

# **St. Paul's C of E Primary School**

Documentation Information and Control

## **Learning Behaviour Policy and Statement of Behaviour Principles**

<i>Current Status:</i>	Reviewed and updated July 2021
<i>Review date:</i>	Annually or sooner if Regulations are changed
<i>Persons responsible for review:</i>	The Governing Body in consultation with the Head Teacher
<i>Reference to other documents:</i>	Child Protection Policy and Safeguarding Policy Special Educational Needs and Disability Policy Statement of Intent ( <i>School Ethos Statement</i> ) Staff Code of Conduct <i>Behaviour and Discipline in Schools: Advice for Head Teachers and Staff</i> , DfE January 2016 <i>Behaviour and Discipline in Schools: Guidance for Governing Bodies</i> , DfE, 2015 Education Act 2002, section 175 Education and Inspections Act 2006, sections 88-94 The Equality Act 2010 <i>Use of Reasonable Force, Advice for Head Teachers, School Staff and Governing Bodies</i> , DfE July 2013 <i>Exclusions from Maintained schools, Academies and Pupil Referral Units in England</i> , DfE July 2017

*Keeping Children Safe in Education: Statutory guidance for schools and colleges, DfE September 2021*

*Searching, Screening and Confiscation: Advice for Head Teachers, School Staff and Governing Bodies, DfE January 2018*

*Supporting Pupils with medical conditions in schools, DfE, August 2017*

# **Learning Behaviour Policy and Statement of Behaviour Principles**

## **1. Rationale**

- 1.1 St Paul's School was established in 1862 to serve Almighty God and the community by providing, within a biblical Christian ethos, a broad, balanced, and engaging education and learning experience.
- 1.2 St Paul's School is an inclusive school in which each pupil is motivated to acquire both skills for life and a love of learning.
- 1.3 At St Paul's School we emphasise managing learning behaviour rather than behaviour management.
- 1.4 The development and maintenance of conditions within which learners can learn most effectively is essential. Strategies therefore focus on the celebration of success, praise and positive reinforcement rather than, though not to the exclusion of, sanctions.
- 1.5 We recognise that on occasions sanctions are necessary
  - (a) to demonstrate that some behaviour is not acceptable,
  - (b) to express the disapproval of the school community,
  - (c) to deter others from similar behaviour, and
  - (d) for the health and safety of the whole community.
- 1.6 The application of rewards and sanctions will take into account the individual needs of pupils.

## **2. Purpose**

- 2.1 This policy enhances and supports the school's Statement of Intent.
- 2.2 By means of this policy we shall:
- (a) promote amongst pupils self discipline and a proper regard for authority;
  - (b) encourage pupils to behave well and to show respect for others;
  - (c) ensure the standard of behaviour and attitude of pupils promotes effective learning; and
  - (d) regulate pupils' conduct.
- 2.3 The overall principle of Positive Behaviour for Learning is to recognize and highlight the behaviour of pupils which we want other pupils to adopt. It:
- (a) focuses on praise and positive re-enforcement to motivate pupils to choose behaviour which is appropriate; and
  - (b) recognises and gives sincere positive commendation to pupils who display the expected behaviour to the end that their self-esteem shall be enhanced.
- 2.4 When it is employed by staff (especially by teachers and classroom assistants) as an integral part of a classroom discipline plan it leads to the promotion and maintenance of a positive and enjoyable atmosphere which benefits the whole class by motivating appropriate academic and social goals.
- 2.5 This policy shall also apply outside the school gates when:
- pupils take part in any school - organised or school - related activity
  - travel to and from school
  - members of staff witness bad behaviour or bullying (including cyber-bullying and sexting) off the school premises
  - the behaviour of pupils wearing school uniform is reported to the school

- the behaviour of pupils poses a threat to another pupil or member of the public
- the behaviour of pupils could have repercussions for the orderly running of the school or adversely affect the reputation of the school.

### **3. Guidelines**

#### *3.1 General Considerations*

- (a) The success of this policy depends upon many factors, some of which are beyond the control and influence of the school. However everything that happens in the school has an impact upon the learning and behaviour of the pupils.
- (b) The School Ethos Statement states that the school is committed to the provision of an excellent education which will enable all pupils to achieve beyond their expectations. The attainment of that goal is dependent in part on the implementation of this Positive Behaviour for Learning Policy.
- (c) The process of managing Positive Behaviour for Learning is complex. It includes the following elements. Pupils are encouraged to:
  - Listen carefully**
  - Encourage and support others**
  - Ask questions and think**
  - Respect people and property, and to**
  - Note the learning and how to improve.**
- (d) Misbehaviour includes the following:
  - disruption in lessons
  - non-completion of class or home work
  - a poor attitude, and
  - not wearing a correct uniform.
- (e) Serious misbehaviours include:
  - repeated breaches of school rules
  - any form of bullying

- sexual assault (including any sexual behaviour that causes fear, humiliation, intimidation, or pain)
- vandalism
- theft
- fighting
- racist, sexist, or discriminatory behaviour, and
- possession of alcohol, fireworks, illegal drugs, knives or weapons, pornographic images, stolen items, tobacco and cigarette papers, and any article which a member of staff reasonably suspects has been or is likely to be used to cause damage to a person or property, to commit an offence, or to cause personal injury to a pupil (including oneself) or another person.

### 3.2 *Bullying*

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- deliberately hurtful;
- Repeated, often over a period of time; and
- difficult to defend against.

Types of Bullying include:

- |                        |  |
|------------------------|--|
| (a) Emotional bullying | being unfriendly, excluding and tormenting   |
| (b) Physical bullying  | hitting, kicking, pushing, taking another person's belongings, any use of violence   |
| (c) Racial bullying    | racial taunts, graffiti, gestures  |
| (d) Sexual bullying    | explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about a person's sexual reputation or performance, or inappropriate touching |
| (e) Verbal bullying    | name-calling, sarcasm, spreading rumours, teasing  |
| (f) Cyber-bullying     | bullying that takes place online, e.g. through social network sites, message apps or gaming sites  |

All incidents of bullying will be counteracted by robust preventative systems and addressed in a consistent and coherent manner.

- (1) All pupils will be encouraged to report incidents of bullying. To facilitate this all pupils will be regularly encouraged to talk about any concern with a trusted adult. A box is also available (at the office located at the main entrance of school) for any pupil who wishes to confidentially share any concern. The Deputy Head Teacher will check this box regularly.
- (2) Parents / carers will be encouraged to raise concerns with a member of the school team. This will consist of a clear and open line of communication that will help to address any concerns raised.
- (3) Staff, who identify any form of bullying, will address such incidents to ensure that any area of concern is consistently managed. Such incidents will be reported to a senior member of staff and recorded on CPOMS.
- (4) All incidents of bullying will be reported to both the Deputy Head Teacher and the Head Teacher. These incidents will be logged on CPOMS and an appropriate use of sanctions will be adopted.
- (5) Any pupil who displays any of the behaviour outlined as bullying will receive an appropriate sanction that will ensure that the incident is addressed in a consistent and coherent manner. A senior member of staff will address the behaviour and will identify interventions to prevent future repetitions of the behaviour and an appropriate sanction from section 5 below.
- (6) Members of staff will support a pupil who experiences any of the behaviours, described above, to develop an assertive, non-aggressive approach and a positive self-image. Pupils will be supported to develop techniques that will help them remain calm in difficult situations and

develop confidence and a capability to share any future concerns in a quick and effective manner.

- (7) To prevent bullying, pupils will be reminded in whole-school, class assemblies and as part of the PSHE (Personal, Social, and Health Education) and RSE (Relationships and Sex Education) curricula that the school does not tolerate bullying. All learners will be aware of the expectations of positive interactions between pupils. Pupils will be taught to develop a clear understanding of the terms dignity and respect and how to tackle any behaviours that are identified as bullying.
- (8) Staff shall be reminded of the definition of bullying as part of positive behaviour leadership training and how to identify it, prevent it and develop positive outcomes when it occurs.

#### **4. Roles and Responsibilities**

##### *4.1 The Governing Body*

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (*see appendix 1, page 18*).

The Governing Body will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

##### *4.2 The Head Teacher*

The Head Teacher shall be responsible for reviewing this policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (*see appendix 1, page 18*).

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### 4.3 *Staff*

The Staff shall be responsible for:

- (a) implementing the behaviour policy consistently,
- (b) modelling positive behaviour,
- (c) providing a personalised approach to the specific behavioural needs of particular pupils
- (d) ensure that all pupils are consistently treat with dignity, respect and calmness; and
- (e) recording behaviour incidents using CPOMS and reporting these to a senior member of staff.

The senior leadership team will support staff in responding to behaviour incidents.

#### 4.4 *Parents and Carers*

Parents and Carers shall:

- (a) support their child in adhering to the pupil code of conduct;
- (b) Inform the school of any changes in circumstances that may affect their child's behaviour;
- (c) discuss any behavioural concerns with the class teacher promptly;
- (d) speak to others in an appropriate manner;
- (e) conduct interactions in a way that shows respect to others;
- (f) support the school in upholding the conduct expected;
- (g) ensure that all children attend school on time and in the correct uniform; and

- (h) support children to complete homework tasks

#### 4.5 *Pupils*

Pupils shall be expected to follow the code of conduct to promote them to show a regard for dignity, courage, peace and forgiveness. They shall:

- (a) behave in an orderly and self-controlled way;
- (b) show respect to members of staff and each other;
- (c) make it possible for all pupils to succeed;
- (d) move quietly around the school;
- (e) treat the school building and school property with respect;
- (f) wear the correct uniform at all times;
- (g) accept sanctions when given;
- (h) support fellow pupils with the promotion of rewards; and
- (i) refrain from behaving in a way that brings the school into disrepute, including when outside school.

## 5 **Rewards and sanctions**

### 5.1 *Rewards*

- (a) The use of rewards shall be carefully controlled. Rewards shall be given for good behaviour, attitudes and work, to motivate pupils. Positive behaviour shall be encouraged by praise and the collecting of stars or smiley faces on a merit chart. An award of a Bronze, Silver, Gold or Platinum certificate shall be directly related to the number collected.
- (b) The lunch time supervisors' reward system shall be based on the award of a sticker or badge to a pupil for good behaviour and attitude. Pupils

with stickers or badges shall be awarded stars or smiley faces on their merit charts.

- (c) A Star of the Week will be selected by each class teacher and each pupil will receive a certificate and the reason for the reward by the staff member who makes the award.
- (d) Additional rewards such as class trips, class celebrations or class rewards will be allocated to positively reinforce the collective effort of a class who promote a positive learning environment e.g. attendance and punctuality.
- (e) Additional individual rewards shall be operated by each class teacher to promote a positive learning environment.
- (f) Children who demonstrate exceptional behaviour will be referred to the Phase Group Leader for praise.
- (c) Bronze, Silver, Gold and Platinum certificates shall be presented to pupils during a public assembly, usually on a Friday.
- (d) Children who receive a Star Award will spend time with the Head Teacher and discuss positive behaviour.

## 5.2 *Sanctions*

- (a) As the overuse of rewards erodes their purpose so the overuse or misuse of sanctions erodes their effectiveness.
- (b) All teaching staff, supported by other staff, shall be consistent in the application of the school's discipline system.
- (c) Whilst displaying professional judgment (sensitive to a child's personality or home situation) each teacher shall adhere to the following menu of sanctions.

(d) *Lunch Time*

*West Yard*

- A verbal reminder of expectations shall be given to pupils when needed.
- When pupils do not respond to verbal reminders, they shall hold a member of staff's hand for a set period of time.
- When the behaviour of a learner does not improve, he or she will be sent to discuss their behaviour in time out in the EYFS area.

*East Yard*

- A verbal reminder of expectations is given to learners when needed.
- When learners do not respond to verbal reminders, they shall be sent to the bench to think through their actions. After time on the bench, they shall talk through the actions with the member of staff concerned.
- When the behaviour of a learner does not improve, he or she will be sent to discuss their behaviour with the Deputy Head Teacher.
- For any serious misbehaviours during lunch time, a learner will be sent to discuss their behaviour with the Deputy Head Teacher.

(e) *Key Stage One*

- (1) In Key Stage One and the mixed Year Two / Year Three class, the pupils shall work within a traffic light system. All children shall start with green cards for positive behaviour. When pupils do not meet the school's behavioural expectations, they shall be given a verbal reminder. When pupils do not respond positively to a reminder, they shall be presented with a 'stop and think' card. If a pupil does not respond to these prompts, he or she will be presented with an orange card and they shall spend time out within the class. Finally, if a pupil still does not respond positively, he or she shall receive a red consequence card which will result in a loss of 10 minutes of free time at break or lunch.
- (2) When a pupil receives a red card, a letter will be sent home to inform his or her parents / guardians.

- (3) Following serious misbehaviour or following the loss of 10 minutes, a pupil will be referred to the Key Stage One Phase Group Leader.
  - (4) If the behaviour of a learner in Key Stage One does not improve following a referral to the Key Stage One Phase Leader then they will be referred to the Deputy Head Teacher. These referrals will be reported to the class teacher.
- (f) *Specific Key Stage Two*
- (1) There will be verbal reminder of expectations.
  - (2) A verbal reminder will be followed by the removal of some of the free time at break or lunch in intervals of 1 minute to be recorded as a tally chart on the board.
  - (3) Following a serious misbehaviour or following the loss of 5 minutes, the learner will be referred to the Deputy Head Teacher.
- (g) *Serious or Repeated Misbehaviours*
- (1) Any serious misbehaviour shall be reported to the Deputy Head Teacher and recorded along with the actions taken on CPOMS. Parents / carers will be informed via a letter or a phone call home by the class teacher or by a senior member of staff.
  - (2) A room will be made available at lunch times for detention. A detention will be completed with the teacher who has allocated the time for the first 5 minutes. The remaining time will be completed with the Deputy Head Teacher. The focus of a detention is to correct any misbehaviour and promote positive behaviours.
  - (3) Any incomplete work will be completed with the teacher at break or lunchtime.

- (4) Serious misbehaviours will be reported to a senior member of staff and recorded on CPOMS.
- (5) Persistent misbehaviour, which may appear insignificant when observed separately, will be addressed by a formal meeting with the Deputy Head Teacher or Head Teacher. Parents / guardians will be invited to this meeting by a letter or phone call. Following this meeting the learner will agree a behaviour contract which will be monitored by a senior member of staff.
- (6) If a pupil does not respond to an agreed behaviour contract, he or she will be placed on a positive behaviour tracker that identifies their ability to display the behaviours outlined in LEARN. This will enable the learner to achieve a score of 5 for each session. This will be completed by the teacher at the end of each session and also by the lunch time supervisors. The pupil will be expected to present the tracker to the Deputy Head Teacher at break time, lunch time and home time. The Deputy Head Teacher will reward positive behaviour with free time during break time and lunch time.
- (7) If a pupil does not respond to their agreed behaviour contract, the pupil's parents/carers will be expected to attend a meeting with the Deputy Head teacher or the Head Teacher each home time to review the progress of the behaviour for learning.
- (8) If a pupil continues to disturb the learning environment he or she will be removed from their class for an agreed period of time and placed in another class or with a senior member of staff to complete their work.
- (9) If the negative behaviour of a pupil continues to persist then exclusion will be used as a sanction. This decision will be made by the Head Teacher or the Deputy Head Teacher acting on behalf of the Head Teacher in his or her absence. An exclusion will take

into account the nature of the behaviour and the impact that this will have for the learner and the positive learning environment of the school community. When an exclusion is being considered, the impact that this will have upon the pupil, the pupil's family and the welfare and the rights of the other pupils who have been affected by the behaviour must be considered. Once the decision for an exclusion has been made, the Chairman of the Governors shall be informed. Other members of the Governors will not be informed as the appeals procedure may require them to decide if the decision was correct.

- (10) There are two categories of exclusion which may be considered. The first is a *fixed period exclusion*, limited to 45 days within a year. The second is a *permanent exclusion* which is made when it is decided that it is in the pupil's best interest that he or she does not return to the school.

### 5.3 Off-Site Behaviour

This policy will also apply to pupils when they represent the school off-site:

- (a) on a school trip or any other school-related activity;
- (b) travelling to or from school;
- (c) misbehaviour between the pupils of the school including bullying;
- (d) when the behaviour of a pupil wearing school uniform is reported to the school;
- (e) when a behaviour of a pupil poses a threat to another pupil or a member of the public; and
- (f) where the behaviour of pupil has repercussions on the orderly running of the school or impacts upon the reputation of the school.

#### 5.4 *Malicious Allegations*

- (a) When a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will apply sanctions for the pupil in accordance with this policy.
- (b) The school Safeguarding Policy shall be referred to with respect to the procedures for dealing with allegations of abuse against staff.
- (c) The Head Teacher shall consider the pastoral needs of staff accused of misconduct.

### **6 Behaviour leadership**

6.1 All staff shall be responsible for setting the tone and context for positive behaviour within the school.

6.2 The LEARN posters will be displayed and referred to in the classroom, in other areas of the school and during school trips. The principles of LEARN will be the basis of each classroom set of rules.

6.3 All staff will maintain a calm and proactive approach to behaviour leadership that follows the outline of rewards and sanctions.

#### 6.4 *Classroom leadership*

Staff will:

- (a) create and maintain a stimulating environment that encourages pupils to be engaged;
- (b) display the pupil code of conduct or their own classroom rules;
- (c) develop a positive relationship with pupils , which may include:
  - greeting pupils in the morning / at the start of lessons;
  - establishing clear routines;
  - communicating expectations of behaviour in ways other than verbally;
  - highlighting and promoting good behaviour;

concluding the day positively and starting the next day afresh;  
having a plan for dealing with low-level disruption; and  
using positive reinforcement.

#### 6.5 *Positive Handling*

In some circumstances, staff may use reasonable force to positively handle a pupil to prevent him or her:

- (a) hurting him or herself or others;
- (b) damaging property; or
- (c) disrupting the positive learning environment.

Incidents of positive handling must:

- (1) always be used as a last resort;
- (2) be applied using the minimum amount of force and for the minimum amount of time possible;
- (3) be used in a way that maintains the safety and dignity of all concerned;
- (4) never be used as a form of punishment; and
- (5) be recorded on CPOMS and reported to parents / carers (*see appendix 2, pages 21-23, for a sample behaviour or detention letters*).

#### 6.6 *Confiscation*

- (a) Any prohibited items (*listed in section 3.1(e) above*) found in pupils' possession will be confiscated. These items will not be returned to pupils.
- (b) Any item which is harmful or detrimental to a positive learning environment shall also be confiscated.. These items will be returned to pupils after discussion with senior leaders and parents/ carers, if appropriate.

- (c) Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

#### 6.7 *Pupil support*

- (a) The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, the approach to challenging behaviour may be differentiated to cater for the needs of a pupil.
- (b) The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether he or she has any underlying need that is not being met.
- (c) When necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and / or others, to identify or support specific needs.
- (d) When acute needs are identified for a pupil, the school will liaise with external agencies and plan support programmes for the pupil. The school will work with parents / carers to create the plan and review it on a regular basis.

#### 6.8 *Pupil transition*

- (a) To ensure a smooth transition to the next year, pupils shall have transition sessions with their new teacher(s). In addition, staff members shall hold transition meetings.
- (b) To ensure behaviour is continually monitored and the right support is provided, information about pupil behaviour issues may be transferred to relevant staff at the start of the term or school year. Information on behaviour issues may also be shared with new settings for those pupils who transfer to another school.

#### 6.9 *Training*

- (a) Staff shall be provided with training on managing leadership, including proper use of positive handling, as part of their induction process.
- (b) Behaviour leadership will also form part of continuing professional development.
- (c) A staff training log is recorded by the Deputy Head Teacher.

#### **7. Review**

The governors shall review this policy each July.

**Statement of Intent and of Behaviour Principles**

St Paul's School was established in 1862 to serve Almighty God and the community by providing, within a biblical Christian ethos, a broad, balanced, and engaging education and learning experience.

- 1 Every pupil understands shall feel safe, valued and respected, and learn free from the disruption of others.
- 2 All pupils, staff and visitors shall be free from any form of unfair discrimination.
- 3 Staff and volunteers shall set an excellent example to pupils at all times.
- 4 Rewards, sanctions and reasonable force shall be used consistently by staff, in line with the behaviour policy.
- 5 The Behaviour policy is understood by learners and staff.
- 6 Exclusions (as described in this policy) will only be used as a last resort.
- 7 Pupils shall be encouraged and helped to take responsibility for their actions.
- 8 Parents and Carers shall be involved to foster good relationships between the school and a pupil's home life.
- 9 The dignity of pupils and staff shall be maintained.
- 10 Violence or threatening behaviour will not be tolerated in any circumstances.

### Letters to parents about pupil behaviour – templates

#### FIRST BEHAVIOUR LETTER

Date

Dear Parent (or Carer)

Recently, your child, X, has not been behaved as expected in school.

It is important that X understands the need to follow our pupil code of conduct, and I would appreciate it if you would discuss their behaviour with them.

If X's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together to see an improvement. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

*Class teacher signature:*

*Class teacher name:*

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Please return this cut-off slip to school to confirm that you have received this letter. Thank you.

*Name of child:*

*Parent's name:*

*Parent's signature:*

*Date:*

## SECOND BEHAVIOUR LETTER

Date

Dear Parent,

Following my previous letter regarding the behaviour of X, I am sorry to say that he (or she) is still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so that we can discuss a way forward.

Yours sincerely,

*Class teacher signature:*

*Class teacher name:*

## THIRD BEHAVIOUR LETTER

Date

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract, X, has continued to misbehave. X would now benefit from a structured approach to help improve *his / her* behaviour in school.

I would be grateful if you would attend a meeting to discuss how we can best support X in improving *his /her* behaviour.

Yours sincerely,

Deputy Head Teacher

## DETENTION LETTER

Date

Dear Parent,

I am writing to inform you that X, has been given a detention on this date Y at this time Z.

The reason(s) for this detention are:

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Deputy Head Teacher

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Please return this cut-off slip to school to confirm that you have received this letter. Thank you.

*Name of child:*

*Parent's signature:*

*Parent's name:*

*Date:*