

We are proud of the fact that our children are kind, helpful and co-operative, and we rarely need to apply sanctions of any severity. The children work and play well together and they all know that they can speak to teaching and non-teaching staff should they be upset or have a problem.

In these circumstances staff will listen with an unbiased ear and give advice as required. When investigating a problem, staff will establish all sides of the situation in order to deal with it in a fair and supportive way to find a restorative solution.

Rewards

We promote positive behaviour in school in a variety of ways:

- Praise
- Class Dojo points
- Stickers
- Merit/House points
- House team winners reward afternoon
- School responsibilities
- Teacher awards
- Head teacher postcards
- Certificates
- Trophies
- Reward time
- Christian Value Awards
- Lunch time Awards

Celebration Assembly

This takes place on Fridays at 2:30pm to celebrate 'good work' and 'star pupils'.

Awards Assembly

Every half term special awards are given for punctuality and courteousness. We also have a

Christian Value award for each year group chosen and presented by the school council. Values such as respectfulness, kindness and courageousness are often chosen.

Sometimes things don't go the right way...

We pride ourselves on enabling our children to understand that when things go wrong we can always do something about it and encourage them to reflect on their behaviour in a variety of ways. However, sometimes we have to use age-appropriate sanctions so that learning and teaching can continue for the benefit of all children.

At St. Paul's we believe that children should take responsibility for their own behaviour. If children have behaved inappropriately they will have to take a logical consequence to reflect on what they have done, how it has affected other people and how they can put it right. They will be given time to make the right choice. The consequence will be directly linked to the poor behaviour in order to teach them not to do it again. Consideration will be given to children with SEND about which approach will be the most effective and meaningful. Staff will use forms of rehabilitation e.g. constructive tasks in the class/playground to pay back to the school community. The child will be encouraged to reflect on their behaviour and consider the following questions;

- What happened/ what's happening?
- What were you thinking/ feeling at the time?
- What do you feel / think now?
- How have you and others been affected?
- What do you need?
- What do you need to do to put it right?

Course of action to be followed: -

- i. Class teacher talk 1:1 with the child. This will be recorded on CPOMS (Child Protection Online Management System) and monitored by the Senior Leadership Team and SENDCo (Special Educational Needs Co-ordinator). Consequences may include missing part of break or lunch time.
- ii. Class teacher to monitor behaviour
- iii. If no improvement class teacher will discuss with parents (depending on the severity of the behavior, parents may be contacted at stage i)
- iv. Discuss with the Head Teacher
- v. If there is no improvement an appointment will be made for the parent/guardian to see the Headteacher and a behaviour action plan will be drawn-up. This will be reviewed weekly by the Headteacher, or Deputy Headteacher, class teacher, and parent. Outside agencies and our family support worker may be involved at this stage.

Continuing problems could result in one of the following although we firmly believe that this should only be carried out if all other sanctions have failed:

- a. Fixed Term Exclusion (this may include lunchtime exclusion where children fail to comply with normal school discipline). Children should understand that Welfare staff have that same authority as teaching staff.
- b. Permanent Exclusion
- c. Referral to an appropriate LEA agency for example Education Psychologist, Pupil Referral Unit.

This Positive Behaviour Policy runs alongside our Behaviour and Discipline Policy and our Anti-Bullying Policy. These policies are available on our school website.

<http://www.stpaulsprimaryschoolfarington.co.uk>

Farington Moss St. Paul's Church of England Primary School



Positive Behaviour Leaflet 2025 Information for Parents and Carers 'Thrive in the Gift of Life'

'I came that they may have life, and have it abundantly.' (John 10:10)

We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

At Farington Moss St. Paul's Church of England Primary School, we believe that all children are entitled to a fair and consistent Behaviour Policy.

Our Positive Behaviour Policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and encourages the involvement of parents and carers in the development of their child.

Our Behaviour Policy aims to...

- Ensure that all our pupils live and learn in a happy, secure, inclusive and loving Christian environment.
- Ensure that all our pupils have a positive view of the school.
- Ensure that pupils show respect to any individual with whom they have dealings, including fellow pupils, staff and parents.
- Give pupils the opportunity to make the right choices regarding their behaviour.
- Encourage the children to exercise self-regulation and choose appropriate socially acceptable behaviour.

PSHE Education

Personal, Social, Health & Economic Education

At Farington Moss St. Paul's we teach positive behaviour through PSHE Education. This takes place in worship and assemblies, in lessons and in our everyday lives. Throughout the year we cover the themes: Health and Wellbeing, Relationships and Living in the wider world – Economic wellbeing and being a responsible citizen.

Christianity

Our Christian values are;
Generosity, Compassion, Courage,
Forgiveness, Friendship, Respect.
Thankfulness, Trust, Perseverance, Justice,
Service, Truthfulness
We may adapt our values and explore Peace,
Hope, Community, Dignity, Joy and Wisdom.