



**St Paul's C of E (VC) Junior School**  
*Promoting, Valuing and Celebrating Achievement in a  
 Christian Setting*



**Policy for Promoting Positive Behaviour and Self Esteem**

Status	Date
Staff	December 2015
Children	December 2015
FGB	January 2016
Revision Due	November 2017

This policy is written with reference to the Christian Foundation of the school

**“Good behaviour and discipline in schools are essential to successful teaching and learning”**

DFE Circular 8/94

**Rationale**

At St Paul's C of E (VC) Junior School we work within an inclusive, Christian environment promoting our Christian values of Respect, Encouragement, Friendship, Love, Equality, Compassion and Trust.. These are firmly embedded in all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. Our school aims to develop and adhere to socially acceptable and thoughtful behaviour in all our children and staff, as well as accepting responsibility for their own actions. We strongly promote a caring and supportive community, in which effective learning can take place, where there is proper concern for the environment and mutual respect for all.

**Aims and Objectives**

The purpose of this policy is to ensure that there is a clear code of conduct understood and used by all adults and children at St Paul's C of E (VC) Junior School. Our policy aims to maintain the school's Christian ethos by praising and rewarding good conduct and reducing conflict.

The Staff and Governors wish to promote positive behaviour and self-esteem through clearly defined guidance of what is acceptable and unacceptable. This will be achieved by implementing a planned programme incorporating Circle Time, Golden Rules and Golden Time throughout the school.

To interact effectively our children need to be able to:

- Develop a range of communication skills
- Have the ability to respond and adapt
- Be able to respect and tolerate differences
- Have an acute awareness of socially acceptable behaviour
- Gain a clear understanding of consequence

We will continue to address the concerns of children and staff relating to behaviour through Circle Time and Staff Meetings.

As a school and in collaboration with the children, we have created and implemented our school Golden Rules:

- **Show kindness** through your choice of words and deeds
- **Try your best** and be proud of your achievements
- **Always be honest** and take responsibility for your actions
- **Respect all property** and the environment
- **Smile and be polite** to others

("Golden Rules" are re-introduced during whole school Worship after each holiday.)

### **Promoting Good Behaviour**

#### **Rewards**

The Head and staff at St Paul's Junior School recognise that by adopting a positive approach, giving the children a secure and caring setting and by having high expectations, we can provide the kind of environment that promotes good behaviour. We think it is important to recognise effort and hard work and reward good behaviour. Therefore, within our school, the following rewards are used:

1. **Praise** - this can be given anywhere, by any member of staff. It is perhaps the most frequently used reward and is given for work, effort and behaviour.
2. **Display of children's work** - This is another 'reward' which we often use. It rewards both good work and effort. With limited display space, the children recognise that to have a piece of their work displayed it must be of a high personal standard. This often acts as a form of motivation for future pieces of work.
3. **"Thank You" Stickers** - These stickers are given out by the office staff, to any child who has helped or assisted them in some way.
4. **"Star of the Week"** - When a child behaves in a manner which warrants significant recognition, the child is awarded a "Star of the Week" sticker, during Friday assembly, presented by the class teacher / TA.
5. **House points** – These are used to reward good work, either from individuals or groups of children. House points are identified by team colours, which are added up weekly and displayed in the Hall. At the end of each half term, the "House" with the most collected points celebrates by all its members wearing non-school uniform for a day.
6. **"WOW Work" cards** – These are to record exceptional, personal effort in pupil's work. Whenever teachers / TAs perceive considerable personal effort from the child in a piece of work, they will identify it using a **W** in a circle (signifying "WOW"). It is the child's responsibility to tick the marked **W**, then record the date of the piece of work on their "WOW Work" card. When the card is filled, the child then receives a certificate to take home plus their next blank card. The certificates are colour coded to signify progression over the year (Red – Yellow – Green – Blue – Purple). Children who have received a WOW certificate during the week will be asked to stand up during celebration worship. Any child who completes their Purple Card will receive a "sleeve badge" celebrating their year's achievement.
7. **"Well Done" Certificates** - We want to reward consistent effort towards work. When a child has worked hard all week/improved in his/her work, they may be asked to sit on the "Well Done Bench" during our celebration assembly on Fridays. They will be

able to share their work with the whole school and will be presented with a special “Well Done” certificate by the Headteacher.

8. “Head Teacher’s Award” Stickers - Sometimes we feel that a child has produced an exceptionally good piece of work. The child is then sent with his/her piece of work to show the Headteacher what they have achieved. In recognition of this, the child is given a sticker to wear and show his/her parents.
9. Whole Class Rewards - These are used by individual teachers to encourage the whole class to work together, thereby supporting those children who find concentration/good behaviour difficult. A reward may be given for good behaviour or work of up to half an hour of ‘golden time’, or 15 minutes extra break time will be given if the class achieves the target set.
10. Dojo points – These are rewarded in class for super behavior, completing a task on time, having a good attitude toward their own learning or providing an excellent response to a question in class. Each child are given their own Dojo Avatar and are able to build up points towards a reward of the class teacher’s choosing. Negative Dojos can be awarded if the impact is felt to be appropriate. Parents are given the option to sign up to the programme and can use this to share in their child’s success and be able to communicate with the class teacher.
11. Star on the Traffic Light System –if a child has displayed exemplary behavior throughout the day, they may be asked to put their peg on the Gold star in recognition of this and may receive a reward which is to the discretion of the class teacher.

### **Other strategies used at St Paul’s to promote positive behaviour and increase self esteem.**

#### **Alternative Play – Nurture Group**

This is supervised play session for selected children who have difficulty coping on the main playground for a variety of different reasons..

Time Scale: Arranged as necessary (will vary between three sessions per week and daily).

Expectation: Children see this activity not as a punishment but as an opportunity to encourage friendship skills, prevent problems occurring and reduce conflicts.

Referrals should be made through the SEN Co-ordinator for inclusion in the group, who will then discuss names with staff responsible for running the group.

#### **Social and Emotional interventions**

This intervention is delivered by a highly trained TA and allows for social and emotional support to be given to children who are experiencing difficulties in the mainstream classroom.

#### **The Restorative Justice Approach**

Restorative Justice (RJ) can be used to solve all manner of disputes between pupils as well as issues of bullying. Issues around theft, criminal damage, assault, and conflict between pupils or between pupils and staff can be addressed using RJ.

The essential features of Restorative Justice are:

- Respect for all parties involved
- Responsibility for behaviour taken by the offender and their parents.
- Reparation through consultation and participation in decision making. Meetings to deal with the incident and then some reparative activity to make good the offence.
- Re-integration of both the victim and the wrongdoer.

The restorative approaches used at St Paul's incorporate a range of techniques including the use of circle time in classrooms, restorative language used to sort out disagreements on the playground, peer mediation by Anti-Bullying Campaign (ABC) co-ordinators and restorative discussions or restorative conferences arranged by a trained facilitator.

### **Circle Time**

All classes have Circle Time sessions as and when the class teacher feels it is appropriate. Circle Time provides a forum for building self-esteem, improving relationships through trust and empathy and solving some class and school problems. Circle Time encourages children to share their views and ideas with other members of the class, thus promoting a more caring, listening and supportive environment. It is hoped that by giving all children time to express their feelings, they will grow to understand each other in a more positive way. Circles can be proactive or reactive. This approach can be used to solve bullying issues before they become more serious and the whole class is involved in the problem solving. RJ creates a culture of inclusion and belonging. It tackles bullying behaviour to make school a happier place.

### **Restorative Language**

All staff who work with pupils are trained to use restorative language. Both victims and wrongdoers are asked:

- What happened?
- What were people thinking?
- How did this make you feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

This approach can be used on a daily basis to mediate between pupils when one is feeling victimised by another pupil or a group of pupils.

The questions are non-judgemental and are about behaviour and effects. They require answers which need reflection. They promote responsibility and empathy.

### **Stage 1**

#### **Peer Mediation**

Two children, a girl and boy, are elected by their classes to carry out the role of class ABC co-ordinator. Many of our pupils find it easier to talk to friends or other class members about their problems/feelings towards other children or situations. Some children may feel that they are being bullied. The elected pupils wear a small blue badge with the school logo and the initials ABC (Anti-Bullying Campaign).

ABC co-ordinators from each class have been trained to use restorative language to help two pupils sort out a problem between them. This approach is also used on a daily basis when all involved are keen to solve a problem by recognising wrongs and being prepared to make reparation and change behaviour so that it does not happen again. This will involve apologies being made and forgiveness being discussed.

## **Stage 2**

### **Restorative Discussions:**

A face to face meeting that is less formal than the full conference. It is appropriate where responsibility is shared or offences have had less impact on the victim and there is a shared wish to resolve the matter quickly. This may involve apologies being made and forgiveness being discussed. These meetings may be facilitated by a teacher, teaching assistant or mid-day supervisory assistant.

## **Stage 3**

### **Restorative Conference**

This involves a meeting between those affected by harmful behaviour. Those primarily involved as victim and wrongdoer may invite supporters such as other pupils and family members. They will usually have been affected in some way and have something to say from a personal perspective.

Everyone who is involved will be asked to take part.

The meeting will be held in a quiet and safe place.

The facilitator will use a script to ensure that everyone is heard fairly and nothing is forgotten.

The facilitator will ask everyone what happened and how it made them feel.

The person who has been unkind listens to what everyone has to say then says what he/she will do to put things right.

Everyone discusses what is the right thing to do until an agreement is reached.

It is expected that there will be both apologies and forgiveness

This agreement will be written up as a "contract" which everyone will sign.

Restorative Discussions and Restorative Conferences will be arranged by the class teacher and SLT.

This approach changes pupil behaviour. It fosters awareness and involves pupils actively. It avoids scolding or lecturing and separates the deed from the doer. It also sees conflict and wrongdoing as opportunities for learning.

After the Restorative Approach has been used, victims should feel that they have been treated respectfully and that the process has been fair to them. They should feel that they have been involved in deciding what needs to be done to put things right and they should feel safe and reassured when it is completed. Hopefully they will feel able to forgive the offender.

Wrongdoers should feel sorry and apologise for their actions. They should be involved in deciding what should be done to put things right and how to avoid it happening again. They should not feel degraded or humiliated, rather they should learn from the process.

The restorative process can only work with everyone involved being willing to discuss the issue in hand. If there is a refusal to take part in these discussions then further action would be taken at level 4 of the school behaviour policy.

#### **Stage 4 – Continuous Unacceptable Behaviour**

There are some children who exhibit unacceptable behaviours, who can cause stress and interfere with the learning opportunities of other pupils. These children may require strategies such as internal exclusion. This could include them spending time in other classrooms (such as a partner class) or the office of a Senior Member of Staff. Parents will also be informed and invited in for discussions with the class teacher.

#### **Stage 5 – Persistent Unacceptable Behaviour including forms of aggression towards others**

Some children sometimes find it extremely difficult to control their behaviour socially and emotionally and this could be down to a variety of different reasons. However, behaviour such as using aggression, persistently interrupting the learning of others in class or displaying forms of unacceptable behaviour in the playground will be immediately referred to the Head or Deputy Head where the use of exclusion may be considered.

#### **Attendance**

1. Children whose attendance is 100% within a termly period will receive a certificate of congratulation.
2. Children whose attendance is 100% over the whole year will be presented with a 100% attendance medal at the end of the school year.

Time Scale:                   1. Every term – distributed to children by the Headteacher.  
                                      2. Annually – presented at end of year assembly by the Headteacher

Expectation:                Attendance is improved and is seen as something of which to be proud.

#### **Personal Achievements**

Children are to be congratulated for representing the school or class in any capacity (sport, music, poetry etc). Small insignia which can be sewn onto sweatshirts will be presented to those children who qualify.

### **Strategies and Procedures for Remediating Unacceptable Classroom Behaviour**

In each classroom there is a display of red, orange and green circles, similar to traffic lights. Each child begins his or her day with a clothes peg on the large green circle. After repeated warnings about displaying unacceptable behaviour, the child will move their clothes peg down to the orange. This gives the child a chance to reflect on the negative behaviour and work towards returning their clothes peg to the green circle. This puts the child in charge of their own behaviour. Very rarely a child will continue the negative behaviour, causing him or her to move to the red circle. When this happens, the child will be sent to another class, so as not to disturb the others and will return after an agreed short time. Please note that the traffic light system is not appropriate for an infraction of a serious nature, as this will result in an immediate referral to the Headteacher, or a member of the Senior Leadership Team in his absence.

When a child is moved to the red circle for the fifth time within a half term, a letter will be sent home to be signed by a parent, or if it is possible, the child's class teacher will speak to the parent or make a phone call home. (This will also be at the discretion of the teacher who may feel parent involvement needs to be sooner.) The purpose of this note is to encourage discussion between a parent and child, why he or she moved to red and possibly make a plan towards improving their attitude. An alternative plan may be necessary for a child who demonstrates a

pattern of misbehaviour. In this case, parents / guardians will be contacted to arrange a meeting. These behaviour management systems are in place to support the child, not to punish. For children who constantly remain on the green circle and, in addition to this, show exceptional behaviour, there is the option to be moved to a gold star signifying exemplary behaviour on that day.

It is the school's policy to exclude a pupil only as a very last resort. In this instance, the procedures set out by the Department of Children and Family Services will be followed.

### **Swearing**

A letter will be sent from the class teacher to the parent of any child, who has been overheard (by an adult) either swearing or using abusive language. Persistent offenders will be referred to the Headteacher who will contact the parents personally.

### **Break time and Lunchtime Behaviour**

At break time, a teacher and at least one teaching assistant will be on duty for each playground. These members of staff will deal with any problems which occur at break time. If behaviour is still unacceptable after children have been cautioned, the pupil will be moved to orange or red on their return to class.

During lunchtime, in addition to the Midday Supervisory Assistants, there is a member of the SLT on duty. The supervisors will deal with any problems which occur during the lunchtime and, as with break time, children who have been cautioned about poor behaviour and are still continuing to behave unacceptably are sent to the SLT. In addition a pupil can be reported to SLT on duty who can remove them from the playground if necessary.

Pupils persistently causing concern can be reported to the SEN Co-ordinator.

If the child continues to behave in unacceptable ways, the Headteacher will see the child.

Further unacceptable behaviour will lead to a letter from the Head to the parents to call them in to a meeting with exclusion from the playground at break time or lunchtime being a serious possibility.

(A copy of letter will be given to the SEN Co-ordinator).

Significant incidents observed by the teacher on duty or supervisors will bypass the above process. These may include racism, vandalism, fighting which has become a continued angry physical or verbal assault, swearing at an adult, going off the premises without permission, inappropriate sexual play and hitting a member of staff. These should be reported to SLT at once and will result automatically in a letter being sent home.

### **Anti – Bullying**

All schools have a responsibility to reduce bullying. At St. Paul's C of E (VC) Junior School, our behaviour policy includes a reference to the requirement that:

“.....the school aims to develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions...and ... mutual respect between all members.”

Through our response, we should demonstrate to pupils and parents that bullying is taken seriously and when witnessed or reported, something is done to make things better.

## Definition

- Bullying is the deliberate and continued verbal or physical abuse of an individual or individuals by another individual or group.
- Bullying can include intimidation, threats, extortion, spitefulness, name calling, intentional exclusion and violent acts.
- Bullying can affect a child's self esteem and can affect their attitude and behaviour in school; it can create intense feelings of distress, loneliness, hurt and despair.
- What may not be considered bullying by one person, may deeply distress another.
- Bullying must be assessed by the bullied and the effect it has on them.

No one likes the word *bullying*, but it is used frequently by both pupils and parents to describe any act of verbal or physical aggression. In actual fact *bullying*, in the true sense of the word, only occurs when there is powerful, persistent aggression over a period of time, which results in prolonged unhappiness for the victim.

## Anti-Bullying Campaign

Two children are chosen by each class to be their ABC co-ordinators.

Time Scale: Co-ordinators chosen termly.

Expectation: Co-ordinators will discuss issues and concerns with a member of staff (Class teacher or Teaching Assistant). Significant or recurring issues are to be brought to the attention of all staff.

## School Practice

Our aim is to change behaviour and achieve the best outcome for the victim. We have a responsibility to our pupils and parents to respond effectively to allegations of bullying. Bullying is an anti-social behaviour and we must respond in a way which will be helpful; whatever the perceived inadequacy or difficulty of the victim, it is not their responsibility to stop the bullying - it is ours.

At St. Paul's C of E (VC) Junior School, we use a variety of strategies to combat bullying and these are identified in our specific anti-bullying policy.

## The Physical Control of Children

Occasionally, school staff have to make decisions at a moment's notice, on the grounds of believing that immediate action is necessary to prevent injury, that someone will be significantly injured, that there will be serious damage to property or in self-defence. (See School Policy for Restrictive Physical Intervention.

This decision may include the use of physical restraint, which may be used in the following situations:

- to avert immediate danger of injury or serious damage to property.
- when it is justifiably considered to be the only effective means of intervention to render the situation safe.

Reasonable force or restraint may be used to prevent a pupil from doing, or continuing to do, any of the following:

- injuring themselves or others.
- causing damage to property.
- committing a criminal offence.

- engaging in behaviour prejudicial to maintaining good order or discipline at the school or amongst the pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere on the school grounds.

If we become aware that a pupil is likely to behave in a way that may require physical control or restraint then a plan will be negotiated with the parents on the nature of response by the school. The use of physical restraint will never be used as a punishment and no more force will be applied than is reasonably necessary. A written account of any incident involving the use of physical restraint will be kept by the school.

Above all, the physical restraint of pupils will be seen in the context of and with regard to this policy.

**Exclusion**

The school follows the guidelines laid down by the DCSF.

Any child with previously identified behavioural difficulties will have a separate plan which may be linked to an Individual Education Plan (IEP), Personal Support Plan (PSP) or Individual Behaviour Plan (IBP).

Exclusion may be considered as a last resort. Prior to this, any or all of the following actions may be taken:

- All pupils who are at risk of exclusion will have a clear action plan, a PSP or an IBP, to support them. This plan will be discussed with the parents or carers.
- Assistance for pupils at risk of exclusion will be sought from the Somerset Support Services.
- Mentoring may be provided by older pupils, teaching and non-teaching staff and volunteers (only those appropriately trained will be involved in this process)
- Disapplication of the National Curriculum will be considered where a pupil would benefit from a more diverse curriculum.

**Complaint Procedure**

As this is an emotive subject, any issues with this policy or any related matter on this subject should be discussed with either the Headteacher or Chair of Governors, who will act in accordance with the existing complaints procedure.

Signed:

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Headteacher	Chair of Governors	Chair of School Council