



ST PAUL'S CATHOLIC PRIMARY SCHOOL AND NURSERY

Positive Behaviour policy

Our Mission Statement

"Do everything with love."

(St Paul's first letter to the Corinthians 16:14)

This means that we will...

- *Show our love for Jesus in everything we say and do*
- *Respect everyone by recognising that God made us all different but equally valued.*
- *Strive for excellence and find ways to share, develop and celebrate our talents.*
- *Promote a safe, happy and enjoyable environment.*
- *Actively support our school, parish and the wider community.*

Ratified on

Date _____

Signed _____

Review date _____

'The behaviour of pupils at St Paul's is good.....it is a happy and harmonious place to be'

Ofsted April 2015

Governor's statement of principles

At St Paul's our behaviour policy is underpinned by the gospel values of forgiveness, kindness, tolerance and respect. We have high expectations of behaviour for every child whilst recognising the uniqueness of each individual. We promote positive attitudes to behaviour for learning.

The aims of our approach to positive behaviour are:

- A calm, consistent approach which is understood by the whole school community.
- The understanding that within a climate of inclusion there will be children who need a personalised approach to their specific needs.
- The involvement of children in taking responsibility for their own actions.
- The involvement and support of parents and carers in supporting positive behaviour.
- The shared understanding of what will happen if.....
- To understand that behaviour is a form of communication.

Our expectations

Our expectations for the children are to:

- Be gentle
- Be kind and helpful
- Try our best
- Look after property
- Follow instructions
- Listen to others
- Be truthful

We aim at all times to promote positive behaviour and celebrate children's successes.

Rewards

We believe that by rewarding positive behaviour we create an environment where all are able to learn and reach their full potential. We are committed to ensuring positive messages are sent home regularly.

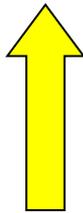
- Verbal and non verbal praise
- Individual class incentives, which foster team work within the class, i.e. marbles in a jar and table points.
- Stickers

- Star of the Week. This is a certificate that is presented to one child per class each week during celebration assembly. Parents are invited to attend this assembly so that they can share in their child's achievement.
- Communication home to share positive behaviour for learning, this will either be a quick phone call home or a brief conversation at the end of the day.
- Golden time - This is a period of time that classes earn each week. There are structured activities that the children can take part in including; art and craft, sports, drama and music.
- Gold star stickers to be presented to one child daily in each class to recognise the children following the 'Golden Rules.'

Zone board.

In addition to the rewards stated above each class has a zone board in the room which has five zones. All the children start the day on the middle rainbow zone and then, according to their behaviour, they can move up or down the zones. The different zones are;

- Star
- Sun
- Rainbow
- White cloud
- Dark cloud



The children will be rewarded by the class teachers if they spend a certain amount of time on the star every week.

Bullying

At St Paul's we have a zero tolerance policy on Bullying and we investigate any allegations thoroughly. For more details on our strategies for dealing with bullying and our adopted definition you can find a copy of our Anti Bullying Policy on our school website or you can request a copy from the school office.

Lunchtimes

If any child is verbally or physically aggressive to either another child or an adult during lunchtimes they will be brought straight in by a Lunchtime supervisor to see a member of the Senior Leadership team who will then decide the sanctions needed. This will be recorded in a blue book in the SLT office.

Behaviour consequences

Step 1: Non verbal and verbal warnings given by adult, a reminder of positive behaviour expected.

Step 2: Move down on the Zone board. When the child demonstrates positive behaviour, he or she may move back up the board. If the child continues they may lose 5-10 minutes of playtime.

Step 3: Blue slip- If a child continues to make poor choices with their behaviour they will have their names and the incident logged on a blue slip. They will then be sent to their prearranged buddy class for an agreed amount of time. The child will be given work to complete and the teachers will monitor for the amount of times that any child gets a Blue slip. At the end of every week the Learning Mentors will log the number of blue slips electronically on the Sleuth programme and parents will be notified if there are any serious concerns.

Step 4: Red slip - If a child does any of the following things they will receive a red slip

- Throwing things in a dangerous manner
- Threatening and intimidating behaviour
- Deliberately causing damage to property
- Physical violence
- Use of inappropriate language or verbal aggression.

When a red slip is issued the child will be internally excluded for a session (either a.m or p.m) and work will be provided by the class teacher for them to complete. The parents will be contacted and an explanation of events that resulted in the red slip will be discussed. The number of red slips will be monitored by the Learning Mentors using the Sleuth computer programme. Individual Behaviour Plans (IBPs) will be drawn up by the Inclusion Leader for those children who have a number of red cards. There will be a time for reflection with the child so that they can understand fully the consequences of their behaviour.

When a child has spent time in another class on a Blue or Red slip it is important that when they return to their class it is a positive new start. The adult who brings the child back to their main class will need to ensure that a member of staff in the class is aware of the child's return and that there is a brief positive hand over. It is crucial that the child understands that they have had the consequences for their behaviour and re-entering their class is a fresh start.

External Exclusions

External exclusions will be used when it is felt that a child's behaviour threatens the safety and well being of themselves or others. The decision on excluding a child comes from either the Head teacher or the Deputy and parents will be contacted immediately. At St Paul's we follow the DfE Guidelines (2012) and the Portsmouth City Council Exclusion Guidelines, a copy can be viewed at the school office. Please see appendixes for a full breakdown of exclusion procedures.

If a child receives three red slips over a period of half a term then an exclusion to another school (within the cluster) will be arranged by the Head of School or Deputy Head of School.

The Role of all members of St Paul's community

We believe it is the role of all those learning and working at St Paul's to maintain high expectations of behaviour and to promote positive behaviour at all times. Everyone in our school community works together to provide an inclusive environment in which positive behaviour can happen.

Prevent strategy

Many of the things we do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy, freedom of speech etc
- Protect children from the risk of radicalisation, for example by using filters on the internet to make sure they cannot access extremist and terrorist material and by vetting visitors who come into school to work with children.

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect.



Appendix A - Exclusion protocol

Behaviour that will lead to fixed term or permanent exclusion.

A child will be sent directly to the Head of School and a fixed term or permanent exclusion will apply in the case of

- Persistent use of inappropriate language
- Violence used against any member of the school community

The Head of School will follow the DFE guidelines (2012) and the Portsmouth City Council Exclusion guidelines and consult with the Executive Headteacher.

If a decision is made by the Head of School to exclude a pupil, the parent must be notified immediately, ideally by telephone followed up by a letter. When the parent needs to be notified in writing depends on when the pupil is excluded:

- Where the pupil is excluded at the end of the afternoon session and the exclusion takes effect from the next school day, notice must be given before the start of that day.
- Where the pupil is excluded in the morning session and the exclusion takes effect from that afternoon, notice must be given before the start of the afternoon session.

A fixed period exclusion may be extended, or converted to a permanent exclusion.

Written notice:

The Head of School must give a written notice to the parents informing them of:

- The precise period and the reasons for the exclusions;
- The parents duties during the first 5 days;
- The parents right to make representation to the Governing Board;
- The person the parent should contact if they wish to make such representation;
- The arrangements made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- If relevant, the school day on which the pupil will be provided with full-time education;
- If relevant, details of an reintegration interview

The Head of School must inform the Governing Board if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange a suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child (LAC) is excluded provision should be in place from the 1st day of exclusion.

Reintegration Interview:

The Head of School or another Senior Leader, will arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises. The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion)

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given.

Informing the Governing Board/LA

Within one school day the Executive Headteacher must inform the Governing Board and the LA of:

- Permanent exclusions
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in any one term
- Exclusions which would result in the pupil missing a public examination

Detailed exclusion reports should be sent to the LA and the Governing Board. Reports should include:

- The pupil's name
- The length of the exclusion
- The reason for the exclusion
- The pupil's age, gender and ethnicity
- Whether the pupil has Special Educational Needs
- Whether the pupil is a Looked After Child
- For fixed period exclusions of more than 5 days, what alternative provision has been put in place for the pupil.