



Adopted by GB – Autumn Term 2024

Review schedule- Every 3 yrs

Next review- Autumn Term 2027

School Vision

At St Paul's, we will nurture and inspire all children to enjoy a life-long journey of discovery and friendship. Through God's love and Jesus' teachings, our school community will support each child to flourish as curious, compassionate and resilient citizens with a love of learning.

*"Start children off on the way they should go, and even
when they are old they will not turn from it."*

Proverbs 22:6

Introduction

This policy establishes a clear purpose for St Paul's Church of England Primary School, with respect to the support and management of our children's behaviour. This policy draws upon the research and recommendations of the Education Endowment Foundation's research review and recommendations (EEF, 2019). The summary of recommendations can be found in Appendix 1.

This policy also links closely with the management of child-on-child abuse, as documented within the current Keeping Children Safe in Education (KCSIE) document.

This document is reviewed and updated in line with findings from internal reviews as well as local and national guidance. This document is an agreed working document by all staff and is reviewed regularly. This policy will be implemented sensitively for children with SEND, making use of more personalised approaches, depending on areas of need.

Behaviour Management

Our behaviour management, throughout the whole school, is strongly linked with the teaching and modelling of Christian values and core British values.

We have deliberately kept our school rules (Golden Rules) simple so that they are easy to remember and accessible to even the youngest children. They are also linked to our school Bible quote (*Proverbs 22:6*) and our School Values (in brackets).

Golden Rules

- Be kind (compassion)
- Be gentle (compassion)
- Try your best (curiosity & resilience)

The 'Golden Rules' are displayed prominently in all teaching areas.

Explicit Teaching of Good Behaviour

St Paul's will follow the explicit teaching of good behaviours, as detailed in the Rise behaviour curriculum. Posters, capturing the desired behaviours, will be prominently displayed around school and in classrooms Appendix 2-6. Assemblies, especially at the start of each term, will reinforce this curriculum.

Rewards

- Positive praise and affirming interactions

Teachers and support staff will build good relationships with children through the use of positive praise and affirming interactions. A big smile and a "Good morning [name]" as the children come in, show the children that staff are pleased to see them and looking forward to a brilliant day of learning. A chat about a football game or a party that happened at the weekend, are also good ways of letting the children know that you care about them and are interested in them.

As the teacher walks around the classroom and notices good ideas, neat handwriting or super effort, they should praise loudly and sincerely. This will not only benefit the recipient but will encourage others to show these attributes.

- House Points

Children are allocated a House when they join the school. They are Beacon (red), Charnwood (blue), Jubilee (yellow) and Bradgate (green). Siblings are allocated the same House.

Individuals, tables and Houses can be awarded house points for behaviour and conduct. Individual children can also gain house points for work in their books. Effort, as well as attainment will be noticed and rewarded. A tally is kept and when the child has 20 (R, Y1 & Y2) or 30 (Y3-4), a 'Gold Certificate' is awarded in Golden Worship on Friday.

Y6 house captains count up house points, at the end of the week, and the winning team is awarded the cup in Golden Worship on Monday. The running totals are displayed in the hall and the appropriate coloured ribbons are tied around the cup. The winning house also have extra playtime on the Friday, after lunch.

- Star of the Day

A child is selected to this role based on names from a pot or register order. This is deliberately not based on merit and every child should get this award once, before anyone gets it twice. The recipient wears a shiny sticker and can choose a friend to go at the front of any line. They, and their friend should help with any special jobs of the day, such as taking the registers up, giving out resources, wiping the whiteboard etc... They and their friend can also ask to stay in and use the reflective area at playtime (when an adult is in the classroom)

- Super Star Award

Each teacher chooses three children to receive this award every Golden Worship for the pertinent key stage. This is for effort and work of a high standard or for showing our school qualities: curiosity, compassion and resilience. Teachers keep a record so that every child receives this award once, before anyone receives it twice. Recipients are introduced by the teachers in Friday's Golden Worship and certificates and stickers are awarded. Parents are notified when their child is due to receive this award.

- Christian Value Award

Each Golden Worship three children in each class are chosen for displaying the current Christian value. Again, a record is kept so that every child has it once before it is awarded a second time.

Staff may also reward children within their class by other, individual methods that are appropriate and motivational.

At the end of the year 6 children are recognised for academic achievement; sports achievement and exemplifying school values, in our Leavers' Church Service.

Sanctions

Teachers and support staff should actively promote good behaviour through positive praise and affirming interactions. The Golden rules of 'Be kind; be gentle and try your best,' should be reinforced at all times. Children should be encouraged to reflect on their behaviour, through the teaching of Christian values.

If behaviour issues do arise, (e.g. a child is not being kind or gentle or is not trying their best) staff will use a 'reminder, warning and sanction,' 3-step system. For example, first a verbal reminder, referring to what's gone wrong. If children continue, they should receive a recorded warning (e.g. their name is written on a notepad, on the teacher's desk). When giving a verbal reminder or warning, staff should also use non-verbal cues such as gesture, facial expression and tone of voice. If the poor behaviour continues the child will be given a sanction. In younger classes there may be a visual chart for this system. Teachers and support staff should be mindful that any visual chart does not inadvertently cause a shaming effect, damaging relationships between the child and adults.

Children should have a 'clean slate' at lunchtime.

Any child who receives a sanction would usually miss part of their next playtime. The amount of time should be a nominal '5 minutes' (proportionate and age-appropriate). Only in exceptional circumstances should children miss all of their playtime.

Any child receiving more than one sanction per a.m./p.m. should be seen by the Headteacher. This may be recorded. Any incident related to a protected characteristic (including racist or homophobic incidents) should be reported and recorded.

Forgiveness should be actively modelled. The child should understand the teacher still 'likes' them. Staff may need to say, "I really like you but I don't like what just happened." Once a sanction has been applied e.g. some missed break time, the staff member should reassure the child that 'it's all forgotten now.' A smile as they return, will further reinforce forgiveness.

If poor behaviour continues to be a concern, further measures could include:

- verbal information to parents/carers
- individual behaviour support measures e.g. sticker charts/ enhanced rewards
- written communication with parents/carers
- meetings with parents/carers
- prevention from attending before and after-school clubs
- prevention from attending school trips, visits and other off-site activities.

Supporting children at playtime and lunchtime

Playtimes and lunchtimes can be especially challenging for some children, because they are relatively unstructured. Lunchtime staff will support positive play by encouraging children and showing them how to play games. They will ensure that there is a range of outdoor equipment for the children to use.

To help children to manage minor disagreements themselves, playground posters encourage them to assert themselves in a positive way. (Appendix 7 and 8) We teach the children a 3-step system. They should say, "Stop it, I don't like it," if anyone is upsetting or annoying them. Hopefully, that will resolve the issue, as it is often the case that after starting in a fun way, someone has got too rough, within the game. If the other child does not stop it, the children should 'get help' from an adult. If the adult cannot help straight away, they should wait by the adult's side.

Staff will also follow a 'reminder, warning and sanction' 3-step process, with the sanction being 5 minutes 'time out'. The Headteacher or one of the deputy heads should be informed about any persistent behaviour issues.

High level disruption and/or child on child abuse

This can include:

- acts of violence and aggression towards other children or adults in school
- leaving the school premises without permission
- persistent behaviour which seriously harms the education, welfare or safety of other children
- persistent and deliberate refusal to engage in the planned learning activities or follow instructions of staff members
- persistent and deliberate displays of disrespect towards adults (refusal, answering back, inappropriate use of language or force)
- persistent and deliberate lack of respect for school property or property belonging to others, (taking without consent, defacing or damaging.)

If high level disruption continues, despite the normal school systems being applied, parents will be notified by letter and if necessary, invited into school to attend a behaviour conference. A Support Plan may be formulated. This should include specific targets and the support to be provided by school and home.

Should the disruptive behaviour still not improve to acceptable standards, the school may seek external support. Exclusion or suspension may also be considered.

If this high-level disruptive behaviour is largely or wholly taking place at lunchtime, lunchtime collection by parents, between 12-1p.m. may be required in order to safeguard the welfare of the other children and adults. Lunchtime exclusions are treated and recorded as suspensions of ½ day.

Suspension and permanent exclusion







Please see the separate, Rise Exclusion Policy.

Links with other policies

This policy links with the school's SEND, Safeguarding and Health and Safety policies as well as the current KCSIE document.

Sections are colour coded for ease of reference:

Report Published
7th June 2019
eef.li/behaviour

	Proactive				Reactive
1	2	3	4	5	
Know and understand your pupils and their influences	Teach learning behaviours alongside managing misbehaviour	Use classroom management strategies to support good classroom behaviour	Use simple approaches as part of your regular routine	Use targeted approaches to meet the needs of individuals in your school	
 <ul style="list-style-type: none"> Pupil behaviour has multiple influences, some of which teachers can manage directly Understanding a pupil's context will inform effective responses to misbehaviour Every pupil should have a supportive relationship with a member of school staff 	 <ul style="list-style-type: none"> Teaching learning behaviours will reduce the need to manage misbehaviour Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning Teachers should encourage pupils to be self-reflective of their own behaviours 	 <ul style="list-style-type: none"> Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time Reward systems can be effective when part of a broader classroom management strategy 	 <ul style="list-style-type: none"> Some strategies that don't require complex pedagogical changes have been shown to be promising Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour School leaders should ensure the school behaviour policy is clear and consistently applied 	 <ul style="list-style-type: none"> Universal behaviour systems are unlikely to meet the needs of all your students For pupils with more challenging behaviour, the approach should be adapted to individual needs Teachers should be trained in specific strategies if supporting pupils with high behaviour needs 	
Implementation					
<div style="display: flex; align-items: center;"> <div style="width: 20%; background-color: #e91e63; color: white; padding: 10px; text-align: center;"> 6 Consistency is key </div> <div style="width: 80%; padding-left: 20px;">  <ul style="list-style-type: none"> Consistency and coherence at a whole-school level are paramount Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level </div> </div>					

Appendix 2

Following Instructions

- Pupils know that they follow instructions given by an adult, 'First time, Every time'
- Pupils know that 'First Time Every Time' means:

FIRST TIME

- 1 **FIRST TIME**
- 1 **EVERY TIME**
- 1 **EVERYWHERE**
- 1 **EVERYONE**



First time – pupils know they should follow an instruction straight away and that it should not need to be repeated.

Every time – pupils know that adults in school will only ask them reasonable requests so they should always follow them.

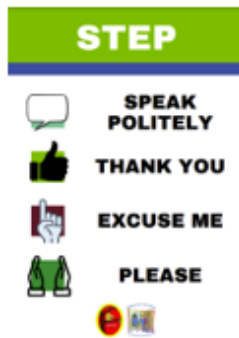
Everywhere – pupils know that the same expectations apply in class, in corridors, in halls, playgrounds, schools, in church, outside in the community and on school trips.

Everyone – pupils know that they should follow instructions from every adult in school no matter what their job title or position.

Appendix 3

Using excellent manners

- Pupils know that they use 'Step' to remind them to use their manners
- Pupils know that Step means:



Speak Politely

Thank You – we say thank you when we are given something

Excuse me – we say excuse me if we need to get someone's attention or to get past

Please – we say please when we are asking for something

Appendix 4

Listening Well

- Pupils know that they use 'Star Listening' to make sure they are listening well
- Pupils know that 'Star Listening' means:



Sit up, hands together

Track the speaker – pupils look at the person speaking (including their peers)

Answer questions – everyone is expected to answer questions to the best of their ability

Respect others – pupils must never interrupt

Appendix 5

Speaking Well

- Pupils know that they use 'Shape your Answer' to help them to speak clearly in class
- Pupils know that 'Shape your Answer' means:



Sentences – we must answer in full sentences when appropriate

Hands down – anyone could be called on to answer questions

Articulate - we must pronounce words clearly

Project – we must speak with a voice which is loud enough for everyone in class to hear

Eye Contact – it is polite to look at the person we are speaking to

Appendix 6

Moving safely around the school

- Pupils know that 'Fantastic Walking' is used to keep themselves safe and to make sure the learning of other children is not disrupted.
- Pupils know that 'Fantastic Walking' means:



- Facing forwards
- Walking at a steady pace
- On the left
- With hands by their sides
- Without talking
- Smiling and greeting adults as they pass
- Holding the door for others as they pass
- Holding the banister when using the stairs

Appendix 7



Happy Playtimes and Lunchtimes

Remember what Jesus taught us:
"Love your neighbour as yourself" Mark 12:31

- Do** run about and have fun!
- Do** use kind words and actions.
- Do** what adults ask straight away.
- Do** get adult help if there is a problem.
- Do** let others join in your games.
- Do** play other people's games nicely.
- Do** take care of the play equipment and share it.
- Do** say sorry if you hurt someone.
- Do** line up calmly and quietly.





What to do if someone is upsetting or annoying you

1. In a firm voice, say:
“Stop it, I don’t like it.”
2. If they carry on, get help from an adult.
3. If the adult cannot help straight away, wait by their side.

**Remember to give others another
chance**

*“If you forgive others when they sin
against you, your heavenly
Father will also forgive
you.”*

Matthew 6:14-15

