

"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.

DRAFT

Agreed: January 2024

Review Date: January 2025

Signed: Mrs R Davies
Chair of Governors: Mrs R Davies
Date: 24th January 2024



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



Whinmoor St Paul's C E Primary School

- 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



Whinmoor St Paul's C E Primary School

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.

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 every child begins the day on the green traffic light with an understanding that each morning or afternoon session starts afresh on the green traffic light again. Children who remain on green for the duration of the day will receive positive praise following the Whole School Reward System.

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 = Platinum Award
- 500 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.



Whinmoor St Paul's C E Primary School

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 using the agreed format. The Phase 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 using the language of choice so they are able to correct their behaviour. (This is the verbal warning)
3. **Move child's name onto the amber traffic light** – remind the child of particular classroom/school rule he/she is breaking using the language of choice so they are able to correct their behaviour and consequences if this behaviour continues will be to move to red.
4. **Move child's name onto the red traffic light and 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.

Time out – at this stage the child may be asked to go to a member of Senior Leadership for some “time out” to calm down.

Early Years and Year 1 to go to Mrs Lindley (Early Years Lead)
Year 4 and Year 6 to go to Mrs Percival (SENDCo)
Year 2, 3 and 5 to go to Mrs Wallis (Assistant Headteacher)

If disruptive behaviour continues once they have met with a member of the senior leadership team, the child will then be sent to the Assistant Head teacher or Head teacher.

At this point a meeting will be held between the Headteacher, the relevant staff and families to discuss and investigate the incidents and how to prevent recurrence of inappropriate behaviour.

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 the instance that a child has absconded out of the classroom, school building or school grounds please refer to the absconding policy and absconding plan for that child if relevant.



Whinmoor St Paul's C E Primary School

In these circumstances the Head teacher 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 the Seacroft Manston Cluster, 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 Phase Leader of any persistent lower level poor behaviour.

The CPOMS database will be analysed regularly by the Phase Leader 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
- Managing Emotions
- Friendship Groups
- Social Skills Lunchtime Club
- Meet and Greets

These groups are usually run by the Phase Team 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 Positive Behaviour Support Plan. The Phase Lead should be informed if a child's behaviour is causing concern.

- The teacher, SENDCo and Phase Team will devise and monitor Positive Behaviour Support Plans
- Positive Behaviour Support Plans must be reviewed every term with the child, teachers, parents and the Phase Team 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 variety of rewards should be considered with some children.



Whinmoor St Paul's C E Primary School

All children with a high level of need will have a daily management sheet/ individual pupil 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 Positive 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 through the Seacroft Manston Cluster
- SENIT Inclusion Team
- Dual Registration with a pupil referral unit
- Fixed term exclusion
- Support from Behaviour and Attendance Team / Education Psychologist
- Daily report cards
- Alternative Personalised Curriculum.

In cases of fixed term exclusion, procedures as outlined in DfES/LA Circulars will be adopted. Where a child is in danger of permanent exclusion a 'Phase 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 a member of the Senior Leadership Team
- Use de-escalation techniques
- Follow Positive Behaviour Support Plan if applicable
- 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

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
- KCSIE

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit of the Equality Act 2010.