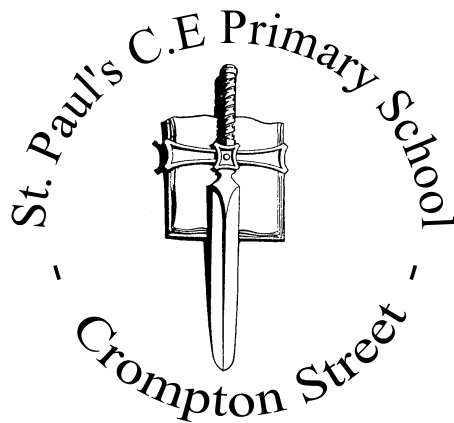


# St Paul's Positive Behaviour, rewards and bullying prevention policy 2023



**Approved by:**

Governors

**Date:** September 2023

**Last reviewed on:**

28/09/2023

**Next review due by:**

September 2024

## **AIMS AND EXPECTATIONS:**

At St Paul's CE Primary school we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. We have a core set of values by which all children are encouraged to work within. These are:

- Friendship
- Forgiveness
- Peace
- Creation
- Thankfulness
- Compassion

By promoting an environment where everyone can live and work together in a supportive way this enables all to reach their full potential, emotionally, socially and intellectually, promoting equality and celebrating difference.

Our core values, are integrated into our curriculum and explore further in themed assemblies and collective worship. In addition to this, our PSHE curriculum and internet safety day are used to reinforce our core values. This ensures bullying awareness is regularly raised.

The primary aim of our behaviour policy is to promote good behaviour. We have an agreed set of golden rules and rewards for positive behaviour. Staff, however, do not ignore unacceptable behaviour, but encourage high expectations, promote good role models and reward pupils according to the school systems to ensure consistency, enabling us to promote positive behaviour in order to consistently make the expectations of acceptable behaviour clear to ensure safety, fairness and equality. The use of Team Teach is as a last resort. The overarching assessment is Praise in Public, Reprimand in Private.

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. It links to C.P., safeguarding, E-safety, Equality Act and PSHE.

### **SEND children**

Our behaviour policy is flexible to allow for a trauma informed approach to be discussed with class teachers, SENDCO and members of SLT as appropriate.

### **Rewards**

To reinforce good work/learning, behaviour and attitude we use:-

- Verbal praise and encouragement
- Raffle tickets in classrooms
- Sticker rewards for lunchtimes
- Dojo points in classrooms
- Stickers in EYFS
- Home reading rewards - prizes
- Pen licenses
- Headteacher awards
- Endeavour awards
- Pupil's work displayed throughout the school

- Children sent to head teacher or subject/Key stage leader to show their work.
- Praise postcards sent home to parents
- Star of the Week certificates shared in Celebration Assembly

### **Bullying intervention**

Bullying is the harming of another person lots of times deliberately and on purpose when someone can't defend themselves. This can include hitting someone, name calling, being deliberately unkind to hurt someone, as well as cyberbullying.

Bullying is reported by adults on an incident report form on CPOMS where the headteacher is able to monitor it. Where bullying is evident stage 4 of the sanctions will be followed as seen in Appendix 2. Parents can report bullying to the class teacher or Headteacher and this will then be recorded on an incident form. Incidents of bullying are then logged in a "bullying log" and reported to Governors on a termly basis. Staff are informed of incidents of bullying at weekly staff briefing sessions. This information will then be used to inform staff training to deal with incidents as well as provide updates to practice in school. PSHE work during curriculum time and assemblies support embedding bullying prevention into the curriculum, as well as incidental lessons where an issue may arise that needs dealing with. Specific forms of bullying such as race, SEN, sexual orientation, cyberbullying and home circumstances are dealt with sensitively through this programme with specific lessons and whole school assemblies planned for these areas.

### **What happens if bullying is suspected?**

Pupils should report any incident which makes them feel uncomfortable to a member of staff. This will then be recorded either in a lunchtime playtime book or logged on the CPOMS system by an adult within school. Incident forms/CPOMS logs are then seen by KS leader, Deputy Head and Headteacher for monitoring. All records are recorded against a child's name and patterns of behaviour or incidences against a child are monitored by SLT/HT. Where bullying is suspected an investigation will be undertaken.

Pupils can report bullying by ensuring they speak to an adult. Parents should also report any behaviours they feel may be having a detrimental effect on their child to either the child's Class Teacher or Headteacher.

Where bullying or inappropriate behaviour towards another child is highlighted or suspected teaching staff, support staff and Mid-Day Supervisors will be made aware during weekly briefing sessions and direct conversations with teachers.

Where issues do arise adhoc PSHE sessions related to the incidences will be undertaken to raise awareness of the issues and resolutions.

If pupils are worried about another child or suspect bullying of another child they should report it to an adult in school, whether or not, the child concerned has reported it or not.

Where deemed appropriate, especially when bullying has taken place, parents will be contacted to inform them of the processes in place to support their child. The parents of the child bullying will be contacted to make them aware of the circumstances behind the bullying. Both children will be offered support and time with a named member of staff to help them deal with the emotional response to being bullied or being deemed a bully. Following the incident, work through PHSCE and assemblies with the whole class and school will be undertaken by the class teacher and Headteacher.

## **Trips**

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip consistently demonstrates that their behaviour on the trip would risk the safety and well-being of themselves or other children, they will not be accepted on the trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which may ultimately be a health and safety risk for themselves or others on the trip. This includes residential visits where should pupils not be allowed to attend due to behaviour, refunds of contributions will not be made.

## **In-school rewards and treats**

In-school rewards and treats, such as Christmas parties may also be removed if a child's behaviour is deemed inappropriate.

## **Representing the school**

Where a child's behaviour is not in line with school expectations and children have reached stage 4 of the plan children will not be allowed to represent the school in either in-school or out of school events.

## **Suspension and Exclusion**

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

When a pupil has reached Stage 5 or Stage 6 on Appendix 5 below, suspension and exclusion will be considered.

## **Monitoring and Review**

- Staff, governor, parent and pupil voice through consultation.
- CPOMS data to inform of patterns and causes of bullying incidents to allow for prevention.
- A reduction in incidences of bullying/inappropriate behaviour will reflect a positive response. Where incidences begin to increase the strategies in place will be considered for re-design.

This policy will be reviewed annually through consultation with parents, pupils and Governors.

All staff have responsibility for bullying prevention.

The named Governor is Kath Jackson.

## **Review**

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

## **Appendix 1**

### **All Staff will:**

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen, are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Complete behaviour logs (CPOMs) when necessary
- Ensure the pupils in their class know the golden rules, playground rules and system of rewards and sanctions
- Inform parents about their child's welfare or behaviour and, where necessary, work with parents to support improvement.
- Be aware of and understand their rights and responsibilities (see Appendix II)

### **Pupils will:**

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Follow the school rules
- Resolve disputes positively
- Value and take responsibility and care for the environment
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

### **Parents, Carers and Families will:**

- Support the school in following the behaviour policy
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they wish to discuss their child's behaviour or any elements of the policy.
- Be aware of and understand their rights and responsibilities (see Appendix II)

### **The Governing Body will:**

- Support the school in the implementation of the policy
- Review the effectiveness of the policy

### **Monitoring and Evaluating**

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of behaviour incidents – CPOMs, reflection book, class and headteachers records.

## **Appendix 2**

### **Rights and Responsibilities linked to RRSA**

#### **CHILDREN .....**

- Have the right to live in peace and safety
- Have the right to fair treatment
- Are individuals and have the right to take pride in that individuality
- Have the right to be free from unusual or degrading treatment
- Have the right to be free from bullying
- Have the right to tell an adult if someone makes them unhappy
- Have the right to say 'NO!' firmly to inappropriate demands
- Have the right to protect themselves by walking or turning away from a threatening person or incident in order to seek help
- Have the right to be taught in a non-threatening, stimulating environment, where each individual can prosper and grow in knowledge and understanding

#### **ADULTS .....**

- Have the right to expect that children will keep to the above values
- Have the right to expect that children will not 'steal time' from each other, or the class teacher, during lesson times
- Have the right to expect a high level of respect from children, both to each other and to teachers and other adults in school
- Have the right to expect that children will respond positively to a creative and stimulating classroom environment
- Have a right to expect children to treat the school, its resources and its surroundings in a respectful way, therefore, preserving that environment for future pupils.

**With each of these rights comes a responsibility on all children and staff**

#### **CHILDREN'S RESPONSIBILITIES ARE:**

- To work to the best of their abilities, and allow others to do the same
- To treat everyone with respect e.g. be polite and well mannered
- To follow/obey the instructions (school rules) of all the school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults
- To respect the feelings and views of others
- To develop self-control

#### **STAFF RESPONSIBILITIES ARE:**

- To make clear our expectations of good behaviour and the consequences of inappropriate behaviour
- To praise good attitude, effort and behaviour
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant (calm, caring) and stimulating environment, physically and emotionally
- To use rewards and sanctions clearly and consistently
- To be a good role model

- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is an individual
- To be aware of a child's individual needs
- To offer a framework for social education

### **Appendix 3**

#### **COVID-19**

- Where appropriate, clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.
- Staff model social distancing consistently Between adults; adults and pupils (where possible); and between bubbles.
- The movement of pupils around the school is minimised.
- Unnecessary large gatherings that are not in appropriate, well-ventilated areas are avoided.
- Break times and lunch times are staggered and structured to support maintenance of bubbles and social distancing where appropriate and are closely supervised.
- The school's behaviour policy has been revised to include Supportive inclusive guidance, trauma informed compliance with social distancing communicated to staff, pupils and parents. - and reinforced regularly
- Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.
- Messages to parents reinforce the importance of social distancing.
- Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.
- Consistently impose sanctions when rules are broken, in line with the behaviour policy, as well as positively reinforcing well-executed rules through encouragement and rewards.
- All pupils and staff understand this is now part of how school operates.
  - Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

## **Appendix 4**

**Searching, screening and confiscation** is conducted in line with the DfE's latest guidance on [Searching, screening and confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Headteachers and the staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify in the Behaviour Policy as an item which may be searched for.

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

**Prohibited items are:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

See Searching, Screening and Confiscation Policy for full details.



**Everyday....**

**Praise in Public, Reprimand in Private**

All children will be greeted at the door (lockers in Y5/6), by name, on coming into class morning, breaks and after lunch.

Meet, greet, connect, correct and direct at the door.

Power of 3 instructions

Meet positively.

Are you OK?

Thank you!

Firm, Fair, Friendly, Fascinating

Non-verbal signs for pencil down, look at me, thumbs up,

1 Stop, 2 everything down, 3 look at me with verbal prompts

Asking children to give the rule... what is the rule for....?

Keep it clear, short and visual, using names

Be where your feet are

Greet, acknowledge on task and return to check

Up and about in the classroom.

Position yourself in the classroom and check your shoulder

Body language – love what you do and do what you love....and smile

Scan, Move, Interact, Learn, Encourage

Playground positive behaviour

Talk and eat in dining hall

3 positive postcards home a week

Attainment, behaviour, commitment

Think, pair, share

Group, pair, solo, Ask 3 before me

6Bs, Brain, book, board, bits and bobs, buddy, boss

TEAM – Together everyone achieves more

<b>Appendix 5</b>			
<b>Stage of behaviour</b>	<b>Examples</b>	<b>Possible Sanctions</b>	<b>Comments</b>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>- Interrupting</li> <li>- Shouting out</li> <li>- Distracting others</li> <li>- Ignoring instructions</li> <li>- Silly noises</li> <li>- Pushing in line</li> <li>- Answering back to an adult</li> <li>- Throwing objects</li> </ul>	<p>Verbal reminder – Are you OK? Instruction, thank you.....</p> <p>Warning with choice/ consequence of moving down the behaviour chart.</p> <p>Moved to reminder and/or warning on behaviour chart.</p> <p>After 2 occasions in a day move to stage 2</p> <p>Change of seating/ Time out of classroom</p>	<p><b><u>Praise in Public, Reprimand in Private</u></b></p> <p>Praise positively with instruction and praise. Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving.</p> <p>What a great class this is! Thank you. What should you be doing? Countdown time to give children warning.</p> <p>Give children choice for what they should be doing with clear consequence for what will happen next.</p>
<b>Stage 2</b>	<p><b>Persistent stage 1 behaviour</b> <i>Behaviours that begin at Stage 2:</i></p> <ul style="list-style-type: none"> <li>- Affecting other pupil's learning</li> <li>- Inappropriate remarks ie swearing, name calling</li> <li>- Damaging school's/pupil's property</li> <li>- Leaving class without permission</li> <li>- Lashing out – hitting/kicking during a game</li> </ul>	<p>Loss of playtime and time in reflection at playtime/lunchtime</p> <p>Reflection sheet completed linking to self-regulation and Christian Values</p>	<p>Children's names will not be placed on the red zone of the behaviour chart – but children will discreetly be told that they have a reflection at playtime.</p> <p>Incidents to be recorded on CPOMs.</p> <p>Children with more than 3 occasions on CPOMs with no improvement will miss class treat at the end of the half term.</p> <p>Parents informed by a letter home if children are in the reflection 3 or more times during a half term</p>
<b>Stage 3</b>	<p><b>Persistent stage 2 behaviour</b> <i>Behaviours that instantly begin at Stage 3:</i></p> <ul style="list-style-type: none"> <li>- Throwing objects with intent to harm</li> </ul>	<p>Sent to the Headteacher/Senior Leader</p> <p>Telephone call to</p>	<p>-Situation to be monitored by teachers and Headteacher</p>

	<ul style="list-style-type: none"> <li>- Repeated refusal to follow tasks</li> <li>- Stealing</li> <li>- Offensive remarks to children</li> <li>- Homophobic language use as an attempt to insult or upset others.</li> <li>- Verbal abuse to an adult in school</li> <li>- Racism</li> </ul>	<p>inform parents</p> <p>Loss of playtimes /lunchtimes</p>	
<b>Stage 4</b>	<p><b>Persistent stage 3 behaviour</b> <i>Behaviours that instantly begin at Stage 4:</i></p> <ul style="list-style-type: none"> <li>- Bullying</li> <li>- Fighting with intent to harm</li> <li>- Violence</li> <li>- Very serious challenge to authority</li> <li>- Leaving school without permission</li> </ul>	<p>Headteacher informed</p> <p>Meeting with parents</p> <p>Loss of playtimes and ban on representing the school and/or trips outside school.</p> <p>Loss of treats in school.</p> <p>May need to work outside class under adult supervision for a fixed period of time.</p>	Situation to be monitored by class teacher, Key Stage Leader and Headteacher
<b>Stage 5</b>	<p><b>Persistent stage 4 behaviour</b> <i>Behaviours that instantly begin at Stage 5:</i></p> <ul style="list-style-type: none"> <li>- Persistent verbal abuse to a member of staff</li> <li>- Physical abuse to any member of staff/adult</li> <li>- Malicious physical assault on another pupil requiring medical attention</li> </ul>	<p>Headteacher informed</p> <p>Meeting with parents</p> <p>Suspension for a fixed term</p>	When this stage is entered an off-site direction and managed move will be considered to another school.

<b>Stage 6</b>	<b>Repeated stage 5 behaviour</b>	Governor disciplinary sub-committee convened.  Permanent exclusion from school	
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