



# St Paul's Cray

## CE Primary School

*Act Justly, Love Mercy, Walk Humbly*

### Amadeus

Primary Academies Trust



Limitless Learning Together

#### Behaviour Policy

**Approved by:** Liz Bennett **Date:** October 2023

**Reviewed on:** October 2023

**Next review due by:** November 2025

*Act Justly, Love Mercy, Walk Humbly*

## Our Mission

Through our vision 'Act Justly, Love Mercy, Walk Humbly' we support children to develop a positive image of themselves and to know that their contributions and achievements will be recognised and appreciated so all children feel valued. Our school culture develops independence, resilience and resourcefulness and is supported by the values of fairness, love, forgiveness, honesty, generosity and kindness. This leads to a positive attitude to learning and pride in achievement in a safe environment. We encourage children to have a sense of self-worth and self-discipline and acceptance of responsibility for their own actions, learning the importance of being forgiven and forgiving others. Excellent behaviour leads to high standards of interaction between adults and children. We reward academic achievement and good behaviour and use sanctions for unacceptable, inappropriate behaviour. However, we recognise that some children do not come to school with an internalised sense of how they should behave, and are therefore not ready to learn and to flourish in a school environment. Some children have Special Educational Needs, which make school an especially challenging place to be, and some need more time than their peers to develop the attributes they need to be successful in school. We have an inclusive and pro-active approach which allows us to support these children as part of our school community, and to "catch them before they fall". We ensure that expectations are clear and that there is fairness and consistency in our actions. We have excellent collaboration with parents and the wider community to enable us to provide the best possible social, academic and cultural development for our learners. Our staff are highly skilled and we provide co-operation, support and advice to all adults dealing with behaviour or discipline issues. All stakeholders are committed to the behaviour policy and there is consistency in its application from all members of the school community.

At the heart of our school therefore, we have nurture, as a concept, and nurturing children as a focus of our work, and at the heart of our behaviour policy we have a belief in the power of nurture. To nurture children, is a tried and tested, research-based approach which allows mainstream schools to support children with SEND and emotional, social and mental health needs. We believe that good practice for children who have additional needs is good for all children, and we have therefore developed our whole-school approach based on the six principles of nurture, which are:

- All behaviour is communication
- Learning is developmental
- Language is a vital means of communication
- Transitions are significant
- The classroom offers a safe base
- Nurture develops self esteem

## **Aims of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- Provide a consistent approach to behaviour management that is applied equally to all pupils;
- To help learners understand the expectations for behaviour and be responsible for the consequences of their own behaviour.
- To promote community cohesion through improved relationships.
- To encourage the involvement of both home and school in the implementation of this policy.
- To reflect the key British Values of respect, Democracy, Rule of Law and Individual Liberty

## **Our rules (Appendix 4)**

We have three very simple and very clear school rules:

### **BE READY**

We always follow instructions from a known adult in school.

### **STAY SAFE**

We always keep ourselves safe and we never hurt others.

### **SHOW RESPECT**

We always speak kindly and respectfully to each other.

Pupils are expected to know these school rules and follow them at all times. They are rewarded in a variety of ways and sanctioned in line with the policy and expectations.

## **Who is responsible for managing behaviour at St Paul's Cray CE Primary?**

Every adult has a responsibility to ensure that our management of behaviour expresses our values and ethos, and every adult has a role to play in modelling and acknowledging appropriate behaviour (Appendix 1). Some children need a little more than others. For these children, we have a Healthy Minds team in school whose job it is to work with children, class teachers, support staff and parents to help them behave appropriately in school. Some children have emotional or mental health needs which present a barrier to

them achieving their potential. Others have underlying Special Educational Needs which need to be recognised so that they can be supported properly. Any child can be having a difficult time in their lives for a variety of reasons, and we therefore have a support structure in place which means they can get the help they need when they need it.

### **Roles and Responsibilities**

The Governing Body is responsible for:

- Reviewing and approving the Behaviour Policy
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Principal and Senior Leaders are responsible for:

- Promoting the ethos of the school
- Reviewing policy in conjunction with the Governors.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Day to day monitoring of this policy

Teachers and Staff are responsible for:

- Promoting the values of the school
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, making expectations easy to understand and follow
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and accurately
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- Talking in an appropriate voice using acceptable and effective words
- Ensuring behaviour system charts are used in accordance to policy.

### **Parents and carers**

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents and Carers are responsible for:

- Making sure that the child is in school on time, every day and ready for learning
- Making sure that the child is dressed appropriately for school in line with the School's Uniform and Appearance policy
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Being a good role model for their child on and around the school premises
- Discussing any concerns regarding their own child with the class teacher promptly and respectfully
- Taking part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)
- Getting to know the school's behaviour policy and reinforce it at home where appropriate
- Adhering to home-school agreement

### **Pupils will be educated on the following in regard to the school's behaviour culture:**

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## **The Reward and Sanction System**

The system operates on the understanding of the School Rules (see page 3) formulated and agreed by the teachers and children. These rules, which are taught at regular intervals, accentuate the positive aspects and reinforce individual and collective social skills needed at school. Children earn weekly Enrichment Time through appropriate behaviour.

### **Enrichment Time**

Enrichment time is a reward given to children for good behaviour throughout the week. Classes will need to collectively achieve 100 house points each week to gain Enrichment Time. This will be recorded in houses on a house point sheet (Appendix 5). The number of house points will be converted into tokens for each house. The house with the most points will gain an additional privilege each half term.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Our rewards are as follows:

- Praise from staff including stickers/ dojos/ reward charts/ beads in a jar for instant individual recognition
- Use of Class House Points in classes and across the school
- Showing good work to the Principal or the Senior Leaders
- Achievement certificates are awarded to the children on a Thursday in achievement Assembly (linked to school values)
- Enrichment time
- Special Lunch Table

### **Sanctions**

Although rewards are central to the encouragement of good behaviour there is a need for sanctions to recognise unacceptable behaviour and to protect the security and stability of the school community. Sanctions will only be applied when all the facts have been established, and their use will be characterised by certain features:

- Sanctions should be personalised as to reasons for the dysregulated behaviour. Finding out why the behaviour has occurred is essential to helping the children understand the impact of their actions.
- Dysregulated behaviour always has a trigger and must be seen as a form of communication.
- It must be clear why the sanction is being applied with consideration of intent.

- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- It should be the behaviour rather than the person that is sanctioned.
- There should be a clear distinction between minor and more serious offences.

### **Minor dysregulated behaviours –Stage A (Appendix 3)**

Examples are:

- Talking after a warning.
- Shouting out in classrooms or corridors (at any time).
- Unacceptable or unfinished work due to time wasting.
- Not looking after resources carefully.
- Not sharing or cooperating.
- Thoughtless 'rough' play.
- Interrupting the teacher.
- Running in the corridor (at any time).
- Name calling

These behaviours will be dealt with by any member of staff and will be discussed with the child.

Stage A sanctions are hierarchical and in the normal course of events will be applied in this order using a conversation between the class teacher and child:

- Praise another child who is doing the right thing and verbally express what we should be doing.
- Mention the child by name and explain what you have seen: '.....I can see that you are struggling to.....would you like to move away to a quieter area?'
- If the behaviour continues speak to the child in the classroom and explain that they have had a warning and the behaviour has continued and they will miss 5 minutes of break/lunchtime or be sent to another class to complete their work. (Time Out/ alternative class recorded on CPOMs)
- If the behaviour continues, the child will receive an isolation, the teacher will inform parents and record on CPOMs. In the event of the class teacher being absent the parent will be contacted by the family worker/ phase leader.

## **More Serious Dysregulated behaviour– Stage B (Appendix 3)**

Examples are:

- Dangerous behavior (e.g. climbing fences, throwing stones).
- Leaving the classroom without permission.
- Racist remarks or behavior.
- Homophobic/transphobic remarks or behavior.
- Inappropriate language or behavior (including online)
- Spitting
- Biting
- Fighting
- Scratching
- Intimidating behavior
- Stealing
- Refusing to follow an adults instructions
- Answering back

These incidents will be recorded on CPOMS. The class teacher will inform parents. These incidents will result in an isolation. An isolation will take place for 1 hour (KS2) and 30 minutes (KS1 after lunch has been eaten). This sanction is a period where children will be away from their peers and supervised by the family support worker. During this time a restorative approach is used (Appendix 2) and a coaching conversation will take place. The school values are considered and children complete a reflection activity.

### **Extra-curricular Opportunities**

Our school behaviour expectations should continue in afterschool clubs, on school trips/ visits and when meeting outside visitors. If behaviour is deemed unacceptable a consequence may arise, which may include the removal of the extracurricular activity/ and or an isolation.

### **Internal Suspension**

Internal suspension may be given to:

- Children who have received isolations and no improvement in behaviour has been noted.
- Children who continue to demonstrate poor behaviour whilst in an isolation.
- Children who have been involved in incidents that are deemed serious enough for an immediate internal suspension. Examples are: - persistent refusal to follow adult directions, extremely disruptive behaviour



During an internal suspension the pupil will come to school as normal, but will spend the fixed term\* away from their class. They will have work set by their class teacher and will work either in the rainbow room or an agreed classroom. The child will be given a short break at a different time to their peers.

*\* An internal suspension will initially be 1 day increasing to a maximum of 5 days. Exceptions to this will be if the school deems the behaviour more serious and therefore warranting a longer-term suspension.*

### **External Suspension**

External Suspension given to:

Children who have received internal suspension and no improvement in behaviour is noted.

Children who have been involved in an incident that is deemed serious enough for an immediate external suspension. Examples include: - dangerous behaviour resulting in injury to themselves or others, aggression, persistent refusal to follow directions from adults in school.

An external suspension is carried out at home. The child will be given work to complete arranged by the class teacher. Whilst at home the pupil is not permitted to leave the home during school hours unless exceptional circumstances, for the fixed period in which the suspension runs\*. On returning to school the child and carers will have a meeting with the Principal and a member of the pastoral team.

*\*An external suspension will be from 1 day increasing to a maximum of 5 days. Exceptions to this will be if the school deems the behaviour more serious and therefore warrants a longer-term suspension.*

### **Permanent Exclusion**

Permanent exclusions are only for the most serious breaches of the behaviour policy and will be decided by the Head Teacher in consultation with the Governing body. (REF: Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion May 2023)

## Appendices

### Appendix 1

#### Adult behaviour

##### Desirable and Undesirable Adult Behaviour

<b>Adult behaviours we don't want to see</b>	<b>Adult behaviours we want to see</b>
Judgemental	Calmness
Inconsistency	Consistency
Over reaction	Kindness
Negativity	Empathy
Moaning	Caring
Shouting	Fairness
Humiliation	Positivity
Sarcasm	Help Each Other
Aggression	Laughter
Shaming	Nurturing
Shushing	Complimenting
Talking about children in their presence	Supportive
Negative Body Language	Humour
Creating/ Making Drama	Forgiveness
	Gentleness
	Respect given no matter what
	Promote in Circle Time/ Show and Tell, Restorative Practice/ Collective Worship
<b><u>Reprimand in private</u></b>	<b><u>Praise in public</u></b>

## **Appendix 2**













### **Restorative Conversation:**

A restorative conversation needs to take place between an adult and the child at the end of the lesson in which they received a reflection. This must include the adult that has dealt with the behaviour. Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a script for the restorative conversation that they feel comfortable with. The restorative conversation is:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) How did this make people feel?
- 4) Who has been affected?
- 5) What should we do to put it right?
- 6) How can we do things differently in the future?

Important note: For some pupils, especially those with complex needs, including SEMH, the generic behaviour systems/routines do not meet their individual support requirements. These pupils have an individual tailored behaviour plan developed for them to meet their individual needs. These plans are regularly reviewed and shared with the child, parents and staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

### Appendix 3

<h2>Time Out</h2>	<h2>Isolation</h2>
     <ul style="list-style-type: none"><li>• Talking after a warning.</li><li>• Shouting out in classrooms or corridors (at any time).</li><li>• Unacceptable or unfinished work due to time wasting.</li><li>• Not looking after resources carefully.</li><li>• Not sharing or cooperating.</li><li>• Thoughtless 'rough' play.</li><li>• Interrupting the teacher.</li><li>• Running in the corridor (at any time).</li><li>• Name calling</li></ul> <p>Be Ready. Stay Safe. Show Respect. </p>	     <ul style="list-style-type: none"><li>• Dangerous behavior (e.g. climbing fences, throwing stones).</li><li>• Leaving the classroom without permission.</li><li>• Racist remarks or behavior.</li><li>• Homophobic/transphobic remarks or behavior.</li><li>• Inappropriate language or behavior (including online)</li><li>• Spitting</li><li>• Biting</li><li>• Fighting</li><li>• Scratching</li><li>• Intimidating behavior</li><li>• Stealing</li><li>• Refusing to follow an adults instructions</li><li>• Answering back</li></ul> <p>Be Ready. Stay Safe. Show Respect. </p>

### Appendix 4

**Be Ready** 

- Be ready to listen and learn

**Stay Safe** 

- Do not do put yourself or others at risk of harm.

**Show Respect** 

- Listen to adults and other children. Do not argue back. Be kind.

**Appendix 5**  
**House point sheet**

100 House points = Enrichment Time

<p><b>Lullingstone</b></p> 	
<p><b>Rochester</b></p> 	
<p><b>Leeds</b></p> 	
<p><b>Hever</b></p> 	