



Alverthorpe St Paul's CE (VA) School 3-11 yrs

# Behaviour Policy



**November 2019**



## **Behaviour & Discipline Policy**

### **Vision**

At St Paul's we encourage everyone to let their light SHINE, for others and for God, as unique individuals and together as a school. We aim to equip children with the confidence, knowledge, skills and understanding to positively shape their future.

**S** – Safe & Successful

**H** – Happy & Honest

**I** – Independent & Inclusive

**N** – Nurturing & Never give up

**E** – Encouraging & Enthusiastic

### **Policy Statement**

St Paul's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This behaviour policy guides staff to teach self-discipline not blind compliance. There is a heavy emphasis on respectful behaviour and a partnership approach to managing poor conduct.

### **Aims**

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### **Purpose of the Policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.

### **Behaviour Rules**

At St Paul's we have 3 rules that we expect everyone to follow. These rules are known as RRS (Ready, Respectful and Safe). These rules are constantly referenced by all members of our staff team.



## Visible Consistencies

As well as our behaviour rules, we pride ourselves on 3 consistencies that we expect every child and adult to follow. They are:

1. **Care for our environment.** If we notice something isn't how it should be we make it right instead of walking past. E.g. picking a coat up from the floor or tidying a shared area that is messy.
2. **Meet & Greet.** Children are greeted by an adult when they enter their classroom. This ensures a calm and orderly start to the day. The Headteacher or Deputy Headteacher greet families in the playground at the start of the day. We also expect adults and children to greet each other as they walk past each other in corridors.
3. **Fantastic Walking Inside School.** We expect everyone in school to walk smartly when they are inside school.

## Deliberate Botheredness

- Children want to feel important and know that they belong.
- Children want to be noticed and have a right to this if their behaviour is 'above and beyond'.
- Botheredness is a deliberate daily act – relationship building done slowly. It needs to be a drip-effect.
- It has to sound genuine – and even better if it is genuine.
- Botheredness is:
  - A thoughtful remark;
  - A compliment about looks or work;
  - A simple act of remembering.
- It is making sure everyone feels like they 'belong'.

## Being Genuine

- It is the job of adults to get to know the children in their care.
- Children need to feel valued.
- Adults need to go overboard with their voice when praising children.
- All praise must sound sincere and genuine.
- Adults should talk to each other about children who are going 'above and beyond'. Other adults can then seek children out and also praise them.

## Certainty in Adult Behaviour

- All adults must respond to inappropriate behaviour in the same way.
- All adults must respond to behaviour with deliberate calm (adults need to go to their happy place).
- Immediacy of consequence not the weight of punishment is the key.
- Adults must keep their feelings and emotions out of it – some children see it as an opportunity to push adults' buttons.
- Adults should never demand eye contact.
- Adults must try and ignore secondary behaviours – deal with the primary behaviour first.
- Children look for reaction so adults need to be boring and monotone when dealing with poor behaviour. Adults can be firm but mustn't show emotion.
- NEVER use collective punishment e.g. whole class staying in at break/lunch – only those who have made the wrong choice should be sanctioned.



## Rewarding Children

We reward children for going 'above and beyond'. We do not reward the minimum expectation as children will then only strive for this.

Type of Reward	Reasons	Given By
<b>Stickers</b>	<ul style="list-style-type: none"> <li>Given to children in EYFS &amp; KS1 who have completed good work/given good answers etc.</li> </ul>	Teachers & Support Staff
<b>House Points</b>	<ul style="list-style-type: none"> <li>Given to children in KS2 who have completed good work/given good answers etc.</li> </ul>	Teachers & Support Staff
<b>Recognition Board</b>	<ul style="list-style-type: none"> <li>Each class is given a target appropriate for them. The aim is for every child to be placed on the board.</li> <li>There is a collective 'whoop' once every child is on the board.</li> <li>Children cannot be removed from the board once they have been placed on it.</li> <li>There is no element of competition.</li> </ul>	Teachers & Support Staff
<b>SHINE Stamps</b>	<ul style="list-style-type: none"> <li>Given to children who have been recognised for a moment of 'above and beyond'.</li> <li>Child's name is written on the SHINE Stamp and then it's posted into a box for a 'draw' where children will win a book of their choice.</li> </ul>	Any Adult
<b>Positive Notes</b>	<ul style="list-style-type: none"> <li>Given to children who have gone 'above and beyond' a number of times and are striving to impress.</li> <li>These are handwritten and then taken home by the child.</li> <li>Parents/Carers are encouraged to praise their children for receiving a Positive Note.</li> <li>For children who struggle to manage their behaviour, fractions of a note can be given so they can build up to a full note.</li> </ul>	Teachers (but recommended by anyone)
<b>Hot Chocolate with the Head</b>	<ul style="list-style-type: none"> <li>Every week, children are chosen to spend time with the Headteacher.</li> <li>EYFS – The Headteacher comes down to their classroom and play chosen games with them</li> <li>KS1 &amp; KS2 – Children are invited to the staffroom and have hot chocolate/juice and biscuits.</li> <li>It may be that sometimes nobody from a class is chosen.</li> </ul>	Nominated by Teachers (anyone can recommend a child to the teacher)



## Managing Unacceptable Behaviour (Steps & Scripts)

Step	Description	Script
<b>Reminder</b>	<ul style="list-style-type: none"> <li>• Quiet and private (wherever possible).</li> <li>• Remind them of RRS rules.</li> <li>• Aim to keep it at this level.</li> <li>• Say script then walk away!</li> </ul>	<p><i>“NAME, please remember our rule(s) of being Ready/Respectful/Safe. Thank you.”</i></p> <p><i>Can mention all 3 rules or the one the child is not following.</i></p>
<b>Caution</b>	<ul style="list-style-type: none"> <li>• Clear verbal caution delivered privately.</li> <li>• Make pupil aware of their behaviour and outline the consequence if they continue.</li> <li>• Use the language of certainty.</li> <li>• End with ‘Think carefully about your next step’.</li> </ul>	<p><i>“NAME, you are choosing not to be Ready/Respectful/Safe. If you continue to make this choice, you can be certain that there will be a consequence. If you make the right choice, you can be certain that I will notice and give you praise. Think carefully about your next step.”</i></p>
<b>Last Chance</b>	<ul style="list-style-type: none"> <li>• Final opportunity to engage.</li> <li>• Remind the child of a time when they did behave – either specifically or generally.</li> <li>• 30 second scripted intervention to be used.</li> <li>• Down on the children’s level.</li> <li>• Don’t get distracted by secondary behaviour.</li> <li>• Say the script and leave.</li> </ul>	<p><i>“NAME, this is your last chance. You have broken our Ready/Respectful/Safe rule. You have chosen to... Do you remember when... or I have seen you behave really well before. That’s the NAME I need to see today. Thank you for listening.”</i></p>
<b>Time Out</b>	<ul style="list-style-type: none"> <li>• Short time outside of the room/area where given.</li> <li>• Ideally out of view of others e.g. not in hall.</li> <li>• After 5 minutes, if child is calm, use script.</li> </ul>	<p><i>“You had to have Time Out because... What do you think needs to be done now to make things right?”</i></p> <p><i>If child can’t answer, tell them the type of behaviour you need to see. Don’t argue or get drawn in to conversation.</i></p>
<b>Paired Class</b> (or sent to Learning Mentor at lunchtime)	<ul style="list-style-type: none"> <li>• 10 minutes in a partner class to think about their behaviour.</li> <li>• Gives chance for child and adult to calm down.</li> <li>• Restorative questions to be used afterwards by the adult who gave this consequence – ideally in the child’s own time.</li> <li>• Headteacher must be made aware so this can be recorded.</li> </ul>	<p><b>Restorative Conversation (Red = Early Years)</b></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What have you thought about since?</li> <li>• <b>Who was affected</b> and how?</li> <li>• <b>What should you do to put things right?</b></li> <li>• <b>What can you do differently</b> in the future?</li> </ul>



## **Violent Behaviour**

Violence will not be tolerated at St Paul's. If a child, for whatever reason, is violent then they will be brought to the Headteacher or Deputy Headteacher (or Learning Mentor at lunchtimes). Parents/Carers will be contacted by the Headteacher, Deputy Headteacher or Learning Mentor if a child has been violent. There may be a reminder to the child the next day about the behaviour that is expected in school.

## **Repeated Poor Behaviour**

If a child demonstrates repeated poor behaviour then a formal meeting will be arranged with the parents/carers. The following members of staff will be involved in the meeting:

- Deputy Headteacher
- SENCo (if appropriate)
- Learning Mentor
- Class Teacher

The aim of the meeting will be to put strategies and/or interventions in place in order to positively move forward. The child may or may not be involved in part of the meeting.