



Behaviour Policy 2019-2020

Introduction

Aims

Children's responsibilities

Staff responsibilities

Inclusion Team's responsibilities

Headteacher's responsibilities

Parents responsibilities

Governor's responsibilities

Supporting behaviour concerns

Red & Amber letters

Responsibilities of the Additional Needs Coordinator

PSHE

Rewards system



Introduction

At St Paul's Community Primary and Nursery School, we believe in high standards of behaviour and a collective commitment to the school community. We support our students to feel physically and emotionally safe in school.

Aims

- To encourage an ethos of a calm, purposeful and happy atmosphere within the school. Encouraging our pupil's progression academically, emotionally and socially with acknowledging their every success.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To ensure all members of the school community feels safe, secure and respected and that effective learning and high levels of achievement are part of our everyday life.
- To ensure that the children are aware of the acceptable behaviour and the boundaries within school.
- To celebrate good and positive behaviour, as well as support children where there are concerns with their behaviour, with an understanding that behaviour is a child's form of communication.

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff, including any agency support.
- To take care of the property and environment of our school.
- To co-operate with other children and adults.

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop them to their full potential.
- To provide a challenging, engaging and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To have clear and consistent expectations and provide opportunities for personal reflection.
- To act as a good role model.
- To form good relationships with pupils, parents and carers and the wider family/ support network.
- To recognise, plan for and support every child's individual needs.
- To offer a framework for social and emotional education.

- To co-create and implement Classroom Charters at the start of each academic year with their new classes.

The Inclusion Team's responsibilities are:

- To record and regularly reflect upon strategies adopted by the school and their impact on behaviour.
- To provide relevant, up-to-date training for all staff.
- To support all staff with the behaviour management of children, where there are concerns or worries.
- To promote and support Restorative Practice during the school day, including lunchtimes/ break-times, to resolve conflict.
- To provide opportunities for 1:1 Talk time to ensure pupils can be successful within lesson time.
- To support children who attend Reflection to recognise and raise with the additional needs coordinator any patterns of behaviour for a child/ group of children.
- To ensure suitable provision is in place to promote behaviour self-regulation.
- To ensure the **lockdown** procedure is followed when there is a cause for concern for the safety of a child/and other children in school.
- To be "on call" when a child is in need and is demonstrating so through poor behaviour choices.

The Headteacher's responsibilities are:

- To implement the Behaviour Policy consistently throughout school, supporting staff to follow the guidelines and provide the relevant training to meet changing needs.
- To report to governors on the effectiveness of the policy and keep them up to date with any serious behaviour incidents or patterns.
- To issue red letters or fixed term seclusions/ exclusions to individual pupils for serious behaviour incidents.
- To issue and coordinate the permanent exclusion of a child for repeated or very serious behaviour incidents.

Parent's responsibilities are:

- To make children aware of appropriate behaviour choices within all situations, both in and out of school.
- To encourage independence and self-discipline in their child.
- To show an interest in all that their child does.
- To foster good relationships with the school and support the decisions the school makes regarding behaviour management.
- To be aware of the school's expectations for behaviour and hold the same expectations of their child.
- To model positive communication with all members of staff in school to demonstrate joint working between home and school.

- To raise any concerns with the appropriate member of staff, according to the Escalation Chart and be open to new suggestions and solutions.

Governor's responsibilities are:

- To monitor the records of behaviour and challenge leaders on any patterns or concerns.
- To ensure that all staff are implementing and are fully supportive of the school's Behaviour Policy, including agency staff.
- To spend time in school to ensure that the ethos remains positive and supportive of all pupils regardless of need.
- To respond swiftly to any formal concerns raised by parents and carers, including a full investigation of the concern raised.

Supporting Behaviour Concerns in School

When there has been a cause for concern with a child's behaviour, they will attend **reflection** at lunchtime in order to reflect on what has happened. This will be by using Restorative Practice. The length of time a pupil will attend Reflection will be decided upon by a member of the Inclusion Team. The Inclusion Team will also decide whether any further support or consequences are necessary.

Red / Amber letters

We use a Traffic Light system for communicating the seriousness of behaviour issues, both with the pupils and parents and carers. This makes it easy to understand and follow, especially when a pupil's poor behaviour choices are escalating. Please use the key below for quick reference.

Stages prior to a letter home are as follows, within the classroom:

- ✚ **1st stage- verbal warning** (a chance to make a different choice)
(name put on the board)
- ✚ **stage- 2nd warning** (last chance to change behaviour)
(put tick next to the child's name on the board)
- ✚ **3rd stage- 5 minutes Time Out in a quiet area of the classroom**
(two ticks next to child's name)
- ✚ **4th stage- given time in Reflection during breaktime.** If serious disruption caused, a message will be sent to the Inclusion Team.
- ✚ **5th stage- Contact parents/Meeting with the Inclusion Team.**

Stage 5 is where the Amber Letter 1 starts and parents are informed about the unwanted behaviours. Teachers may inform parents about the earlier Stages but this will be more informal.

Letters	Reasons for issue	Parental involvement
Amber 1	Repeated behaviour incidents e.g. spitting, physically hurting someone, threatening physical harm, deliberately damaging school property or the property of another child, the use of inappropriate language.	Amber Letter home to parents.
Amber 2	If any of the above are a further repeated behaviour.	Amber Letter home to parents and meeting arranged with the Learning Mentor. Key worker to be allocated.
Red 1	If any of the above are still ongoing. OR Serious physical incidents, hurting a child or member of staff, leaving school without permission, bringing to school illicit substances, persistent bullying.	Red Letter home to parents and meeting arranged with Additional Needs Coordinator Pastoral Support Plan to be discussed/implemented.
Red 2	Serious incidents	Red Letter home to parents, phone call made to parents and a meeting arranged with Headteacher.

Within the Traffic Light System the responsibilities of the Additional Needs Coordinator are:

- **Issuing Green letters** when a child's behaviour has shown significant improvement.
- Implementation a plan of intervention to support children with **behavioural concerns**.
- Keeping up to date records of **serious incidents** bullying, racist, homophobic or the use of inappropriate / derogatory language- reporting these to the Headteacher and Governor's termly.
- Work with teachers and support staff to implement relevant **Pastoral Support Plans** (PSP) to develop and build on strategies for the child.
- Work **restoratively** with the children to ensure their voice is heard.

PSHE

The teaching of Personal, Social, Health Education and Citizenship is an integral part of the curriculum at St Paul's Community Primary School & Nursery. The topics that are covered complement and reinforce the aims of the school's Behaviour Policy. The work encourages pupils to take responsibility for their own actions and to develop a sense of worth and respect for themselves and others.

Rewards system

The school uses a reward system that focuses on and encourages positive behaviour.

- Each week, each class nominates a pupil to receive a **Super Citizen Award** in Thursday's assembly. This celebrates positive behaviour and the need to support each other within school, as a community.
- Every week a pupil in each class is chosen, by the class teacher, for the **Star Pupil Award**. There is a different whole-school focus for this award each week. The selected children will then all have a drink/ snack with a member of the Senior Leadership Team to celebrate their achievement and discuss WHY they were chosen. This is to encourage pupil's intrinsic motivation. A postcard is then sent to the child's home address to notify their parents of their achievements.
- Every term, pupil's can also earn a **Merit Award** for:
 - Positive attitudes towards learning
 - Resilience and perseverance
 - Great learning and effort
 - Home Learning
 - Kindness, thoughtfulness
 - Going above and beyond the expected

A photo of the child with their certificate is taken and displayed in main corridor in school.

- A **Headteacher's Award** is given for outstanding work in class or at home.

