



Behaviour Procedures for Next Level Support for those Children identified through MyConcern showing increased disruptive and persistent poor behaviour

**Written January 2023 by C Partridge & L Parfitt
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This procedure must be read in conjunction with the St Paul's Annual Promoting Positive Behaviour Policy

St Paul's CofE VC Junior School

Key Members of Staff involved with this Procedure are in BOLD
supporting members of staff in italic.

Headteacher – Chris Partridge (DSL for this group)
Deputy Headteacher / Yr5 Team Leader – Anna Muggleton
SENDco / Yr3 Team Leader – Laura Parfitt
Yr4 Team Leader – Tim Hole
Yr6 Team Leader – David Fingleton

Well-Being Coach – Julie Robbins
Well-being Family Support Coach – Debbie Phillips
Social Mentor – Sue Nicholas
ELSA – Anna Coomber
ELSA – Becky Evans & Jo Matthew

Teaching Assistant/ Mentor – Jenny Coburn
Senior Lunchtime Supervisor – Julie Webster
Breakfast Leader – Sandra Harris

1. Procedures Statement

- 1.1 This document is a supplement to the Promoting Good Behaviour Policy, which sets out the duties of staff and lists the rewards and sanctions used at St Paul's CofE VC Junior School for children identified through MyConcerns and identified by the Headteacher or SLT.
- 1.2 The Head Teacher and staff are responsible for promoting good behaviour in St Paul's. The Head Teacher will promote the Positive Behaviour Policy within St Paul's, to parents, children and all staff through Collective Worships, the prospectus, staff handbook and induction procedures.
- 1.3 We regard good behaviour as a highly important aspect of children's education and development so that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

2. Aims are linked to our School Values:

- 2.1 The school values are displayed around our school to be accessible to the very youngest of our pupils. These are intrinsic in all aspects of school life.
- 2.2 There are additional specific teaching opportunities which are used to reinforce our values, and these may include the following:

- PSHE programmes of work
- Whole school / class collective worship
- Working with parents – home school agreement
- Parent consultations
- Intervention groups which include Social
- Intervention and reflection sessions
- Restorative chats and conferences
- Educational trips and visitors to our school
- Circle times

3. Behaviour Expectations

- 3.1 Our Promoting Positive Behaviour Policy assumes that:
- Children have the right to learn, and teachers must be enabled to teach them.
 - All pupils can behave if they choose to (with appropriate support in place for identified children)
 - Success brings with it plentiful praise and positive reinforcement
 - Each teacher is responsible for the behaviour management of his/her own class
 - Each day is a fresh start
 - Everyone has the right to be listened to (Article 12)

4. Roles and Responsibilities

- 4.1 The role of the class teachers (including sports coaches):

4.1.1 The class teacher is the first port of call for all day-to-day incidents that occur in the classroom. They are best placed to know the children involved and be able to monitor on-going situations.

4.1.2 The class teacher should monitor behaviour in their class and for individuals following the school behaviour policy. If a situation escalates then it is referred electronically using the Myconcern system of recording.

4.1.3 Class Teachers are responsible for using restorative justice techniques and vocabulary when dealing with any behaviour issues.

4.1.4 Class teachers provide a stable and positive working environment.

4.1.5 Any member of staff who has ongoing concerns about a child's behaviour MUST complete a MyConcern electronic report.

4.1.6 Class teachers are responsible for managing all adults in the classroom and directing them appropriately.

4.2 The role of the teaching assistant:

4.2.1 Teaching assistants are responsible for using restorative justice techniques and vocabulary when dealing with any behaviour issues.

4.2.2 They are responsible for ensuring that incidents are fed back to the class teachers and recorded on the MyConcern recording system.

4.3 The role of the lunch time supervisors

4.3.1 Lunch time supervisors follow the same code of conduct as all other staff in the school.

4.3.2 It is important that they treat all children with respect and listen to the views of all parties when investigating incidents. Lunchtime supervisors are responsible for using vocabulary when dealing with any behaviour issues.

4.3.3 They are fully supported by the SLT team and teaching staff.

4.3.4 All incidents (fed back to SLT) are recorded on and are monitored by the SLT and Senior Lunch Time Supervisors who will guide, as necessary, in the use of the MyConcern recording system.

4.3.5 All lunchtime behaviour incidents must be fully dealt with by the lunch time supervisor. Any serious lunchtime behaviour incidents should be referred to the SLT.

4.3.6 Class teachers should be informed about the outcomes of any serious behaviour incident.

4.4 The role of the Wellbeing Team:

4.4.1 The Wellbeing team includes the Well-being Family Coach, Well-being Support and two Social Support Mentors, ELSAs who work very closely with the SENDco to support the most vulnerable families in our school.

4.4.2 They are/will be trained to use a 'Restorative Approach'.

4.4.3 The Wellbeing Team have a strategic role which includes the following:

- Supporting individual pupils or small groups with specific needs such as anger management, social skills and co-operation.
- Monitoring individual and whole class behaviour and provision of support at key times of the day.
- Supporting parents with a range of issues that currently impact on their ability to provide a stable and secure home life for their children – Early Help Assessment is an important tool in achieving this.
- Modelling 'restorative chats' for the benefit of staff and pupils.
- Holding Restorative Justice conferences as necessary.
- Taking referrals from staff regarding concerns for individual pupils or groups of children with more serious behaviour.

4.5 The role of Social Mentors:

4.5.1 Social mentors will be selected and trained by the Well-being Team to assist with minor issues within the playground following the 'Restorative Approach'.

4.5.2 They will support peers in the playground by organising and playing games as well as finding friends or taking them to Lunch Time Club.

4.6 The role of parents:

4.6.1 Our school requests that parents and carers enter into a Home - School agreement, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school values and support the school when sanctions need to be used with a child.

4.6.2 Our values are displayed inside and outside the school and communicated with parents and carers through newsletters, assemblies, parent consultations and end of year reports.

4.6.3 We try to build a supportive dialogue and inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

4.6.4 If the school has to use reasonable sanction, we expect parents and carers to support the actions of the school. If parents have concerns about the way their child has been treated, they should initially contact the class teacher, and then Team Leader. If concerns remain a member of the Senior Leadership Team should be contacted and if necessary, the Head Teacher. If parents or carer wish to complain further about actions taken by the school they should contact the Chair of the Governors, in accordance with the school's Complaints Policy.

4.6.5 Parental consent and agreement is always obtained before any outside agency involvement is requested.

4.7 The role of the Governing Body:

4.7.1 The Governing Body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in adhering to these guidelines.

4.8 The role of SLT:

4.8.1 The Head Teacher, Deputy Head Teacher and SENDCo co-ordinates the support provided to individual pupils and groups of children with the involvement of class teachers and the Well-being team.

4.8.2 Outside agency advice would only be sought in the best interests of the pupil. This will be led by the SENDCo, supported by the Well-Being Team.

4.8.3 Progress is monitored and led by the SENDCo, through regular reviews involving the child, parents and all parties involved in supporting that child.

4.8.4 The Head and Deputy Head Teacher provides regular reports to Governing Body regarding the level of support in place for individual pupils and groups of children and the effectiveness of this support. Alongside this, analysis of behaviour for different groups of pupils, including, gender, ethnicity, pupil premium and children with SEND.

4.8.5 Where appropriate, Risk Assessment and Positive Handling Plans will be completed with the involvement of the child, parents and staff.

4.8.6 The SLT will support class teachers in completing all necessary paperwork to support individual pupils and their successful inclusion / integration into our school.

4.9 The role of the Head Teacher:

4.9.1 It is the responsibility of the Head Teacher, under the School Standards and framework Act 1998, to implement the Positive Behaviour Policy consistently throughout the school, and to report to the Governing Body, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

4.9.2 The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or dangerous acts of physical assault, the Head Teacher may permanently exclude a child. These actions are taken only after the Governing Body have been notified. Decisions to suspend a child can only be taken by the Head Teacher, or person acting on their behalf.

4.9.3 If the child is at risk of exclusion they will be placed on a PSP (Pupil Support Plan).

5 Procedures

5.1 Behaviour Management (see Positive Behaviour Policy for full details)

5.1.1 Classroom behaviour management may include:

- Targeting specific behaviour using dojos
- Modelling and naming the values of St Paul's
- Early intervention to identify any underlying causes of inappropriate behaviour
- Involvement of parents
- Work with outside agencies, as appropriate
- Staff development – relevant professionals to support with advice
- and / or signpost to available courses
- 'Restraint' de-escalation techniques (only to be undertaken once trained or in extreme circumstances)

5.2 Rewards

5.2.1 We praise and reward children with good behaviour in a variety of ways:

- We use many reward systems – see Promotive Positive Behaviour Policy

5.2.2 In addition to the school reward system, class teachers are responsible for creating a positive ethos through praise and rewards for good work and behaviour in their classroom. Teachers establish their own methods of rewarding positive behaviour with a consistent approach and to suit the individual needs of their pupils.

5.3 Sanctions – for those children showing consistent poor choices in behaviour

5.3.1 The school uses carefully chosen sanctions – See Promoting Positive Behaviour Policy for low level sanctions. The following sanctions have been chosen to support those children who show a deterioration in behaviour identified by SLT and Well-Being Team. These are used to enforce school rules and values, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. This system will be used in very few cases.

- Supportive Card System - pupils on 'report' will have been discussed by SLT. The SENDCO will take the lead role in organising the card system along with the class teacher and Teaching Assistants. Support from the Wellbeing Team will also be put into place. All pupils are encouraged to take personal responsibility for the school values. The individual child is given cards to visually show when they have met the threshold for being awarded a card. They will

receive a first yellow card, then a second yellow card, the rewarding of the final card is red, and sanctions are put into place.

- The sanction for going to red will be appropriate to the child and family circumstances. In most cases, it will be spending time with the Head Teacher, Deputy Head Teacher or in the unlikely event that they are both unavailable another member of SLT.
- Depending on the child's ability to understand and their maturity, in some cases children will agree with staff the behaviours that would lead to be given a card. Where this is not appropriate staff will lead this.
- Parents will be made aware that their child is using this behaviour system and there will be regular communication between the class teacher and parents with face to face or through Class Dojo.
- Privileges (e.g., going to clubs will be withdrawn while a pupil is on red or amber report) Day report cards may also be used by class teachers.
- Privileges can be withdrawn from children, such as leisure times, clubs and Breakfast Club.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full cooperation of the parents.

5.3.2 All teachers, teaching assistants and learning mentors have the right to impose sanctions except for suspension.

5.4 Dangerous Incidents leading to possible suspension:

5.4.1 The Head Teacher reserves the right in extreme cases, where a pupil has posed a threat to the safety of themselves or others, to impose an immediate suspension. These may include:

- Serious ongoing acts of bullying
- The physical abuse of a child
- The physical abuse of a teacher
- Racial abuse
- Being in possession of a harmful drug for their own use, or for 'selling' to others
- Carrying a weapon such as a knife

5.4.2 Parents will always be informed both verbally and in writing of this decision. A suspension may be internal or external. The Head Teacher has the right to turn a fixed term external suspension into a permanent suspension. This would only be considered following advice from Somerset Local Authority suspension team. ONLY the Head Teacher has the authority to impose a suspension.

5.4.3 All suspensions will be recorded on the schools SIMs system.

6 Use of Force

6.1 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document The Use of Force to Control or Restrain Pupils - Guidance (DCSF 2010), and the non-statutory advice issued by the Department for Education in July 2011. Teachers in our school do not use any kind of physical force as a punishment. They only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions we take are in line with government guidelines.

6.2 Restraint

6.2.1 The school uses and trains staff on restraint techniques to promote de-escalation strategies and reduce risk and restraint. If de-escalation strategies fail and a child is deemed to be a risk of harm to themselves or others, then a restraint may need to take place. Restraint techniques should only be used by trained members of staff.

6.2.2 If a restraint does take place, the relevant restraint paperwork needs to be filled in and the incident logged on MyConcern and Restraint Bound Book – kept in Head’s Office.

7 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

St Paul’s has a zero-tolerance approach to peer-on-peer abuse and will use appropriate support and sanctions to address inappropriate behaviour. The Promoting Positive Policy can be found on the school’s website.

8 Children with SEND

8.1 We make reasonable adjustments in the application of the Promoting Positive Behaviour Policy where there are individual pupils with SEND or behavioural issues or any other pupil at risk of disaffection or suspension. The school will make special educational provision for pupils whose behaviour related learning difficulties require it. We will plan how the school’s disciplinary framework should be applied to each of these pupils and ensure that all those in contact with the pupil know

what has been agreed. There will be a named key person in school who knows individual children well, has good links with home and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework in the case of a particular child.

9 Definitions

Misbehaviour is defined as:

- Persistent disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Physical or verbal abuse of staff or students
- Possession of any prohibited items. These 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)