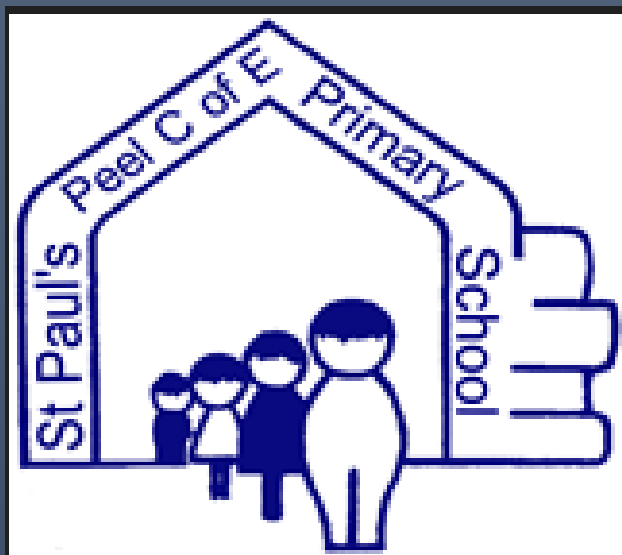


St Paul's Peel CE Primary School



Behaviour Policy

Person Responsible	S. Ward
Signed (Chair)	K. Prince
Signed (Headteacher)	S. Ward
Behaviour Lead	A. Barker
Date Adopted	January 2025
Date Review	January 2027

St Paul's Peel CE Primary School – Behaviour Policy

Vision and values at St Paul's Peel CE Primary School

Our Christian values are at the heart of our school and create a loving environment that promotes the care and nurture of the whole community. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

Our school vision is at the core of this policy;

Teamwork Towards Targets in Faith, Hope and Love

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to flourish. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour through our restorative approaches to behaviour management and willingness to forgive one another. Thus living out our core values which underpin this policy;

Faith (James 1:3), Hope (Jeremiah 29:11) and Love (John 13: 34-35)

Truthfulness, Forgiveness and Courage

Our aim at St Paul's Peel CE Primary School is to inspire, nurture, challenge and enrich families and the wider community so that they 'may have life in all its fullness' (John 10:10)

Our School Rules (Please see appendix 1.0 'Our School Rules')

- | | |
|-----------------------|--|
| Be Ready: | Children are supported to be ready to learn and behave at all times |
| Be Respectful: | Children are supported to be respectful to others at all times and respect others' property. |
| Be Safe: | Children are supported to keep themselves and others safe at all times; including staying safe online. |

Online Safety

As part of our **Be Safe** school rule, pupils are supported to use technology in a safe and appropriate way to promote excellence and digital safety throughout school. [Securas](#) is a digital system that monitors pupils' and staff usage of any digital equipment in school and

identifies any breaches of this policy. In the event of this, the school's behaviour policy will be evoked and parents will be informed (see Online Safety Policy for further detail)

Happy Lunchtimes

Our Lunchtime procedures document sets out our routines in the dining hall to provide a calm, quiet and pleasant environment in which children and adults can eat their lunch and socialise with their peers.

Praise

Praise is a fundamental aspect of our school culture. There is an attitude of positive praise and encouragement in all classrooms and areas around school. We adopt the simple policy of **Praise in Public** and **Reprimand in Private**. We believe that recognising and modelling positive behaviour is the best tool in supporting children to follow our school rules.

Rewards

We wish to encourage pride in the children but realise that this needs to be modelled and nurtured before it is intrinsic.

Our main school reward is our Class Dojo points system. Dojo points are given to a child not merely for doing what is expected of them or for following school rules as this should be the norm. Dojo points are given to children who do something exceptional in line with our school core values or within their academic work. Dojo points are never taken away but collated over the course of each academic year and celebrated in Praise Collective Worship each Friday.

50 Dojo Points = Bronze Behaviour Award

100 Dojo Points = Silver Behaviour Award

150 Dojo Points = Gold Behaviour Award

300 Dojo Points = Platinum Behaviour Award

When more encouragement is needed...St Paul's Peel Positive Behaviour Cards

If a child needs more encouragement to make positive choices or to follow the school rules, they will be given an individual points card (see intervention 4 and appendix 1.1). Targets are made in agreement with the class teacher, the child's parent, the child (if appropriate) and SENDCO (if appropriate). When a child gains the target amount of points a Dojo message will go to the parent. Points are implemented in relation to the child's needs and progress from Ruby, Sapphire to Diamond. This ensures children receive the individual level of behaviour support required.

Intervention for dealing with a breach of Our School Rules (a stepped approach)

1. In the first instance a verbal interaction between child and class teacher (Reprimand in Private) will take place – the language of choice will be used. Guided scripts are used which staff at St Paul’s Peel have been trained to adopt

Script 1: Statement of Reality (i.e. simply tell them what you see) “(name), you’re... (e.g. running in the corridor/tapping your pencil on the desk/talking when I’m speaking...)”

‘Take up time’ is given to think about their behaviour and respond.

When they are demonstrating a positive change this is acknowledged with praise: “Thank you (name) for... (e.g. walking/putting your pencil down/listening nicely...)”

If the child’s behaviour doesn’t change after a reasonable take-up time, then staff move on to Script 2.

Script 2: Tell them the behaviour you want to see “(name), I need you to...(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you

When a positive change in behaviour is seen, it is acknowledged with a further ‘thank you’ or with a gesture (e.g. a smile or a thumbs-up).

Should a positive change in behaviour not be seen the ‘language of choice’ in Script 3 is used.

Script 3: Statement using Language of Choice “(name), you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I’m speaking) then I will have to [consider a suitable consequence]”

If the child chooses to do the right thing, they are praised for making the right choice “Well done/Thank you (name), you made the right choice”

Should the child choose not to do as has been asked, then staff will follow through with the consequence stated. Failing to be consistent in carrying out consequences that have been given indicates to the child that they need not listen to future requests for improved behaviour. If good behaviour follows, then this is rewarded separately, with the consequence still maintained.

Script 4: Reinforce and depersonalise “(name), at St Paul’s Peel we respect and listen so that everyone can learn” Repeatedly referring to Our School Rules; Be Ready, Be Kind, Be Safe. This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal.

2. Opportunity to reflect in a quiet space followed by restorative talk to include a restorative consequence (relative and purposeful as opposed to punitive)
3. Child accompanied by a member of the pastoral team for time out of class who will reiterate the consequences given and speak with them to decide a positive strategy to

reduce the likelihood of further incidents of the same kind occurring. Reflection time may be given. Parents are spoken to at the end of the day.

Step 2 and 3 of this intervention will be recorded within Red Behaviour Files within classrooms.

4. Child is accompanied by a senior member of staff. Senior member of staff to speak to parents to discuss the matter further. Child will spend an agreed amount of time working outside the classroom (same day/next day). This will be recorded on CPOMS.

In the event of harm to others, intervention 4 will be used immediately and senior members of staff will be alerted to this through the use of 'Mr Stickers needed' phrase as soon as involved.

Red Behaviour Files will be reviewed fortnightly by SLT during Wednesday meeting and Points cards directed as a result of nature and frequency of incidents. This will then be shared with parents.

For pupils identified by SLT for closer monitoring, incidents will then be recorded using CPOMS for a specified amount of time.

Behaviour Contracts (see appendix 1.2)

For children who, after a reasonable period of time, a points card does not result in them following the school rules, a behaviour contract is implemented. This decision will be made by SLT following the monitoring outlined above. The intention of the behaviour contract is to support children whose behaviour is leading to a potential fixed term suspension or permanent exclusion. The behaviour contract sets out clear expectations for a child's behaviour and the consequences of not meeting these expectations. This contract is explained and discussed with parents (and then the child) in a formal meeting with a member of SLT and class teacher. Both the child and parents will be expected to sign this contract once they agree to the expectations and consequences. This is reviewed on a half termly basis until it is deemed to be no longer necessary owing to a positive change in behaviour over a sustained period of time.

Internal Suspension

An internal suspension is a strategy used that requires a pupil to be removed from class and to work in isolation until their behaviour improves and any issues are resolved.

Fixed Term Suspension

A fixed term suspension will be given when the behaviour policy has been breached and evidence is clear that keeping the pupil in school will seriously harm the welfare of the pupil or others in the school (including staff). Only the Headteacher may suspend a pupil.

Arrangements will be made for a reintegration interview with the pupil's parents/carers following the expiry of a fixed term suspension. This will take place on the morning that the pupil returns to school. The purpose of this meeting is to discuss, with parental support, how to support their child to ensure their behaviour improves and so prevent further suspension.

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and should be used as a last resort. There will, however, be exceptional circumstances where in the head teacher's judgement it is appropriate to permanently exclude a child for a first/'one off' offence. These might include;

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug; or
- Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Positive Handling Guidance

At St Paul's Peel CE Primary school, we are committed to our behaviour policy which encourages children to make positive behaviour choices.

On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles;

- Physical intervention should be used only as a last resort when other appropriate strategies have failed and is reasonable, proportionate and necessary;
- Any physical contact should be only the minimum required;
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned; Incidents must be recorded on CPOMS and reported to the Headteacher/Senior Leadership Team member as soon as possible;
- Parents/carers will be informed on the day of the incident

Children with specific needs

At St Paul's Peel CE Primary School, we understand that for some children adaptations to our behaviour policy is necessary to ensure we allow and plan for their needs effectively.

Where this is the case, strategies outlined in this policy will be adapted and designed in collaboration with the class teacher, SENDCO and behaviour lead to include appropriate and achievable targets for positive behaviour, targeted sanctions and rewards to reinforce positive behaviour. We recognise the importance of having clear, consistent expectations of individual children that match the needs of the child.

Where appropriate we would seek support from outside agencies and work closely with them to best meet the needs of the individual learner.

This is always communicated with the child's parent or carer and the child where appropriate to ensure they are fully aware of how the school is working to support the needs of their child and themselves.

Allegations against staff

Any allegation made against a member of staff will be fully investigated in line with school and Local Authority policies. Any false allegation made against a member of staff will be treated as a serious offence.

Mutual staff support and staff training

The school is committed to providing the necessary Continual Professional Development for all members of staff to support the delivery of our key objectives outlined within this policy.

This takes several forms, including;

- Behaviour Management courses delivered by external agencies including; Jason Bangbala, Primary Inclusion Team, Team Teach
- Internal CPD sessions with behaviour experts or online
- Time spent considering strategies with colleagues or consultants specialising within appropriate fields
- Weekly staff meetings (whole school briefings, phase meetings)
- Observations of other practitioners

Legislation and statutory requirements

This policy is written in compliance with the equal opportunities policy and in line with the following:

- DfE Behaviour in Schools – Advice for Headteachers and school staff advice (Behaviour Advice: 1 September 2022). This policy is based on advice from the Department for Education (DfE) on:
 - o Behaviour and discipline in schools
 - o Searching, screening and confiscation at school
 - o The Equality Act 2010 and the school's Single Equality Policy and Scheme
 - o Use of reasonable force in schools
 - o Supporting pupils with medical conditions at school. It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its' pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

This policy works in line with our Safeguarding Policy and takes into account any form of child on child abuse incidents.

Policy Appendix Documents:

Our School Rules Poster Appendix 1.0

Ruby Point Card Appendix 1.1 KS1 EYFS LKS2

Ruby Point Card Appendix 1.2

Sapphire Point Card Appendix 1.3 KS1 EYFS LKS2

Sapphire Point Card Appendix 1.4

Diamond Point Card Appendix 1.5 KS1 EYFS LKS2

Diamond Point Card Appendix 1.6

Behaviour Contract Appendix 1.7