



ST PAUL'S CATHOLIC PRIMARY AND NURSERY SCHOOL

Our school is a place of learning
A place of love

Positive Behaviour Policy

At St Paul's we believe that in order to grow educationally, socially, emotionally and spiritually children need to be in an environment in which they feel safe and where there are caring adults who will set firm boundaries, while providing support for their behaviour.

We appreciate that children entering our school have been exposed to a variety of behavioural expectations based on differences in home values, attitudes and parenting styles.

This policy outlines the consistent approach employed by our school to maintain positive behaviour by all members of our school community.

Aims

The aims of our behaviour policy are:

- To develop a moral framework, based on Catholic teaching, within which initiative, responsibility and sound relationships can flourish
- To enable children to develop a sense of self-worth and a respect for and tolerance of others
- To enable pupils to develop good social behaviour and co-operation
- To ensure that, when behavioural problems do arise, all staff have the necessary knowledge and support to provide a consistent, systematic and purposeful approach that will lead to a satisfactory outcome.

Code of Behaviour

Our code of behaviour is based upon living out our mission statement on a daily basis. In order to achieve this we believe that everyone has rights and responsibilities and that we have rules and routines to develop and support these.

Rights and Responsibilities

Everyone has the right to:

- Feel safe in school – both physically and mentally
- Learn to the best of their ability – in a positive working climate, free from distracting behaviour
- Be treated with dignity and respect as a child of God.

Responsibilities

Pupils:

- Have a responsibility to live out our Mission Statement
- Are expected to follow our school rules, without exception
- Are responsible for their own actions.

All staff:

- Have a responsibility to live out our Mission Statement
- Are responsible for the behaviour of all pupils during the school day
- Will act as good positive role models for our pupils and be seen to be fair in word and in deed
- Need to reinforce the positive actions of our pupils
- Only criticise the actions and behaviour of the child, not the child as a person.

Parents:

- Have a responsibility to live out our Mission Statement
- Are expected to show consistency with the school and support the school in the discipline of their child
- Are expected to keep us informed of behaviour difficulties they may be experiencing at home
- Are expected to keep us informed of any trauma which may affect the child's performance at school e.g. death in the family
- Should only criticise the actions and behaviour of the child, not the child as a person.

Our Home School Agreement re-enforces the rights and responsibilities of all members. The school, parents/carers and pupils are asked to sign the agreement.

Rules

This section of our Behaviour Policy has been written by the pupils in Key Stage 2

Rules in Class		Rules out of Class
We speak politely and respectfully to each other and all staff.	Talking	We speak politely and respectfully to each other and to all staff.
We work as a team, helping others and having a positive attitude to learning.	Learning	We co-operate with others. We play kindly with others.
We walk quietly in our classroom and keep our room tidy.	Movement	We walk around the school and take care of our school environment.
We are kind to each other and treat people the way we would like to be treated.	Friendship	We include everyone in our games and play friendly games.
We try to solve problems in a fair manner. We say sorry and forgive others.	Problem Solving	We talk to each other and try to solve problems. If we need help, we ask an adult. We say sorry and forgive others.
We choose not to hurt others. We use equipment	Safety	We play safe games and use the equipment

Class Rules are discussed and agreed at the start of the Autumn Term by the class teacher and pupils. They are based upon our school rules and reviewed as necessary.

Routines

We teach our rules and consolidate responsibilities through routines that we put in place. In this way, pupils develop self-discipline and become independent learners. Routines are explained, modelled and constantly rehearsed, reinforced and encouraged – both in class and around the school.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Class Based Rewards

There is an established classroom system where good behaviour is recognised and rewarded. Teachers use a range of approaches which are appropriate for their pupils and their behaviour in maintaining a positive approach. The established classroom behaviour system will endeavour to 'catch a child being good'. The children's good behaviour will be rewarded in a number of ways:

- Stickers
- Merits
- Refer a child to another class or Key Stage Leader for further praise
- Praise postcards
- Behaviour cards
- Golden Time (15 minutes on Friday afternoon. Minutes can be lost throughout the week due to poor behaviour.
- Learner of the Week

Whole School

Any adult in the school can award merits or stickers to a child for positive behaviour and helpfulness. Positive behaviour is celebrated at a whole school assembly, during which:

- Certificates are awarded for the number of stickers/merits received
- Learner of the Week Badges are awarded
- Certificates are awarded to four children who have been nominated by our midday supervisors for demonstrating excellent behaviour and co-operation in the previous week.

End of Year Assembly.

Each teacher will nominate a boy and girl from their class who has demonstrated and lived the school's Mission Statement throughout the year. The Year 6 teacher will, in consultation with other staff, nominate a boy and girl who has demonstrated this throughout their time at St Paul's.

Dealing with Poor Behaviour

At times sanctions may need to be applied to help a child return to positive behaviour. Class teachers will be informed of misbehaviour when children are not under their supervision, verbally or through a Midday Supervisors' playground book.

As a Catholic school, it is important for us to present the children with the knowledge and understanding that wrong doing should be punished but will also be forgiven if there is remorse and a willingness to put matters right. The notion of reconciliation is a key part of our philosophy. Our aim should include an intention to ensure that children seek reconciliation and have an awareness of what they have done wrong; why it is considered wrong and what they need to do in the future.

What they have done wrong – asking the child what rule they had broken

Why it is considered wrong – how the actions affected the rights of others

What they need to do in the future – what they can do to fix things

For the vast majority of our pupils, a quiet word, re-stating of the class/school rules or a look is enough for them to re-address any minor behavioural issue. If the behaviour continues, then the following positive behaviour steps are taken:

Positive Behavioural Steps for Early Years Foundation Stage

- Step 1 Reminder and class/playground rule stated
- Step 2 Child's name is moved to the think bubble.
- Step 3 Child's name is moved to the green traffic light
- Step 4 Child's name is moved to the amber traffic light
- Step 5 Child's name is moved to the red traffic light and parents are informed.
- Step 6 Parents/carers contacted by Phase Leader if child is moved to red traffic twice in one week. Name recorded in Class Behaviour File.

Positive Behavioural Steps for Key Stage 1 and Key Stage 2

- Step 1 Reminder and class/playground rule stated
- Step 2 Reminder and class/playground rule restated – name on board or in playground book
- Step 3 Lose 1 minute of Golden Time
- Step 4 Lose 2 minutes of Golden Time
- Step 5 Sent to another class to complete a 5W form, completed with an adult if child in KS1 and form sent home. Missed work to be completed during lunchtime. Cass teacher to inform parents. Name recorded in Class Behaviour File.
- Step 6 Parents/carers contacted by Key Stage leader if two 5W forms are completed in one week

These steps are bypassed in certain circumstances when more serious misdemeanours occur.

Step 7 Sent to Deputy Headteacher for internal exclusion (half hour of lunchtime) and reprimand. Parents informed. Work missed will have to be caught up during this time and sent home if not completed. Name recorded in Class behaviour File.

Step 8 Sent to Headteacher for internal exclusion (outside Headteacher's office) and reprimand. Name recorded in Class behaviour File. Parents informed. Work missed will have to be caught up during this time and sent home if not completed. Headteacher keeps child until parents arrive at the end of the school day.

More Serious Misdemeanours:

These will go straight to step 7 or 8. The following are examples of such behaviours, but are not an exhaustive list.

Step 7 misdemeanours: biting, inappropriate language, spitting, hitting, kicking etc.

Step 8 misdemeanours: bullying, fighting, stealing, abusive behaviour towards an adult or child.

If the incident is extreme, then the child will go to Step 8 and be sent to the Headteacher.

If a child is on Step 7 or 8 more than once in any term then they will go on a daily report for two weeks and parents will have to meet weekly with the class teacher to review their progress.

If at the end of the two week period or at any point in that term the child continues to choose to break the school rules, the school will set up a behavioural provision plan for them with the help of the class teacher and SENCO, as well as possibly seeking outside advice from the local authority.

Exclusion

Exclusion may only be initiated by the Headteacher or Deputy Headteacher deputising for the Headteacher. There will be times when an action warrants an immediate lunchtime, fixed term or permanent exclusion, for example;

- Persistent poor behaviour that disrupts teaching and learning
- A serious case of bullying
- Persistent bullying
- Where the safety of any members of the school is put at risk or the health and safety of the individual themselves
- Serious fighting that causes serious injury to another
- Racist abuse or intimidation

Where a pupil is at serious risk of exclusion, a pastoral programme will be set up as soon as the risk is identified

The Headteacher will use and follow the Herts County Council procedures when dealing with exclusions and will immediately inform the Chair of Governors if the decision is taken to exclude a child.

Communication with parents

At St Paul's we recognise the importance of clear communication with parents to ensure there is a positive relationship and between home and school. Also recognising that parents are crucial in promoting and maintaining high standards of behaviour.

The class teacher is the principal adult expected to deal with day to day behaviour. Where behaviour is causing concern parents will be informed at an early stage by the class teacher and given an opportunity to discuss the situation.

If a child reaches Steps 6, 7 or 8, then the Phase Leader, Deputy Headteacher or Headteacher will contact the parents to explain which rules were broken and the consequences of the child's actions.

Lines of Communication

If a parent has a concern regarding behaviour or the way an incident has been dealt with then the following lines of communication should be followed.

Class teacher (as the person who knows the child well and will have dealt with the behaviour first)



Phase Leader (as the person who has responsibility for the behaviour of all the children within that phase.)



Deputy Headteacher (to ensure that parents concerns can be addressed by a senior member of staff)



Headteacher (to be considered as Step 2 of the Complaints Policy)

Conclusion

We are proud of all our pupils as they are well behaved and respond positively to praise and rewards. If children know that good behaviour and good manners are universally expected of them and that anything less will meet with disapproval, then the result will be to promote widespread good behaviour and good manners.

Appendices

1. 5W form
2. Behaviour Concern Form
3. Letter format when child has received two 5W forms in one week
4. Letter format when child has moved to Step 7/8.

Written: May 2015

Approved by Governors: May 2015

Review: May 2016

5W Form

Name	Class	Date
What I Did	What was I thinking at the time	What I have thought about since
Who has been affected by my behaviour and how	What am I going to do to fix things?	
Teacher's Comments and Signature		Pupil Signature

Behaviour Concern Form

Name of child
Details of incident
Sanctions applied
Record of parental conversation
Date
Follow up
Signed



ST PAUL'S CATHOLIC PRIMARY SCHOOL

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Headteacher Mrs Yvonne Devereux
Deputy Head Mrs Debbie Moore

Dear Parents,

It is with great disappointment that I write to inform you that your child's behaviour at school has been unacceptable and fallen short of the high expectations we have here at St Paul's School. Your child has moved to Step 7/8 as detailed in our Positive Behaviour Policy for the following reasons:

Details of incident

We ask that you work in partnership with us to ensure this issue does not reoccur. Please discuss the situation with your child and help us to reinforce positive behaviour at all times.

Thank you for your co-operation in this matter.

Yours sincerely,

Phase Leader



ST PAUL'S CATHOLIC PRIMARY SCHOOL

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Headteacher Mrs Yvonne Devereux
Deputy Head Mrs Debbie Moore

Dear Parents,

It is with great disappointment that I write to inform you that your child's behaviour at school today has been unacceptable and fallen short of the high expectations we have here at St Paul's School.

Details of incident

The matter has now been resolved during school time and we now ask that you work in partnership with us to ensure this issue does not reoccur. Please discuss the situation with your child and help us to reinforce positive behaviour at all times.

Thank you for your co-operation in this matter.

Yours sincerely,

Mrs Y Devereux/Mrs D Moore
Headteacher/Deputy Headteacher