

Behaviour Policy

St. Paul's School



"Love to Learn; Learn to Love"

Introduction

The school's policy for behaviour is embodied in our aims and vision statement. We believe that children need to be secure and happy in order to learn effectively. The rules that help to make our school happy were drawn up by children and staff with the involvement of parents and governors.

The school rules are to:

- always do your best
- tell the truth
- be in the right place at the right time
- solve problems in a sensible way
- act and speak safely, sensibly and respectfully
- treat others and all property in a kind and caring way

These rules are displayed in the main hall and in classrooms and make up part of the home school agreement.

There are a number of school policies that relate very closely to the Behaviour Policy and form part of our whole school approach to ensuring the well-being and safety of everyone. These include the policies for Equal Opportunities, Health and Safety, Child Protection, Teaching and Learning, PSHCE and Anti-Bullying.

Our procedure for dealing with incidents of bullying and racial harassment is outlined in the anti-bullying policy. Sanctions apply as stated in that policy and incidents are treated very seriously.

Where there are incidents of racial harassment, the parents of each child involved are consulted. Cases are recorded in the school's record of 'Incidents of Racial Harassment', which is kept in the Headteacher's office, and governors and kept informed of incidents.

There is also much reference to playtimes in the above policy, ensuring that playtimes are both happy and constructive.

Rules are regularly discussed with pupils and are displayed around the school.

Aims

- To develop a whole school approach to good behaviour involving children, parents, staff and governors, based on a sense of community and shared values.
- To apply a positive approach to good behaviour through the creation of a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach values and attitudes that will promote responsible behaviour, encourage self-discipline, and a respect for themselves, for other people and for property.
- To focus on good behaviour where possible by providing a range of rewards suitable for all ages and abilities.
- To make children fully aware of the distinction between acceptable and unacceptable behaviour and the range of sanctions that will apply.
- To treat problems when they occur in a caring, sympathetic yet firm and consistent manner and to clearly explain the implications of poor behaviour.
- To promote our Christian values as a Church of England school.

Objectives

For children to show:

- Self-confidence
- Self-control
- Sensitivity and consideration for others
- A pride in themselves and their school
- An interest in their activities

For children to develop:

- Responsibility for their learning and their environment
- Independence
- An awareness that we all have certain rights
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others, their way of life and different opinions
- A consistent approach to learning and tasks

Process

Incentives differ from class to class according to age. Incentives include: praise; smiley faces, stickers, House Points; a visit to the Headteacher or Deputy Headteacher and star of the week. Whole class privileges such as Golden Time can also be earned.

Sanctions are used when children are poorly behaved. Sanctions include: explanation from the class teacher or carer with a warning; losing a privilege such as playtime or Golden Time; repeating work; time out; sessions spent with the Headteacher, Deputy Headteacher or member of the senior leadership team or writing a letter of apology. Persistent bad behaviour is reported to the Headteacher and may be logged. Parents are consulted if the behaviour is considered to warrant it or if poor behaviour persists. It may be necessary to log incidents of poor behaviour and keep a child on report for a period of time. In extreme cases, unacceptable behaviour may result in an external or full exclusion. Outside agencies may also be consulted to support behaviour management strategies.

As well as following whole school rules, a substantial amount of time is spent in each class developing specific classroom rules. These are determined at the beginning of the school year with pupils and class teachers and are closely reflect the objectives of the whole school rules and Vision Statement. These are displayed in classrooms and monitored and reviewed regularly.

All children are expected to strive towards a mutually supportive atmosphere in the school. Older children are encouraged to care for younger pupils in a number of ways (awareness and issues raised during class circle times and other PSHCE sessions, Playground Patrol, monitors to help with younger year groups, whole school issues such as those relating to lent or citizenship activities). Issues may also be developed through extra-curricular activities such as Rock Challenge or the Church clubs.

Staff

Staff will:

- Treat all children equally
- Take all incidents or alleged incidents of poor behaviour seriously and act quickly and calmly
- Play an active part in building a sense of community and apply a consistent approach to standards of behaviour
- Clear explain the objectives and consequences relating to the Code of Conduct with children
- Provide a good model for behaviour in the school
- Seek the views of all concerned
- Be alert to signs of bullying, including racial harassment, and alert other staff
- Deal sensitively with children in distress and deal with the incident appropriately in line with the Code of Conduct
- Ensure that children's achievements are recognised
- Make rewards accessible to all children
- Enable children to share their achievements with the Headteacher or Deputy Headteacher, their parents and other children
- Display examples of children's work and achievements
- Promote positive home-school liaison

- Keep parents informed and give them constructive and positive comments on their child's work and behaviour, being honest and raising concerns where necessary
- Encourage parents to come into school on occasions other than parent consultation evenings
- Seek advice and support from colleagues when experiencing difficulty with behaviour
- Keep the Headteacher and other members of staff informed of incidents when warranted

Other Agencies

Full use will be made of agencies such as education welfare, social services, health services, the educational psychologist and police liaison officer when appropriate and at the discretion of the Headteacher. Services from the local partnership of schools will also be sought when a member of staff feel that it may be beneficial.

School Premises

Everyone in the school is responsible for the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment:

- Staff take care of classrooms and display all children's work to a high standard
- The buildings are expected to be clean and tidy
- The grounds are expected to be kept litter free and the plants well maintained

Review, monitoring and evaluation

Behaviour is monitored as part of the school's monitoring schedule and programme for Self-Evaluation.

Behaviour reviewing and evaluation by pupils is regularly developed during class circle times and other PSHCE sessions, and also with school council meetings. Pupils may be interviewed and their views sought individually, in groups or as part of the whole class. Parents are also surveyed in issues including behaviour and discipline. Staff and governors will also undertake monitoring in the form of observations, such as observing behaviour on the playground.

Findings following monitoring activities are shared with staff, pupils, parents and governors; subsequent action is considered if appropriate.

The content of this policy is regularly reviewed throughout the school year.

Date of review: November 2016