



St Paul's with St Michael's

POSITIVE BEHAVIOUR GUIDELINES

Within the school community we aim to develop self-discipline and to encourage an attitude of personal responsibility and an awareness of the needs of others. As a church school we aim to follow our six Christian values and treat others with these in mind.

Peace-Endurance-Hope-Forgiveness-Compassion-Thankfulness

This policy identifies roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour, in line with the School's vision, mission statement and Christian values.

Our aims of our approach to behaviour are:

- To maintain, encourage and promote good behaviour.
- To share and agree identification of what we consider to be unacceptable behaviour.
- To establish and share understanding of class and school rules and agreed sanctions where the rules are broken.
- To facilitate firm, fair and consistent approach across the school.
- To facilitate opportunities at every stage of the policy for children to make amends and redeem themselves.
- To involve of parent/carers at every stage of the policy where appropriate.
- To encourage children to take responsibility for their actions.
- To encourage children to reflect on behaviours and the effect of their behaviour on others.

PROMOTING GOOD BEHAVIOUR

St Pauls and St Michael's is a supportive school with a caring ethos. It is important that staff make every effort to be positive at all times and endeavour to praise and validate good work and behaviour thus promoting our school vision of 'creating responsible, confident and literate citizens that can innovate and contribute positively to the future'. It is expected that the following strategies are used in school to reward and celebrate achievement.

IN CLASS

- Displays of names of children who have been praised (Tracked and monitored by staff for equity)
- Use of stickers and comments on work to give praise and encouragement
- Use of weekly Golden Time and Circle time
- Traffic light system (class teacher digression) rewards for staying on gold all week

- Sticker and Stars system

ASSEMBLIES

- Use of Good Works Assembly on a Friday to celebrate achievement
 - 1 full star- Certificate given for 1 full star
 - 2 full stars- Certificate and visit to head teacher for a special prize
 - 3 full stars by 3 pupils in one class- Extra play time for the whole class
- Opportunities in class for children to show good pieces of work
- Presentation of class cup for attendance and certificates for punctuality
- Class production Assemblies

ON DISPLAY

- Wall displays demonstrating work of which children are proud
- Pupils awards/ school placards

WEBSITE

- Names and photos of children who receive special awards at the Praise Assembly
- Name and pictures of other children who are to be congratulated for particular achievements, competitions etc.

END OF TERM/ HALF TERMS

- Announcing the class that has received the cup and attendance certificates the most times
- Letters to parents about good attendance
- Postcard to parents about exceptional behaviour/ achievements

END OF YEAR

- Allocation of attendance certificates
- Announcement of allocation of special awards
- Year 6 leavers' assembly celebrating their time at St Pauls with St Michael's
- Reception Graduation

STRUCTURES AND SYSTEMS TO SUPPORT POSITIVE BEHAVIOUR MANAGEMENT

In Class

- Ability and other groupings at tables-setting where appropriate
- Carpet areas used for whole class sessions
- Clear pathways kept to sink, exits etc
- All books and resources stored well and accessible to all the children as appropriate
- Streaming where appropriate

In the school

- Everyone walks quietly on the left of the corridors and on the stairs
- Shouting is not allowed anywhere in the school
- Staffroom is a child free zone

- Children out of class to be accompanied by an adult or have a permission pass
- Older children may be used as reading buddies, monitors or playground friends
- Children to be encouraged to look after each other

In the playground

- **CHILDREN TO BE SUPERVISED IN THE PLAYGROUND AT ALL TIMES.**
- Quiet lining up should be practised
- Allocated staff for first aid

Golden Time

- All classes have Golden Time boxes whose contents should be well maintained and checked.
- Boxes should be used for a maximum of 20 minutes in the afternoon each Friday.
- During the week, children may lose minutes from their Golden Time, but they should always be reminded that they can earn these minutes back.

CHILDREN WITH ADDITIONAL NEEDS

A variety of strategies is used to modify challenging behaviour and is tailored to the needs of individuals.

- Positive use of voice and facial expression
- Praising when staff are pleased and explaining why to the child
- Use of smiley face chart to motivate the children and celebrate achievement
- Pupils have regular break within their schedule to regulate anxiety levels and address sensory needs
- Staff are aware of trigger behaviours, topography of behaviours and preferred interventions as stated in each child's PHP if appropriate
- Ensure the environment is organised, safe and predictable
- Providing structure and clear routines using visual timetables, work and activity zones and planned transition times

Golden Rules

The Golden Rules are used as a set of principles that should be applied consistently. All members of the School Community are expected to know them, follow them and remind others of them:

- Be kind and helpful
- Be gentle
- Do look after property
- Do listen to each other
- Do work hard
- Be honest
- Be respectful
- Do follow instructions

LEVELS OF CONSEQUENCES

Level 1- Verbal warning.

Remind the children what we expect and refer to the Golden Rules. We expect that at this stage the child will rectify his/her behaviour. Children will lose a minute of Golden Time if they do not rectify their behaviour. Children should always be reminded that they may earn their Golden Time back. If the poor behaviour continues after verbal warnings, the child moves to level 2.

Level 2- Time Out

The child is told to sit at the 'Time Out' table and told why. They are given a work sheet or other appropriate work to complete. Maximum time out of 20 minutes. Use a timer if possible.

If in the playground and Level 2 behaviour is displayed, time out will be standing at the wall. Teachers to be informed so they can update class behaviour file.

Level 3- Sent to Buddy Class.

If the pupil still continues with the wrong behaviour and seems unable to manage the change required, they will be sent to their buddy class. Let the child know what is unacceptable about their behaviour. (Timeout incident form)

Send the child to the buddy class with clear instructions (e.g. completion of work) for the rest of the lesson. The child must go with another adult or another child to the class with a completed pink slip and appropriate work.

A pink slip is sent with the child to the receiving teacher. This slip should be signed by the receiving teacher and put into the class behaviour files. The expectation is that the child will stay in the buddy class for the rest of that session. A letter will be sent to parent/carer to inform them that the child has been sent out of class.

If a child is sent out of class 3 times in a half term, teachers must arrange a meeting with the child's parent/carers. Teacher must inform SLT of a level 3 sanction so that they may be present at the meeting with parents if necessary.

A record of level 3s and meetings with parents must be kept in the class behaviour file.

Level 4- senior leadership involvement

Racism, Homophobia, deliberately/dangerously destroying property and Violent behaviour is totally unacceptable and is considered a Level 4 incident immediately. Children who get to level 4 because of one isolated incident or because they have not responded to a level 3 sanction and are still choosing not to improve their behaviour, should be sent to the SLT member who is on call.

It is expected that this incident will be fully investigated. The Senior Leader will talk with the child, log the incident, send a formal letter to the child's parent/carers and remove him/her from the class for the rest of the teaching session (am or pm). The child will sit in the Senior Leaders office and complete a reflection sheet as well as appropriate work sent by the teacher.

When any child has received 3 Level 4 letters in 1 term, they will be seen and dealt with by the Head Teacher. Exclusion may follow.

If the child has significant additional learning needs, level 4s are given within the context of the child's understanding of the situation and a judgement is made by SLT on an individual basis.

All level 3 and 4 incidents are logged on the SLT incident log.

SUPPORT STAFF/ MID DAY SUPERVISORS

Support staff play a vital role in spotting early signs of bullying and disruptive behaviour. They provide valuable back up help in dealing with disruptive behaviour from pupils as well as at being at the forefront for promoting positive behaviour.

During lunchtime the midday supervisors are under the direction of the Senior Supervisor. During lunch time they have the responsibility for behaviour management. Supervisors may place children in a time out space outside for Level 2 behaviour, for a maximum of 15 minutes. The Senior Supervisor is required to take responsibility for behaviour up to level 3 of the policy during lunch play. Level 4 incidents must be handed over and dealt with by Senior Leaders.

Stickers and responsibilities such as looking after younger or new children are used to promote positive behaviour.

HOMEWORK AND READING RECORDS

If a child fails to bring in home work they will be asked to miss 15 minutes of Golden Time and spend it on doing some homework instead.

5 minutes of Golden Time will be lost for each time the reading tracker is not completed and children will read for that amount of time during Golden Time. **But** this can be earned back if they read at home and complete trackers before Friday.

COMPLETING WORK AND BEING KEPT IN AT BREAK OR LUNCH TIME

Teachers may choose to keep children in to complete work or pay back a few minutes lost through unacceptable behaviour. Children must remain the responsibility of that teacher and not be unaccompanied at any time. If a teacher needs a comfort break, please find another member of staff to supervise the child.

If children are to be kept in for part of their lunchtime, it is essential that the teacher must let the Senior Supervisor know. Children who are asked to return to class after lunch and who do not have a note will not be allowed to do so.

CHILDREN MUST BE SUPERVISED AT ALL TIMES DURING THESE SESSIONS.

WORKING WITH PARENT/CARERS

Parent/carers should be worked with in partnership as appropriate. Parent/carers should be contacted by phone, text, and letter or personally at the beginning or the end of a day. If a longer conversation is necessary an appointment outside of teaching times should be made.

Parents are required to support their children to keep the Golden Rules and are encouraged to lead by example.

LEGAL POWERS AND RIGHT OF TEACHERS, HEADTEACHER.

These powers should be used sparingly and only with witnesses and following a discussion with a Senior Leader.

Teachers are able to reprimand children for breaking a school rule, failure to follow instructions or other unacceptable behaviour.

- Where necessary the school will use its legal right to confiscate inappropriate items from children. The school may keep hold of and dispose of these items that are expressly deemed to pose a threat to health and safety to have been specifically banned in school.
- The Headteacher has the right to authorise a search of children or their possessions without consent if there are reasonable grounds for doing so.
- Teachers can use reasonable force to control or restrain a pupil if it proves necessary to stop a child committing a criminal offence, injury to themselves or another person or if they damage the building or equipment. Forms must be completed and parents informed.
- Teachers may regulate the behaviour of children when they are off the school premises and follow the consequences of the Behaviour Policy on their return to school.

Autumn 2018

Next Review: Autumn 2021