

**Compassion-Perseverance-Wisdom-Forgiveness-Courage and Friendship.**

**St Paul' and All Hallows' Infant and Junior Schools - BEHAVIOUR POLICY**

We are a Christian community, united in love, where every individual grows in wisdom, builds deep friendships and practises true forgiveness. We Challenge ourselves in all that we do so that we each can flourish and become the person God is calling us to be.

**Reviewed Annually: September 2022 - SLT**

**Our main focus remains on achievement for all and ensuring children have a rich experience of academic excellence, self- discipline and resilience reflected in a distinctive Christian ethos.**

**This policy will be monitored regularly and reviewed at least annually as part of the school's cycle of monitoring and through regular learning walks and observations.**

This policy should be read in conjunction with other relevant school policies.

**The Policy aims to:**

- Ensure the safety and well-being of all members of the school community including online;
- Be positive, with an emphasis upon praise when the appropriate behaviour is achieved;
- Include all members of the school community in the process of promoting appropriate behaviour;
- Identify clear expectations that are easy for everyone to follow;
- Ensure equal access for all children to a purposeful learning environment and fair treatment in all aspects of school life.

**Positive behaviour is encouraged through:**

- Praise and a special mention of good behaviour given to children in celebration assemblies,
- Use of various levels of rewards and consequences,
- Positive feedback to classes through the School Parliament,
- Communication with home,
- Use The LDBS RE curriculum, The Big Think resources, Collective Worship and other assemblies, our Vision and Values and other PSHE/ RSE materials,
- In 'Circle Time' activities where appropriate behaviour is explored and discussed,

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- Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, class targets),
- Projects with external agencies, e.g. within a class, group or individually,
- Dealing with incidents individually and providing children with opportunities to have a fresh start wherever possible.
- SPAH Parliament help promote friendship and respect in our school.

**Rewards**

- “Stay on Green” Reward system in each class
- House Points
- Praise by staff and parents
- Praise by senior members of staff
- Whole-school recognition of Achievement and Behaviour. This will be praise in achievement/ values assemblies, a special mention will be given to pupils that continuously behave in accordance to the St Paul’s and All Hallows’ Vision and Values. Praise using the class’ own behaviour/rewards system.

**St Paul’s and All Hallows’ Vision and Values**

We are committed to maintaining an atmosphere and environment where children feel secure, happy and motivated to learn and where there is a sense of belonging and mutual respect deeply rooted in our Christian Ethos. Appropriate behaviour is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem. All of the school community can achieve this by adhering to the ‘St Paul’s and All Hallows’ Vision and Values’. Members of the school community are: children, staff, governors, parents and visitors.

At the beginning of the school year each class will discuss the ‘St Paul’s and All Hallows’ Vision and Values’ so that the children are clear about what it means and what it means to be a member of a CoE Faith School. It may be used as a basis for RE lessons, Collective Worship, circle time activities, Personal Social Health & Education lessons (including The Big think sessions) etc.

**The Rights, Responsibilities and Expectations of the School Community**

**Staff and Governors have a responsibility to:**

- Praise good behaviour and work
- Be consistent and fair

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- Actively promote the St Paul's and All Hallows' Vision and Values at all times
- Take an interest in welfare of the pupils
- Keep pupils safe online
- Support colleagues across the school in the management of behaviour
- Actively deal with behavioural issues whenever and wherever they occur
- Involve and communicate with parents

**Children have a responsibility to:**

- Actively follow and promote the St Paul's and All Hallows' Vision and Values at all times
- Treat all members of the school community with courtesy and respect
- Take responsibility for their own behaviour and an active role in resolving issues
- Tell adults if they (or others) are upset or have a problem
- Behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school
- Treat living things with care
- Try their best
- Take responsibility for personal possessions
- Be a good role model

**Parents have a responsibility to:**

- Support the school's behaviour policy
- Ensure their child's regular attendance and punctuality
- Work together with the school regarding discipline and management of behaviour
- Communicate to the school anything which may affect their child's behaviour
- Show courtesy and respect to all members of the school community
- Be a good role model
- Praise good behaviour

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**Dealing with unacceptable behaviour:**

The following levels are considered to be examples of unacceptable behaviour. The Executive Headteacher reserves the right to use consequences as she sees fit, without following the order as stated below, depending on the severity of the behaviour.

**At St Paul's and All Hallows' there are four levels of seriousness:**

Level 1	Level 2	Level 3	Level 4
Ignoring the St Paul's and All Hallows' Vision and Values	Persistent Level 1 misbehaviour	Persistent Level 2 misbehaviour	Persistent Level 3 misbehaviour
Pushing in	Frequent distraction	Continuous disruption impacting on learning/ our Vision and Values	Bullying
Interrupting an adult	Rudeness	Blatant dishonesty (to cover the truth intentionally)	Verbal abuse at an adult
Spoiling others' games	Persistent lying	Fighting	Dangerous refusal to follow instructions that jeopardises Health and safety
Avoiding work/wasting time	Refusal to follow instructions	Verbal abuse towards another person (persistent rudeness)	Sexual harassment or abuse.
Inappropriate noise	Throwing/kicking an object around the classroom/playground inappropriately	Disrespecting an adult/visitor	Spitting at someone
Running inside school	Graffiti- intentional damage to school property	Using swear words/gestures to offend someone	Persistent swearing /gesturing at someone (even after adult intervention)
Being argumentative	Retaliation- fighting back (verbally)	Hurting someone	Throwing an object with intent
Teasing, name calling (apart from bullying/racist comments)		Intimidation- anti-social behaviour, aimed at specific individuals.	Vandalism
Distracting others			Violent physical attack (whether provoked or not. Physical attacks on staff)
Cheekiness- not blatantly rude			Serious physical retaliation

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Frequent play fighting/aggressive play			Leaving school without permission
Lying			Racial, social, cultural, homophobic or religious abuse
Lack of co-operation			Stealing
Unwanted physical contact			
Frequently leaving class without permission			

- It is not always easy to categorise behaviours within the specific context of the different levels, therefore this table is intended as a guide.
- We recognise that every child is different and therefore our policy is implemented in order to meet individual needs; this may include choosing to ignore some low-level inappropriate behaviour and the application of different strategies, as outlined in an Individual Behaviour/ Learning Support / Pastoral Support Plan.
- The policy will be applied with due consideration for the child’s age and stage of development.
- Persistent incidents of behaviour within the **Level 1** category will trigger a **Level 2** consequence.
- Persistent incidents of behaviour within the **Level 2** category will trigger a **Level 3** consequence.
- Persistent incidents of behaviour within the **Level 3** category will trigger a **Level 3** consequence.
- The Leadership team will be informed of Level 3 incidents.
- The Headship team will be informed of Level 4 incidents.

**Consequences of unacceptable behaviour: All actions in bold must be adhered to**

<b>Sanction Level 1 – Unacceptable behaviour dealt with by all staff</b>	<b>Sanction Level 2 – Unacceptable behaviour dealt with by all staff</b>	<b>Sanction Level 3 – Unacceptable behaviour dealt with by Senior Leadership Team / SEN Specialist</b>	<b>Sanction Level 4 – Unacceptable behaviour dealt with by Headship Team (HT, DHT, AHT)</b>
<ul style="list-style-type: none"> <li>• Reminder of the St Paul’s and All Hallows’ Vision and Values or Behaviour Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed by class teacher.</li> <li>• If parent is not accessible on that day letter must go home with the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed by Senior Leader and handed an incident letter. If parent is not accessible on that letter must go home with child and</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call and incident letter given to parents (copy kept on file and urgent meeting with parents arranged)</li> <li>• Incident recorded in class file</li> </ul>

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	<ul style="list-style-type: none"> <li>Incident recorded in class file.</li> </ul>	<p>the parent must confirm receipt by filling in the reply slip.</p> <ul style="list-style-type: none"> <li>Incident recorded in class file and letter sent to parent in file.</li> </ul>	
<p><b>Examples of sanctions</b></p> <ul style="list-style-type: none"> <li>Finishing work at break time / at home</li> <li>Positive re-direction, highlighting the good examples of others</li> <li>Be spoken to about the consequences of their behaviour by a member of staff</li> <li>Re-positioning within the group / classroom</li> <li>Time out in classroom</li> <li>Time out area at lunchtimes</li> </ul>	<p><b>Examples of sanctions</b></p> <ul style="list-style-type: none"> <li>Time out in another class for the rest of the session and to complete class work – Phase Leader classroom.</li> <li>Exclusion from after school activities if receiving Level 2s regularly.</li> <li>Have to reflect on the consequences of their behaviour with a senior member of staff</li> </ul>	<p><b>Examples of sanctions</b></p> <ul style="list-style-type: none"> <li>Time out with Senior Leader for rest of the session and to complete class work – Phase Leader Classroom.</li> <li>Exclusion from after school activities if receiving Level 3s regularly.</li> <li>Have to reflect on the consequences of their behaviour with a senior leader.</li> <li>Miss a playtime / lunch break.</li> <li>Regular Home-school communication book monitoring <b>pupil's work and behaviour.</b></li> </ul>	<p><b>Examples of sanctions</b></p> <ul style="list-style-type: none"> <li>To miss more playtimes that week and where appropriate work in another class for the rest of day or in Head's/ Deputy/Assistant Heads office.</li> <li>Be spoken to by the Headship Team and parents together.</li> <li>Individual behaviour plan devised between pupil, parent and teacher with specific targets and time scale.</li> <li>Regular <b>monitoring of behaviour by Headship team.</b></li> </ul>

**Exceptional Circumstances**

In the event of **extreme behaviour** where:

- the child puts others' safety at risk,
- the child puts his or her own safety at risk,
- school property is seriously or repeatedly damaged,
- there is persistent breach of the Behaviour Policy,

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there may be no option but to impose a **Fixed Term** or **Permanent Exclusion**. Any child considered to be at risk of exclusion will be subject to a **Behaviour Support Plan** formulated by our Inclusion team and parents, by positively supporting the child to manage their behaviour difficulties so that they are able to achieve success with clear expectations and regular reviews of progress.

**Bullying**

Bullying is considered to be extremely serious and is treated with zero tolerance. All staff who become aware of an allegation of bullying must refer to the school's Anti-bullying Statement & Policy.

**Racism**

In addition to the sanctions contained within this policy, all incidents of perceived racism must be reported to the Executive Headteacher who will inform the appropriate authority as stipulated by the London Borough of Enfield. For further information the school's Race and school's Single Equalities Policy.

**Adult Expectations**

We work in close partnership with all parents. However, we will not accept rudeness towards staff at the school. If the situation persists the parent maybe banned from entering the school grounds. There may be circumstances where this comes into immediate effect, at the discretion of the Executive Headteacher.