

St Pauls Primary School



Behaviour Policy

Policy Written by:	Jane Gaskell
Policy written date:	Spring 2024
Policy agreed by IEB:	Spring 2024
Policy Review by:	Autumn 2025

St Pauls CE C Primary School

Positive Behaviour for Learning Policy

Statement of Intent

At St Pauls Primary school we believe everyone has the right to feel safe, secure, happy and healthy within a positive learning environment. Everyone should be respected as an individual and feel able to contribute to life in the school community. This policy will endeavour to ensure that we provide excellent primary education and pastoral care, irrespective of individual's social, economic or personal circumstances, leading each individual to a happy and respected member of the school and wider community.

The purpose of this policy is to provide guidance and support to all members of the school and wider school community, so that they are able to work together to promote the best possible behaviour from the pupils in our school. It will support the consistent approach to the way that behaviour and attitudes towards learning and one another is developed and maintained.

We aim to achieve this by:

- Agreeing, clarifying, and setting clear boundaries for expected behaviour.
- Supporting one another in modelling positive behaviours and relationships in a spirit of mutual respect.
- Establishing and maintaining clear communication between staff, pupils, parents/carers and the wider community.
- Listening to one another and ensuring all behaviours are met with a fair, consistent and empathetic response.
- Providing and creating a stimulating purposeful learning environment that enables children to feel secure and welcome, and which fosters a love for learning and challenge.
- Supporting children who have difficulty managing their behaviour, by identifying their needs as early as possible and working in partnership with their parents/carers.
- Ensuring lessons are suitably adapted and provide access and motivation for all to succeed.
- Developing in children a sense of independent self-discipline and an acceptance of responsibility for their own actions; taking accountability.
- Further embedding British Values and tolerance that ensure children follow the laws of the country.
- Creating conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.
- Fostering with children, the knowledge of what is inappropriate behaviour and the consequences and sanctions that follow as a result.

Values and Expectations

At St Pauls, our values are integral to our daily life at school. They underpin everything that is undertaken within the school and emphasise the behaviour and conduct which is expected within the school and surrounding areas.

Across all year groups there will be a values class display board which will act as a visual promotion of our values. These values will also be displayed around school and will be referred to by all adults at every opportunity.



WHOLE SCHOOL AND CLASSROOM EXPECTATIONS

The school values are upheld through the expectations which all classes across school adopt. In every discussion with children/parents and carers these values and expectations will be referred to.

At the start of each academic year, class teachers and school staff will discuss these with their classes to ensure clear understanding and an agreed interpretation of them. They will also be shared with the parents, as part of the 'Home School Agreement'.

Our school values and expectations will be displayed around the school and in all classrooms. This is so that there is a visual, consistent approach for staff and children to follow.

When our children follow our expectations and routines, they will be complimented and rewarded through the whole school agreed online systems of Class Dojo

Guidance for All Staff

1. Positive re-enforcement of good behaviour is more effective than negative punishments.
2. Although there are agreed sanctions for children who misbehave or cause disruption it is the encouragement of good behaviour, which is far more important than punishment. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class.
3. Children shall be praised in public and reprimanded in private.
4. Good behaviour and positive attitudes should be discussed in P.H.S.E. lessons and in school assemblies. SMSC underpins the curriculum and to highlight the importance of positive behaviours.
5. Have clear communication with parents through the Dojo APP that showcase the positive behaviour of children and if behaviour has not been appropriate to the good order of the school.
6. Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered in line with the policy.
7. The Headteacher reserves the right to inform parents of unacceptable behaviour, which may in the future lead to internal individual learning and a period of intense monitoring. If this does not result in improved behaviour, then the final option is fixed term exclusion.

ROLES AND RESPONSIBILITIES

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are adhered to in their class and that their class behaves in a responsible manner during lesson time and at other times of the school day, including at lunchtime. The class teachers in our school have the highest expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability and, as far as possible, make outstanding progress. The class teacher treats each child fairly and adopts the behaviour policy consistently. The teacher treats all children in their class with respect and understanding. The class teacher will use the school's system of rewards and consequences to manage behaviour which is not up to standard and which has an impact on the safety or learning of themselves and /or others. The class teacher will be responsible for contacting parents in the first instance of unacceptable behaviour which results in a Warning on class dojo. The class teacher, with the support of the senior leadership team and SENCo, will manage any pastoral and behaviour support plans. A clean, attractive and well-maintained school contributes to promoting standards of excellent behaviour. It is important therefore to maintain the quality of the environment and to keep general spaces and classrooms neat and tidy at all times. We recognise that teaching well-prepared, appropriate and stimulating lessons which take into account the different learning styles and needs of the children is fundamental to fostering excellent behaviour. It is particularly important when preparing lessons that staff take into account any Individual Learning Plans and Individual Behaviour Plans of pupils so that their needs are addressed appropriately.

The role of the senior leadership team

It is the responsibility of the Headteacher and the SLT to implement the school's Behaviour Policy consistently throughout the school, and to report to Governors, regularly and when requested, on the effectiveness of the policy. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children in the school. The SLT supports the staff by

implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy where necessary. The Headteacher will be responsible for contacting parents when unacceptable behaviour occurs which results in a Warning 2 on Class Dojo. The Headteacher tracks and records all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may recommend the permanent exclusion of a child. Both these actions may involve the school Governors.

The role of other adults

In order to ensure a consistent approach to our Behaviour Policy, we ensure that **all** adults working in school follow the Behaviour Policy. Other adults include Teaching Assistants, mid-day assistants, students, visiting teachers, activity professionals and volunteers, will adhere to the policy and its' implementation.

The role of the pupils

Pupils are given every opportunity to take responsibility and make a full contribution to maintaining excellent behaviour throughout the school. At the beginning of every academic year, pupils will work with their class teacher to establish a set of class rules which is called the Class Charter. The pupils know, and are taught, what is expected of them. They are made aware of the school's Home School Agreement. Pupils should feel safe and secure at all times and know the procedures to follow if they are aware of or subjected to any form of bullying, as detailed in our Anti-Bullying Policy.

The role of the parents/carers

The support of parents/carers is fundamental to the success of this policy. We will work hard to establish and maintain close relationships with parents and carers so that a feeling of joint responsibility is developed. We will explain the school rules in the information on the website, and we expect parents/carers to read these and support them. We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents/carers both of their child's achievements and if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint or appeal process can be followed.

What is class dojo?

We conduct a whole school behaviour system that enables staff to reward and sanction behaviour. This is tracked and displayed through class dojo. This is on the Teacher's iPads and displayed on the interactive whiteboard. The behaviour is instantly logged into a system which allows the Headteacher the ability to identify positive and negative behaviour instantly.

Rewards and Consequences

Our dojo system has positive points all linked to our school values. These points are recorded and totalled throughout the half term and give time towards Golden Time.

Time will also be deducted for Warning 1s and 2s – for those children who have some time out of Golden Time, they will sit and do restorative activities with the Senior Leaders.

Additionally, there will be daily awards. Each week, the child with the most points in the class will be 'star learner'. These children will receive a star learner on the class dojo, so parents know of their achievement.

At the start of the day, the children go back to 0, but their totals are stored throughout the year.

Consequences

If children make behaviour or learning choices that are not following our school policy and ethos, they will be given two warnings. After each warning, the children can move themselves back on to the branch of the tree by showing good behaviour, learning and values.

We will always make sure that parents are informed if their child has been put onto Warning 2 so that we can continue to work together across school and home. If a child is persistently behaving poorly (repeated incidents), a meeting will be arranged between school and parents to discuss the matter further in order to reach a successful conclusion.

In some cases, steps of the above procedure may be omitted and a child may be moved directly to 'Warning 2' at the staff member's discretion. Additionally, depending on the severity of the incident, this will usually be as a result of more challenging behaviours.

Individual Behaviour Plan

An Individual Behaviour Plan (IBP) will be drawn up in consultation with the child, parent(s) and other professionals as deemed necessary by the Head Teacher following the formal parent meeting.

The Individual Behaviour Plan (IBP) is an individualised document to support each pupil's behavioural needs. It may be an informal document led by the teacher or a formal document led by the Special Educational Needs Coordinator (SENCo).

In the informal plan, the child will report to the teacher on a daily basis at first, but over a four week period the reporting sessions will be reduced. This 'step down' approach supports the child in choosing effective strategies to support his/her positive behaviour independently.

In the formal plan, the reporting arrangements will vary according to the child's needs. The class teacher or SENCo will discuss this with the parents/carers and the child once the plan has been drawn up.

Pupils with an IBP will be expected to adhere to the school rules/values and policies however for some of these pupils the length of sessions may vary to meet their needs. All children on a Behaviour IBP will have individual targets to meet their needs and their rewards/sanctions will be tailored to meet their individual needs. The expectation for all children is that they manage their behaviour positively.



INDIVIDUAL BEHAVIOUR PLAN

Name		Class	
Date Plan Starts		Name of adults working with the pupil	
Date of Plan Review			
TARGETS (What we are working towards)			
Likes		Dislikes	
POSITIVES (What the pupil is good at)		TRIGGERS (Common situations which have led to problems in the past/behaviours which require action)	
EARLY WARNING SIGNS (How do we prevent an incident? What to look out for and how to respond)			
CHALLENGING BEHAVIOUR (What does this look like?)			
MODIFICATIONS TO THE ENVIRONMENT OR ROUTINES (What we can do to prevent problems from arising)		STRATEGIES FOR POSITIVE BEHAVIOUR (How do we maintain positive behaviour?)	
PREFERRED DE-ESCALATION STRATEGIES (How do we diffuse the situation? What tends to calm them down?) ARE THERE ANY STRATEGIES THAT DO NOT WORK? AT WHAT STAGE SHOULD ANOTHER MEMBER OF STAFF BE INFORMED? WHO SHOULD THIS BE?			
SUPPORT AFTER AN INCIDENT <i>How do we help the pupil reflect and learn from the incident?</i> <i>Is there anything staff can learn about working with this pupil?</i>			
MAINTAIN EFFECTIVE COMMUNICATION <i>(How do we ensure positive communication between home and school?)</i>			
AGREEMENT			
Parent/Carer Name		Staff Name	
Parent Signature		Staff Signature	
		Date:	

BEHAVIOUR REPORT – IN CLASS / BREAK & LUNCH

Name		Start Date		Review Date	
------	--	------------	--	-------------	--

Targets

1
2
3

Things to help me achieve

Aim	___ out of the 40 in class sessions	Target Met Y / N	Week ___
-----	-------------------------------------	------------------	----------

Class Session	Monday	Tuesday	Wednesday	Thursday	Friday
Morning work					
Reading					
English					
Worship					
Maths					
Afternoon 1					
Afternoon 2					
Afternoon 3					

Aim	___ out of the 10 in break / lunch sessions	Target Met Y / N	Week ___
-----	---	------------------	----------

	Monday	Tuesday	Wednesday	Thursday	Friday
Break					
Lunch					

OUTCOME OF REPORT: highlight as appropriate

- * Come off Report
- * Stay on Report
- * Exclusion from Play/ Lunchtimes
- * Exclusion from extracurricular activity
- * Internal Exclusion

Signed _____
Teacher Parent Child



LOCK timetable

L	Learning		
O	Outside		
C	Choice		
K	Keep in touch		
L	Learning		
O	Outside		
C	Choice		
K	Keep in touch		
L	Learning		
O	Outside		
C	Choice		
K	Keep in touch		

L	Learning		
O	Outside		
C	Choice		
K	Keep in touch		
L	Learning		
O	Outside		
C	Choice		
K	Keep in touch		

L – Learning time

O – Outside

C – Choice of iPad learning

K – Keep in touch with a leader in the office to update about behaviour choices



KS1 Behaviour Chart – example chart

Name: _____ Week: _____

	Phonics	English	Maths	Reading	Afternoon learning	Afternoon learning
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

	Morning greeting	Assembly	Walk and talk	Lunchtime	End of day routine
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

	Rainbow room	Teacher comment	Leader comment
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

A happy face in each square receives a values dojo. 9/11 means that you can choose a friend to play a game at the end of the day.





St Pauls CE Primary School
Behaviour Expectations



Positive Reminder

Action: I have not followed the school values and have been disruptive to learning



Verbal Warning

Action from child: I have continued to not follow the school values and have been disruptive to learning



Warning 1

Action from child: Continuing to disrupt
OR

I have not shown respect to my friends and adults
I have misused my learning equipment

Consequence

Restorative conversation had before any outdoor play
Teacher will facilitate the natural consequence to the action
Parents informed through dojo



Warning 2

Action from child: Repeat of Warning 1 Behaviour

OR

I have deliberately used inappropriate language with intent to hurt feelings

I have acted in a way that has caused harm to others bodies, hearts or our learning community

I have not shown behaviour that will keep me or others safe

Consequence

Sent to Leadership team to discuss outcomes and next steps
Restorative Conversation completed with the staff member involved
Parents informed via in-person meeting

Escalation of ongoing poor behaviour that affects the good order of our school.

Where behaviour is ongoing the parents of the child, will be invited into school to meet with the behaviour leader and class teacher. The behaviour of the pupils and the values not being shown will be discussed and clear smart targets for improvement will be set on a behaviour plan. The behaviour plan will have a clear monitoring criteria set and will be reviewed weekly with the parent if necessary, for a period of 4 weeks. Parent consultation is vital at this stage and together a positive plan should eradicate the inappropriate behaviours. If behaviour improves, the child will return to the normative school policy procedures.

If behaviour continues to be inappropriate, then the pupils will face a consequence from Level 1 – 3 dependant on the age, need and situation surrounding the pupil and the behaviours faced.

The levels will also be activated for the non following of school policies.

Levels of Extreme Behaviours consequences.

- Level 1
Individual learning – the pupils will participate in learning away from their classs individually with supervision for a period of up to 2 school days. Parents will be in agreement with the school for this to be activated and supportive of the schools punishment.
- Level 2
Off site provision – The school will have respite from the situation to defuse feeling around the situation and to offer the school and pupil a cooling-off period to reassess the siutation to produce an intervention to help eradicate the negative behaviour. This can be up to 10 days or an intense 6 weeks course.
- Level 3
Fixed Term Exclusion – As in line with the DfE Exlcusion policy. Parents will be notified in a meeting and also given written correspondence. The local authority exclusion officer will be informed and parents will be offered an appeal to the governing body if required. The Chair of Governors will be notified of such a punishment, if it were to be activated.

Further Guidance

Guidance for the playground:

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.

2. Children should be asked to apologise and make friends after disputes. Peer mediators on each playground will support.

3. School values should be applied consistently and children reminded of them regularly.

4. Children who fail to follow playground rules will follow the Behaviour procedures, as outlined for EYFS and Key Stage One / Key Stage Two above. Consistency is the key.

All staff should maintain high expectations for good behaviour apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage.

Teachers must avoid shouting at children at all times.

Teachers must avoid sarcasm or negative comments that may damage their future relationship with the pupil.

Children are not to be sent out of class or refused participation. Only a member of SLT can take the decision to remove a child from a classroom, this will be done in the interests of pupils' safety and wellbeing following a risk assessment.

Damage to property

Damage to school property through misbehaviours, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a contribution towards the cost of repair or replacement. Governors will be notified. If extreme, the escalation of levels of extreme behaviour will be activated, as above.

Bullying- Guidance to staff

Bullying is the wilful conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression.

Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual staff need to be alert both inside and outside the classroom.

Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action.

All incidents of bullying will be recorded on MyConcern.

Incidents of bullying will be logged and recorded on MyConcern. Children will be monitored over a period of 6 weeks to ensure longevity of eradication.

For Further information please refer to the school Anti-Bullying Policy.

School Council

The School Council have been consulted on implementing, monitoring, evaluating and reviewing the Behaviour Policy. The School Council will continue to monitor the Behaviour system, celebrating strengths and addressing areas for development.

Monitoring and Evaluation

A termly report will be prepared by the SLT and will inform Governors of the nature of behaviour incidents including any internal or external exclusions. The effectiveness of the Behaviour Policy will be monitored

throughout the year through Learning Walks undertaken by the SLT team and through Questionnaires for parents/staff and pupil views.

Appendix

Class dojo points

 3 Belief and Courage	 3 Equality	 3 Excellence	 3 Friendship and love
 2 Hall conduct	 3 Honest	 1 House point	 5 Leadership reward
 2 Outdoor house point	 3 Perseverance	 1 Presentation	 3 Respect
 0 Verbal	 -1 Disrupting Learning	 -2 Continue to disrupt	 -2 Deliberate harm to...
 -1 Low level off task W1	 -1 Disrespectful	 -2 Inappropriate language W2	 -2 Unsafe behaviour
 -2 Low level off task W2		 -2 Deliberate harm to...	