



Behaviour Policy

General Statement

Introduction

We are proud to be an Anglican school and have strong links with our local church, with which we share a name. The Christian values of loving God and loving thy neighbour are reflected in both worship and the daily life of the school. Christian values are central to the ethos of our school, especially those of community, friendship, forgiveness, courage and thankfulness.

Statement of intent

At St Paul's C. E. Primary School children are taught about the values, attitudes and skills which foster mutual respect and caring towards others, creating an effective and caring school. Our vision statement of "nurture and achievement for all within a caring Christian environment" is at the heart of St Paul's C. E. Primary School and is the basis for all of our policies. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to enjoy and participate in all school activities and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services in school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

This policy is the statement of principles, aims and strategies for the positive management of behaviour at St Paul's C E Primary School.

Good behaviour is an essential condition for effective learning and teaching to take place.

At St Paul's, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships.

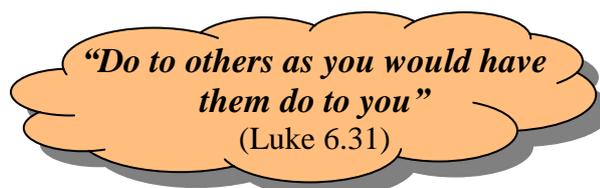
The best results in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the examples of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.

Rules

In order to accomplish this we have the following rules -

Our school rules support the commandment given by Jesus Christ to "Love each other as I have loved you." (John 15:12)

The golden rule of our church school is the commandment given by Jesus Christ:



Our other rules are:

I will listen to others
and wait my turn

I will speak kindly and
politely to others

In school,
I will do as all adults tell me
the first time.

I will keep
all objects, hands and feet
to myself

I will walk
sensibly and safely
within school

I will look after property
and leave other people's
things alone

Our aims are:

- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.
- Develop a sense of personal and social responsibility
- To help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others.
- To work consistently and fairly in the positive management of behaviour
- To encourage staff, children and parents to value good behaviour.
- To develop our children's self-discipline.
- To help our children to feel good about themselves and others.
- To encourage our children to co-operate with one another and with adults in the school.
- To create a positive and stimulating learning environment, having high expectations of children's work.

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community.
- Supporting children to make the right choices
- Constructive whole school planning for P.S.H.C.E
- Appreciating and following agreed codes of behaviour
- Encouraging our children to see themselves as a member of the school team and recognise their responsibility within this.
- Developing skills of co-operation and discussion.
- Developing skills of conflict management.
- Encouraging everyone to take care of and have respect for their own and each other's belongings.
- Encouraging everyone to take pride in our environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child.
- Ensuring that curriculum issues concerning organisation methods of learning and teaching, content and differentiation are addressed.
- By recording and rewarding positive behaviour

As adults we have a vital part to play as role models. We do this through:

- Demonstrating good manners and mutual respect.
- Modelling good behaviour to each other as well as to the children.
- To lead by example and encourage the children to develop their own spiritual life.
- Teaching appropriate behaviour and giving feedback when pupils are behaving appropriately.
- Showing respect for every child as an individual.
- Making every child feel valued.

- Not accepting bullying, anti-social behaviour in school, on any level, at any time.
- Being aware of vulnerable children.
- Being seen to be fair and consistent.
- Responding quietly, calmly, consistently and positively.
- Criticising the behaviour not the child.
- Avoid labelling.
- Listening with empathy and tact.
- Handling confidential information with sensitivity.
- Having regular liaison and update meetings internally to make our policy effective.
- Have regard for children's personal situation and special needs.

Procedures for rewarding good behaviour

Every child matters, so we are keen to reward persistent good behaviour.

We encourage good patterns of behaviour by using:

- Non-verbal comments and praise
- Positive verbal comments and praise
- Positive comments written in books
- Giving children responsibility
- Sharing positive aspects with other adults in school
- Awarding stickers, smiley faces
- Giving 'Family points'
- Star of the week
- Weekly certificates for living our values/learning behaviours
- Weekly, half termly and end of year HERO awards
- Giving 'ever green' awards at the end of each half term.
- Informing parents
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Traffic Light System

Children are expected to follow our school rules as they support appropriate behaviour. If children choose not to follow the school rules and behave inappropriately, the following staged approach operates:

- All children start the morning and afternoon sessions on green
- If a rule is broken a verbal warning is given
- A further example of rule breaking results in the child moving to amber and being recorded on the weekly behaviour charts
- One further example of rule breaking results in the child moving to red and this being recorded on the weekly behaviour chart.
- Once on red, the child is sent **immediately** to their Key Stage Leader with their completed red slip, which states which rules have been broken.
- The Key Stage Leader will make the decision on the appropriate sanctions and return the child to the classroom when she feels it is appropriate.
- If the Key Stage Leader is unavailable, children should be sent to another member of the Senior Leadership Team.
- All red slips will be passed to the Family Support Worker who will record these in the Behaviour File.
- A text will be sent to the parents/carers of any child receiving a red slip informing them of this.
- Any children receiving a red slip during the week will miss break time on a Friday and will be supervised by the Family Support Worker who will discuss their behaviour with them .
- 3 red slips in a half term will result in the Deputy Head teacher contacting parents/guardians to arrange a meeting for them to come into school and discuss their child's behaviour.

Procedures for recording

Every class teacher is responsible for recording low level behaviours on the weekly class behaviour chart. This is to be handed in to the Family Support worker each Thursday by 4.30pm.

Other Procedures to support a calm orderly School

Playground Lining Up

- A member of staff blows the whistle once
- Pupils stand upright and still and stop talking and playing with equipment
- The member of staff blows the whistle again
- The pupils walk in silence to their class line
- The pupils stand in a straight line, in silence, facing the front

Moving Around Our School

1. Walk and wait silently
2. If you are moving around our school walk on the left
3. If you are walking or waiting with your class, you need to be in single file
4. When using steps or stairs, you need to walk down on the left and walk up on the left, using one step at a time
5. Open doors for adults and wait for them to go through the door before moving on

Physical Restraint

It is important to remember that any restraint should be in line with the school policy. See the Care and Control Policy.

Bullying

Bullying at St Paul's is not tolerated. Please see our Anti Bullying Policy

Reporting to Parents

A summary of the behaviour policy will be presented to parents. Regular meetings/contact with parents for children whose behaviour is a concern will be logged by the Deputy/Headteacher in the Behaviour file.

Parents who fail to support the schools policies and procedures may be compromising their child's chance to succeed at St Paul's.

Classroom Management and Practices

All adults in class will be responsible for organising their class to promote good behaviour. Some classes may choose to have class specific reward systems such as Dojo's, reward jars etc.

Health and Safety

All children are aware of the importance of considering their own safety and the safety of others. Children are expected to move around the building in a quiet and orderly manner. Small groups of children are allowed to work around the school unsupervised at the teacher's discretion. Children are expected to handle and use all equipment appropriately.

Equal Opportunities

It is our expectation that all members of the school community will behave well.

All the children have the right to be treated equally, with regard to behavioural expectations, regardless of their background, race, class, gender, sexual orientation and level of ability.

The teachers must apply this policy in a fair and consistent manner taking into account each individual's level of maturity and circumstances. The success of this policy depends on the level of commitment shown and the sensitivity used in its application.

As in all policies, differentiation is important but consistency is also vital.

Personnel Roles and Responsibilities

The governors will ensure that this policy becomes practice and will regularly monitor its effectiveness through discussions with senior managers.

The Headteacher is responsible for communicating this policy to the staff, the children and the parents. The Headteacher must ensure that procedures are followed.

It is the responsibility of all staff to implement this policy along with any supporting policies. They must report all serious incidents to the Headteacher or Deputy Head.

The children are taught to be responsible for their actions learning to be aware of the consequences of their behaviour.

All adults in school will:

- Emphasise the positive rather than the negative
- Involve children in decision making at a level appropriate to their age and maturity
- Praise and encourage
- Make people feel good about themselves and their achievements.

The leadership and management team will ensure that there is positive management of pupil behaviour and that systems are adhered to.

Parents are expected to share the responsibility with the school in helping their children to behave well.

All staff, both permanent and temporary, including supply staff will receive a copy of the policy. A summary will be available.

Monitoring and Evaluation

The Deputy Headteacher will monitor and evaluate the policy into practice and provide the Headteacher each half term with a written report.

Dinnertimes

Lunchtime Supervisors will support the aims and objectives for promoting good behaviour and will encourage good patterns of behaviour.

If a child misbehaves in the playground the incident will be dealt with by the lunchtime supervisors on duty via a verbal warning and they will give a reminder about keeping the school rules. If a child continues to misbehave he/she will spend 5 minutes in the designated area (known as the 'Reflection Area/church gate'). This can happen for interfering in others' games or rough play, going into out of bound areas, disorderly manner in lines and misusing the toilets.

Continued or repeated behaviour – 10 minutes cooling down time in the designated area. Time out incidents do not need reporting to the class teacher at the end of lunchtime, as inappropriate behaviours will have been dealt with.

For **more serious misbehaviour** such as name-calling, insolence or fighting, the children will be sent to the Deputy/Headteacher immediately. A red slip must be completed by the lunchtime supervisor as soon as possible and handed in to the Deputy/Headteacher.

Where the safety of other children is at risk the offending child will be escorted to the Deputy Head or Headteacher's office for the remainder of the lunchtime.

Lunchtime Supervisors do not need to let the Class Teacher know about incidents as this information will be passed on by the SMT.