



St Paul's C of E (c) Primary School
Compassion: Endurance: Friendship:
Behaviour Policy

Rationale:

At St Paul's C of E Primary School, we want to teach children to value themselves and each other. We believe that rewarding good behaviour encourages both individuals and peers, and that an agreed list of guidelines for unacceptable behaviour means that children are aware of the consequences of their actions. Our ultimate goal is that the children in our care develop self-discipline in an atmosphere of consideration and respect.

AIMS:

The aim of this policy is to provide a framework of sanctions and rewards which will be followed by all members of staff, in order to provide consistency of practice across the school.

Occasionally we hold whole school or key stage assemblies which are not collective worship.

School Code of Conduct

1. Treat other people and their property as you would like to be treated.
2. Always follow instructions from all members of school staff.
3. Walk sensibly and safely in and around school.

This should be on display in classrooms and around the school.

Class Code of Conduct

- This should be negotiated with the children at the start of each academic year, and limited to 5/6 rules, worded positively where possible. It should be on display in classroom, and referred to when a pupil is disciplined.

Lunchtime Code of Conduct

- Sit on a chair, on your correct team table, when eating.
- Don't throw or drop food, or touch other people's food.
- Use a quiet, polite voice in the hall, and when speaking to staff.

Playground Code of Conduct

- Walk in and out of school through the correct cloakroom.
- Don't hurt other children with fighting or rough games.
- FREEZE when the whistle is blown and line up silently when your class is called.

A code of conduct for PE and travelling to swimming should be found in the PE policy, and a code of conduct for collective worship and praise assembly should be found in the Worship Policy.

Sanctions

The following sanctions should be shared with the children and followed by all staff to maintain a uniform response to unacceptable behaviour. (St. Paul's C of E (c) Primary School Consequences Flow Chart)
For low level disruption and lack of co-operation in class:

1. Verbal warning.

2. Reminder of behaviour expectations + Needs work given Dojo.
3. A warning given/Loss of dojo + EY- Thinking chair/ KS1-2 15 minutes working at an isolation table in class.
4. 2nd warning/Loss of dojo + Pupil moved to partner class for 15 minutes + 15 minute detention (In Y6S/Y6B).
5. 3rd warning/Loss of dojo + Pupil sent to Mr Swindell/Miss Brown for 15 minutes and two 15 minute detentions. (Parents contacted by class teacher)
6. 4th warning/Loss of dojo + Pupil sent to Mrs Finney + Loss of break times for a week.

Teachers will contact parents if misbehaviour is frequent or a cause for concern.

At stage 5/6, Mrs Finney will use her discretion as to whether a letter should be sent home from the Head teacher. If parents are asked into school to discuss a child's behaviour with Mrs Finney, that child will be put on a behaviour tracker for an agreed time period.

Fighting, dangerous or unco-operative behaviour on yard:

- Verbal warning.
- Standing by teacher for 5 minutes.
- Pupil sent in for 15 minute detention (Mrs Finney).
- Mrs Finney involved.

Breaking lunchtime rules in dinnerhall:

- Verbal warning.
- Removal to eat alone.
- Removal to tables in small hall.
- Eat dinner in classroom with member of staff.
- Mrs Finney involved.

For severe behaviour such as defiance, swearing or endangering others, go straight to no. 5.

Rewards:

Teachers should use positive reinforcement for desired behaviour as often as possible, as this boosts children's self-esteem and also helps them to see that co-operative behaviour receives teacher attention more than unco-operative behaviour. This may be in the form of non-verbal praise such as a smile or thumbs up, or may take more obvious forms from the list below. Teachers should be aware that rewarding appropriate behaviour in a verbal way can also be used as a strategy for bringing any offending pupils back into line and demonstrate to surrounding children what is required of them. At St Paul's, we use Dojo points as a school-wide approach for rewarding pupils for such behaviour as: bringing in homework, co-operative behaviour, sensible movement around school, kindness, good manners, being a good role model, hard work, enthusiasm in lessons, neatness, being helpful, full attendance, full uniform etc. However, below is a list of all practises endorsed by the school:

- Verbal praise
- Dojo points
- Stickers
- Recognition by head teacher
- Individual class system to earn golden time/ class rewards:

Learning, achieving, growing together with God

- e.g target Dojo totals, marbles in jar, sun + cloud, volume meter
- Praise Assembly + Star of the Week
- Certificates at end of term assembly
- Positive postcard home.

Merits:

We want the children to understand that they receive rewards for good behaviour. Children will be awarded a merit for every week they do not get a negative or needs work dojo. These merits will add up to enable pupils to earn certificates for behaviour.

Stage	Positive Rewards
1	6 merit points to achieve BRONZE MERIT awarded in class.
2	6 more merit points to progress to SILVER MERIT awarded in class.
3	6 more merit points to progress to GOLD MERIT awarded by HT in awards assembly. Achievement letter sent home, signed by HT.
4	6 more merit point to progress to PLATINUM MERIT awarded by HT in awards assembly.
5	6 more merit points to progress to ST PAUL'S BADGE OF ACHIEVEMENT after a child completes the ladder of achievement they receive a behaviour badge.

DOJOS

All classes use the DoJo system for praising positive behaviours. This is a classroom tool that provides pupils with instant positive feedback and generates data on behavior that teachers can share with parents. Negative DoJos can be awarded but the focus in school is upon awarding the positives as *"we catch the children being good."* When negative Dojos are awarded the children will lose one minute per Dojo of either their break-time or lunchtime depending upon when the DoJo is issued.

Children have the chance to earn two DoJos for:

- A full week of 100% attendance.
- Completion of 4/5 week reads and all homework tasks.

All classes will have the same DoJos so that there is consistency across the whole school. It is expected that children receive at least 3 DoJos per day. Multiple DoJos will not be awarded.

Class rewards link to Dojos.

Golden time may be earned on a termly basis, if a class earns 3000 Dojos in a term the class can earn half a day of free choice activities. Children whose positive DoJo percentage is below the class target will not be able to participate in the whole class reward.

Warning system and detentions

See *St. Paul's C of E (c) Primary School Consequences Flow Chart* for a detailed outline of how the warning system works in our Foundation Stage, Key Stage 1 and Key Stage 2.

Persistent offenders

Persistent offenders will be placed on a daily report completed by their teacher (Teacher Shared – Behaviour folder), this will be reviewed weekly by the Behaviour Lead (Mr Swindell), Head Teacher (Mrs Finney) and the school Safeguarding Officer. The class teacher will start a behaviour report to track progress. Meeting daily/ weekly targets will earn an appropriate reward. Where other strategies have not led to improved behaviour, the school will involve outside agencies such as the Inclusion Service, Educational Psychology, Access to Learning Team and CAMHS.

Serious incidents

Where a serious incident occurs, the school reserves the right to exclude a child without following the warnings system or the above stated actions. Occasionally, where a child views exclusion as a positive experience, or it may cause significant harm to that child, the school reserves the right to issue sanctions on site. Parents will still be spoken to and home school sanctions will be agreed. In cases where physical restraint be needed to protect a vulnerable child or others in school, manual handling will be carried out by MAPA trained members of staff. See restraint policy.

Bullying

When bullying issues arise they will be treated seriously and be dealt with through our Anti-Bullying Policy.

Racism

When incidents of racism occur they will be reported to the L.A in line with their own policies and procedures. Proformas can be found in the HT's office.

Parents

For the Behaviour Policy to be effective, parental support is crucial and we aim to inform all parents of behaviour concerns that we have in school. Parental/teacher meetings for severely disruptive children will be necessary and will include the Head Teacher and/or the Deputy Head Teacher. Detailed records of pupils who persistently make incorrect decisions will still be kept with specific incidents so that we can monitor the effectiveness of strategies and interventions.

Staff

It is the responsibility of class teachers to keep the Dojo tracking system up to date to track behaviour. Incident reports need completing after each serious incident with a digital copy to be saved in the *Behaviour file on Teachers Shared*. Class teachers should discuss any concerns they have regarding a child's behaviour with the Assistant Head Teacher or Head Teacher. They should also arrange a meeting the child's parents if poor behaviour escalates.

Other linked policies:

- Anti-Bullying
- Safeguarding and Child Protection
- Reasonable force and restraint



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Behaviour Expectations

The following is a list of firm expectations that we have of the pupils at St. Paul's CE Primary. It constitutes the minimum, non-negotiable code of conduct which is required to maintain a safe and orderly environment. These are the things which should go without saying; these are the norm, and therefore keeping to them is not rewarded- everybody should already be doing them without question.

Around School

- ➡ Mobile phones, games consoles etc are not allowed in school
- ➡ Doors may be left open during playtimes but must be shut when all children have walked through.
- ➡ Children must not run in the school corridors, or on the path in to school.
- ➡ Children must not open the main door or any exterior door for anybody.
- ➡ Children are expected to wipe their feet when entering the building.
- ➡ Pupils are expected to step back to allow adults through doors before them.
- ➡ Litter is not to be dropped inside or outside the school building.

In the Classroom

- ➡ All pupils should leave their desks tidy and chairs tucked under at the end of the day.
- ➡ Bags and coats should not be kept under or on the backs of chairs.
- ➡ If kit is forgotten, the pupils may borrow from the lost property box or another child in their class; they may not disturb other classes, or borrow from another year group.
- ➡ Packed lunches must be kept by classroom door, not left unattended in cloakroom.
- ➡ We do not allow shouting out- all pupils must put up their hands if they wish to speak.
- ➡ We do not laugh or ridicule someone who gets an answer wrong.
- ➡ Library books are to be treated carefully and not left on the floor.
- ➡ Pupils may not leave the room without permission.
- ➡ Pupils should visit the toilet at playtimes. Anyone who wishes to go in lesson time must be recorded- no mass toilet breaks in the afternoon.

Before and After School

- ➡ No children are allowed to play on the FS equipment before school.
- ➡ KS1+2 children are not allowed in the FS area before school unless they are waiting with their parents.
- ➡ Playtime equipment is not allowed out before school
- ➡ Football is not allowed before school.
- ➡ No-one is allowed to ride bikes or skateboards on the school yard.
- ➡ Children must not run up the grass, walk on the wall or climb over the bushes when they leave school at the end of the day.

At Playtimes and lunchtimes

- ➡ Only fruit or cereal bars which do not contain chocolate can be eaten at playtime.
- ➡ The playtime rota should not be swapped no matter which classes may have missed their turn through trips or wet weather, or if a class is inside eating their dinner.
- ➡ No-one may play football or ball-skills unless they are wearing spare shoes.
- ➡ Pupils may not bring their own footballs or skipping ropes to school.
- ➡ Children are not allowed on laptops at playtimes unless supervised by teacher. ABC pupils must have a computer token to explain their presence.
- ➡ Children are expected to say “please” and “thankyou” at the dinner hatch and to use good table manners in the dinner hall.
- ➡ At the end of breaks, the pupils must freeze when the teacher blows the whistle and then wait for their class to be called to line up.
- ➡ Pupils are expected to be seated during wet playtime, either in a chair or on the carpet.
- ➡ Children may not leave the classrooms without permission during wet playtime.

In the Cloakroom

- ➡ PE kit and swimming kit should be hung on a peg.
- ➡ Trainers/ football shoes should be kept in carrier bags on pegs.
- ➡ Money should not be left in cloakroom.
- ➡ Nobody should go into other people’s bags.

In Assemblies

- ➡ Everybody must lead into assembly in silence and stand in silence, even in Praise Assembly.
- ➡ Children must sit quietly when someone is talking in assembly.
- ➡ If parents have not opted for their child to be withdrawn from collective worship, we expect all pupils to join in with songs and to bow their heads for prayers.
- ➡ We do not allow whistling, whooping or booing when we clap in assemblies or sporting tournaments.

In addition, each class will display a copy of the School Code of Conduct and, during Induction Week, negotiate a set of class rules (no more than 6 rules).

School Code of Conduct

4. Treat other people and their property as you would like to be treated
5. Always follow instructions from all members of school staff
6. Walk sensibly and safely in and around school

Signed (Chair of Governors) _____

Signed (Head Teacher) _____

<u>Date</u>	<u>Comments</u>	<u>Review Date</u>
5/12/17	Updated with new head teacher name Behaviour Passport and Behaviour Expectations	Autumn 2018