

ST PAUL'S CATHOLIC PRIMARY SCHOOL



Pupil Code of Conduct 2022-23

Our Vision

At St Paul's, we seek to provide pupils with the essential knowledge they need to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential, growing into the person God wants them to be and flourishing in His love.

Our curriculum is rooted in a rich knowledge and understanding of our history and heritage, our culture and community and our local challenges and opportunities. Our intent is to make a real difference to children's lives, raising their own and others' aspirations, securing educational success and deepening their knowledge and love of self and others around them.

We seek to develop our children's awe and wonder, their self confidence and their ability to be an 'agent of change'. We want our children to know their world, to keep themselves safe and healthy, to live economically, to 'set the world on fire'.



St Paul's Catholic Primary School's Mission Statement

From the youngest to the oldest, we are enabled to flourish in God's love, grow in faith and, with the guidance of the Holy Spirit, work to fulfil our God given potential.

Our school family works together to support and challenge one another; each individual is valued and encouraged to appreciate their own unique worth and supported to achieve academic success.

St Paul's reminds us:

'Let all that you do be done in love.'

Aims

It is a primary aim of our school that every member of our school community is valued and respected, and that each child and adult is treated fairly and well. We are a faith community filled with God's love and each one of us is called to show love and acceptance for all. Our Code of Conduct aims to promote a school environment where everyone is supported to grow into positive, responsible and increasingly independent members of our school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. The school has a number of school rules, but the primary aim of the Code of Conduct is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Expectations

School expectations are deliberately high. This is the basis upon which good school culture is established. If children and adults are to fulfil their God-given potential they need to be free to learn in an environment which supports mutual respect and security. It is the responsibility of all staff to maintain these high expectations and boundaries and ensure they are adhered to, making sure that every child knows the standard of conduct we expect to see in terms of behaviour and learning. Expectations must be fair, relevant and consistent so that children are secure in the knowledge that they are appreciated and valued.

How do we set a culture that avoids poor behaviour?

It is important for all staff to deal with unacceptable behaviour in a calm and professional manner. Whenever possible, deal with the misbehaviour at the time of the incident.

Remember:

- Be specific – what did the child do wrong?
- Establish the facts if they are not immediately clear – were others involved and who is exactly to blame?
- Do not attack on a personal level – deal with the child's behaviour.
- Acknowledge honesty but still let the child know if a wrong has been committed.
- Do not ridicule the child
- Deal with the child in front of a witness if confrontation seems likely.
- Remove the child who is misbehaving from the classroom, unless it is better to remove the rest of the class, should an upsetting scene develop.

Transitions

The most effective educators manage transitions well. Some basic examples of transitions are:

- Moving from carpet to table activities
- Moving between one learning experience to another
- Moving between venues/rooms/learning spaces
- Going out to an event such as play time
- Coming in from an event such as play time
- Moving to lunch
- Entering/exiting the classroom/learning space etc.

An educator's knowledge of their pupils' need for personalisation is crucial to ensuring that pupils stay on task during transitions. Transitions and changes of activity can make people feel stressed and uneasy. Therefore, all transitions between key learning experiences must be well planned and show an awareness of the pupil's individual needs. Learners will benefit from being given a clear warning or count down to change ahead of time. Other strategies could include the use of familiar music cues, visual timetables and /or timers.

Rules

Everyone has a right to be treated with respect, to be safe, to learn, to make mistakes and to be listened to.

Rules should be positively stated and appropriately displayed. In the classroom and around school.

The rules are:

- Respect both adults and peers
- Be gentle, kind and helpful
- Be honest
- Work hard and play well with others
- Look after all property in school

Rewards and Sanctions

Class Dojos

Star learners

'Good to be green' for a day - 5 Dojos

'Good to be green' for a week - Friday Green Time plus sticker

Weekly Headteacher award - Hot Chocolate Friday for the child with the most Dojo's that week. 'Good to be green' for a term - raffle for children who have been on green whole term

Annual Headteacher award - certificate and book token presented at grand ceremony

SEND pupils:

Just as we support curricular SEND we also support behavioural SEND. We do this through: ● IEP's and Individual Support Plans

- Behaviour Plan or Risk Assessment
- Referrals to outside agencies (Educational Psychologist /MAST Team);
- ELSA and Learning Mentor referrals
- Team Around Me meetings

Role - staff

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. This responsibility will be complemented by the additional support staff affiliated to the class group. The class teachers and support staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All staff treat each child fairly and enforce the school rules consistently. They treat all children with respect and understanding. Lessons should be broad and balanced, well paced, and the work set should be appropriate, interesting and progressive; children should be actively involved. Enthusiasm, humour and also classroom layout are important in creating a positive classroom environment. Support, in its many forms, should be available for those children who need it and resources should be accessible. When grouping children, not only should their ability be taken into account, but also their willingness to cooperate with others. Wanted behaviours should be modelled, praised and rewarded.

Giving Praise and Constructive Feedback

Staff of St Paul's will endeavour to inform parents when a pupil has personally excelled in something. This could include demonstrating outstanding effort in class or home learning, attainment in their schoolwork, progress in behaviour, exceptional manners or kindness etc.

This is ideally shared first hand, with the pupil present. When this is not possible, a simple note can be sent home, or a phone call made to share the good news. Teachers will lead on this process. Other paid staff, such as HLTAs, TAs, Key Workers or Family Support Workers can also instigate the sharing of good news but should ensure that their class teacher is made aware. Senior Leaders should regularly check that their staff are regularly reporting good news home to parents. Pupils should be given opportunities to understand that positive learning behaviour can also be valued at home as well as at school.

For children who find it difficult to behave well or who have poor self-image it is important for us to find as many opportunities as possible throughout the school day to praise and offer them encouragement. Encouragement enables a child to begin to receive praise in the longer term. Not every child or individual will readily feel ready to receive praise immediately. Building trust and positive relationships is the key to developing pupils' ability to accept praise. Educators should capture examples of positive learning behaviour using media and/or display and ensure that the individual pupil observes images of themselves acting as expected/in a positive way.

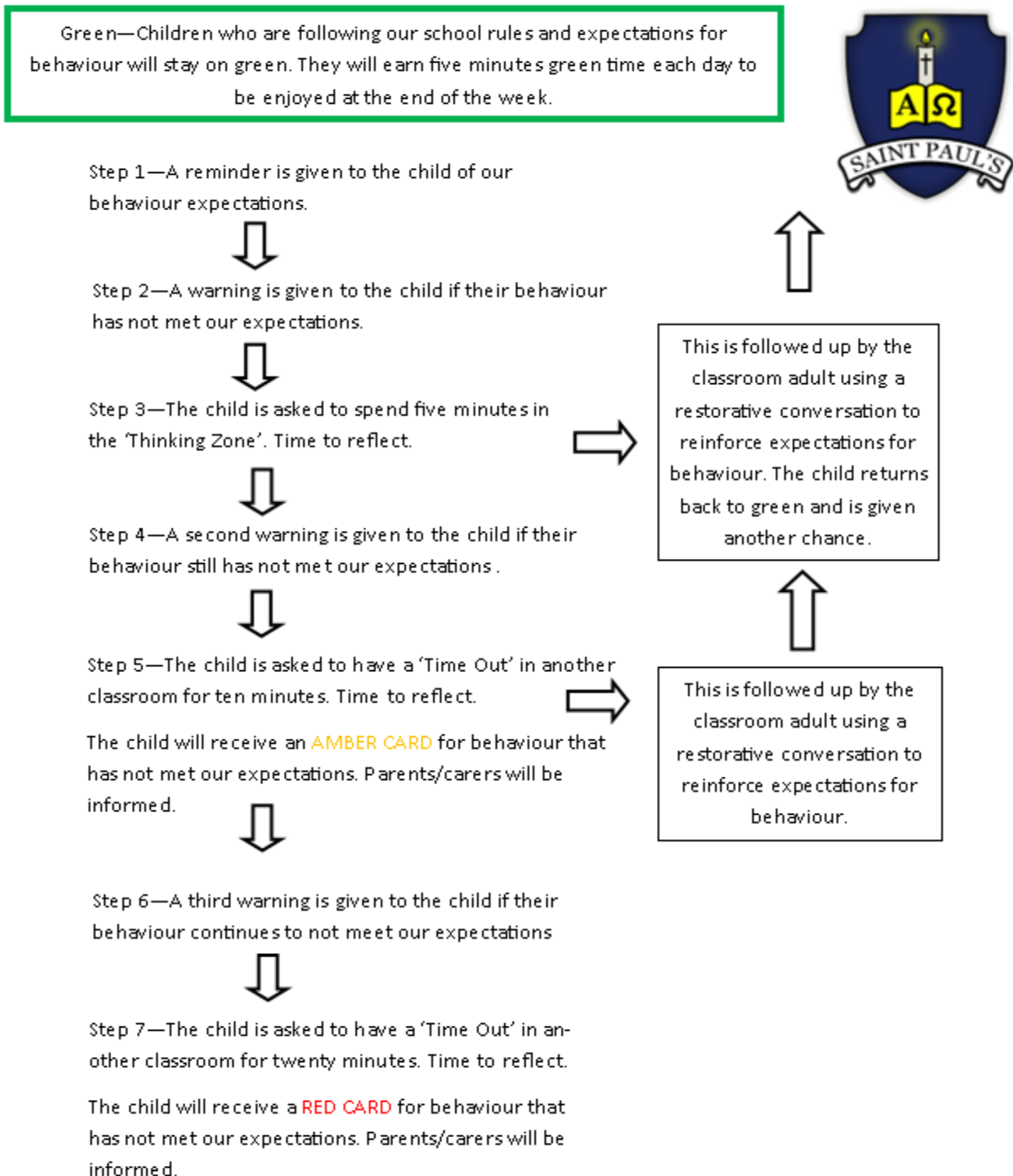
Capturing examples of Positive Learning Behaviour could include:

- Use of a class system of recognising good work or behaviour
- Continual praise and constructive feedback
- Displaying work in a professional and very high standard whenever possible
- Circle time/show and tell to share positive learning
- Showing work to others - other children, other classes, other Teachers, Teaching Assistants, HLTAs the Headteacher, in assembly, on the web site, in the press, to other schools/academies
- Giving children the opportunity to praise others
- Telling parents about special achievements (work or positive learning behaviour), either verbally or using the special letter designed for this purpose (in person or via postcard, certificate or letter home, sharing of exercise books/video/images and/or phone call home)

How to praise:

- A word of encouragement
- A written comment on a piece of work
- Showing work to another educator, teacher, Deputy or Headteacher (as well as parents)
- Speaking personally to (or showing) parents/carers
- Telephone call home to parents/carers
- Writing to parents including comments on annual reports
- Being given a special responsibility
- Sharing achievement with the class or assembly or via the website
- Work displayed
- Stickers and/or post it notes detailing reasons why praise/rewards have been given
- Class, group or individual effort too

What to do if the positive behaviour does not work



Two AMBER CARDS in a week will automatically become a RED CARD .
1st RED CARD - a phone call home will be made and a letter sent home on the same day the red card is given.
2nd RED CARD - a meeting will be held promptly to discuss targets to improve behaviour. A behaviour report card will be set up to monitor targets set in the meeting.
3rd RED CARD - internal seclusion

Thinking Zone	Low level disruptions
Time Out	Continuation of low level disruptions Physically harming a child Aggressive behaviour to an adult or child
Red Card	A adult has heard a child using bad language Destructive behaviour/throwing things Refusing to follow a direct instruction from a member of staff when a child/adults safety is compromised

Lunch time and Playtime Behaviour

These are the steps we follow during these times:

1. The Look and child's name called
2. The Warning
3. A time out: If a child gets to Time Out , they will automatically receive a playtime sanction: stand silently against the wall for 5 minutes (timed).
3. If a child continually does not make the right choice, or if it is a red card offence, children will be given a Red Card and stood on the wall until a member of SLT arrives.

Language of Behaviour Recovery:

- State what you need to see happening (be explicit)
- Offer time, if appropriate, to make the correct choices e.g. "I'm going to give you one minute to follow my instruction. If you make the right choice and do as I've asked, that will be fantastic. If you choose not to, then you will have to move on Behaviour Recovery."
- Refer to school rules and depersonalise the situation
- Discuss choices- both the positive and negative behaviour choices
- Never shout. We have a 'No Shout Policy' that must be adhered to at all times. ● Never ask 'behavioural questions e.g. "why are you...?" NOTE: If, at any point, Behaviour Recovery does not work, or a serious incident occurs, then school leaders will consider external exclusion following Local Authority procedures.

Role - HT

The Role of the Headteacher It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified. NB no exclusions will be given (unless the incident is so serious) until support has been put in place for that child.

The Role of Parents/Carers

The school works collaboratively with Parents/Carers, so children receive consistent messages about how to behave at home and at school.

We explain the school rules to the children and we expect Parents/Carers to read these and support them. We expect Parents/Carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform Parents/Carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, Parents/Carers should support the actions of the school. If Parents/Carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role - governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Seclusion

Internal seclusion should be used in line with the behaviour triangle and only with the approval of the headteacher or a senior leader as person in charge in her absence. A TAM should be put in place for any pupil reaching the seclusion stage of the behaviour triangle.

Exclusions

The removal of a pupil from the school should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other pupils. As such, permanent exclusion is normally the final and most serious step taken in a school's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in school measures, including regular consultation with parents, behaviour contracts/plans or a "managed move" to another school.

Following an exclusion an Academy should reflect on its level of inclusivity – “Can we do anything differently to avoid permanent exclusions in the future?”.

For more information please refer to the Exclusion of Pupils policy on our website.

Physical Intervention

See DfE guidance: Use of reasonable force in schools

See also: Plymouth CAST Positive Pupil Welfare Policy

In some circumstances, staff may use reasonable force to intervene with a pupil to prevent them:

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Recording of physical intervention

The following should be included in a record of intervention. This can be completed using CPOMS. The incident should be logged using the tag 'Physical Intervention'. This is the only time this tag should be used.

- The date, time and place of the incident
- The name of the pupil involved, date of birth and their year group
- What triggered the behaviour What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any

Education and Standards Managers should undertake a check on school physical restraint records regularly. These should be available on CPOMS.

Individual plans: The complexity and range of need and consequent support for some children and young people with specific needs may be such that physical intervention is more likely. Physical intervention should never be planned, but only used to stop a child from doing serious harm to themselves or to others. Therefore, any escalation in the need for physical intervention should be shared with the Education and Standards Manager at the school and a behaviour plan put in place (see appendices in Plymouth CAST Positive Pupil Welfare Policy).

Training: If there is a likely need in the school for physical intervention staff should have regularly updated training in physical restraint. Headteachers should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. Training should be undertaken by a recognised provider. Local Authorities often provide advice and guidance to help schools to develop an appropriate training program. All training should be accredited by BILD <http://www.bild.org.uk/our-services/workplace-training/>

Review of the policy - This policy will be reviewed annually by the Headteacher, Senior Leadership Team with consultation from school staff.