

*'Shine like stars in the world.'*  
*Philippians 2:15*



## **St Paul's CE Primary School**

### **Behaviour and Discipline Policy**

#### **Our Vision**

Our school is one family, united in love and deeply rooted in our Christian values, where together on life's journey we flourish, striving for excellence in all that we do. Inspired by the transformation of St Paul, and enlightened by the glory of God, we will shine like stars to make the world a better place.

#### **Our Core Values**

*Love, Forgiveness, Faith, Friendship, Hope and Peace.*

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BEHAVIOUR POLICY**

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At St. Paul's School, we believe that learning best takes place in a well-disciplined, caring and respectful environment. We therefore have high expectations of the children and of their behaviour. We expect the children to respect all adults in school and in the local community. All adults within the school have a responsibility to maintain good discipline. As part of a child's all-round learning process, we encourage them to become increasingly independent in resolving conflicts together, through discussion and reasoning.

**Rewards**

Children who demonstrate good standards of behaviour and discipline are rewarded through a system of praise. This may be verbal praise, rewards, stickers, stamps or house points from the staff.

The above reward system is also combined with highlighting effort and attainment in work.

In order to create a positive working environment as a staff we will:

1. Have concern for the Christian nurture of our children and for their growing maturity and self-esteem.
2. Have high expectations of standards of work and behaviour from all pupils and recognise and praise good practice.
3. Show respect to and expect to receive respect from our pupils
4. Arrive before the class and begin on time.
5. Work to extend and motivate all pupils.
6. Insist on good standards of school uniform and appearance.
7. Match the work to the children's needs.
8. Encourage a good work ethic by use of (6) and good classroom management to ensure continuity of pupil involvement
9. Accompany classes when they are moving between buildings.

<b>Sanction Level 1 Unacceptable behaviour in the classroom or in the playground at break times, to be dealt with by all staff</b>	<b>Sanction Level 2 Unacceptable behaviour in the classroom or in the playground at break times, to be dealt with by all staff</b>	<b>Sanction Level 3 Unacceptable behaviour in the classroom or in the playground at break times, dealt with by Senior Leadership Team</b>	<b>Sanction Level 4 Unacceptable behaviour in the classroom or in the playground at break times, dealt with by Senior Leadership Team</b>
<p><i>Low level disruption may include:</i></p> <p>Bad manners, talking out of turn, moving out of seat, fiddling and fidgeting, constant talking, not complying with the class rules, showing disrespect, deliberately coughing and /or spitting or touching others.</p> <p><i>If repeated move to L2</i></p>	<p><i>Higher level disruption may include:</i></p> <p>Attention seeking, swearing, lying, deliberately winding someone up, name calling, kicking furniture, refusal to start or complete work</p> <p><i>If persistent move to L3</i></p>	<p><i>High level behaviour or confrontation may include:</i></p> <p>Insolence, refusal to accept punishments, complete defiance/ refusal to co- operate, swearing, making racist/sexist or any derogatory comments or sexualised behaviour</p> <p><i>If persistent move to L4</i></p>	<p><i>Major aggressive behaviour may include:</i></p> <p>Persistent actions from Level 3, throwing or threatening to throw furniture, assault on staff or violent assault (physical or verbal) on another child, vandalism</p>

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<b>Sanction Level 1 Unacceptable behaviour in the classroom or in the playground at break times, to be dealt with by all staff</b>	<b>Sanction Level 2 Unacceptable behaviour in the classroom or in the playground at break times, to be dealt with by all staff</b>	<b>Sanction Level 3 Unacceptable behaviour in the classroom or in the playground at break times, dealt with by Senior Leadership Team</b>	<b>Sanction Level 4 Unacceptable behaviour in the classroom or in the playground at break times, dealt with by Senior Leadership Team</b>
<p><i>Sanctions may include:</i></p> <p>Give the child the look!</p> <p>Give time for the child to calm down</p> <p>Reminder of appropriate behaviour, in accordance with the class rules and values</p> <p>Ignore the behaviour and speak to the child at break</p> <p>Write the child's name on the board</p> <p>Re-positioning within the group/classroom</p> <p>Time out area at lunchtime (Vinnie's Garden).</p>	<p><i>Sanctions may include:</i></p> <p>Verbal reprimand</p> <p>Withdrawal of privileges</p> <p>Give time for the child to calm down</p> <p>Restriction of freedom at playtimes and lunchtimes</p> <p>Extra work or repeating unsatisfactory work</p> <p>Time out in another part of the classroom</p> <p>Send to parallel class</p> <p>Send to another class</p> <p>Extra physical activity such as walking around the playground or field</p> <p>Verbal or written apology</p> <p>Have to reflect on the consequences of their behaviour with a Phase Leader or senior member of staff</p>	<p><i>Sanctions may include:</i></p> <p>Give time for the child to calm down</p> <p>Meet with senior member of staff</p> <p>Time out with senior member of staff for the remainder of the session</p> <p>Withdrawal of privileges e.g. the loss of a prized responsibility, not being able to participate in a non-uniform day, an out of school visit or an event</p> <p>Letter of apology/miss breaks</p> <p>School based community service e.g. litter picking, weeding, tidying, clearing up the dining hall</p> <p>Speak to parent</p> <p>Incident form completed and shared with SLT</p>	<p><i>Sanctions may include:</i></p> <p>Either remove the class from the area or Senior staff members to remove the child</p> <p>Give time for the child to calm down</p> <p>Once calm, discuss consequences</p> <p>Complete incident form</p> <p>Decision made for an internal or external exclusion</p> <p>Follow up support given, if needed</p> <p>Report card – regularly reporting to SLT</p>
<p>Dealt with by class teacher and TA</p>	<p>Record on CPOMs incident and actions.</p> <p>Share incident with SLT</p>	<p>Parents informed by SLT, incident recorded and logged on CPOMs.</p> <p>Actions to be recorded and impact of actions.</p>	<p>Parents informed by phone and/or a meeting</p>

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**Behaviour at lunchtimes**

Lunchtime sessions are covered by our Lunchtime Supervisors. They ensure that the children have a safe and happy lunchtime, both when eating lunch and when playing outside. These members of staff are responsible for the safety and welfare of children during lunchtimes. Positive relationships with the children are developed through engagement, encouragement and mutual respect. The following sanctions are age appropriate and follow a similar process to the levels stated above.

<b>Sanction Level 1 Unacceptable behaviour in the in the outside areas and dining hall, to be dealt with by lunchtime supervisors</b>	<b>Sanction Level 2 Unacceptable behaviour in the outside areas and dining hall, to be dealt with by lunchtime supervisors and Senior supervisor</b>	<b>Sanction Level 3 Unacceptable behaviour in the playground, dealt with by Senior Leadership Team</b>	<b>Sanction Level 4 Unacceptable behaviour in the playground, dealt with by Senior Leadership Team</b>
<p><i>Low level disruption may include:</i></p> <p>Bad manners, talking out of turn, moving out of seat, constant talking or shouting, not complying with the school rules, showing disrespect, swearing, deliberately coughing and /or spitting or touching others.</p> <p>If repeated move to L2</p>	<p><i>Higher level disruption may include:</i></p> <p>Attention seeking, lying, deliberately winding someone up, swearing at someone, name calling, wilfully kicking playtime equipment, throwing food, refusal to comply with requests</p> <p>If persistent move to L3</p>	<p><i>High level misbehaviour or confrontation may include:</i></p> <p>Insolence, refusal to accept instructions or consequences, complete defiance/refusal to co-operate, swearing, wilful damage to property, fighting, making racist/sexist or any derogatory comments or sexualized behaviour</p> <p>If persistent move to L4</p>	<p><i>Major aggressive behaviour may include:</i></p> <p>Persistent actions from Level 3, throwing or threatening to throw equipment, assault on staff or another child, vandalism.</p>
<p><i>Sanctions may include:</i></p> <p>Reminder of appropriate behaviour, in accordance with the school rules and values</p> <p>Time out area at lunchtime – Vinnie's garden.</p>	<p><i>Sanctions may include:</i></p> <p>Verbal reprimand</p> <p>Withdrawal of playtime or venue privileges</p> <p>Time out in Quadrangle with staff supervision.</p> <p>Give time for the child to calm down</p> <p>Send to another lunchtime supervisor</p> <p>Extra physical activity such as walking around the playground or field</p> <p>Verbal apology</p>	<p><i>Sanctions may include:</i></p> <p>Meet with senior member of staff</p> <p>Time out with senior member of staff for the remainder of the session or part of the next one</p> <p>Give time for the child to calm down</p> <p>Withdrawal of privileges e.g. the loss of a prized responsibility, not being able to participate in a non-uniform day, an out of school visit or an event</p>	<p><i>Sanctions may include:</i></p> <p>Either remove the class from the area or Senior staff members to remove the child</p> <p>Once calm, discuss consequences</p> <p>Decision made for an internal or external exclusion</p> <p>Complete incident form</p> <p>Report card – regularly reporting to SLT</p>

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	Have to reflect on the consequences of their behaviour with the class teacher	Miss breaks School based community service e.g. litter picking, weeding, tidying, clearing up the dining hall  Speak to parent  Incident form completed	
Dealt with by lunchtime supervisors	Class teacher will be informed	Parents informed, incident recorded and logged on CPOMs	Parents informed by phone and/or a meeting.  Follow up support, if needed

**Note:** For pupils with Special Educational Needs, discussion with the SLT and SENDCO is essential. An individual behaviour plan may need to be created.

In the unlikely event of children needing to be excluded for a fixed period or excluded permanently, such decisions are the responsibility of the Executive Headteacher or Head of School, in her absence. The Executive Headteacher would report such matters immediately to the Chair of Governors and to the governing body at their next meeting.

We believe that discipline should be a joint responsibility and prefer to work in partnership with parents, if there is a persistent problem. We will contact parents if we are concerned about persisting behaviour difficulties.

In extreme situations where a pupil is at risk of:

- *Injuring self or others*
- *Committing a criminal offence (including behaving in a way that would be a criminal offence if the pupils were not under the age of criminal responsibility)*
- *Causing damage or*
- *Engaging in behaviour prejudicial to maintaining good order,*

Staff may use 'reasonable force' to resolve a situation, in accordance with the Government document; *Use of Reasonable Force in schools*.

Reasonable force may include:

- *Physically interposing between pupils*
- *Blocking a pupil's path*
- *Holding*
- *Leading a pupil by the hand or arm*
- *Shepherding a pupil away by placing a hand in the centre of the back*
- *(In extreme circumstances) using more restrictive (Approach trained) holds, only if trained to do so*

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These restrictive measures will only be used in exceptional circumstances and parents will be informed of any serious incident involving their child.

**Bullying in all forms, including cyber bullying, prejudice-based and discriminatory bullying**

At St. Paul's we aim to build a school community where children live and work alongside each other, respectfully. However, we are aware that bullying takes place in all schools. As part of our PSHE lessons, we give children a clear understanding of what bullying is and the forms that it takes, at an age-appropriate level. We engage with national projects such as Anti-Bullying Week and we give children the tools to report bullying through staff members, knowing that it will be dealt with effectively. We have clear procedures outlined in our Anti-Bullying policy to manage bullying. Please refer to this policy for further details.

Reviewed by Clare Cresswell	Autumn Term 2022		
Approved by:	Full Governing Body		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	Autumn Term 2023		