



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

Behaviour & Discipline Policy



November 2018



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

Introduction

We are committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this. A decision to exclude a pupil, either for a fixed period or permanently, is seen as a last resort. The physical and emotional health of our children and staff is our primary concern, and we therefore accept that in some rare situations, exclusion may be necessary, if all other strategies have been exhausted and if an incident is serious enough to warrant this.

Aims and Objectives

- To promote a positive ethos in the school, which reflects our Christian character and values.
- To create an atmosphere of trust and respect where each child is able to fulfil his/her potential and become confident, responsible and increasingly independent members of the school community.
- To provide a safe, supportive and pleasant environment both for children and adults, where all members of the school community are valued and where bullying is always unacceptable.
- To help children develop self-awareness and understand and manage their own feelings and behaviour.
- To help children develop and maintain positive relationships with others.
- To achieve the highest possible standards in all areas.
- To help children develop the skills of self-reflection so that they can learn from their mistakes.

Communicating Values

In order to communicate our school's values all adults should:

- Have a shared responsibility for behaviour and for developing and supporting a whole school approach;
- Develop and foster good relationships between all members of the school;
- Model respectful behaviour within the school community;
- Use positive language to emphasise and praise desired behaviour, rather than focus on negative behaviour;
- Ensure language always refers to a pupil's behaviour and not at the pupil;



- Teach and model an emotional vocabulary so that children develop the language skills to help them recognise, understand and manage their own and others' feelings;
- Teach social skills of sharing, turn-taking, listening, giving and receiving compliments, giving and receiving constructive criticism;
- Ensure children use break times as opportunities to extend social skills and develop independence and responsibility;
- Foster positive attitudes toward the environment both inside and outside;
- Use positive behaviour strategies, applied consistently and effectively on a day to day basis;
- Ensure routines, which directly affect behaviour and social interaction are maintained.

Classroom Environment

A positive and purposeful classroom environment is fundamental to the promotion of good behaviour. When children are engaged and working at the appropriate level, it reduces the incidence of disruptive behaviour. All staff are role models for positive behaviour and this underpins the school ethos. Positive behaviour choices are praised often, both verbally and formally, as demonstrating the right choice. This encourages a positive, safe, enjoyable learning environment.

Equal Opportunities

All children whatever their disability or learning need have opportunities to achieve rewards through differentiated curriculum tasks, amended outcomes or through carefully managed alternative activities and responsibilities. These rewards are a principal driving force in creating a positive and effective learning environment for all pupils. The school reward system is fully accessible for all children and an Individual Reward system is used, where necessary, to aid understanding of reward and sanction for a small minority.

Monitoring/Review/Responsibility

The staff will implement the school behaviour policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy. Mr Swift is the school lead for 'Personal Development, Behaviour & Welfare'. He is supported by Mrs McClean.

Mr Swift will keep records of all children who reach the 'Thunder Cloud' on the Cool at School system in Reception & Key Stage One and 'O' on the Rocket Reward system in Key Stage Two. He will also keep records relating to racial, homophobic or any kind of discrimination.

The policy will be reviewed and updated annually, or more frequently, should there be good reason. The Standards Committee take responsibility for ensuring the policy is implemented correctly and hold senior leaders to account with regards to standards of behaviour and discipline within school.

Choices

The school reward and consequence systems are based around the behaviour choices which children make, putting the emphasis firmly on each child's responsibility for their own actions. Children clearly understand the school expectations and positive behaviour choices are praised often, both verbally and formally, as demonstrating the right choice and this encourages a positive, safe, enjoyable learning environment. As a church school we place a high emphasis on forgiveness and people learning from their mistakes. This is why children are able to show they have learnt from their mistakes and that wrong choices that have been made do not 'hang over' the children for a long period of time.



Rewards & Consequences

Reception & Key Stage One (Years 1 & 2)

Children in Reception and Key Stage One are awarded stickers for a variety of different reasons. This is a quick way to promote and reward positive behaviour.

Reception and Key Stage One also use the 'Cool at School' system for rewards and consequences. Children begin each morning or afternoon on the 'Sunshine'. If children make good choices their photo may be moved to 'Cool at School'. They will be given a note to take home that explains why they have been 'Cool at School'. If children make a poor choice then they will be given a verbal warning. If this continues their photo will be moved onto the 'Warning Cloud'. If poor choices continue to be made then their photo will be moved onto the 'Thunder Cloud'.

In Reception, 'Thunder Cloud' means an immediate 3 minute time out which is logged in a book. After this time out, children are told what they can do to improve their behaviour. If they are able to do this, their photo will be moved up. Any child who is repeatedly on the 'Thunder Cloud' will be taken to see Mr Swift and contact will be made with families.

In Key Stage One, children who are placed on 'Thunder Cloud' are taken to see Mr Swift to reflect on their behaviour and the positive choices that they can make to turn this behaviour around. Mr Swift then logs this on a spreadsheet. Parents/Carers will be contacted via a letter if any child has to visit Mr Swift three times in a half term. Mr Swift may also contact parents/carers if an incident warrant this. This may result in a meeting to discuss how to move forward.

Adults are able to move children straight to the 'Thunder Cloud' if this is deemed appropriate. This is at the discretion of the adult.

Key Stage Two (Years 3-6)

Children in Key Stage Two use the 'Rocket Reward' system for rewards and consequences. Children begin each morning or afternoon on the rocket. If children make good choices their photo can be moved to the planet and then orbit. A variety of different rewards are given for this. If children make poor choices then they will be given a verbal warning. If this continues their photo will be moved onto the number 2. If poor choices continue to be made then their photo will be moved to 1 and then 0. Children who are placed on 0 are sent to see Mr Swift to talk about their poor choices and discuss how they can turn this behaviour around. Mr Swift then logs this on a spreadsheet. Children also have to miss their next break time, where they spend their time completing a reflection sheet in the Year 6 classroom. This time is important as children need to reflect on their behaviour choices and how they can move forward from this and show that they have learnt from the poor choices they made. This 'Reflection Room' is supervised by a teacher on a rota basis. Parents/Carers will be contacted via a letter if any child has to visit Mr Swift three times in a half term. Mr Swift may also contact parents/carers if an incident warrant this. This may result in a meeting to discuss how to move forward.

Adults are able to move children straight to 0 if this is deemed appropriate. This is at the discretion of the adult.

SHINE Awards

Every week, two children are nominated for living an aspect of the school vision during their week. They receive a SHINE certificate during SHINE Worship which explains why they have been chosen. Their photo is put up on one of the stars in the Entrance Hall for the whole of the next week.



SHINE Stamps

All children in school have a SHINE booklet which links to our school vision. Children can be awarded a stamp for a whole variety of different reasons e.g. good manners, work, positive behaviour at lunchtimes etc. These can be given out by any adult in school. Once children have completed a section of their booklet they are able to bring this into SHINE Worship on a Friday and choose a reward from the 'Treasure Chest'. This process then continues. There is no limit to the number of stamps a child may receive.

Bronze, Silver, Gold & Platinum Awards

Every child who is deemed to have had a good week in school will walk into SHINE Worship on a Friday and be able to place their photo on our 'SHINING Together' display in the hall. Children will receive the following certificates based on the number of weeks they have had their photo on the display:

- Bronze Certificate = 10 weeks Good Behaviour
- Silver Certificate = 20 weeks Good Behaviour
- Gold Certificate = 30 weeks Good Behaviour
- Platinum Certificate = 35 weeks Good Behaviour

This system of tiered rewards gives children the opportunity to make mistakes, reflect on this and then learn from this. We all understand that everyone, including adults, make mistakes. It is crucial everyone to reflect on their behaviour choices and be given the opportunity to learn from their mistakes.