

# St Paul's Church of England Primary School

## Pupil Behaviour Policy



**Adopted by GB** – Autumn Term 2022

**Review schedule-** Every 3 yrs

**Next review-** Autumn Term 2025

### 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 is a critical document as it enshrines what constitutes our practice and everyone who has an involvement with the school needs to have a thorough understanding and appreciation of its contents. It ensures continuity of practice. This policy 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.

### 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 Bible story (*St Paul on the road to Damascus*), which stresses the importance of forgiveness.

### Golden Rules

- Be kind
- Be gentle
- Try your best

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

### Rewards

- House Points & Dojo 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.

The Class Dojo electronic system, is used in classes, for good behaviour or conduct. These are then converted to house points. House points are also given for good work in books. A tally is kept and when the child has 20, 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. 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 afterwards.

- **Super Star Award**

Each teacher chooses two 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 reward children within their class by other, individual methods that they feel 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 the Golden rules: be kind; be gentle and try your best, should be reinforced at all times. Children should be encouraged to reflect on their behaviour, in terms of the teaching of Christian values.

With behaviour issues, school uses a 'reminder, warning and sanction', 3-step system.

A visual display should be in all classes with children's names on a positive image in a high position. Children breaking any of the school rules first receive a verbal reminder; referring to the broken rule. If they continue, they have a recorded warning- their name or picture is moved down on a visual display. If the poor behaviour continues (that which is not kind, gentle or trying their best), the child is given a sanction; often some time 'payed back' at playtime. The child's name is also moved down to another position on a visual chart and their name is turned away. Children have a 'clean slate' at lunchtime.

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) will be recorded.

Any child who receives a sanction should miss part of their next playtime. This amount of time should be proportionate, age-appropriate and decided by the teacher. Only in exceptional circumstances should children miss all of their playtime.

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
- bans from lunchtime and afterschool clubs
- bans from school trips, visits and other off-site activities.

### Lunchtime

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.

They 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 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 will be formulated. This will 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 but suspension or permanent exclusion may result.

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**

Suspension is a sanction within the school discipline and behaviour policy and permanent exclusion is the final sanction within that policy.

If the Headteacher is satisfied that, on the balance of probabilities, a pupil has committed a disciplinary offence and needs to be removed from the school site for that reason, formal suspension or exclusion is the only legal method of removal.

The Headteacher will conduct a thorough investigation assessing the facts, and give the pupil, either directly or via their parents/carers, the opportunity to respond, before making a decision.

There are four circumstances that a pupil may be required to leave the school premises:

1. If there is sufficient evidence that a pupil has committed a disciplinary offence (listed in bullet points above) and the pupil remaining on-site could harm the welfare of him/herself and or others.
2. A pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction.
3. For medical reasons a pupil's presence on the site represents a risk to the health and safety of others.

The Headteacher, or in the Head's absence a deputy head will decide whether to suspend a pupil for a fixed term (up to 5 days).

Only the Headteacher may permanently exclude a pupil. This must be reviewed by the Governing Body within 15 days of the exclusion, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

### **Alternatives to exclusion**

These may include:

- restorative justice approach (where the "offender" redresses the harm caused to the "victim")
- mediation (including the use of third parties to resolve conflicts)
- internal exclusion (moved to another class or from particular activities but kept within the school setting)
- managed move (to another school to allow the child to have a fresh start).

### **Reintegration meetings**

The Headteacher must arrange a reintegration meeting with parents/carers and the pupil following a suspension. Sometimes it may be helpful for other's involved to attend the meeting.

The meeting should consider:

- how to improve and encourage home-school co-operation
- plan how problems may be addressed in the future
- if there are wider issues that may have an impact on the child's behaviour in school

A behaviour contract may also be considered or a home school agreement

### **Grounds for a permanent exclusion**

A decision to exclude a child permanently is serious and will only be taken where the basic facts have been clearly established or the balance of probability considered. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. Persistent, disruptive behaviour that has an adverse impact on the teaching and learning and/or well-being of others may result in a permanent

exclusion. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and no sustained improvement is demonstrated.

There are, however, exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or '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
- carrying an offensive weapon

**The following factors will be taken into account:**

- Is the event in breach of the school's behaviour policy?
- Would allowing the child to remain in school seriously harm the education or welfare of other children or adults in school?
- What other sanctions, as described in the policy, have been used previously and to what effect and whether other sanctions could be used as an alternative to exclusion?
- To what extent the school has previously supported the child and what level of impact this support has had
- If the child has a diagnosis, e.g. ADHD, ASD, which may be contributing to behaviour problems and to what extent reasonable adjustments have already been made or could now be made? (Evidence could be SEND documentation e.g. EHCP, individual support plans, risk assessments.)
- Are there any circumstances that could mitigate the situation, and how have these been considered?

***NB** Even if the child does have a recognised diagnosis, a decision to suspend/exclude can still be taken.*

**After the decision to permanently exclude**

Once all considerations have been made, and the decision to permanently exclude has been taken, the school will follow the most up to date DFE Guidance.

The school will also ensure that Local Authority guidelines are followed, and may take advice as required.

The school sees permanent exclusion as the very last resort.

**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.