

# St Paul's Church of England Primary School



## Policy

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Responsibility of:	SLT
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Additional Information Docs	No

# Behaviour Policy

## Introduction

**We believe that St. Paul's School should provide a secure environment in which a child can grow in self-confidence and learn tolerance and mutual respect. Through this children will learn to take responsibility for themselves and others.**

This statement represents the basis upon which our behaviour policy has been formulated and assumes that everyone will act with courtesy and consideration to others at all times.

All of us have a responsibility for encouraging children to obey the school rules and to behave well at all times - to ignore misbehaviour is to condone it. Staff presence and vigilance will encourage high standards of behaviour, in the classroom and around the school.

## Formulation of Policy

This policy has been discussed with staff and governors and is made available on the school's school website.

## Our School Rules

The following six rules will be displayed in every classroom and prominently throughout the school. Class teachers will ensure that the children know and understand the rules.

### St. Paul's School Rules

1. Look after everyone and everything.
2. Be polite and kind.
3. Follow instructions.
4. Keep your hands and feet to yourself.
5. Use quiet voices.
6. Walk in school.

## **General Principles**

### **1. Setting the Standard**

It is the responsibility of all staff to model the standards of behaviour expected of the children. Whenever possible, all staff should deal with discipline problems themselves when and where they happen. Every effort should be made to listen and investigate, keep calm and be consistent and use humour if appropriate to defuse a difficult situation. Anything that tends to lower a child's self-esteem i.e. shouting, use of sarcasm or humiliating punishments will not be used. Blanket punishments will be avoided as these will be resented by the innocent.

### **2. Teaching Good Behaviour**

Children have to be taught and staff have to teach children the behaviour they expect. They should clearly and consistently state expectations to the children. If a child does not behave appropriately, explain to the child he or she has chosen not to and therefore certain consequences will follow. All staff should praise pupils displaying good behaviour and following the school rules.

### **3. Involving the Children**

At the beginning of every school year teachers will discuss with their class the school rules and what they mean. Additional classroom rules (displayed with the school rules) may be developed if deemed appropriate by class teachers. It is also important to discuss and display any procedural rules e.g. where to put finished work etc. Discussion in the classroom will be followed up in and reinforced by the SLT during whole-school assemblies. This will help the children to develop a sense of "ownership" and commitment to good standards of behaviour.

### **4. Teaching and Learning**

High standards of classroom management and teaching and the provision of interesting but challenging work matched to the ability of the child are most important in securing good behaviour in the classroom and minimising opportunities for disruption (refer to the Learning and Teaching policy).

### **5. The Role of Parents**

It is vital that we build a partnership with parents to gain their support for our policy on behaviour. A booklet setting out our expectations in terms of behaviour is given to new and existing parents and all parents are asked to sign a contract committing them to supporting our policy and reinforcing at home the standards of behaviour expected at school.

Parents appreciate being told if their child has done well and letters, notes or telephone calls home are a good way to do this. Similarly they want to know if their child is misbehaving (see section on Parents and Sanctions).

## Rewards

We believe that positive strategies are most effective in ensuring good behaviour and therefore it is important that praise and reward are used to the fullest possible extent to reinforce and acknowledge rule-following behaviour. Reference should frequently be made to children who are keeping the rules e.g. thank you Mary for putting your hand up, well done John's table for working quietly etc.

### Golden Time

Children in KS1 and KS2 have 25 - 30 minutes of golden time per week as their reward for keeping the school rules. Staff will plan a range of interesting activities from which children can choose. It is important that the activities chosen are ones the children want to do so that they are positively encouraged to behave well during the week and not lose time because they have broken a school rule.

### Class Rewards

Every class will have a system for rewarding good whole class behaviour as set out below. All staff will find opportunities during every lesson to acknowledge good behaviour.

### Foundation Stage

Children have the opportunity to earn a magic moment star to put on the chart by keeping the school rules or being a good learner. When a child has 10 stars they choose a prize and have a certificate to take home. Charts are at child height as a permanent reinforcement for good behaviour.

There is a whole class reward on filling a pictorial marble jar with 20 marbles and this may be, for example, a Teddy bears picnic, Superhero day, Craft day.

### KS1 and KS2

There is a reward chart in each class. Once the children have 10 items on their chart they receive a reward such as:

- 5/10 minutes of extra playtime
- extra story time
- time outside

When the children fill the class chart 5 times (3 times in Year 1) the children receive a special award such as:

- mufti day
- Art afternoon
- Sports afternoon

### Individual Rewards

Individual children will also be rewarded for good behaviour (as well as good work or effort). This could include:

- Specific praise
- Award of house points, certificates or stickers.
- mentions in assemblies (including the whole school celebration assembly)

- being sent to the Headteacher, member of SLT, Base Leader, subject leader or a previous class teacher
- informing parents

### **Sanctions (Consequences)**

Having a clear plan to deal with misbehaviour avoids knee-jerk reactions and allows such behaviour to be dealt with calmly and quickly. The consequences must be consistently applied and although they need not be severe they must be disliked by the children. Teachers will ensure that the children know and understand the consequences of not following the rules.

Incidents of serious misbehaviour will need to be referred directly to the base leader and members of the SLT as appropriate.

#### **1. Positive correction**

- praising a child (or children) nearby who is following the rule
- looking meaningfully at the child
- using hand or non-verbal signals
- standing near child
- asking child specific question

#### **2. Verbal warning given**

#### **3. Traffic Lights - peg moved to orange**

#### **4. Traffic Lights - peg moved to red**

At each stage, the child will be reminded of behaviour expected and the consequences of not following the school rules. It will be made clear that their behaviour is their responsibility and they should think about the choice they are making.

The above stages will be followed throughout the school. Thereafter each base has a slightly different procedure as follows:

#### **Foundation Stage**

Once a child's peg has moved to red, he or she has time-out.

Pegs will be returned to green once a child has demonstrated that they are now following the rules.

#### **KS1 and KS2**

If a child's peg is moved to red, the child loses 5 minutes golden time. Further sanctions may include time out, removal of privilege (e.g. a special game) or time out to base co-ordinator. Child's peg will return to green after break and after lunch.

In all years, if a child's peg is moved to red, the parents are informed in person, by phone or via a text message.

If it is necessary to take further action than a red peg, the member of staff dealing with the incident will fill in a 'white behaviour form'. This will then be passed to the Base Leader or a member of SLT who will take the most appropriate action.

### **Parents and Sanctions**

Teachers may discuss a problem, behavioural or other, with a parent informally at any time. With behavioural problems, it is particularly important to try and involve parents at an early stage to enlist their support. Generally parents wish to know if their child is misbehaving.

### **Challenging Behaviour**

Children who exhibit very challenging behaviour, whether they have a statement/EHCP or not, will need an individual behaviour plan that should be drawn up by the class teacher with the support of the Inclusion Leader or other staff as appropriate. This behaviour plan will detail any additional rewards or sanctions that may need to be put into place for an individual child. The Inclusion Leader can request further advice from the Behaviour Support Service. Normally this would be done after a behaviour plan had been in place but was not having an impact in modifying the child's behaviour.

### **Red/Green Card System**

The cards are to be used in the event of a serious problem in the classroom or the playground when a member of staff needs immediate assistance with a behavioural problem (red card) or a medical emergency (green card).

A reliable child takes the red card to a member of the SLT who then knows to go to the classroom.

The green card should be sent to the office staff who will go to the classroom or playground.

### **Exclusions**

Fixed term exclusions can only be carried out by the Headteacher or in her absence by a member of the SLT. Generally they would only be used in cases of very serious incidents of misbehaviour such as the use of violence or persistent verbal abuse of children and/or staff and after every other possibility had been exhausted.

Permanent exclusion can only be carried out by the Headteacher, has far-reaching consequences and would follow local and national guidelines.

### **Playground at Playtime**

Every effort should be made to create a positive atmosphere in the playground. Those children who behave well, play safely, are kind and considerate and share the outdoor space in a friendly manner can be rewarded with attention, praise or house points.

At playtime children who misbehave will have their pegs moved accordingly and will also be asked to walk with the teacher on duty or sit on a bench.

For details of lunchtime procedures see the lunchtime risk assessment.

### **Wet playtimes**

At the beginning of each school year, teachers will involve the children in establishing the ground rules for wet playtimes and these should be displayed in the classroom. As part of this class

teachers should make sure that children know where things for wet playtime are kept and what they can use.

Additional information that the duty teacher or lunchtime staff should know can be written on the board.

Before leaving their class during wet break or lunchtime, teachers should ensure that the children are settled and occupied.

### **Bullying Behaviour**

See separate Anti-Bullying Policy.

### **Monitoring and Evaluating**

If our behaviour policy is to be fully effective, it must be consistently implemented. The responsibility for this is as follows:

Governors	By observation and discussion with staff, children and parents
SLT	Through classroom and around the school observations Induction of a new members to the SLT or Base Leaders to ensure understanding of policy
Base Leaders	Through classroom observations Induction of teachers either new to the school or the base to ensure understanding of policy
All Staff	Through implementation of behaviour policy and assessing its effectiveness in promoting high standards of behaviour