



# ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

## Behaviour Policy

Updated by	Charlotte Dennis
Updated when	February 2026
Ratified by	Teaching & Learning Committee
Ratified when	
Signed by	
Next Review Date	February 2027
Statutory Policy	Yes
On school website	Yes

**TOGETHER WE ARE**

Growing in **STRENGTH**

Growing in **WISDOM**

Growing in **FAITH**

**COURAGE**

**RESPECT**

**HOPE**

**ENJOYMENT**

**COMMUNITY**

## **Philosophy**

- We promote good behaviour, respect and personal responsibility and do this within the context of a structured environment with clearly defined boundaries
- The staff, governors, parents and pupils were involved in the initial development of the policy
- The policy is written with reference to local authority policies on exclusion and with national policies on attendance
- The policy is written with regard to our curriculum policies, policy for Special Educational Needs and Health and Safety
- The high standards exemplified in this policy apply equally to pupils, parents, staff and governors of the school
- The policy is built upon the school's values: Courage, Respect, Hope, Enjoyment and Community. The Christian principle of forgiveness is central to developing positive attitudes towards learning from mistakes and being tolerant of others.

## **Aims:**

- To help create a happy, safe and secure atmosphere for learning where children endeavour to do their best and challenge themselves
- To develop respect for people and belongings
- To be an intrinsic part of the Christian ethos of the school
- To raise awareness of expectations for pupils, staff, parents and the wider community
- To provide moral guidance
- To set standards for pupils as members of society and valuable citizens

## **Objectives:**

- To instill good morals and values in all our pupils
- To enhance the ethos of the school
- To establish a consistently high standard of behaviour at all times
- To clearly define acceptable and unacceptable behaviour to all members of the school community
- To provide guidance for all staff on appropriate levels of rewards and consequences
- To provide structure for the involvement of parents and outside agencies
- To establish codes of practice for the pupils in the school
- To further the school's diversity and equal opportunities principles

## **Class Rules:**

The children are encouraged to offer their own ideas on what is appropriate behaviour in class. They agree these with their class teacher.

Everyone should try to:

- Be kind and considerate at all times
- Be polite and helpful
- Behave sensibly with regard to the health and safety of themselves and others
- Respect their own and other people's property
- Take care to keep all areas of the school tidy
- Be punctual
- Show respect for others in school
- Be thoughtful and considerate of others
- Welcome visitors to the school

- To remember all of the above when out of school and acting as a school ambassador
- Respect and abide by classroom rules
- Come into collective worship quietly and listen attentively

### **Incentives:**

Praise and positive comments are more effective than consequences. Preventing conflict and misbehaviour is better than dealing with the results.

Incentives are used consistently and fairly. They value all pupils and are appropriate to the achievement of individuals. Teachers try to use a range of incentives that are age-appropriate and pupils will value. Teachers use their own professional skills and initiative to develop effective strategies which include the use of incentives and rewards.

### **Appropriate incentives for good behaviour:**

- Dojo points earned towards house team points
- Positive praise
- Parental consultation - speaking to or sending home a note when a child has done especially well or tried very hard
- Stickers, badges and smiley faces
- Children share their learning with the Headteacher or other teachers for praise
- Headteacher's Awards (The Golden Folder) can be given for outstanding work, 'doing it better than you have to', good behaviour, perseverance and other learning behaviours.
- Golden Time or another whole class 'treat' are as incentives which bonds the class in a common goal.

### **Consequences:**

When dealing with poor behaviour we seek to find out what happened and why through discussion with the children involved. This then leads to an agreed resolution of the problem and a possible course of action. The child is given support to work out for themselves how the problem could be resolved through their own actions. Teachers distinguish clearly between serious and minor offences and look for patterns of poor behaviour which may indicate a more significant problem. It is recognised that sometimes it is difficult to establish exactly what has happened and focus on resolving the problem rather than apportioning blame.

Wherever possible consequences are to be relative to the misbehaviour, i.e. the child who is unkind to someone might have to spend free time helping others. Consequences are fairly and consistently applied and follow the scale indicated below:

- Guidance by the teacher - often this is more effective if done quietly to an individual pupil ensuring that the pupil understands exactly what they have done wrong
- Withdrawal of privileges - not sitting with friends / choosing
- Loss of responsibility
- Loss of break or lunchtimes - for a fixed period
- Isolation within the classroom
- Removal from the classroom during lesson time to work in another classroom
- Meeting with the Deputy or Headteacher or another teacher
- Informal discussion with parents
- A weekly monitoring procedure possibly leading to home/school report book - for a specific period

of time (this should only be used for persistent poor behaviour)

- Formal parental consultation
- Out of school sanctions (applied by parents)
- Referral to professionals from outside agencies
- Internal exclusion
- Temporary exclusion
- Permanent exclusion

Wherever persistent poor behaviour occurs, staff should keep a note of incidents and look for causes either within the organisation of the activity or in relation to the child. Staff should discuss all such cases as well as one-off exceptional incidents with the Deputy Headteacher or Headteacher.

### **Health and Safety Guidelines:**

Staff are expected to comply with the school's Health and Safety Policy - issued separately. Within this policy pupils are required to:

- Exercise personal responsibility for the safety of themselves and others
- Observe standards of dress consistent with safety and hygiene
- Observe all the safety rules of the school and in particular the instructions of teaching staff given in an emergency

### **Classroom Organisation:**

There is no one ideal way of organising a class to promote good behaviour but every member of staff has a duty to organise their class to provide an environment where children are able to learn efficiently.

### **Guidelines for Dealing with Poor Behaviour:**

There are a range of strategies available to staff when dealing with ongoing poor behaviour. Teachers keep a record of the behaviour that is giving cause for concern to see if there is any pattern to it. If there is a Safeguarding concern in relation to the behaviour, the school's Safeguarding Policy will be followed.

Where the behaviour is unusual or out of character, enquiries should be made to ascertain if there is any specific cause either inside or outside school. At this stage informal contact can be made with parents. At all times the emphasis should be on establishing the cause and using strategies to deal with it. Staff encourage children to take responsibility for their own actions and to think about its effects on others.

### **Bullying:**

There is no legal definition of bullying. However, it is defined by the government as behaviour that is repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups or individuals and can include prejudice-based and discriminatory bullying, for example because of race, religion, gender or sexual orientation. (Department for Education publication Preventing and Tackling Bullying July 2017)

It takes many forms and can include: physical assault, teasing, mocking, shaming, intimidation, exclusion/isolation, making threats, name calling or cyberbullying (bullying via mobile phone or online) and as such can occur outside of the school environment. For further detail, refer to the school's Anti-Bullying and Respect Policy.

### **The Use of Reasonable Force/Physical Contact:**

In exceptional circumstances, the use of reasonable force or physical contact may be necessary. If a child is at risk of causing self-harm or harm to others, staff must take action to reasonably restrain the

child. Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the Headteacher has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely and only in the context stated above. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

Our procedures comply with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Any use of force or restraint should be recorded and signed by a witness. The parent/carer will be informed of the incident.

Staff who are likely to need to use physical intervention must be appropriately trained. We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

All incidents involving the use of force will be recorded in a significant incident book by staff involved as soon as possible after the incident and copies will be given to the class teacher and Headteacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

**Confiscation:**

The Headteacher and anyone s/he delegates to, may ask pupils to hand over items and may search belongings and lockers if necessary.

**The power to discipline outside the school gates:**

Reasonable force or physical contact may be necessary when a child is taking part in any school-organised or school-related activity.

***Behaviour Levels Based on the Rights and Responsibilities in the Classroom***

## **KEY STAGE ONE**

If the pupil's behaviour is not appropriate, we use a system of levels. The pupils are always warned before they are subject to a level and given the opportunity to change their behaviour. If inappropriate behaviour persists they progress to the next level.

If the pupil is not making the right choices they will be asked calmly to stop the inappropriate behaviour and told this is a warning.

**Level 1** They are told to stop the inappropriate behaviour and re-directed to the appropriate behaviour.

**Level 2** If they still choose not to make the right choice a member of staff will talk to the pupil about why their behaviour is not appropriate (relating their actions to everyone's Rights and Responsibilities) and again give them the opportunity to change their behaviour.

**Level 3** If they continue with the same behaviour, the pupil will be given a set amount of 'time out' to reflect or regulate. During this time, they may be given a calming activity at the professional discretion of the teacher. When the child is calm, a member of staff can help the child reflect on their behaviour and how they can make the right choices. Children are given a way back to redeem themselves and rejoin the class. Wherever possible, consequences are immediate and praise instant when the child is back on track.

**Level 4** If the behaviour continues when the child returns to the class, the Deputy or Headteacher will be informed and may meet with the pupil. The class teacher will speak with the parent at the end of the day, ideally in person or instead, by telephone. This is an informal conversation as part of the ongoing dialogue between school and home.

## **KEY STAGE TWO**

If the pupil's behaviour is not appropriate, we use a system of levels. If inappropriate behaviour occurs they are subject to a level.

**Level 1** They pupil is asked calmly to stop the inappropriate behaviour and re-directed the appropriate behaviour.

**Level 2** A member of staff will talk to the pupil about why their behaviour is not appropriate (relating to their actions whenever possible to everyone's Rights and Responsibilities) and again give them the opportunity to change their behaviour.

**Level 3** The pupil has a set amount of 'time out' to reflect or regulate away from the class either in a different part of the room or another classroom. This may be within lesson time, or a break time. During this time, they will either complete unfinished work, or reflect on their behaviour and how they can put things right.

**Level 4** If the behaviour continues when the child returns to the class the Deputy or Headteacher will be informed and they may meet with the child. The class teacher will speak with the parent at the end of the day, ideally in person or instead by telephone. This is an informal conversation as part of the ongoing dialogue between school and home.

### **A one-off exceptional or significant incident will lead to an automatic Level 4**

If the Level 4 strategy does not prove to be effective, the parents are requested to discuss their child's behaviour with their child and arrange a meeting to discuss the issues with the class teacher and/or Headteacher.

### **Criteria for exceptions**

It is impossible to state precisely when exceptions should be made to any guidelines so teachers must use their professional judgment in this. However it is important that pupils see a consistent standard applied to all pupils and that any exceptions made are clearly explained in a compassionate and understanding manner to all concerned so that there are no feelings of injustice. The basis for this approach is the school's Christian values.

The philosophies and objectives set out in this document have to be interpreted and implemented in such a way that they are tailored to the individual needs of the children to ensure that an environment is created in which children are happy, able to express themselves and keen to learn.

### **Equal Opportunities**

St Paul's is a fully inclusive school and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability and other protected characteristics. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

### **Monitoring and Evaluating**

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in line with the school's policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from all members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; School Council minutes; number and nature of individual behaviour plans in place; learning walks and the impact of interventions.