




St Paul's with St Luke's Primary School

Policy Version Control Behaviour Policy 2023 Policy

To be reviewed 2024

Version no	Amendments	Approval date
1	Aligned with partner school	Sept 2022 
2	Updated school vision and reflection sheets for Ks1 and 2	Sept 2023 Fanoula Smith

Jesus said: 'Love one another as I have loved you'. John 15:12
We are the branch, our children the blossom,
We nurture all in our community,
We grow with love, learn, and flourish.

We teach, reward, recognise and reinforce good behaviour through:

Teach:

- Promoting the school vision in worship and all we do
- Promoting school values, actions, badges
- Modelling politeness and how we treat one another
- Through the PHSE curriculum – Jigsaw and P4C
- Anti-bullying focused training & whole school training

Reward & recognise:

- House points & stickers
- Pupil of the week / Star of the week
- Kindness
- Value badges
- Lunchtime pupil of the week

Reinforce

- Pupil voice & pupil leaders
- Individual and group responsibilities
- Displays

We correct and respond to misbehaviour by positive strategies, such as:

- Tactical ignoring and redirecting
- Commenting on the behaviour and not the pupil
- Utilising the Zones of Regulation so children can 'tell' us how they are feeling
- Being consistent, setting firm boundaries and treating pupils fairly
- Encouraging all pupils to take responsibility for actions by helping repair outcomes of misbehaviour
- Discussing a pupil's behaviour with them and agreeing steps for positive change
- Emotion coaching and modelling calming down strategies and de-escalation techniques
- Allowing pupils time to cool down or take time out in a designated space
- Reflection time, restorative practice and using a social model to resolve conflict
- Giving pupils time to respond to instructions and preserve their dignity
- Using consistent warnings and being clear about expectations and consequences
- Following up serious incidents reported from pupils and staff.
- Informing and working with parent/carers about incidents or concerns

Whole school reward systems

Pupil of the week and Kindness leaves

Pupils of the week are chosen each week by teachers. Pupils are awarded in collective worship and their names are included in the weekly newsletter to parents/carers. Children nominate other children for their acts of kindness. These are announced in the celebration collective worship and published in the newsletter.

Values awards:

- Pupils are awarded values stickers when they display behaviours linked to the 6 values.
- When pupils have collected a sufficient number of stickers in their booklets, they are awarded value badges.
- When a pupil has collected all 6 badges they are awarded a £10 book token and school vision badge in the pupil of the week assembly.
- At the end of each term a member of staff takes children to Waterstones Bookshop to buy books.

House teams:

- All children and staff are assigned to a house (and a colour) named after an author: Donaldson, Rosen, Nicholls, Dahl. Children can earn points for their house team.
- The house points are collected and a weekly total published in the newsletter.
- The team with the most house points at the end of term win a V.I.P day, where they can wear their own clothes, go first for lunch and have some golden time at the end of the day.

Attachment Awareness and Emotion Coaching

Staff are trained in:

- Recognising, empathising, validating the feelings and labelling them
- Setting limits on behaviour
- Problem-solving with the child
- We use Zones of Regulation to help children recognise their feelings.
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ABC Approach

- Staff must use the ABC approach when understanding behaviour. A stands for Antecedent or the trigger for the behaviour. B stands for Behaviour and C stands for the Consequence - ie what happened as a result of the behaviour for the child. Staff understand that all behaviour is a means of communication and use this principle when investigating something that has happened.

Sanction Systems

Significant Behaviours

eg Calling out, fiddling, rocking on chair, distracting others, talking back, not following instructions,

Most Significant Behaviours

eg consistently calling out, name calling, being unkind, hitting, swearing, spitting, vandalism, being intimidating, bullying, persistent continuous minor behaviours, child on child abuse, racist, homophobic or sexist language/behaviours,

Classroom:

- A system of 2 reminders is given in lessons followed by reflection time in class for 5-10 minutes, each class to have a designated reflection time area/table. This is an opportunity for the child to reflect about their behaviour before resuming learning.
- The child completes a reflection sheet when they are emotionally regulating and able to reflect.
- If a pupil does not complete their work because of misbehaviour, they may be kept in to complete the work during a part of break/lunch time at the teacher's discretion. The teacher may also choose to send the work home for completion by the following day.

Lunchtime/Playtimes:

If a pupil is persistently misbehaving in such a way it disrupts pupils' enjoyment of, and /or safety at lunchtime

- They will be given 2 chances to make positive choices by lunchtime supervisors/SLT/Learning Mentor on duty.
- They will then be expected to go to the reflection bench in KS2 if they need time to calm down - that will happen first and the reflection time will follow even if it is the next day.
- The staff member logs the incident on an incident slip which is then recorded in the class behaviour book and placed along with the reflection form. The sanction will be communicated to the class teacher or to the parents as appropriate on the day.

Meeting with Class Teacher/ SLT

- If a child has had to complete three reflection forms over a period of time, the teacher will then need to meet with the parent to discuss ways forward.
- Following this if the child continues to struggle to make positive choices, and another 3 incidents occur a senior leader will meet with the parent and work collaboratively with the child and parent. Where necessary referrals to the Behaviour Team or other services may need to be made to support the child.

Meeting with a senior leader

- Serious incidents are addressed immediately and referred to a senior leader.

- Parent/carers will be informed and expected to discuss the incident with a senior leader before the end of the day or before their child starts school the following day.
- Prejudice based bullying of any kind is reported on CPOMS and referred to the LA

Sanctions

Sanctions for repeated behaviours and or for serious incidents include:

- Removed from playground for some, all or days depending on incident.
- Time out in another class or with a senior leader.
- If behaviour is serious and impacts on safety of the child or others, children do not go off site.
- Short term exclusion

PARTNERSHIP WITH PARENTS/CARERS:

In our partnership with parents/carers, our focus is the best interests of the child.

Parents/carers can help us by:

- Attending meetings to discuss behaviour concerns
- Allowing teachers to resolve issues with children first and staying calm.
- Attending parental consultations and supporting a child's learning
- Informing and discussing with key staff any concerns they may have
- Abiding by the home/school agreement

EYFS

We recognise that children in the EYFS take time to learn how to share and regulate their emotions. Developing this maturity can vary from child to child. This behaviour policy therefore is not applied to the EYFS children however children who struggle with these skills are closely monitored early on and provision is put in place to support them.

Appendix 1 Reflection sheet KS2

Date& time: _____ Name: _____ Class: _____

Tell us what happened and how? _____

Can you reflect on what you said or did that did not show respect or care?__

Can you reflect on how others may have felt? _____

How could you make it better? How can you explain, forgive, and restore the relationship? How can we help? _____

We all make mistakes, how can you be wiser next time? What do you hope to do differently? _____

I need to be supported in completing this/ I can reflect independently

Signed pupil _____

Signed adult _____

KS1 REFLECTION SHEET

Pupil: _____

Class _____ Date: _____

Reason for being in time

When I am in time out I feel



Write what you did wrong:

Which school rule did you break?

How can you make it right?

Teacher signature:

Student signature:

