



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

Junior School Behaviour Policy
A relational and restorative approach: We Care
Created May 2020

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Mission Statement

“St. Paul's is a traditional, forward looking school seeking to nurture excellence, aiming to provide a high quality British and Brazilian holistic education, for the academic and personal development of pupils, within a framework of a caring community which shares a common set of core values.”

Introduction

At St. Paul's, we want all children to feel welcome and involved. We want to create warm, responsive and caring relationships where children's voices are valued so that they thrive socially, emotionally, as well as academically. We are a hardworking school and expect high standards from our pupils in terms of learning and behaviour.

We see education as a partnership between home and school, therefore we have written this policy so that all of us – teachers, parents, pupils and the board – can work together to maintain the highest levels of behaviour and positive attitudes to learning.

Good behaviour and positive behaviour management are essential if effective teaching and learning is to take place.

This policy explains what we expect of children, the ways in which we work to achieve our aims, how we act when things go wrong, and the partnership needed between home and school if we are to be successful.

Positive relationships with all members of our school community are important, therefore children, parents, teachers and the board will all have contributed to this behaviour policy.

Aims

- To establish high and clear expectations of all members of the school community.
- To ensure that the policy is understood and implemented fairly and consistently by staff, parents and children.
- To guide all children towards developing a positive attitude to learning.
- To develop in pupils an awareness of their own feelings and an acknowledgement that their actions and words have consequences that affect others.
- To teach children to take responsibility for their behaviour, make good choices and to learn self-control.
- To support a school community that is caring, polite, considerate and respectful towards others.
- To highlight the role of adults in supporting children to manage their own conflicts positively.
- To develop positive relationships through a restorative approach, which promotes self-esteem, self-control and respect for others.
- To help children develop confidence and independence through trust and healthy relationships.
- To involve parents in all aspects of school life including their children's behaviour.

Developing positive behaviour – our principles

- Pupils learn best when expectations of their learning and behaviour are high and the consequences of their actions are made clear and applied consistently.
- Pupils learn best in an organised and ordered environment.
- Celebrating positive behaviour choices improves learning, self-esteem and wellbeing.
- Pupil's need to be intrinsically motivated to make good choices in regard to behaviour and driven by internal rewards and self-satisfaction.
- Pupils' self-esteem is enhanced when they are able to recognise and feel proud of their successes.
- Positive relationships, with and between the children and adults in the school, are at the core of our behaviour for learning and our We Care philosophy.
- Supporting children to build high quality relationships and manage conflicts positively when they arise is a priority if we are to maintain high levels of wellbeing.
- We are all happier and poor behaviour choices are fewer when relationships are positive and strong.
- Children are learners and they need to be guided and supported in order to understand the consequences of their behaviour choices and actions.
- At St. Paul's, we believe in helping children to understand their feelings and encourage them to think about their behaviour as a choice and to learn self-control. Everyone should learn to take responsibility for their own choices and understand how their actions affect others. Every individual is responsible for their own behaviour.
- We know that there is always a reason behind a poor behaviour choice and each child needs to be understood and supported individually.
- Behaviour is a form of communication and it is vital that all children and their actions are understood and responded to appropriately.
- Behaviour is complex and this policy applies as much to our pupils' behaviour as it does to the behaviour of the adults that support them.

We understand that behaviour for learning is something that we need to teach, model and reinforce explicitly throughout the Junior School. Therefore, this policy links to many aspects of our Junior School curriculum and approach to teaching and learning. (SEE APPENDIX ONE)

Celebrating positive behaviour choices

The vast majority of children at St. Paul's react positively to clear and consistent boundaries. When reminded of these, they behave well and respond to the encouragement and the positive behaviour management strategies of their teachers and other adults across the school.

It is important that all staff consistently use **positive behaviour management** strategies and celebrate good behaviour choices. We want children to understand how behaviour and learning are connected.

We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged, demonstrated and reinforced in a number of ways:

- Acknowledging positive behaviour and giving specific praise to the child or group of children.
- Celebrating strengths and improvement during class teaching time, peer and self-assessment linked to personal, social and emotional aspects of learning.
- Showing work to peers, other staff, the Head of the Junior school and other members of the leadership team.
- Assigning roles as playground leaders and monitors.
- House points for group achievements and successes.
- Celebrating individual effort and learning in prize giving ceremonies.
- Celebrating individual effort and learning in assemblies.
- Being given special jobs and responsibilities in the class and across the school (in the Pre-Prep 'The Star of the Day').
- Displaying examples of excellent work across the school.
- Displaying photographs of children making good behaviour choices in the classroom and across the school.
- Publishing examples of excellent attitudes to learning in the school newsletter.
- Receiving a learning certificate in assembly.
- Sharing posts on Tapestry and writing in home school diaries.
- Sharing good choices with parents by sending notes or emails home.
- Filling the jar of good choices and choosing ways to celebrate achievements as a group.
- Celebrating as a group or class when they have achieved something special (working well as team to complete a project, class performance, team work on a school trip etc..) by having a break from learning to play games, have a quiz, or choose an activity to do together as a group.

What we expect of children

- To care about others.
- To be polite – to teachers, support staff, other children and visitors – and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and assemblies.
- To listen to each other and consider each other's feelings.
- To walk about the school quietly and calmly.
- To take a positive role in all classroom activities and try as hard as they can.
- To take turns when speaking to others.
- To value each other's work.
- To work and play co-operatively with each other.
- To include a wide circle of friends and never purposely exclude others from their friendships or play.
- To tell the truth, take responsibility for their own behaviour and not to make excuses.
- To be open to a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
- To be able to say sorry when they have made a poor choice or hurt someone and to understand that this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage they see.

- To feel responsible for giving a good impression of themselves and the school both within and outside of the school.
- To agree on a set of classroom expectations at the beginning of the year and try to always follow them.

Managing conflicts positively

Children will have conflicts and disagreements in school, and it is important that we help them to manage disagreements in a safe way. At St. Paul's, we remind our pupils to:

1. Use their words to solve problems

We want children to learn to speak up for themselves, to learn how to explain their feelings and reasons and to understand the consequences of their behaviour choices.

2. Always listen to the views and ideas of others

There is always more than one side to every story. Problems can be solved when people listen to each other and work on a solution.

3. Children must not hit

We are committed to showing children that there are other ways of resolving conflicts and arguments and that they must learn to get things in proportion and not to retaliate. Hitting someone because they accidentally knocked into you or took the object that you were using or playing with is not acceptable.

4. It is not all right to fight

It is not alright to fight and hurt somebody else either verbally or physically. Fighting and using physical force and hurtful words in a disagreement is not acceptable. We ask children to use their words to solve their conflicts and if this doesn't help to stop the argument, to look for an adult to help before tempers are lost.

5. It is all right to tell or speak up

Adults in the school are here to help manage conflicts positively where necessary. We ask everyone in the school community to let us know if they have seen something that concerns them or if they are being bullied or upset. Children must tell an adult so something can be done.

What children can expect of staff

- To listen to them and hear their point of view.
- To be polite and to address them in a calm tone of voice.
- To acknowledge and give them specific praise when they are making good behaviour and learning choices.
- To value all aspects of their learning and achievements.
- To celebrate and share when attitudes to learning are strong, effort is being made and improvements in attitudes to learning are seen (through certificates, notes and phone calls home).
- To be fair and consistent when they have made poor choices.
- To ensure that their environment is safe.
- To talk to them about things that go wrong; to help them understand why some of their choices were wrong and why we have high expectations of behaviour
- To handle any unwanted behaviour issues sensitively and immediately
- To create a positive environment in the classroom and playground.
- To be in charge and maintain a positive culture of learning so that everyone benefits.
- To supervise the playground and learning areas well.
- To be proactive, intervene and help to resolve conflicts before things escalate.
- To trust them and to care about them equally.
- To treat them as individuals and to take an interest in their lives.
- To see each day as a fresh start and move on once each incident has been resolved


Consequences for poor behaviour choices

There is always a consequence for any behaviour choice, and it is important to help children to understand that their actions have the power to affect others either positively or negatively. Where positive behaviour management is not working, individuals are supported and given strategies to help them understand the consequences of their behaviour choices.

Children will make mistakes and poor choices. They learn by experimenting with actions, watching people around them and with the help of calm, responsive adults who they trust to help them when things go wrong. Like with all aspects of learning, children will learn from their mistakes, from the positive choices made by their peers and from the support of the adults around them.

When a child makes a poor behaviour choice, it is important that the unwanted behaviour is dealt with in a sensitive and timely way and that there is a discussion with the child that helps them to understand how their choice has impacted negatively, on themselves and others. We talk to the child about the logical consequences of their choice and taking responsibility for their own actions. This is part of a relational and restorative approach.

Separating the behaviour choice from the child ensures that we support them when they make a mistake and help them work through their choices and conflicts. Conversations should revolve around the choice that pupils have made and the consequence of that choice. This helps to preserve positive relationships and the child's self-esteem.



It is important that children understand that they need to learn to manage their own behaviour. Therefore, we use language which is explicit and transfers the responsibility for the action to the child. Using the language of choice enables the children to be responsible for their behaviour. Good choices are positively reinforced and poor choices have negative consequences.

Through restorative conversations we acknowledge the causes and the emotions but ultimately, we remind children that behaviour choices are their own, and their actions are their own responsibility. Therefore, it is their responsibility to repair the harm and to restore the relationship.

Conversations with children involve restorative questions that help them to take responsibility for their behaviour by thinking through the causes and consequences, e.g.:

- What happened? What's the matter?
- What were you thinking and feeling at the time?
- How are you feeling now?
- How do you think the other person felt?
- What have you thought about since?
- Who has been affected and how?
- How could things have been done differently?
- What do you need to do to make things right?

Active listening

It is important that children are actively listened to when things go wrong and that they are given the time to reflect and understand the consequences of their actions. This should happen immediately after any unwanted incident or following a chance for the child to cool down and think about what happened.

Encouraging

Tell me more about what you said earlier...

Acknowledging

That sounds important. That sounds like it was difficult for you...

Summarising

So there seems to be something bothering you...

Checking

So did I hear you say...? Am I right in thinking... ?

Active Listening

Reflecting

So, you... (repeating back the last few words)

Clarification

Can you help me understand that better?

Empathy

It is understandable that you are worried and upset about this. It sounds tough.

Affirmation

Thanks for telling me that. I appreciate you talking about this with me...

Individual behaviour plans

Class teachers monitor persistent unwanted behaviour just like they monitor children's progress or misconceptions in their academic development. Monitoring patterns of unwanted behaviour help us to understand why a child is behaving in a certain way and the kind of support that needs to be put in place.

For repeated incidents of unwanted behaviour, where conversations about the consequences of poor behaviour choices have not brought about any improvement, a member of the Junior School leadership team will be involved to offer support to the class teacher.

If poor behaviour choices continue and there is little evidence that a child is responding to the measures in place, meetings will be arranged involving a member of the Junior School leadership team, the class teacher and parents so that an individual behaviour plan can be agreed upon.

We recognise that children are unique individuals and therefore we work closely with parents to create an **individual behaviour plan** that is personalised and suitable for the pupil's age and stage of understanding. Where appropriate, pupils are also involved in the development and self-assessment of their individual behaviour plans.

A behaviour plan might include:

- Regular communication between school and parents.
- Tracking and monitoring behaviour throughout the day or week.
- Observations during lessons, playtime or open learning.
- Individual workspace.
- Use of specific resources (wobble cushion, calming jar, sand timer etc.)
- Reflection time or particular place to cool down when feelings are heightened.
- Visual resources, photographs, social stories to support development of empathy.
- Steps to work towards regaining privileges.
- Small group intervention.
- Individual targets for behaviour.
- Strategies to deal with unwanted behaviours (e.g., calming techniques, keywords and phrases).
- Support from school counsellor and/or learning support unit (LSU).

Serious behaviour concerns

It is our priority to keep children safe and secure in school, and that children are well supervised in and out of lessons. Their wellbeing is paramount.

On the rare occasion that a serious behaviour incident takes place (e.g. a child is physically or emotionally harmed by another child) the incident must be reported to the Junior School leadership team who will help to resolve the issue immediately.

Examples of serious behaviour incidents include:

- When a pupil damages property on purpose (belonging to the school or to another individual)
- Offensive language or verbal abuse
- Incidents in which another child has been hurt and injured with intent
- Bullying behaviours (see next page)

The parents of any children involved in a serious behaviour incident will be informed on the same day, in person, or by a telephone call made by their class teacher or a member of the Junior School leadership team.

The consequences of a serious behaviour concern will be decided between the child and the school and this negotiation will often also involve parents. The restorative conversation will include:

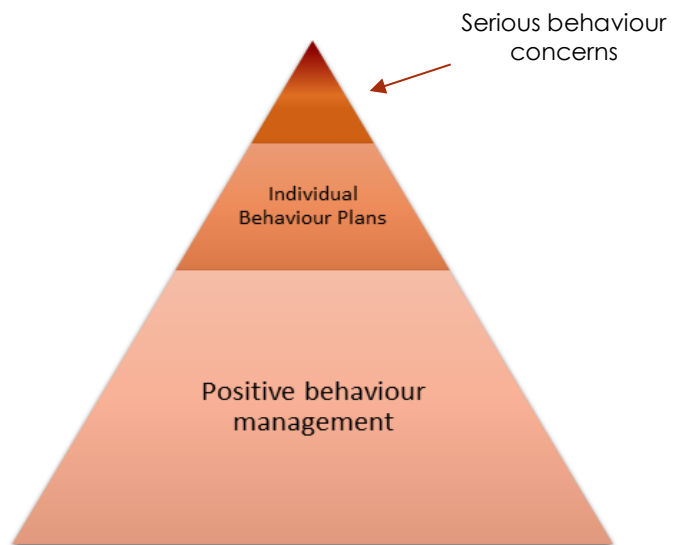
- Reflection/thinking time
- Repairing any damage ***"What do you think needs to happen to make things right?"***
- Loss of a privilege

This will give children the opportunity to reflect, take responsibility for their own actions and suggest ways to find a positive way forward.

Consequences will be decided on an individual case by case basis and may include:

- Being seated by themselves and given time to think and calm down.
- Losing a break time or an outdoor open learning.

- Withdrawal of privileges at school and at home (e.g., activities at lunch time, playing video games after school).
- Finding the other person or people harmed to explain what happened, and what they would do differently next time.
- Writing a letter or card of apology.
- Sitting out, on the edge of the playground or sports field to cool off.
- Replacing an item that has been broken.
- Being taken to the Junior School leadership team.
- Working in silence.
- Finishing work at break time or during open learning.
- Withdrawal of after school clubs and societies.



Parents will always be contacted when there is a serious behaviour concern.

All serious behaviour incidents will be recorded centrally on ISAMS and reviewed monthly by the Junior School leadership team to monitor issues and trends in order to proactively support behaviour across the school.

There is no place at St. Paul's for physical aggression, violence, bullying (including cyber bullying), harassment (racial, sexual or other), vandalism, rudeness or bad language within our school community. This will not be tolerated.

In the very rare case of repeated aggressive, dangerous or socially unacceptable behaviour, children may be asked to stay at home for a period of time. If such a case occurs, it will always be handled sensitively on an individual basis to take into account each child's circumstances (including the child's response to our previous strategies and the level of support we are receiving from parents).

Children can be excluded from school:

- To cool off for the rest of the day
- For a specific number of days
- Permanently

We will also exclude children from trips out of school if we believe there may be a serious risk to the health and safety of others.

Ensuring St. Paul's School is safe and happy for everyone

We are strongly committed to equal opportunities and believe that everyone in the school community has the right to be able to reach his/her potential in a secure, safe and happy environment. Each pupil has the right to expect support and action if their happiness or safety is threatened. Children's happiness can often be tested by difficulties in friendships. It is important that we help children and parents to differentiate bullying from normal friendship ups and downs, and conflicts in relationships.

That said, bullying is a problem that every school must address.

A good definition of bullying is *a repetitive behaviour* over time that threatens, embarrasses or hurts someone on purpose. A useful acronym is **STOP**.

Bullying is when negative behaviour is **S**everal **T**imes **O**n **P**urpose

It happens when children use their power to control or harm someone else (physical strength, embarrassing information, popularity, many against one etc.) and it might happen face-to-face or online.

Using this definition, any of the following examples could be bullying if they are carried out more than once.

- Name calling
- Mocking the way someone looks
- Social exclusion – deliberate exclusion from play, games and/or friendship group
- Hitting another child "for just being there"
- Stares
- Teasing another child's family or culture, ethnicity or background
- Making fun of their work
- Making threats
- Starting rumours

Each bullying incident will be deemed as a serious behaviour concern and will be logged on ISAMS. Behaviour logs are monitored fortnightly to look for any patterns and to support the pupils involved.

We encourage children to talk to their class teacher or another adult in school if they are worried about bullying.

We encourage parents to share any information with school that their children are facing in terms of relationship worries that are not easily fixed. It is important that parents allow the school to take the lead in dealing with any problems and that the lines of communication are open.

We do not tolerate bullying at St. Paul's. Repeated bullying behaviours will be treated very seriously and may result in exclusion.

What we expect of parents

Junior School Home-School Agreement

Please sign this home-school agreement to show that you have read and support this behaviour policy.

- Let your child know the standard of behaviour that you expect – and that you expect that they always try their very best.
- Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out arguments and difficulties.
- Make sure that your son or daughter keeps to the rules when you are with them in school or joining them on a school trip.
- Encourage your son or daughter to be sensitive to other people's point of view and treat others with care and respect.
- Help your son or daughter to be on time and to remember anything that they need for school (reading folder, swimming kit, etc.).
- Check and read any information that is sent home from school so that you can talk to your child about what is going on.
- Encourage your child to speak to the adults in the school if they feel unsafe or need help solving a problem.
- Make sure that your child gets a good night's sleep on 'school nights'. It helps their concentration and mood.
- Monitor TV watching and computer games, particularly for violence and try to restrict screens and devices in bedrooms.
- Remind your child to be polite and not to use language that would offend others.
- Talk to a member of staff if you are worried by anything that your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child but remember that your child might not give you the full story and may use emotive language ("He just beat me up" or "That girl is bullying me")
- Allow the school to take a lead with any behaviour problem and keep communication strong with the school.
- Try not to react to every little upset so that your child learns to get things into proportion and how to cope for themselves – build up resilience. Children readily mirror the behaviour and responses of their parents.
- Be positive with your child and reinforce the good choices that they make at school.
- Please do not expect all the discipline to be the responsibility of the school. We expect to work together to support children, set high standards and help children to understand what is expected of them.
- Support your child's emotional wellbeing by working with the school to provide consistent messages around the expectations of this behaviour policy.