

St Paul's C of E Primary School



Relationships & Behaviour Policy

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Review Frequency	Every 2 years	Review Date	Summer 2026
Ratified by Governors	Summer 2024	Website	Yes

Overview

At St. Paul's we aim to provide a happy, safe and caring environment where each child can develop to his/her full potential- intellectually, spiritually, socially and physically. As a faith school, our deeply rooted Christian vision and associated core values underpin relationships at all levels. We expect all members of the school community to be treated with dignity and respect. There are high expectations of behaviour and a culture of forgiveness and reconciliation. Every day is a fresh start. This enables all pupils, whatever their background, to live well together and flourish and to '**embrace life in all its fullness**' (John 10:10).

What makes St. Paul's?

- Here at St. Paul's we pride ourselves on having a robust positive behaviour culture.
- Here at St. Paul's we live each day through our core values and the school vision.
- Here at St. Paul's our curriculum, our behaviour and attitudes, our leadership, our relationships are all underpinned by our strong Christian ethos and values rooted in Christian theology.
- Here at St. Paul's we have strong, positive relationships between staff; staff and pupils; staff and parents; school and church and the wider community.
- Here at St. Paul's we create a secure base in each classroom, firmly rooted in the fundamentals of attachment theory.
- Here at St. Paul's we have created a family, which cares and nourishes all its family members through the principles of kindness.
- Here at St. Paul's pupils and staff flourish in safety and dignity where they collectively embody the positive culture in a consistent and fair manner.

Safeguarding Pupils

Our Relationships & Behaviour Policy links closely to the safeguarding policy (and vice-versa). Safeguarding underpins all our behaviour approaches.

Aims and expectations

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 Relationships & 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. In addition, each class develops its own class charter which sets out expectations for the whole class to contribute to and work towards.

It aims to create an ethos of exceptional behaviour in school where everyone feels happy, safe and secure and ensure that all are treated fairly, shown respect and to promote good relationships. It aims to help

children lead disciplined lives and to understand that good citizenship is based upon good behaviour. It builds a school community which values kindness, care, good humour, good temper, obedience and empathy for others reflecting our values of friendship, respect, honesty, thankfulness, forgiveness and perseverance. Finally, we wish to use good behaviour to promote community cohesion.

The school rewards good behaviour, as it believes that this maintains our ethos of kindness and co-operation. The school has a number of school rules, but the primary aim of the school relationships & behaviour culture policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1. Policy Statement

St. Paul's C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Governing Board and staff at St. Paul's C of E Primary School believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Our Relationship and Behaviour policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

2. At St. Paul's C of E Primary School we aim to:

- Foster excellent relationships between all members of our St. Paul's community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, tolerance and empathy for others.

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.

- Teach appropriate behaviour through positive interventions.

4. Fundamental principles

All members of our school community have the right to:

- Feel secure and safe.
- Feel happy and be treated with kindness and understanding.
- Be treated fairly and consistently.
- Be listened to (at an appropriate time).
- Be treated with respect and politeness.
- Be treated with empathy.

The fundamental principles which underpin our Relationship and Behaviour Policy are:

- Unconditional positive regard for all pupils.
- A no shouting policy.
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

4.1 The main reasons for using a language of choice are:

- ✓ Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- ✓ Recognising, acknowledging and rewarding pupils for their positive choices.
- ✓ Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- ✓ Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- ✓ Using reflection and discussion in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- ✓ Encouraging pupils to be proud of their school.
- ✓ Using 'Circle Time' activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.
- ✓ Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

5. Consistency of approach

In implementing this Relationship and Behaviour policy, St. Paul's C of E Primary School acknowledges the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring "certainty" at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating .
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating.
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

- Consistent **expectations**: referencing and promoting appropriate behaviour.
- Consistent **respect from the adults**: even in the face of disrespectful learners
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently **reinforced rituals and routines** for behaviour around the site: in classrooms, around the site and at the school reception
- Consistent **environment code of conduct** evident of our values

The aims of this policy will be met by everyone observing our behaviour culture, applying our school values and perpetuating the school ethos at all times which in return will create a safe and positive learning environment which leads to a culture of excellence and success.

5.1 All staff every day will:

- Meet and greet children at the classroom door.
- Refer to the class charter reinforcing the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson – ‘clap signal’ will be used consistently across the school removing the need for loud adult voices.
- Be calm and “give take up time” wait for the behaviours you want, prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record all incidents on CPOMS.
- Never ignore or walk past learners who are making / displaying poor behaviour choices.

Behaviour is a shared responsibility of all adults in the school community.

5.3 Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence across the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Have group supervision sessions with key SLT and staff to support individual pupils to make better choices.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

6.2 Whole School level:

- Celebration assembly (each class choose children every week). Children receives a certificate.
- Class DoJ most week – DoJo rewards in Golden time.
- Class DoJo end of term prizes.
- Class own reward systems for behavior.
- Wow slips.
- Positive cards sent home.

Rewards and sanctions

Good behaviour is seen as:

- respect for others
- self-Respect
- respect for property and the environment
- honesty, fairness, tolerance compassion and obedience

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points for consistent good work, or to acknowledge outstanding effort or acts of kindness in school.
- Each week we nominate children from each class to receive a good work certificate in the school assembly.
- Each week the Head Teacher nominates a child to receive the Head Teacher's award for a positive contribution to the school.
- Children earn Dojos for positive behaviour choices and are rewarded.
- Postcards are sent home which celebrate children's good behaviour and attitude to learning.
- School planners are used to communicate to parent's good news about their children's behaviour and learning.

The Benefits of Good Appropriate Behaviour are:

For the children:

- Strong, positive relationships formed with staff in their phase and across school.
- A secure, happy and safe environment.
- The freedom to develop to their full potential.
- To develop into responsible, caring adults, who are valued members of the community.

For the staff

- Strong, positive relationships formed across the whole school.
- A happy place to come to work.
- Providing an environment that fosters all round development for the pupils.
- More effective teaching.

For the parents

- Strong, positive relationships formed with all staff in school
- To be reassured knowing that their child is happy at school.
- To realise that an ordered and caring environment is the setting for their child's academic and personal development.
- To feel welcomed in school to talk about their child.

Parents / Carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.

- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

We encourage good social behaviour by agreeing to:

- Recognise good behaviour as it occurs.
- Praise all children for behaving well.
- Explain and model the behaviour we wish to see.
- When it is appropriate, to have constructive discussions.
- Encourage children to be responsible for their behaviour.
- Let parents know about their child's good behaviour.
- Reward individuals or groups for behaving well.
- Encourage children to value our school community and develop a caring attitude to others, especially to younger children.

Inappropriate Behaviour

Unfortunately, some children, on occasions will fail to meet the expectations of our school. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Moving the child's position in class.
- Move the child up the traffic light system
- Reflection time to "Stop Think" with a senior member of staff.
- Referring the child to the Phase Leader, Deputy Head Teacher or the Head Teacher
- Class teachers to contact parents over minor concerns.
- Poor or negative behaviour recorded an CPOMS
- Group supervision sessions put in place to support individual pupils as needed
- HT/DHT to contact parents regarding persistent misbehaviour.
- Working with parents and outside agencies where necessary, to devise programmes to help the child to learn appropriate social behaviour in school.
- Individual pastoral plans will be put in place based on the child's individual behaviour needs.

Records will be kept of children who persistently behave in a manner that is below the expectations of the school.

Red and Blue Behaviour books

Blue Book

Children who warrant a more serious consequence for their negative behaviour, will be entered into the Blue Book and will be given an appropriate sanction. In addition to this, their parents will be informed. If a child is in the "Blue Book" three times in any half term, then this will result in a letter being sent home to parents/carers inviting them into school to discuss their child's behaviour. Further entries in the Blue book will result in further letter being sent home and meetings with parents. If needed, a more developed behaviour plan will also be put in place.

Red Book

Once a child's name is entered into the Red Book then their parents will be asked to come into school to discuss their behaviour. Children who cause frequent or high level disruption, will have their names entered into the "Red Book". They will then have privileges removed and may also be placed on report for a specific period of time.

If a child is in the "Red Book" three times in a year they will be excluded for one day. If a child is in the Red

Book again then they will be excluded for a longer period. Any further entries in the “Red Book” may result in permanent exclusion at the discretion of the Headteacher.

Any extreme behaviour may result in permanent exclusion at any time, at the discretion of the Headteacher.

When sanctions are used, action should be taken quickly and the child should be in no doubt as to why and how they are being punished. Staff should not regard consulting a senior member of staff about a behaviour issue as a sign of failure.

Children who misbehave should understand that it is the behaviour that is being rejected and not themselves. Any improvement in their behaviour should always be acknowledged. It should be remembered that some children misbehave to gain attention. In these cases, the child should be made particularly aware that good behaviour gains greater attention.

Bullying and Racial Harassment

Bullying and Racial Harassment is understood to be persistent victimisation, either verbal or physical, inflicted on a child by others. It is not an isolated occurrence.

At St Paul’s we have adopted a whole school approach to this problem and aim to deal with it in a variety of curriculum areas. It is an area which will be dealt with as a matter of routine and not left to be discussed only when the problem arises.

All the staff shall be actively involved in this area; it should not be seen as the responsibility of a few staff only. Welfare staff are also involved in dealing with this issue. All children and parents are to be made aware of behavioural expectations and any incident of Bullying and Racial Harassment are to be investigated and recorded. It may also be felt necessary to enhance the self-esteem of the victim, by giving extra responsibilities within the school.

The school has adopted a robust approach when dealing with incidents of bullying and racial harassment. All incidents will be recorded and in the case of racial harassment reported to the Local Authority. On the first occasion the child will be spoken to and parents notified by letter. If the incident occurs again then parents will be asked to come into school to discuss their child’s behaviour. If there is a third incident, then a fixed term exclusion will apply.

Fixed-term and permanent exclusions

We recognise that the measures previously outlined will usually be sufficient to help a child to overcome a behaviour problem. However, in some cases exclusion may become necessary for a fixed period or permanently.

The Authorities Exclusion Policy will always be adhered to.

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher takes the decision to exclude a pupil, s/he will inform the parents immediately, giving reasons for the exclusion. The parent may be asked to come into school to take the child home. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher will inform the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. Low-level disruption is recorded by the Phase leaders. More serious incidents are recorded through CPOMS and shared with relevant staff. All behaviour entries, including Red and Blue book entries, are monitored by the behaviour lead. Pastoral plans are monitored by the SENCo. The SENCo and behaviour lead both report to the Head teacher.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Revised and adopted by the Governing Body