relationships around school should be respectful and other adults must remember that they are not pupils' friends but supportive adults. When examples of poor behaviour are witnessed in central areas around school, e.g: the toilets, walking through corridors, this should be dealt with on the spot and the class teacher informed.

Other adults, such as P.E staff, ICT staff, supply staff and therapists, who work with children, should have read and understood the behaviour policy. In their lessons and sessions, the same school rules apply as do the approaches to rewards and sanctions. The behaviour lead is responsible

for ensuring that these adults are familiar with the policy and report all incidents back to the class teacher to ensure consistency.






How is behaviour identified?

Each classroom will have a clearly displayed Traffic Light system in place. This is a visual system to record the behaviour of children in each classroom and children can move both up and down the chart during the day.

	<p><u>The Crest</u> Children can be moved to the crest for continually displaying the correct behavior, for making good choices or for other 'wow' moments that occur during teaching and learning.</p>	
	<p><u>Green Face- Expected behaviour</u> Children will begin each session* on green. At the end of each session, the children should be moved back to green if their name has been moved.</p> <p>Use behaviour management strategies to maintain expected behaviour.</p>	
	<p><u>Yellow Face- First Warning</u> After being reminded of the rules and behaviour choices, a child will be given a personal warning.</p>	<p><u>Yellow Face – Final warning</u> If the child persists with the inappropriate behaviour they are moved to amber on the class Traffic Lights chart. Staff must make it very clear why the child has had their name moved by clearly saying something similar to: <i>"You had a final warning. You are now being moved to amber because"</i></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 or has broken a school rule, they will be moved to red. 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>	

How will this look in practice? – Behaviour Traffic Light System

Staff must make each stage of the Behaviour Traffic Light system very clear to the children by explaining why they have had their name moved, both up and down.

	<p><u>The Crest</u></p> <p>Gold card awarded for WOW moments</p>	
	<p><u>Green Face- Expected behaviour</u></p> <ul style="list-style-type: none"> • Dojos to reward expected behaviour • Positive verbal praise • Stickers • Use behaviour management strategies to maintain expected behaviour. 	
	<p><u>Yellow Face- First Warning</u></p> <p><i>This is your first warning for If I have to speak to you again for making the wrong choice when you should be then I will have to move your name to amber.</i></p>	<p><u>Yellow Face – Final warning</u></p> <p><i>You had a final warning. You are now being moved to amber because”</i></p>
	<p><i>You are having your name moved to amber, without a warning, because....</i></p>	
	<p><u>Red Face- Red Card</u></p> <p><i>You have had two warning already for and now you are being moved to red because you have continued to make the wrong choice.</i></p> <p><i>You are being moved straight to red because....</i></p>	

REWARDS

How are children rewarded?

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.

Examples of rewards:

- Class dojo - These are linked to the Christian values, IPC Personal Learning Goals and other learning. Children should receive no more than 2 dojos at a time.
- Gold cards - These are for when children have had their name moved to the crest for showing positive behaviour or for 'wow' moments that occur during teaching.
- Positive praise - This could be verbal acknowledgement of something a child has done or it could be written down in their book as acknowledgement.
- Star of the week - Each class teacher will choose one person from the class to receive a certificate during assembly. This will be presented by the Principal. Parents are notified via the app.
- Half Term Heroes - This certificate celebrates one child from each class who has stood out to staff throughout the half term. Parents are notified via the app.
- Attendance award - for the class with best attendance for that week and a roll of the dice to win a class prize.
- For each full week a child attends school, they receive a raffle ticket. All tickets are put in a bag and the 100% raffle is drawn each half term. Children whose names are pulled out (one from each class) may choose a small prize.

What are gold cards?

Gold cards are used for children who have shown an exemplary attitude towards their learning or have made a personal, exceptional achievement (this could be for work, play, behaviour etc). 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 Celebration Worship on Fridays. The teacher will also log the incident on CPOMs (under the category behaviour > gold card).

What prizes are children rewarded with?

To further ensure that children are praised for their efforts, all children from EYFS to Year 6 are awarded certificates in a Celebration Worship for each 100 hundred class dojos that 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 (located with Miss Budsworth) and choose themselves a prize. There is no expectation for teachers to provide their own prizes; these will be purchased by school.

SANCTIONS

What are red cards?

This will be a visual prompt for the child to understand they will need to miss their play as a result of being moved to red on the traffic light behaviour chart. The staff member issuing the red card will indicate on the card the reason the child has been moved and share this with them (eg: *You have been moved to red because you broke the rule that said you would be kind to other people, however when you did.... this wasn't kind*). The teacher will also log the incident on CPOMs (under the category behaviour> red card) and link in any other pupils involved. This will allow us to monitor behaviour incidents to see if there are any patterns in disruptive behaviour or problems between specific children.

When the child misses their playtime, they sit with their class teacher or learning mentor to discuss their actions and why it is important to follow our school rules. Red cards are sent home with the children and the behaviour incident will be articulated to parents at the end of the school day.

What is Reflection time?

Reflection time will be managed by one member of staff each playtime in the teacher's classroom or by the learning mentor in her office. Here, children will complete a Think Sheet to reflect on their behaviour choices and be prompted by the adult on duty to think about making positive behaviour choices moving forwards.

Why are children moved back to green?

We appreciate that not all children are going to consistently demonstrate the St Paul's school rules and make the correct behaviour choices. It is our job, as positive role models, to reinforce the school rules, model examples of good behaviour and practice one of our school values, forgiveness. Therefore, it is important that children are given the opportunity throughout the day to apply this modelled and taught behaviour to their own conduct in the hope that it will be improved. Children should be moved back to green at the end of each session to be given the chance to conduct themselves correctly.

What happens if a child is moved to red more than once in a day?

Depending on the severity of the child's actions, and assuming that the child's name has been moved back to green at the start of each new session, the following will apply:

- Child escorted to Principal.
- Up to half a day working alone without causing disturbance.
- Teacher to record in CPOMS.
- Parents invited into school for a meeting at the earliest convenience.

When are the sessions?

The school day will be broken into sessions. This is to allow each child the chance to apply the modelled and taught good behaviour choices to their conduct and approach subsequent lessons with a fresh start.

Session 1 - Doors open until break

Session 2 - Break until lunch

Session 3 - Lunch until home time

MANAGING AND REPORTING BEHAVIOUR

How can behaviour be managed?

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/red.

Examples of these strategies are:

- 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 in close proximity/ those who are not making good choices to do the same
- Partially agree- I understand that you think/would like....however I need you to... because...
- Stuck record – I would like you to... The rule is...
- Directed choices – within the rules and routines, refer back to rights, roles and responsibilities of all children

How is behaviour logged?

Children who have their name moved to red, at any point during the school day including breaktimes, lunchtime and at clubs, should be recorded on CPOMS by the adult who witnessed and dealt with the behaviour. This will allow for an accurate recording of the incident and ensure that all stakeholders are given the correct information. Behaviour reports are regularly produced by the Behaviour lead to track trends and monitor the effectiveness of the behaviour policy throughout the school day.

When children receive two or more red cards in one week, their parents will be contacted and invited into school for a meeting with Mrs Robinson and the class teacher to discuss the child's behaviour choices and establish a positive link between home and school so that the negative behaviour can be resolved.

How is behaviour monitored?

Children who are moved to red on the traffic light chart will be issued with a red card on the spot. The red card will display the school rules and the adult who is dealing with the incident should record which rule has not been followed along with the date and name of the adult who witnessed the incident. The red card should be passed to the adult who collects the child at the end of the day with a summary of the incident to ensure that parents and carers are informed. Where necessary, some incidents may require a phone call home and/or to post the red card home to ensure that parents and carers are informed of the behaviour incident.

The child will then miss their playtime the following day and complete a Think Sheet during reflection time. Reflection time will be managed by one member of staff each playtime. The Think Sheet allows children to reflect on their behaviour choices and prompts them to think about what good choices they could have made and will make moving forward. Think Sheets should be handed to Mrs Robinson (Behaviour Lead) and these will be stored in a behaviour file.

Restorative justice sessions are offered by the Learning Mentor when deemed necessary. All pupils involved in an incident will be offered the opportunity to speak, explaining how the incident made them feel/why they felt the need to do it, etc. This is done in a supervised manner. Restorative justice allows pupils to reflect on their behaviour and understand how it impacts on others in line with our school vision and value of forgiveness.

Why doesn't everyone follow the behaviour policy?

The behaviour policy is a statement of intent to be fair and consistent while understanding that certain pupils, at certain times, may be dealt with other than outlined in this document. This is because we believe that every child is unique, and some children have needs which must be understood and dealt with on an individual basis. In individual, well considered circumstances, some children will have a personalised behaviour management strategy that will cater for their individual needs. Just like learning and resources are often differentiated to suit the needs of individual learners, there will be times where the behaviour policy will be adapted for certain children. With these children, there are often other professionals and outside agencies, as well as the school SENDCo, who are involved and understand certain trigger points, calming strategies and de-escalation tactics specific for those children in our care. This information will be shared with staff who come into contact with the children.

What is a behaviour management plan?

For those children who are working beyond our school behaviour policy, an individualised behaviour management plan will be put in place. This behaviour management plan will be well thought out and detail strategies for deescalating behaviour incidents specific to that child. The plan will be discussed with other professionals, parents and where appropriate, shared with staff members who come into direct contact with this child. This will be on a 'need to know' basis and information shared will be confidential.

When is exclusion appropriate?

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 or aggression 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
- Absconding/ attempting to abscond school during the day

How will leaders support staff in managing behaviour?

Leaders will support staff in managing behaviour in a variety of ways.

- Initially, the behaviour policy will be read by all staff who work at St Paul's and they will sign to say that they have read and understood the document. This will provide a clear and consistent approach to the behaviour at St Paul's and individuals not adhering to the policy will be managed accordingly.
- Positive behaviour choices and the school rules will be modelled by leaders around school.
- Clear staffing signposting is available for staff to seek advice and support for the correct person in relation to behaviour.
- Lanyard versions of the traffic light system and examples of what to say are available for quick clarification.
- Support is always available for those who wish to clarify aspects of the policy to cement their understanding.
- CPD opportunities will be provided, where appropriate, throughout the school year.

In addition to this, leaders will support staff by knowing when to intervene with a situation. Leaders will not intervene if an adult is dealing with a situation unless it is clear that support is needed. At times, it will be necessary for leaders to support others and intervene, especially when a situation is losing control or the situation is being dealt with inappropriately i.e: shouting. Intervening can undermine other member of staff's authority so to avoid this, the adult dealing with the situation should give leaders a clear signal if they need support e.g. 'Please could you help me with...'.