



# St Paul's C of E VA Primary School

## Behaviour Policy

Last Reviewed : November 2024

Next Review: November 2025

L Varney

Headteacher

Date:

27.11.24

C Heaphy

Chair of  
governors

Date:

27.11.24

**“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” Pam Leo**

### **School Vision**

To demonstrate Christian values of love, honesty, understanding and respect, by working together in school, church, village and world communities, celebrating differences. To flourish and achieve academic skills through a broad, balanced curriculum with imaginative, supportive, challenging teaching. To achieve attitudes of enthusiasm, confidence, perseverance and a love of learning.

THE GREATEST COMMANDMENT Mark 12:31 “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. Love your neighbour as yourself. No other commandment is greater than these.”

Who is your neighbour? The Good Samaritan Luke 10: 25-37

Treat other people as you would like them to treat you.

### **Aims of our policy**

- To uphold our school vision and Christian values.
- To develop an approach that prioritises the prosocial feelings of everyone within the school community.
- To encourage behaviour which is positive, helpful, and intended to promote social acceptance
- To develop a therapeutic approach to behaviour (positive experiences create positive feelings; positive feelings create positive behaviour).
- To explain what we mean by positive behaviour and to promote a shared understanding and consistency throughout school
- To ensure that children and young people should value themselves, others, society and the environment.
- To ensure that all children receive equality of opportunity to develop socially, to learn and to enjoy community life
- To set out the roles and responsibilities of everyone in the school community
- To encourage, teach and reward positive behaviour
- To deal with poor and unacceptable behaviour with actions that are consistent and fair, teaching our expectations
- To set out the support and help available for children who have additional needs and need help with managing their behaviour.

We believe that school must be a welcoming and caring place for all. We recognise that children, families, staff, governors and our local community all have a vital part to play in the success of our school.

## **Aspirations at our school**

As a school we aim to inspire our children to:

- be enthusiastic and focussed about learning
- be kind, caring and considerate of others
- practise our Christian values of love, respect, responsibility, honesty, justice, peace, cooperation, friendship, sharing, courage, wisdom and forgiveness
- be polite, co-operative and able to work and play in groups
- aim high
- make good choices, tell the truth and do the right thing
- recognise when things go wrong and take responsibility for their own actions

By creating a safe and secure learning environment, we believe that our children will discover their talents, develop their interests and have the self-confidence to become successful life-long learners.

## **What we expect from our school community**

### **We expect our children to:**

- be respectful to other children and all adults
- be kind, helpful and caring
- look after equipment and resources in our community
- have a positive attitude
- be aware of their own and other's safety
- be active learners and encourage others to learn
- take on responsibilities around the school and in the community
- be responsible for their own actions

### **We expect our parents/carers to:**

- be aware of, understand and support the policies and procedures that help our school to work effectively
- model the behaviour and actions expected of our children
- support the school in developing their child's learning and their social and emotional wellbeing
- ensure that their children come to school ready to learn and on time

### **We expect our staff and other adults in school to:**

- be aware of, understand and support the policies and procedures that help our school to work effectively
- model the behaviour and actions expected of our children
- be appropriately organised for what they are here to do
- ensure that they are aware of specific needs and requirements of children in their care
- ensure that everyone is safe and secure within the school environment and on educational visits

### **We help children to be kind, caring and considerate of others by:**

- teaching children about their own and other people's feelings

- modelling how we care for others; through our vision with the parable of 'The Good Samaritan' we strive to develop an understanding of treating other people as you would like them to treat you.
- modelling how we speak to others
- developing respectful relationships between everyone in our school
- modelling behaviour we would like to see in children – including comfort and forgiveness
- noticing and praising consideration for others
- developing schemes such as peer mediation and conflict resolution (see Appendix 6)
- recognising kindness and support for others
- using positive language to meet and greet each other
- understanding that the adults in the school need to look after themselves

**We help children to be co-operative and be able to work and play in groups by:**

- giving children jobs and responsibilities
- having organised classrooms and work areas so that it is easy for everybody to look after equipment
- establishing routines which are understood by the children so that they are able to organise their time effectively
- consistency
- use of positive language throughout school (see Appendix 2)
- working with them to learn how to resolve conflicts (See Appendix 6 )

**We help children to make good choices and do the right thing by:**

- having valued behaviours that are clearly communicated to children (see Appendix 3)
- having a set behaviour curriculum which enables children to learn about how these valued behaviours can be shown (see Appendix 3)
- rewarding actions and effort as well as outcome (see Appendix 4)
- talking to them using clear, specific, positive language (see Appendix 2)
- encouraging and praising all children's efforts
- modelling how you can learn through mistakes and do things in different ways
- teaching children strategies to cope with minor setbacks through discussion time, Circle Time and PSHE
- reviewing situations to encourage reflective thinkers
- modelling the Christian values in our own behaviours at school (respect, responsibility, hope, forgiveness, cooperation, courage, honesty, appreciation, perseverance, love, friendship, wisdom, thankfulness, justice, peace, service , sharing and compassion).

**We help children to be enthusiastic and focussed about learning by:**

- recognising and rewarding positive behaviour and achievements
- providing high quality learning and varied experiences in a stimulating environment
- promoting a 'can do' attitude
- displaying children's work in a variety of ways and celebrating their achievements
- positive use of language (see Appendix 2)
- a consistent approach throughout school

### **We help children to aim high by:**

- encouraging and praising all children's efforts
- encouraging perseverance
- modelling how you can learn through mistakes
- rehearsing how you can do things in different ways
- setting realistic targets for behaviour and learning
- providing exciting learning opportunities which promote learning from each other
- providing challenge in our lessons for all groups of learners
- supporting children to take risks with their learning

### **Rewards & Consequences** (see Appendix 4)

We believe that rewards focus children on making good choices and doing the right thing.

We believe that the purpose of consequences is to give children time to think about their behaviour, improve the situation and have the opportunity to make better choices.

The process of consequences should be minimal in front of others to reduce feelings of embarrassment or humiliation. Public behaviour charts are not school policy for the same reason. There may be occasions, however, when individual behaviour charts are used to support desired outcomes for children.

We recognise that some children will have personal needs which may impact on their behaviour. We will work proactively to set up personalised systems to enable these children to behave to the best of their ability.

Significant behavioural incidents are recorded on CPOMS.

### **Foundation Stage Behaviour Policy Statement**

At St Paul's School in the Foundation Stage we promote good behaviour; our emphasis is on praise. In Nursery and Reception class charters are developed, with the children, to include rights and responsibilities to communicate appropriate and desired behaviours, alongside the British Values. Personal, Social and Emotional Development (PSED) is a prime area of learning in the Early Years Curriculum and is crucial as it supports all other learning. Everyday children are learning to build relationships, manage their feelings and behaviour and develop their self-confidence and self-esteem. The children are taught how to express their feelings using feelings cards and develop their emotional literacy. In conjunction with this, the following strategies are used to encourage appropriate behaviour. Reception class children follow this policy at playtimes

## **Appendix 1: Strategies to Promote Positive Behaviour**

*See also Appendix 2: Positive Language*

### **Public Praise/Highlighting Positive Behaviour**

Public acknowledgement of good behaviour can be very powerful in a positive way. Staff praise children and explain what they like about their behaviour rather than simply saying 'good boy/girl'. Praise can also be non-verbal: a smile or a thumbs-up.

### **Talking About Negative Behaviour**

Talking about poor behaviour should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not immediately, later. Tell the child what they need to do instead of purely emphasising the negative. With younger children, get down to their level. Lower your voice and talk slowly and calmly.

### **Catch them being good**

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is praise worthy will encourage the child to repeat and try good behaviour.

### **Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger unwanted or inappropriate behaviour. It is therefore essential that policy is In Early Years, this is supported by using the 'key person' system where children are allocated a key adult who will get to know them well and be there to support them.

### **Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably.

### **Listen to children**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?" Rather than ask, "What is wrong with you?" ask, "What has happened?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues to be dealt with.

Also encourage the children to respond with: "I am....." "I need....." "I feel ....."

### **Working together**

Children are encouraged to see themselves as part of a class unit where they work together to support each other, for example when working as a whole class and at tidy up time. Children are taught to respect each other and their environment and are rewarded as a class as well as individuals.

### **Monitoring and evaluation**

Behaviour incidents are recorded on CPOMS and monitored. The Senior Leadership Team will monitor this policy each term and report to Governors on its progress and effectiveness

## Appendix 2: Positive Language

Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. *Is what I've said clear and unambiguous? Would it be interpreted the same every single time? Eg: stand next to me/ Switch the computer screen off/ Walk with me to the library.*

It is often beneficial to support a positive phrase with a 'please' or 'thank you'.

Using 'please' will suggest an element of choice so should be reserved for low-level behaviours.

Using 'thank you' suggests you expect the student to comply.

Negative phrases are ones which focus on the negative behaviour (don't run, don't throw etc.) or suggest blame (don't be so stupid, silly) or fail to give a specific instruction (be good for me).

Children in heightened states of anxiety take longer to process so catch up with the instruction half way through the sentence, so may only respond to the "throw the pen" part. Negative phrasing is more likely to contribute to the negative feelings associated with anti-social behaviour.

<b>Negative Phrasing</b>	<b>Positive Phrasing</b>
<i>Don't throw the pen.</i> <i>(Could still snap or poke).</i>	Put the pen on the table.
<i>Don't get out of your seat.</i> <i>Stop wandering around the classroom.</i>	Stay seated on your chair.
<i>Stop running.</i>	Walk on the pathways. Walk in the corridor.
<i>No talking.</i>	Walk into assembly quietly.
<i>Stop shouting.</i>	Remember to use classroom voices. Talk quietly.
<i>Be good.</i> <i>Calm down.</i> <i>Don't talk to me like that.</i> <i>Stop being silly.</i>	Remember to share. Explain whatever the 'good' behaviour is!
<i>What's wrong with you?</i>	What has happened?



# Our Behaviour Curriculum

Having decided on what our school's valued behaviours are, these are some of the main ways we teach behaviour in our curriculum ...

- School vision supports the concepts of mutual respect, kindness, care and love which underpins all we do
- Positive, caring relationships established and developed between all within the school community
- Setting high expectations from the start - clear communication of valued behaviours within the EYFS
- Personal, Social and Emotional Development in the EYFS curriculum and beyond
- Modelling through role playing within the EYFS and child initiated play
- Constant modelling of high expectations and valued behaviours
- Explicit teaching of valued behaviours within our PHSE curriculum
- School's Christian values which are aligned with our valued behaviours
- Positive pupil role models are recognised and praised within school
- Behaviour policy and practices that encourage and reinforce positive praise and therapeutic and restorative approaches
- Rewards and praise that are used consistently across the school with the focus being more on the intrinsic reward of learning
- Assemblies and Collective Worships to explore whole school / world themes that link back to our valued behaviours
- Well established and highly successful pupil leadership programme which encourages resilience, motivation, responsibility and other valued behaviours
- Discrete and embedded teaching of British Values to aid understanding and displaying of valued behaviours
- Circle times / restorative conversations with individuals / class when conflict arises or themes / issues that require speaking about as a group
- Focused work and teaching on the Zone of Regulation, supporting children with developing their emotional literacy and being able to talk about their feelings
- Enrichment experiences and visitors to develop children's aspirations and ambitions, leading to children displaying valued behaviours
- Visual prompts and Makaton to support learners whose oracy is developing

Appendix 3

**Our Valued Behaviours**  
In this school we ...

**RESPECT**  
RESPECT  
respect each other

show empathy

note to self:  
DO NOT QUIT  
are self-motivated

are responsible

respect the building and belongings

know learning is our reward

are resilient, knowing we will find things difficult

are honest

use manners without reminder

are independent, including our self-care

listen to each other

know what is right and wrong

DO'S  
DON'TS

## Appendix 4: Rewards and Consequences

	<b>REWARDS</b>	<b>CONSEQUENCES</b>
<b>In class</b>	<ul style="list-style-type: none"> <li>• Praise</li> <li>• Comments in books</li> <li>• Work shown to other children or members of staff, including senior leaders</li> <li>• Work shared as appropriate</li> <li>• Stickers</li> <li>• Merit points</li> <li>• Bronze, Silver, Gold and Headteacher's awards</li> <li>• Star of the week</li> <li>• Values awards</li> <li>• Headteacher's trophy</li> <li>• Golden time</li> </ul>	<ul style="list-style-type: none"> <li>• Give the child a visual sign e.g. a raised eyebrow, or a move closer to the child to let them know that the teacher is aware</li> <li>• Praise a child nearby who is following behavior charter; when the child who is disrespecting other's rights conforms, give them praise</li> <li>• Draw the child's attention to their behaviour through a description of what is happening e.g. 'You are talking when I am talking' and encourage them to do the right thing</li> <li>• Give a clear verbal warning</li> <li>• Time-out or removal from classroom if disrupting the learning of others</li> <li>• Complete /re-do work in own time (break/lunch time/at home); some support may be needed, depending on the age and stage of the child.</li> <li>• Go to the Headteacher or other senior teacher</li> <li>• Reflection time incorporated to think about their behaviour on removal from class</li> <li>• Repeated poor behaviour – parents will be informed</li> </ul>
<b>At break times</b>	<ul style="list-style-type: none"> <li>• Praise</li> <li>• Positive feedback to other members of the school community</li> <li>• Nominations from play leaders</li> <li>• Value awards</li> </ul>	<p>The same high expectations apply to playground behaviour.</p> <p>Poor behaviour will result in:</p> <ul style="list-style-type: none"> <li>• Increased supervision</li> <li>• Removal from the playground (or classroom during wet play)</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>• Responsibilities</li> <li>• Leadership roles</li> </ul>	<p>Removal from responsibilities if not acting as a positive role model.</p>

Examples of actions/ incidents and possible appropriate restorative consequences (in consultation with pupils and staff). This list is by no means exhaustive and each incident will be dealt with according to the nature of the action. As part of the restorative process, children should be encouraged to discuss their thoughts on how to improve a situation and understand why the consequence has been necessary.

<b>Action</b>	<b>Possible restorative consequence</b>
<ul style="list-style-type: none"> <li>▪ Littering</li>   <li>▪ Teasing without the use of bad language or violence eg. "I'm not your friend".</li>   <li>▪ Non critical fighting eg. pushing, shoving.</li>   <li>▪ Argumentative behaviour with other children.</li>   <li>▪ Not listening to or following teacher instructions.</li>   <li>▪ Running on pathways/in school</li>   <li>▪ Not finishing work (if lack of effort)</li>   <li>▪ Not completing homework</li>   <li>▪ Any behaviour that is harmful or dangerous to themselves or others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion about/work on environmental awareness; picking up litter.</li>   <li>▪ Discussion about consequence of actions; explanations of how that made me feel; apology.</li>   <li>▪ Discussion about consequence of actions; explanations of how that made me feel; apology. If persistent, may need to be give additional supervision/move/remove until appropriate behaviour is followed.</li>   <li>▪ Circle time to try to resolve issues; discussion about consequence of actions; explanation of how that made me feel; apology.</li>   <li>▪ Discussion about consequences of actions; repeat activity with following instructions; move/remove until appropriate behaviour is followed.</li>   <li>▪ Discussion of possible consequences; repeat journey by walking.</li>   <li>▪ Finish in own time.</li>   <li>▪ Complete in own time – break?</li>   <li>▪ Discussion of consequences or possible consequences; remove child from situation until behaviour is deemed to be safe; where necessary, reintroduce child to situation in graduated steps.</li> </ul>

## Exclusion and Suspension

Serious incidents e.g. extreme/ deliberate/ unprovoked violence/ putting themselves or others at risk may result in an exclusion. This is at the discretion of the Headteacher. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and work is sent home for the child to complete. A reintegration meeting is held with the parents and child on their return to school. Internal exclusions may also be applied, where children are removed from the class either to work in isolation or to work in a different part of the school. Permanent exclusion is only a last resort when all other avenues have failed and the education and well-being of the class and the school is at risk. Where poor behaviour persists at lunchtimes, lunchtime exclusions may be considered.

<b>Examples of behaviour which may lead to fixed term suspension</b>	<b>Examples of behaviour which may lead to permanent exclusion</b>
<ul style="list-style-type: none"> <li>• Persistent disruptive behaviour following in-school sanctions (see above)</li> <li>• Bullying</li> <li>• Malicious allegations against staff</li> <li>• Deliberate racist, homophobic or sexist comments</li> <li>• Deliberately using offensive language (to staff or pupils)</li> <li>• Vandalism</li> <li>• Serious injury with intent</li> </ul>	<ul style="list-style-type: none"> <li>• Serious actual or threatened violence against another pupil or a member of staff</li> <li>• Sexual abuse or assault</li> <li>• Supplying/using an illegal drug, solvent or alcohol</li> <li>• Carrying an offensive weapon</li> </ul>
<p>These examples are not exhaustive, but are for illustrative purposes.</p>	<p>This list is not exhaustive but indicates the degree of severity of offence that might warrant a permanent exclusion for a first or "one-off" offence. In case of criminal conduct, the Headteacher may be obliged to report the matter to the police. The Headteacher will also consider making referrals to other agencies, e.g. in relation to child protection, as appropriate to the circumstances of the case.</p>

## Appendix 5: De-escalation Script

- Child's name
- I can see something is wrong
- I am here to help
- Talk and I will listen
- Come with me and ...

### **De-Escalating Body Language:**

Outside of an outstretched arm

Good distance

Standing to the side

Relaxed hands

Managing height

## **Appendix 6: Conflict Resolution and Peer Mediation**

What happened? Tell the story.

Who has been affected? How?

What were the people thinking and feeling at the time?

What would you like to happen next?

How can we put right the harm? How can you help to put this right?

How can we make things better for ... ? You?

If everything was going to be alright, what would need to happen?

How can we make it OK for you to go back to lessons/activities?

What do you think ... might need?

What would you do if this were to happen again?

What have we learned so as to make a different choice next time? Next time I'm ... I will ...