

St Paul's

C of E Primary School



A place to belong

Behaviour Policy

Chair of Governors Approval: Martyn Long & Tom Keef

Headteacher Approval: Christie Waite

Member of Staff Responsible: Christie Waite

Reviewing Committee: FGB

Date of Adoption: Sept 2021

Date of Review: Sept 2022

Statutory / Non Statutory: Statutory

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

“Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely.”

Romans 12:5-8

Behaviour Policy

Rationale

The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Good pupil behaviour is essential for effective teaching and learning. It is also necessary to support the Christian aims of the school. Promotion of good pupil behaviour enhances the self-esteem of everyone in school and a framework is effective in ensuring this.

1. Aims and expectations

- 1.1 It is a primary aim of St Paul's CE Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school promotes and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. School rules

Our school rules are developed in discussion with staff and pupils and set out our expectations of pupils' behaviour throughout the school.

At St Paul's, as a school family, we all follow the same rules, which are based on our four core values:

We are safe:

Everyone is happy, valued and respected within a safe and caring place.

We are compassionate:

We respond to the feelings and actions of others through kindness, as we all depend on each other.

We do our best:

We persevere to be the best we can be, using wisely the individual gifts we have been given.

We are forgiving:

Forgiveness requires us to have the courage and strength to take responsibility for what we have done and we try not to do it again.

The school rules are displayed prominently in each class room and throughout the school and are consistently and regularly referred to. Verbal praise and positive feedback is used as part of school's positive behaviour strategy.

In addition, all adults encourage children to walk quietly around school on the left hand side and use appropriate manners.

3 Reward Systems

All staff use positive strategies and verbal feedback to reinforce and reward good behaviour, effort and attitude. The following systems are used:

- Stickers are used to recognise excellent behaviour throughout the school day including break and lunchtimes.
- The Senior Leadership Team stickers are given for pupils in recognition of exemplary attitude, behaviour or work.
- Compassion points are given out by all staff to promote well rounded, kind individuals across the school.
- Star of the week certificates are presented weekly in Stars Assembly.
- External achievements are recognised and celebrated weekly in Stars Assembly.
- Reader/Writer of the Half Term are recognised and presented weekly in Stars Assembly.

Parents are invited into school each week to join the school in our 'Stars Assembly' which allows the children to share their achievements with members of the community. Children who excel in their attitude, behaviour and learning are sent to the Headteacher in order to receive formal recognition and praise. Please note that this has been taken out due to Covid but we hope to get started with parents back in the building as soon as possible.

4 Consequences / Sanctions:

In the event that a pupil misbehaves repeatedly, the following procedures should be followed by all staff. The progression of consequences is based on a *daily* sanction arrangement as each day is a "fresh" beginning.

In School Incidents	Action
1 st incident	Verbal warning
2 nd incident	Name on board
3 rd incident	5 minutes off break/lunchtime
4 th incident	Send to SLT member's classroom in different key stage for 10 minutes
5 th incident	Send to HT. Parents notified

Outside Playground Incidents	Action
1 st incident	Verbal warning
2 nd incident	5 minutes in SEMH/Reading Shed
3 rd incident	Break time: stand with adult on duty for remainder of break time

Serious incident e.g. Physical assault	Send immediately to HT / SLT Parents notified
--	---

Staff bringing pupil lines out of class to break / lunchtimes (to the Playground or Hall) must notify a member of staff on duty regarding those pupils who have already received warnings.

Some incidents should be recorded including both serious incidents and all 4th and 5th incidents and these should be recorded on CPOMS.

Any serious behavioural incidents should be recorded on CPOMS and parents involved when a child's behaviour either:

- Persistently disrupts the education of others.
- Exhibits behaviour that is unsafe for self and others.
- Causes physical injury / mental distress to others.
- Damages property.
- Verbally abusive.

5 The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers at St Paul's CE Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and consistently. The teacher treats all children in their class with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service if necessary, in liaison with the Headteacher and Inclusion Leader.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Where a pattern of persistent poor behaviour is observed, the class teacher will contact the pupil's parent and if appropriate discuss with the Headteacher and Inclusion Leader.

An Individual Behaviour Plan may be used to set targets and strategies for improved behaviour.

Class teachers are responsible for recording any behavioural incidents or discussions with parents regarding behaviour on CPOMS.

6 The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher carries out a regular review of records on CPOMS regarding behaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

7 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents and children are asked to sign a home/school agreement at the start of each year which reminds all about behaviour in school.

We expect parents 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 immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences / sanctions as outlined in this policy, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher then the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Please see complaints policy.

Parents should support teachers in the application of this policy, being aware that judgements on achievements or behaviour are often a subjective decision of every individual staff member.

8 The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

9 Fixed-term and permanent exclusions

Exclusion from school is a very serious matter and will, usually, only happen when all other avenues have been explored. However, exclusion will be automatic when there is:

- Threatening, or verbally abusive, behaviour towards a member of staff, visiting adult or pupil.
- Racially abusive language or behaviour.
- Behaviour which causes significant physical harm to other children or staff.
- Significant damage has been made to school property either inside or out.
- Continued serious disregard for the school rules which impacts on their own and/or other pupil's ability to be safe and learn.
- Recurrent exiting from a classroom and a refusal to engage.

In the event of such behaviour, the Headteacher will decide based on evidence from staff, the child and any other witnesses, if appropriate. At this point, the LA and DFE Guidelines, will be followed.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

10 Positive Handling

At St Paul's C of E Primary School we believe that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, managing violence through control and restraint may be necessary. We have a positive handling policy which acknowledges that situations may arise in which staff members will be required to use positive handling, and in some cases reasonable force, in order to manage conflict when other measures have failed to do so. The aim of this policy is to ensure that actions such as positive handling and reasonable force are used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

Please see the Positive Handling Policy for more information.

11 Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour on CPOMS. If a pupil has persistent behaviour problems they will be placed on the Special Needs Register and an Individual Behaviour Plan used to set targets and strategies for improved behaviour. The City of York Pupil Support Service provides support where appropriate.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

12 Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved