

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

Behaviour Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: July 2020

Review Date: July 2021

Signed: Chair of Governors: Mrs R Davies

Date: 15/07/2020



Our Mission and Ethos

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Aims

This policy supports the following school aim:

We aim to teach children self-discipline; self-worth and high moral values so that they can learn the difference between right and wrong, develop tolerance and respect for others and accept responsibility for their own actions.

The Positive Approach

We believe in a structured, firm and positive approach within a nurturing and positive atmosphere. There is a place for consequences and they become a powerful tool when set against a backdrop of optimistic thinking.

Positive strategies do work. The following strategies underpin the positive approach.

- Noticing and affirming good behaviour when it occurs
- Being clear and specific about what good behaviour looks like. Stating and repeating possible consequences of desirable actions
- Supporting pupils who have difficulty experiencing success
- Ensuring that all aspects of school organisation are consistent with policy



Our policy will be based on the **three-tier model:**

**Whole School Strategies involving all pupils
Meeting the Needs of Vulnerable Groups of Children
Difficult to Manage Individuals**

The whole school level will provide the context for working positively with large groups of children, which in turn supports the effectiveness of work with smaller groups and difficult to manage behaviour and individuals.

The Whole School Level

Expectation

It is important to have high expectations of good behaviour.

This is supported through Whinmoor St Paul's Code of Conduct:

Code of Conduct:

- 1) Children must behave in a responsible manner and are expected to do what they are told, when they are told, whilst under our care.
- 2) Consideration, courtesy and respect should be shown by everyone at all times.
- 3) Everyone must always try to understand other people's point of view
- 4) Children are expected to make it as easy as possible for everyone to learn and for the teacher to teach, whether this takes place inside or outside the classroom.
- 5) Children must always show friendship, kindness and care to others.
- 6) Children must always speak politely to each other and all adults.
- 7) The school must be kept clean and tidy so that it can be a welcoming place of which we can be proud.
- 8) Children must take pride in their appearance and possessions and have respect for other people.

Using a High Rate of Rule Related Praise

Using praise is an important key to successful behaviour management. It:

- contributes to a warm, friendly atmosphere
- encourages positive self esteem
- reinforces simple rule following
- facilitates learning through positive feedback
- draws attention to positive behaviour
- emphasises the positive behaviour, rather than the inappropriate
- develops/extends social skills
- can give pupils the attention they need
- makes reprimands more effective
- ensures that children know what is expected of them.

The Golden Rules

The Golden Rules are intended to support our aims and turn expectations into reality. They are there to provide structure for children, to make it clear what it is we expect of them. These are displayed in every teaching area and around school as an aid to refer to and as a reminder.



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We are gentle – We don't hurt others
We are kind and helpful – We don't hurt anybody's feelings
We listen – We don't interrupt
We are honest – We don't cover up the truth
We work hard – We don't waste our own or other's time
We look after property – We don't waste or damage things

The Rewards

To encourage good behaviour, be quick to respond to children who are doing the right thing. A positive approach relies on the reinforcement of appropriate behaviour.

Whole School Reward System

Each child within school has a personalised stamp chart. Children are awarded a stamp by a member of staff when they are seen to be following the, 'Golden Rules.'

Children will be awarded the following:

- 100 stamps = Bronze Award
- 200 stamps = Silver Award
- 300 stamps = Gold Award
- 400 stamps = Merit Award

Discouraging Inappropriate Behaviour

All adults who work in our school will be expected to be actively involved in the implementation of the Behaviour Policy. As we move round school it may be necessary to intervene with children who are unknown to us. The whole school rules provide the framework for these interactions. There is no ambiguity if children are aware of what is expected of them and it is expected of them from all members of staff.

Even serious behaviour often has quite modest starting points. Minimising poor behaviour in a way that is least likely to disrupt learning is a vital skill of a classroom teacher.

Using Consequences

Praise will have a significant effect on the behaviour of most pupils but there will be a number of pupils who do not readily respond to praise. Some find it difficult to respond immediately and others appear to be unaware of the effect their behaviours are having on others. All staff are responsible for ensuring persistent or serious incidents are recorded on to CPOMS. The Pastoral Lead should be informed of any persistent lower level poor behaviour.

In order to ensure a consistent approach to poor behaviour in classrooms, class teachers should use the following hierarchy of consequences alongside visual reminders:

1. **Look at the child** - who is misbehaving to remind them of the behaviour choice they are making
2. **Verbal warning** - Remind the child of the particular classroom/school rule he/she is breaking. (This is the verbal warning)
3. **Name on board** – If the inappropriate behaviour continues then the child's name will be written on the board. (This is the written warning)

Time out – at this stage the child may be asked to go to a Phase Leader/Pastoral Lead for some “time out” to calm down



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4. **Loss of privileges** - If the behaviour still continues – the child will lose their privileges - starting with 5 minutes loss of playtime/Golden time. This consequence to be supervised by the class teacher.

If disruptive behaviour continues, the child will be sent to a member of the Senior Leadership Team as follows:

- Foundation Stage children – Mrs Lindley
- Key Stage 1 children – Mrs Vaughan
- Lower Key Stage 2 – Phase partner and then Mrs. Wilson
- Upper Key Stage 2 children – Phase partner and then Mrs Wilson
- Family Support Lead

Emergency situations or refusals

There may be times when a child's behaviour is so dangerous or disruptive that a lesson cannot continue. For instance, if a child's behaviour is putting themselves or others at risk. These are emergency situations only. Instances include:

- A serious attack on a child or adult
- Abusive language (e.g. Swearing at an adult, calling an adult an inappropriate name)
- Deliberate/serious damage to property
- Threatening behaviour

In these circumstances the Headteacher and Pastoral Lead must be informed. A member of the Senior Leadership Team/Headteacher will inform parents/carers about internal or external exclusion.

**such behaviour may result in the involvement of other agencies such as Families First Initiative, Police Community Support Officers, Police Officers and other external agencies etc.*

Organisational Factors

- On return to the class from any time out a fresh start should be given
- Any missed work needs completing and time outside of lesson time is to be allocated (if appropriate). This needs to be supervised by the class teacher
- Where necessary or for any persistent/low level behaviour then the class teacher is to record the incident on to the CPOMS database by the end of the school day
- Teachers should inform the Pastoral Lead of any persistent lower level poor behaviour.

The CPOMS database will be analysed regularly by the Pastoral Lead and any concerns of repeated, persistent behaviour will be discussed with the Headteacher and further action will be taken (as deemed necessary) for example, referrals to external agencies, contact with parents etc.

Group provision

Our data collection and analysis can aid our identification of vulnerable groups of children. We will work with a number of groups, offering support with their behaviour, confidence, self-esteem. We can organise programmes of work for groups such as:

- Nurture groups
- Self Esteem boost groups
- Transition groups
- Anger management
- Friendship Groups
- Social Skills Lunchtime Club
- Meet and Greets



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These groups are usually run by the Pastoral Lead and will run for approximately 6-8 weeks in the first instance.

Individuals with Challenging Behaviour

There may be children who do not respond to the strategies already mentioned and who require individual support in the form of a Behaviour Support Plan. The Pastoral Lead should be informed if a child's behaviour is causing concern.

- The teacher, SENDCo and Pastoral Lead will devise and monitor Behaviour Support Plans
- Behaviour Support Plans must be reviewed every half term with the child, teachers, parents and the Pastoral Lead or SENDCo
- The data from the CPOMS database will be used to inform the success of the plan and the next steps

Rewards need to be identified that are personal to each child. A menu of rewards should be considered with some children.

All children with a high level of need will have a daily management sheet/risk assessment (and where needed a Positive Handling Plan) describing some background, and outlining the provision that is currently set out. This should be read in conjunction with the Behaviour Support Plan.

For children whose behaviour is consistently poor, severe, violent, abusive or disruptive the Senior Leadership Team will consider:

- Referral to outside agencies such as the Families First Initiative
- Dual Registration with a pupil referral unit
- Fixed term exclusion
- Support from Behaviour and Attendance Team / Education Psychologist
- Daily report cards
- Alternative Curriculum.

In cases of fixed term exclusion, procedures as outlined in DFES/LEA Circulars will be adopted. Where a child is in danger of permanent exclusion a 'Pastoral Support Programme' will be initiated by the Inclusion Manager in line with DFES Circular 11/99.

Refusals to leave the classroom

If others are at risk the following procedure must be followed:

- Remove the rest of the class to another area, whilst ensuring the safety of the child refusing to move
- Send for the Pastoral Lead and/or member of the Senior Leadership Team
- Use de-escalation techniques
- Do not attempt to remove a child physically except under exceptional circumstances
- If the child is behaving unsafely ring parents and/or police. Removing whole classes from a dangerous situation is our first option.

Supporting Appendices

- Golden Rules



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References to other policies:

- Equality and Diversity (including whole school response to homophobic and prejudiced language)
- Inclusion policy
- Anti-Bullying policy
- PSHE policy
- SEND policy

Additional rules to be adhered to during the COVID-19 pandemic.

- Children in KS2 who walk to and from school without an adult will all enter and exit school via the entrances agreed
- Children will wash their hands with soap and water and use hand gel at regular intervals throughout the day
- Children will remain in their new class group at all times during the school day
- Children are expected to use tissues and to cover their mouths when sneezing and coughing and then to wash their hands.
- Children experiencing any symptoms of coronavirus will be sent home
- As far as possible, children will have their own space in the classroom and will be reminded to keep their resources to themselves
- Children will be guided to different zones of the playground and will follow instructions given by the adult in charge
- Children will be rewarded for following social distancing rules in line with the behaviour policy
- Children who do not comply with the expectations around Covid-19 safeguarding will be dealt with in line with the policy
- Children who intentionally cough or spit at others will be sent home

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote good understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.