



# Behaviour Management Policy

## MISSION STATEMENT

***“St. Paul’s School promotes Christian values in a caring environment where every individual is encouraged to reach their full academic and personal potential”***

## St Paul's C.E. Primary School

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### **Ethos**

*It is the right of all children to be educated and for all teachers to teach.*

The creation of a Christian ethos and good behaviour from the children at our school is vitally important. Without mutual respect and discipline the delivery of a broad, balanced and differentiated curriculum becomes impossible.

Good behaviour is a necessary condition for effective teaching and learning to take place. Good behaviour is the given expectation for all children at all times.

At Our school we want to make sure that all our children are happy and secure in an environment that promotes good behaviour. It is key to promote good relationships, respect for all, regardless of race, gender or religion and civilised behaviour which ensures the safety and well being of all staff and pupils. We also aim to give children a sense of self respect so that they are able to attain success at their own level and the ability to respect and cooperate with others.

Children should have confidence that our approach is consistent and fair, providing opportunities for them to behave well. The children should understand that the language staff use will always refer to their behaviour and not directed at the child.

Our role in the development of self - disciplined adults for the future is crucial:

“While other factors such as pupils’ home backgrounds affect their behaviour, school based influences are also important. The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values.” (Elton Report, 1989)

## St Paul's C.E. Primary School

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The most important function of the behaviour policy is to ensure a consistent approach with explicit boundaries and expectations so that children can anticipate our reaction and modify their behaviour accordingly. Therefore:

- Clear rules must be established and made explicit
- Staff must be consistent in their dealing with children
- All staff should interpret school rules in the same way
- In most cases we should respond in an agreed way with some flexibility to deal with exceptional cases
- Parents should be aware of the rules and the consequences of their child's actions
- All parties should feel that the system is fair

### Aims

At our school all staff will:-

- Recognise and highlight good behaviour, ensure all children are praised for behaving well
- Ensure criticism is constructive, aimed at the inappropriate behaviour and not at the child
- Explain and model the behaviour we expect to see
- Encourage children to take responsibility for their own behaviour
- Inform parents about children's good behaviour
- Be consistent in their approach to dealing with all behaviours

## St Paul's C.E. Primary School

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- Create a positive learning environment
- Have clear routines and expectations(rules) for behaviour in classrooms and around school
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise and sanctions
- Manage classes effectively, using approaches which are appropriate to the pupils' needs in order to involve and motivate
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

At our school all children understand that good behaviour impacts on their learning. All children will:

- Recognise positive behaviour of others
- Understand that positive behaviour is expected but at times will be rewarded.
- Be positive role models for each
- Respect themselves and each other by meeting the expectations
- Understand that negative behaviour has a consequence
- Accept that the more severe the behaviour the more severe the consequence

### **Curriculum**

All parties involved in the planning, delivery and evaluation of the curriculum should recognise that the equality of its content and the teaching and learning methods through which it is delivered are important influences on pupils' behaviour.

## St Paul's C.E. Primary School

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Inappropriate behaviour can result from boredom or being over-faced by inappropriate tasks. A differentiated curriculum, which provides realistic goals (but does not have low expectations) or presents a challenge, can prevent disruptive behaviour. There needs to be rigour and the expectation that the work will be of an acceptable standard and sufficient quality for each child.

### **Positive Behaviour, Expectations and Rewards**

#### **Expectations for School**

- We work hard
- We listen
- We look after property
- We are gentle
- We are kind, helpful and respect each other
- We are honest

#### **Playground Rules**

- We stand still when the whistle blows
- We line up immediately when the second whistle blows
- We play together and look after each other

## St Paul's C.E. Primary School

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- We sort out our problems in a fair way
- We look after the equipment and put it away properly at the end of play
- We follow the instructions of the member of staff on duty

### **Uniform**

- We wear our uniform with pride
- School colours, royal blue sweatshirt, white or royal blue polo shirt
- Grey trousers/ skirts/ pinafores

### **P.E. Kit**

White T shirt, black shorts, jogging bottoms, sweatshirt.

### **Reward Systems Include:-**

- Verbal praise & gestures which are specific to behaviour and learning
- Positive comment to parent
- Visit to Headteacher/other staff member
- Golden letters: These are given to all children, each half term for children, who have followed the school rules.
  - Stickers

## St Paul's C.E. Primary School

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- Class rewards(not prizes)
- Special mention certificates in Friday assembly

### **Inappropriate Behaviour and Consequences**

High expectations and good relationships are the principal driving force in creating a positive and effective learning environment for all pupils and staff. We do, however, recognise that consequences should be issued when negative behaviours have been displayed.

<b>Safe, Responsible and Respectful Choices - Nursery and Reception</b>				
<b>Level</b>	<b>Behaviour</b>			<b>Consequence</b>
<b>1</b>	Throwing objects Disrespecting school property Rough Play	running indoors name calling Spitting	Interrupting Inappropriate noises swearing	verbal & non verbal warning 3 minute time out 5 minute time out
<b>2</b>	<b>Continual Level 1 Behaviour</b> discriminatory comments refusal to follow instructions continual unsafe conduct			leaving class Deliberately hurting someone throwing objects at people Isolation in another area/class Inform parents Letter home

## St Paul's C.E. Primary School

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<b>3</b>	damaging school property biting & spitting (directed) bullying & racist behaviour	stealing continually making other children unsafe	Deputy Headteacher Headteacher Letter home
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### Safe, Responsible and Respectful Choices - Year 1 and Year 2

Level	Behaviour	Consequence
<b>1</b>	refusal to follow instruction throwing objects antagonising behaviour invading personal spaces	not putting hand up inappropriate noises name calling disrespectful attitude
<b>2</b>	<b>Continual Level 1 Behaviour</b> discriminatory comments throwing objects at people disrespecting school property continual disrespect of others	refusal to work swearing at people threatening language continual unsafe conduct
	leaving the premises damaging classrooms	stealing carrying weapons bullying and racist behaviour
		running indoors not listening interrupting lying fighting leaving class biting & spitting
		verbal warning 5 minutes off break time 10 minutes off break time isolation from class Deputy Headteacher Letter home Headteacher letter home internal exclusion

## St Paul's C.E. Primary School

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<b>3</b>	physical aggression to staff and children continually making other children unsafe	fixed term exclusion permanent exclusion
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## St Paul's C.E. Primary School

### Safe, Responsible and Respectful Choices - Year 3, 4, 5 & 6

Level	Behaviour	Consequence
<b>1</b>	not putting hand up invading personal spaces antagonising behaviour running indoors out of place sulking inappropriate noises throwing objects play fighting	interrupting name calling not listening not lining up verbal warning 5 minutes off break time 10 minutes off break time
<b>2</b>	<b>Continual Level 1 Behaviour</b> refusal to follow instruction discriminatory comments throwing objects at people disrespecting school property continual disrespect of others disrespectful attitude swearing at people refusal to work threatening language continual unsafe conduct telling lies intimidating behaviour	full break isolation from class Deputy Headteacher Letter home
<b>3</b>	leaving the premises biting and spitting physical aggression to staff and children fighting continual level 2 behaviour damaging classrooms carrying weapons bullying and racist behaviour leaving class stealing damaging toilets making other children unsafe walking away from staff	Headteacher Letter home internal exclusion fixed term exclusion Permanent exclusion

## St Paul's C.E. Primary School

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### **Persistent Poor Behaviour**

Where the child continues to exhibit unacceptable behaviour over a period of time, which is disruptive to the learning environment, the following procedure is followed. We do not see this as a quick fix, but as a process which needs the commitment of all involved.

- The teacher should obtain as much information about the child as possible from other colleagues, school records, reports to parents.
- The class teacher should keep a dated record of the incidents, including positive strategies and methods used to modify and control behaviour.
- Behaviour observation records may be collated by the class teacher and teaching assistant in a variety of settings, which are used to inform target setting.
- The parents should be informed to ask for their support and encouragement.
- Where progress is limited then an Individual Behaviour Plan is initiated and the Children and Families Officer informed to decide on the course of action to taken. The Behaviour Plan is agreed by the child and shared with the parents. IBP's have clear success criteria and time scales incorporated into them to aid the evaluation and reviewing process. These are issued following discussion with parents, staff and other professionals when required.
- A pupil behaviour chart may be completed daily showing the targets that the pupil is working on and highlighting pupil's progress.
- CAFs (Common Assessment Framework) will be completed in conjunction with families where behaviour is impacting upon children's learning.
- If previous strategies have not worked a progress meeting may be held. This involves parent, pupil, class teacher, head teacher and C.F.O. At this point a formal recording of Special Educational Needs may be necessary, leading to an assessment from outside agencies.

An extreme sanction is the fixed term or permanent exclusion. However, these are seen as options only in extreme cases. Set procedures must be followed very carefully should an action be considered necessary.

## St Paul's C.E. Primary School

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### **Communication**

At St Paul's Primary School, we work alongside other agencies to support our behaviour policy. The partnership between home and school is vital and needs to be a positive working relationship which the child may benefit from. We always seek parental support when dealing with behaviour issues in school. Parents are encouraged to work with school and share strategies which can be implemented both at home and school.

Support for children and their families can also be accessed through our Children & Family Development Officer (Deborah Edwards).

### **Informing Parents**

To ensure that parents are aware of children's behaviour it is important that the approach we use to inform them is consistent.

#### **Level 2 Behaviour**

A Level 2 letter is sent home with the child to inform the parents/carers that the child has broken school rules and that this is not acceptable. The class teacher may speak to the parent at the end of the school day

#### **Level 3 Behaviour**

A Level 3 letter is sent home with the child by a member of the SMT (Senior Management Team); Mrs Tyers, Mrs Taylor or Mrs Lavin. All Level 3 letters are to be copied and put in the class behaviour file. Level 3 letters are to be signed and returned to school the next day. Level 3 behaviours are recorded on SIMS.

If a child's behaviour is at Level 3 and the child is at risk of exclusion, parents will be informed by the Headteacher.

## St Paul's C.E. Primary School

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### **Recording Behaviour**

In order to assess and put interventions into place it is important that there is a record of children's behaviour. From this, patterns and trigger points can be understood. Records are kept in class files held by individual teachers. It is the class teacher's responsibility to make sure that accurate records are kept and the behaviour file is up to date at all times. These will be passed on each year with the class.

### **Level 2 letters**

Level 2 letters will be recorded on a class list, with the data and reason why, and kept by the class teacher in the class behaviour file.

Level 2 letters are for parent information.

Repetitive Level 2 letters will result in a Level 3 letter being issued.

### **Level 3 letters**

Level 3 letters must be copied and a copy placed in the class behaviour file.

Level 3 behaviours will also be recorded on SIMS. Please ensure Mrs Johnstone has the correct information to enter on SIMS.

## St Paul's C.E. Primary School

### *Home School Agreement*

<b>Parents/Carers</b>	<b>School</b>	<b>Pupil</b>
<p>I will:-</p> <p>See that my child goes to school each day and is collected on time.</p> <p>I will make sure my child is in correct school uniform each day.</p> <p>Provide an explanation if my child is absent in accordance with the school's attendance policy.</p> <p>Make the school aware of any problems which may affect my child's work or behaviour.</p> <p>Support the school's policy for behaviour.</p> <p>Support my child in homework and other opportunities for home learning.</p> <p>Avoid arranging holidays during term time.</p>	<p>The school will:-</p> <p>Promote each pupil's health, safety and happiness.</p> <p>Encourage pupils to do their best at all times.</p> <p>Encourage pupils to take care of their belongings and others around them.</p> <p>Provide a broad and balanced curriculum meeting the needs of all children.</p> <p>Keep parents informed about general school matters and pupil progress.</p> <p>Arrange parents' evenings during which progress will be discussed.</p> <p>Be open and welcoming at all times and offer opportunities to become involved in the life of the school.</p>	<p>I will:-</p> <p>Do all my work to the best of my ability.</p> <p>Be polite, helpful and considerate to everyone within school and outside.</p> <p>Wear the correct uniform and be tidy in appearance.</p> <p>Remember that I represent my school both at school and outside.</p> <p>Keep the school free from litter.</p> <p>Always behave sensibly and follow school rules/expectations.</p> <p>Look after my personal belongings.</p>
<p>Signed Parent/Carer _____</p>	<p>Signed School _____</p>	<p>Signed Pupil _____</p>

