

“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: Mrs R Davies

Review Date: 16.10.24

Signed: Mrs R Davies
Chair of Governors: Mrs R Davies
Date: 16.10.24



Our Vision, Values and aims

Every child is a unique child of God

At Whinmoor St Paul's we believe that every child is a unique child of God and lives in a world that God has made. We believe that all adults and children should be given opportunities to **'Let their Light Shine.'** We have a loving, caring community, underpinned by our Christian ethos, in which everyone, regardless of our differences, feels valued, nurtured and secure.

We have very high expectations of our children and ourselves. We are proud of the happy, safe and 'magical' environment we have created. We aim to prepare your children for a future full of learning which will enable them to play a full and active part in the world they inherit. Our Christian Values and British Values support our academic successes and will be key factors in your children's future lives; we look forward to seeing them flourish within our aspirational, secure and happy environment. We believe that everyone is on an everlasting learning journey. Adults and children at Whinmoor St Paul's are provided with opportunities to **'Let their Light Shine'** so that we can strive to do the best in everything we do, so that we can significantly impact the learning of ourselves and others. We want to ensure that we are constantly adapting to meet the needs of all of our learners in this exciting and ever-changing society.

Everything we do is underpinned at all times by the Christian ethos of valuing the individual and, in this way, we seek to fulfil the spiritual, mental and physical capabilities of every child—the future adult members of our society.

Our Vision

- To promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning.

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.

Our Aims

- Provide a safe, happy and nurturing environment where every child can achieve their full potential
- Provide a curriculum which is knowledge-rich, wide, progressive, purposeful & connects to our community & the world we live in
- Enable each child, through fostering high expectations, to grow and develop intellectually, physically, spiritually, and morally in order to enable him/her to achieve their potential
- Develop attitudes which will be positively helpful to the individual child, the whole school and to society in general, valuing all faiths and cultures
- 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.

Our Behavior Policy outlines procedures we have in place to ensure all our children **'Let their Light Shine.'**



Universal Approach

It is important to have high expectations of good behavior. This is supported through **Whinmoor St Paul's Code of Conduct**. Every child will sign the code of conduct at the beginning of each academic year to ensure they have understood the high expectations we have of them. The code of conduct states:

- 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.

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

Rewards

To encourage good behaviour, be quick to respond to children who are doing the right thing. B.F Skinner suggests that '*Behavior which is reinforced tends to be repeated; behaviour which is not reinforced tends to die out or be extinguished*' (B.F. Skinner 1957). 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 – Class Dojo.

Whilst it is important to reward our children with extrinsic rewards such as Dojo points, we know that we need to support our children to be self-determined and intrinsically motivated. Psychologists Edward Deci and Richard Ryan, first introduced their ideas in their 1985 book *Self-Determination and Intrinsic Motivation in Human Behaviour* that supports our visions and aims to 'to promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning.' Our ClassDojo point system allows us to tailor our rewards to celebrate specific positive behaviors such as being independent, showing kindness or acting resiliently.



Each child within school has a ClassDojo Character. Children are rewarded with dojo points by staff when they have shown positive behaviors.

Children will be awarded the following:

- 250 Dojo points = Bronze Award
- 500 Dojo points = Silver Award
- 750 Dojo points = Gold Award
- 1,000 Dojo points = Platinum Award
- 1,250 Dojo points = Merit Award

When rewarding children for positive behaviours, staff will be clear and specific about the positive behaviors they have seen.

Phrases such as 'a dojo point for you because you were independent when selecting a resource to help you' and 'you showed the value of patients when working in a team.' Will support children when developing intrinsic motivation and development.

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. *"Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behaviour is the norm"* (OSEP Center on PBIS, 2006). 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 Key Stage Lead/member of SLT 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 go to Mrs Lindley (Early Years Lead)
Year 1 and 2 go to Mrs Normington (KS1 Lead)
Year 3, 4, 5 and 6 to go to Mrs Wallis (KS2 Lead)**

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



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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.

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 Key Stage Leader/member of SLT of any persistent lower level poor behaviour.

The CPOMs database will be analysed regularly by the Key Stage Leader/member of SLT 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/carers etc.



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 Pastoral 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 Key Stage Lead/member of SLT should be informed if a child's behaviour is causing concern.

- The teacher and SENDCo will devise and monitor Positive Behaviour Support Plans
- Positive Behaviour Support Plans must be reviewed every term with the child, teachers, parents/carers and 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. 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 SENDCo with the support of the Headteacher and the AIP 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.

Individual Pupil Risk Assessments

If a child is deemed to pose a significant risk to themselves or the people around them because of their behaviour then, in line with the Equality Act and Health and Safety at Work Act, a Behavioural Individual Pupil Risk Assessment may be put in place. This is known as a BIPRA. This will be completed alongside the family and will be reviewed on a termly basis.

If a child has a medical condition or sustains an injury where reasonable adjustments may need to be made, in line with the Health and Safety at Work Act and Management of Health and Safety at Work Regulations and recent case law, a Medical Individual Pupil Risk Assessment may be put in place. This is known as a MIPRA. Again, this will be completed alongside families and will be reviewed on a termly basis or for as often as is necessary dependent on the injury that has been sustained.

Both of these documents aim to identify potential hazards and minimise risk to all those involved.

At Whinmoor St Paul's we have a no tolerance-based approach to the following:

Child on Child Abuse

What does it mean?

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff recognise that children are capable of abusing their peers. All staff are aware of safeguarding issues from peer abuse including:

- bullying
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting
- initiation/hazing type violence and rituals.

If an instance of child on child abuse were to happen within school, the usual and appropriate safeguarding measures would be taken in line with our safeguarding policy.

Prejudice based or discriminatory bullying

What does it mean?

This is bullying behaviour that may be a result of prejudice that relate to perceived or actual differences around an individual's identity. It can be based on characteristics unique to a child or young person's identity or



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circumstance which can lead to prejudice or discriminatory language. This includes, but is not limited to, racism, sexism, homophobia, biphobia or transphobia. It also covers the protected characteristics where people are to be protected from discrimination due to their age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

If an instance of prejudice-based or discriminatory bullying were to happen within school, the usual and appropriate safeguarding measures would be taken in line with our safeguarding policy.

Cyber Bullying

What does it mean?

Cyber-bullying takes place online and can be through all areas of internet, such as email & internet chat room misuse, social network sites, threats by text messaging & telephone calls, and misuse of photographic technology, e.g. cameras and videos. This includes sexting or threatening and/or blackmailing a person to share images of that person or purporting to be that person or connected with them in some way.

If an instance of cyber bullying were to happen within school, the usual and appropriate safeguarding measures would be taken in line with our safeguarding policy (see also online safety policy).

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
- Safeguarding policy
- Online Safety Policy
- Absconding Policy

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.