



St. Paul's Primary School

Behaviour Policy

Signature of Chair of Governors:	Mel Collins
Signature of Headteacher:	Sheridan Upton
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[Introduction](#)

[Aims](#)

[Parents and carers](#)

[Governors](#)

[Our Behaviour Expectations](#)

[Approaches to developing positive relationships](#)

[Promoting Pupils' Positive Behaviour](#)

[Behaviour of pupils as communication](#)

[Managing unacceptable behaviours](#)

[Appendix 1: Fixed-term Suspension/Exclusion:](#)

[Appendix 2: Searching and Screening](#)

[Appendix 3: Confiscating Items](#)

[Appendix 4: Use of Reasonable Force](#)

[Appendix 5: Related Policies & Documents](#)

Introduction

St. Paul's is a community with a commitment to tolerance and inclusion. For us, this means that we have THRIVE embedded within our ethos and THRIVE approaches are followed across our whole school setting. The THRIVE approach supports and encourages the development of learners who are able to understand and live up to our school expectations of being READY, RESPECTFUL, SAFE.

Through regular professional development, we continually deepen our understanding of how social and emotional learning develops and how this can be supported in school. We understand that some behaviours are learnt and understood by the person displaying them, but that they can also be unconscious, patterned, a non-problem-solving defence or a discharge response. We review our policy annually.

We believe that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop at its heart, to ensure that a child's individual needs and learning does not adversely impact on others.

Aims

We want all of members of our school community to:

- Understand how to regulate and manage emotions;
- Increasingly understand how to show empathy towards others;
- Build tolerance and be respectful;
- Gain a sense of pride;
- Be resilient;
- Take responsibility;
- Become ready, independent, self-aware learners;
- Be enthusiastic and feel safe to take risks.

As in many other curriculum areas, we recognise that these skills need to be taught to pupils at the right time and in an age-appropriate way. For some children, this may not be their chronological age.

Parents and carers

The school works collaboratively with parents so that children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents immediately via email or telephone if we have concerns about their child's welfare or behaviour. We will work in partnership to make sure the children are given every opportunity to be the best version of themselves.

We expect parents to:

- Be aware that we have school rules and to support them
- Co-operate with the school
- Support their child's learning and behaviour choices
- Support school decisions when consequences are applied to deal with a specific incident or issue
- Adhere to the Home School Agreement

If parents have any concerns about the way their child has been treated, they should initially contact the class teacher via e-mail or by telephone. If the concern remains, they should contact the Headteacher and, if still unresolved, a formal complaint can be made following the school's complaints policy.

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 about particular disciplinary issues which the Headteacher must take into account when making decisions about issues of behaviour.

Our Behaviour Expectations

We expect all members of our school community to demonstrate our expectations in line with our school expectations of READY, RESPECTFUL, SAFE.

- ★ **Ready** to learn and to do your best.
- ★ **Respectful** of every member of our community, including those who are different to ourselves.
- ★ **Safe** to take risks and be a confident learner and to keep our building and community safe.

In order to demonstrate these expectations children should:

- Walk quietly inside school at all times. (Respectful/Safe)
- Keep hands/feet to yourself. (Respectful/Safe)
- Be kind to others. (Respectful)
- Use good manners. (Respectful)
- Be a good listener (Ready/Respectful)
- Allow others to learn. (Ready/Respectful)
- Respect others/property. (Respectful)
- Complete assigned work. (Ready)
- Keep spaces neat and tidy. (Ready/Respectful/Safe)
- Always do your best. (Ready)
- Use time wisely. (Ready)
- Be interested. Ask questions. (Ready)

Approaches to developing positive relationships

- Quality First teaching that ensures that pupils are involved, builds on success, ensures progression and involves and informs parents or carers.
- Social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day.
- A planned programme of Citizenship and PSHE used in conjunction with specific THRIVE targets.
- Encouraging children to recognise sensations and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two.
- Supporting children to become increasingly self-aware, taking responsibility for themselves and their actions in developmentally appropriate ways (for most children this will be their chronological age).
- Giving children the option to use calm corners and calming resources as and when they need them and before behaviour escalates.
- Using 'soft start' activities at transition times to allow the children the time to be mindful and prepare themselves for the learning.
- Where need is identified, we incorporate structured, tailored group and individual programmes into action plans using the THRIVE profiling tool

- Recognising children with additional needs within our relational systems. Providing them with appropriate, scaffolded support to ensure that they can operate within boundaries that are recognised as fair and consistent for all.
- Reinforcing positive behaviour choices based on clear and consistent responses with boundaries that offer safe containment.
- Recognising that supporting some pupils appropriately may require adults to develop and employ new skills.
- Rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development.
- Understanding that fixed term internal and external suspensions may be part of a positive relationship approach once all other avenues have been explored.
- Ensuring that expectations around behaviour, rewards and sanctions are understood and are reviewed and revisited regularly.

Promoting Pupils' Positive Behaviour

The school will always look to reward positive behaviour in children at every possible opportunity. We will use explicit praise of desirable behaviours to support all children to make the right choices.

- **Public praise** - this is our easiest and most effective tool in maintaining a positive ethos and encouraging good behaviour.
- **House points** - given out readily in conjunction with praise for good behaviour choices.
- **Good Work Assembly** where pupils from each class receive an individualised certificate at the end of the week.
- **Golden Book Behaviour Celebration** read to children each week in Good Work Assembly (linked to our school expectations and values).
- **Stickers** to highlight good behaviour, good work and a positive ethos. Stickers may also be awarded for completing learning activities to a high standard, making valuable contributions in class, reading regularly at home, completing Home Learning activities. Stickers are given at the staff's discretion.
- **Green, Silver and Gold Leaves** awarded in Good Work Assembly for achievement across the curriculum. These certificates and leaves are awarded each time a pupil earns 50 stickers. Alongside a certificate, the pupil is given a leaf to add to our school oak tree that is located in the hall. Within an academic year, a pupil may earn one, two or three leaves. In September the tally of stickers resets and each pupil begins to collect stickers towards their Green Leaf again.

Behaviour of pupils as communication

We believe that all behaviour is communication and that a child's inappropriate behaviour is a sign that they are upset or that something is not right.

Behaviours may include:

- Calling out in class
- Making rude or inappropriate comments to adults or other children
- Refusing to get on with a learning task
- Persistently disturbing other children who are working
- Persistently getting up and wandering about the classroom
- Making tapping, clicking or whistling noises intended to disturb others
- Not using learning resources appropriately
- Leaving the classroom without permission

This is not an exhaustive list.

As adults, we should be assisting the child to appropriately deal with these behaviours. Inappropriate sanctions can often lead to a worsening of the situation or create a sense of shame for the child who may be unable to regulate the way they are behaving.

In order to deal with a child's inappropriate behaviour, we use the Three Rs: Regulate, Reason and Repair, as described by Dr Bruce Perry:

Regulate: While a child is dysregulated, they will be unable to control their behaviour. They are likely to be in fight or flight mode. At this time a child may need time and space to calm down. Each classroom has a designated Calm Corner/Space, with resources provided to support independent regulation. For some children, an adult will need to be alongside them as co-regulator at this time in order to model how to take them out of flight/fight mode. Staff will use the Vital Relational Functions (VRFs):

- **Attune** - Catch and match the feeling
- **Validate** - understand and acknowledge the feeling
- **Contain** - Make the unbearable survivable
- **Regulate** - Meet the intensity/the calm and soothe

Reason: The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.

Repair: Once the child is feeling regulated and knows that we want to help, adults can work together to solve the issue in a calm way. This may be an apology or an agreed helpful act.

Managing unacceptable behaviours

Sometimes, despite all of the measures taken to ensure positive behaviour, children will be unresponsive to the Three R's and will continue to make choices that are not in line with our school values or behaviour policy.

In order to ensure that children experience consistency in expectations and outcomes, the school has set out thresholds which outline which types of behaviours may be displayed and the appropriate level of consequence. These thresholds are guidelines and when applying them staff should take account of children's individual needs and chronological and/or developmental age. This is not an exhaustive list and any staff members who are in doubt of the Threshold level should seek guidance from a member of the Senior Leadership Team (SLT).

These behaviours may happen at school, when travelling to or from school in uniform or when participating in a trip or school-organised activity. The school does not administer sanctions for behaviour outside school. However, if a pupil perpetuates an out of school incident in school, we will follow up. Also, if an incident out of school could affect behaviour in school, we will follow up. For example, if arguments on social media are continued verbally at school.

Stage	Examples of behaviour	What happens?
Stage One	<ul style="list-style-type: none">• Oppositional behaviour• Calling out• Failure to follow basic instructions	<ul style="list-style-type: none">• Staff Member will continue to clearly articulate the reason for child reaching this stage, and at this point offer the child an opportunity to rectify actions by one of the following options:• Moving seats - this may be to a space away from other children as appropriate.• Time in - child is invited to sit somewhere, nearby a staff member to help with regulation.• Calm Corner - child is invited to use the calm corner for 5 minutes to support regulation.• Time Scale - Setting an agreed expectation with the child for completing a task in order for consequences to stop progressing. e.g. "You will have 10 minutes to complete up to question 5"• Parents or carers do not need to be informed of Stage One behaviours unless the class teacher feels it is necessary.

<p>Stage Two</p>	<ul style="list-style-type: none"> • Persistent oppositional behaviour despite a warning • Persistent calling out or talking even when reminded to stop • Not completing all work set or not completing it to the expected standard despite appropriate support being given by an adult 	<ul style="list-style-type: none"> • The children will spend time out in another class to reflect. • Work may need to be completed during break or lunchtime. • When the pupil returns to class or hands in completed learning to the class teacher, a restorative conversation will happen. • If a child is given time out, or is required to stay in at break/lunch and work is still not completed during school time it will be sent home to be completed there. There may be occasions where the work set in school is not appropriate to be completed at home because it requires teacher support or resources stored at school. In this scenario an alternative activity that the child can do independently will be provided. If the work sent home is not completed by the following day then the parents or carers or carers of the pupil will be contacted by a member of SLT. • Parents or carers do not always need to be informed of Stage Two behaviours but it is recommended that a conversation takes place at the end of the day. When it is necessary for work to be sent home, a member of SLT will be informed.
<p>Stage Three</p>	<ul style="list-style-type: none"> • Putting themselves at risk (e.g. climbing up on school equipment or property) • Refusing to hand over an inappropriate object that could be deemed dangerous, • Running away from a member of staff or adult, • Leaving classroom without permission, • Refusing to complete any learning activities. 	<ul style="list-style-type: none"> • A member of the SLT will escort the child from the classroom and give them time to regulate and reflect on their behaviour. • The pupil will be given the opportunity to complete their work in a designated place, decided by and arranged by the class teacher and appropriate to the child's age and need (e.g. a quiet space, another classroom, with another member of staff). The length of time away from their base class will be decided by the class teacher and discussed with a member of the SLT, as appropriate. This may mean a child is away from class for the remainder of the day.

		<ul style="list-style-type: none"> • The pupil will miss some playtime on that day. On their return to class, the final stage of the three Rs (repair) will be discussed and a 'clean slate' approach will be used from that moment • Parents or carers will be informed at the end of the day. • These incidents may be logged on CPOMS, the system used by the school to monitor behaviour, at the teacher's discretion.
Stage Four	<ul style="list-style-type: none"> • Putting others at risk (e.g. kicking or throwing classroom equipment) • Shouting in the classroom and distressing peers. • Threats of violence against a pupil or member of staff • Threat of destruction of school property • Minor altercations between pupils • Without permission, knowingly bringing items that present a safeguarding risk into school, for example, mobile phones or over-the-counter medications (see appendix 2). 	<ul style="list-style-type: none"> • The SLT member will determine a space appropriate to the school and the age of the child where the child will work for the remainder of the session or day depending on age and individual needs. • The pupil will not be able to access lunchtime or playtime, whichever is first, and the SLT member has the discretion to keep them off the playground if this puts other children at risk. • A meeting with parents or carers will be held with the class teacher and/or member of SLT in order to discuss the triggers and to seek a positive solution to avoid further negative behaviours from happening. • The Headteacher has the discretion to apply a fixed-term suspension at this stage if it is deemed that removal from the playground or classroom will not regulate the behaviour or that the risk to other children and staff cannot be managed (see appendix 1). • These incidents will be logged on CPOMS

<p>Stage Five</p>	<ul style="list-style-type: none"> • Significant damage of school property. • Persistent bullying (see our Anti-Bullying Policy for further information) • Racist Abuse • Knowingly bringing dangerous or illegal items into school (see appendix 2) • Significant physical abuse against another pupil or member of staff • Sexual misconduct 	<ul style="list-style-type: none"> • These behaviours will, as a minimum, result in a fixed-term suspension, the length of which will be decided on a case-by-case basis (see appendix 1). • Before a child is allowed to return to school a plan will be put in place to support reintegration. • In some cases, the school may feel it is necessary to permanently exclude a pupil. This decision will be made in consultation with the Governing Body. • Incidents of racist abuse reported to the Safeguarding Lead and will be logged on our internal system. • Any criminal activity or possession of illegal items will always be reported to the police in tandem with a referral to Children's Social Care. • Reports of rape, assault by penetration or sexual assault will be passed on to the Police even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to Children's Social Care. The Safeguarding Lead will follow the local process for referral. Parents will be informed unless there is a compelling reason not to do so. The Safeguarding Lead and governing board will agree what information will be disclosed to staff and others. In some cases, it may become clear that the Police will not take further action, for whatever reason, but the school will always report regardless.
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Appendix 1: Fixed-term Suspension/Exclusion:

This is an extremely serious sanction, which will be used only if all other strategies have been unsuccessful or for extreme behaviours. The Headteacher will inform the parents that their child is to be excluded from the school for a fixed period of between 1 and 3 days. At this point the Chair of the Governors and the Local Authority will be informed. In very extreme cases a permanent exclusion may be necessary.

No exclusion will be imposed by the Headteacher (or in his absence the Deputy Head) without the parents being fully aware of the unacceptable behaviours and all of the strategies that have been tried.

This sanction is only ever imposed as a last resort.

At all times during the sanction, the parents have the right of appeal. In such instances, an Appeals Panel of Governors is convened, and arrangements can be made through the Chair of Governors."

Appendix 2: Searching and Screening

As a school we do not believe it is appropriate for teaching staff to search pupils even if they may possess dangerous or illegal items. This is because it can jeopardise their physical and mental safety, cause damage to teacher/pupil relationships and expose teachers to an increased risk of allegations of assault or inappropriate physical contact. A teacher should immediately inform the Headteacher or Deputy Headteacher if they feel it is necessary to search a pupil. The Headteacher or Deputy Headteacher will then inform the parents and where necessary schools have the right to utilise the expertise of the police to perform a search.

A member of staff may feel it is necessary to search a pupil's property. In these circumstances they should still inform the Headteacher or Deputy Headteacher of their concerns and searches should be carried out with at least two members of staff present. Before any search takes place, the member of staff conducting the search should explain to the pupil the reason they are being searched. They should explain to the pupil how and where the search is going to take place and give them the opportunity to ask any questions. If a pupil refuses to co-operate, parents or the police will be contacted as appropriate and they can be sanctioned in line with the school's behaviour policy.

Appendix 3: Confiscating Items

Any prohibited items found in pupils' possession will be confiscated. These include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff 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). Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Appendix 4: Use of Reasonable Force

Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

The school has a rolling CPD programme to ensure staff regularly receive 'Team Teach' physical restraint training.

Appendix 5: Related Policies & Documents

- Statement of Behaviour Principles
- Anti-bullying Policy
- Anti-bullying Policy - Pupil Version
- Safeguarding and Child Protection Policy
- Staff Behaviour Policy