



*"For with God, nothing shall be impossible" (Luke 1:37)*

# Behaviour Policy

Policy Approver	Local Governing Board September 2025
Policy Effective From	13.10.2025
Policy Review Date	September 2026

### **Our Christian Vision is:**

**'Learning and Living through Jesus Christ'**. Our vision inspires and challenges the community we serve to achieve excellence in all they do, and to learn about life in all its fullness, within a welcoming Christian family. We expect all staff to have very high expectations of how children should behave. We are not complacent and review our Behaviour Policy regularly.

The purpose of this policy is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

### **Objectives of the Policy** (alongside the behaviour principles outlined by LDST)

- To improve the standards of work, behaviour and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere in which achievement is respected and valued.
- To have clear and high expectations of children's work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

### **School Aims**

#### **How we will live out the Curriculum of GRACE and show that we are 'Learning and Living through Jesus Christ'**

- Every child feels valued, safe and cared for, and makes a positive contribution to their own development and the life of the school, with Christ at its centre
- Our Curriculum of GRACE, based on excellence and high expectations, provides rich experiences which motivates, challenges, develops resilience and meets the needs of all children
- Every child achieves their potential and develops their talents and creativity, preparing them for a role in a global society with a lifelong love for learning
- Children and families develop understanding of a faith and Christian values that can guide their lives; knowing Jesus, and putting into action what they are coming to believe and value
- The whole school family flourishes and serves the local Church and community

### **Equal Opportunities Statement**

St. Paul's CE Primary School believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstances.

The overriding aim of our school and our school's curriculum is to learn with GRACE – Learning and Living through Jesus Christ.

Our approach to behaviour management supports this and all of our school Christian values;

**Friendship, Thankfulness, Forgiveness, Justice, Respect and Reverence and Koinonia.**

## **Rationale**

At St Paul's Church of England Primary School, we believe that children learn best when they have clear rewards and consequences for their day-to-day conduct in and around school. If children feel safe and can enjoy their lessons, then they will learn and achieve. To ensure St Paul's CE provides a happy, safe and respectful environment for all children to learn in; our school community has come together to agree a simple 'Code of Conduct' that will support us in making good choices.

Staff and children at St Paul's CE Primary School, understand that building positive relationships and creating the right environment, is the key to managing behaviour effectively. All Staff at St Paul's are committed to 'noticing' children in a positive way.

Staff are highly skilled in understanding how to develop and build positive relationships with children. This begins with breakfast club from 7.30am and a phased start to the school day from 8.40am, in which all children are personally welcomed by name with a friendly smile from staff. Staff at St Paul's know that behaviour management is the responsibility of all staff and this starts with clear and consistent routines at all times.

All staff are provided with support and training in dealing with challenging behaviour to ensure the best outcomes for every child. The school recognises the importance of working in partnership with parents / carers and always aims to engage parents / carers in positive behaviour management systems whenever possible. This is reflected in regular meetings with parents / carers of children who have Individual Behaviour Plans and in our reward system which acknowledges examples of good behaviour and attitude to work. We also recognise the importance of constructive dialogue to further develop home/school links and create best possible outcomes for our children.

## **Roles and Responsibilities**

### **Expectations of All Staff**

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- To uphold the 'Code of Conduct' at all times.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a nonconfrontational manner
- To raise pupils' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use the 'Code of Conduct' and sanctions clearly and consistently.
- To form positive relationships with parents / carers so that all children can see that adults in their lives have a common purpose.

### **Expectations of All Parents/ Carers**

- To support the St Paul's 'Code of Conduct' and school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with school.
- To take an interest in the children's work and celebrate their achievements.

- To encourage the development of appropriate social skills, e.g. good table manners
- To attend parents evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To support their child in completing homework, including listening to to their child read regularly.

### **Expectations of All Children**

- To follow our Code of Conduct.
- To work hard and to allow others to do the same.
- To treat everyone with respect and to show consideration for the needs of others.
- To listen to instructions and do what they are asked to do the first time that they are asked.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously.

### **Supporting Behaviour at St Paul's CE Primary School**

Additional Support is given to all children at times through the graduated approach model and perhaps for longer periods of time or focus to SEND for children whose Social, Emotional and Mental Health needs present a barrier to achievement:

- Quality First Teaching and an individual behaviour support plan (agreed with home- school-child via the SENCo)
- Small group support
- 1:1 interventions
- Support from outside agencies e.g. Targeted Education Support Service, Educational Psychology Service, Targeted Services.

All support should be recorded in a plan e.g. a targeted intervention program, Pastoral Support Programme (PSP) and/or an Early Help Form (EHF). Following support it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site, exclusion (fixed and permanent). Children with specific needs have this written up within their targeted support plan.

## School Wide Reward System

To help us to maintain high standards of behaviour we have agreed a set of principles to help pupils in following the St. Paul's Way. These principles form our Code of Conduct which every pupil is expected to follow and every adult is expected to uphold at all times.

### The St Paul's Code of Conduct:

We refer to the 5 Bs to outline our expectations:

- Be safe
- Be kind
- Be a STAR learner
- Be respectful
- Be your best

School-wide rewards at St Paul's CE – We believe that pupils learn best when they are motivated and that they will be well motivated when they feel good about themselves. Praise, reward and celebration of achievements are very important aspects of the school's approach to promoting good behaviour. Some of the rewards are listed below:

- ✓ *Verbal Praise – all staff tell pupils that their behaviour is very good and state why.*
- ✓ *Dojos awarded in class and Dojo certificates given in Celebration Worship*
- ✓ GRACE awards – awarded to a pupil who has produced an excellent piece of work/performance during lessons around our GRACE curriculum
- ✓ Values award – awarded to a pupil demonstrating the behaviours, attitudes and values we promote throughout school
- ✓ Pupils with 100% attendance receive a reward at the end of each term and at the end of the year.

### Note on Rewards:

Reasonable adjustments are made to expectations, rewards and sanctions to fit the needs of individual pupils. Staff are made aware of where this may be applicable and apply professional judgement.

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Dojo points. Class Dojo is an online system where pupils can receive Dojo points. Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Respect
- Giving 100% effort
- Contributing to lessons
- Teamwork
- Good listening
- Helping others
- Christian Values
- Homework
- Completing a challenge

When awarding the Dojo point the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo for displaying calm corridors'. All teachers have access to their own class online Dojo point

system but any member of staff can award Dojos and inform their class teacher so they can be added to the system.

Once awarded a Dojo, it should never be deducted. The reward system is graded as follows:-

Any noteworthy behaviour 1, 2 or 3 at a maximum for awarding Dojos

For each term pupils will receive the following rewards:

100 Dojos – A certificate awarded in Celebration Worship at the end of term

150 Dojos – A golden ticket to a reward activity at the end of term



Dojos will be reset at the start of each term so pupils can build towards the next term's reward. The class with the most Dojos each week receives an extra playtime the following week.

### **School Wide Sanctions – St Paul's Path**

In the event of children not adhering to the Code of Conduct, the following sanctions will be applied using adult discrepancy based on the seriousness of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

Stage 1 - Non-verbal warning e.g. frown, stern look, and silence

Stage 2 - Verbal warning

Stage 3 - Child's name written on board\*

Stage 4 - Dot put beside child's name (5- or 10-minute loss of playtime – stay with member of staff from that class)

Stage 5 - Second dot by child's name (loss of whole playtime – sent through to SLT)

Stage 6 - Child will be sent to a named class for 'time-out'

Stage 7 - Child referred to, Assistant Headteacher or Head of School / Executive Headteacher

Stage 8 - Parents/ Carers contacted/ invited into school to discuss child's behaviour

Stage 9 - In the case of regular misbehaviour, it will be necessary to consider tailored sanctions.

These may include a report card, behaviour contract, exclusion from activities, playtime and/ or lunchtime exclusion, internal exclusion or fixed (short and long term) and permanent exclusions

\*Any names on the board must be cleared at the end of the lesson. This is to encourage positive choices and provide children with the opportunity to correct behaviours. No 'sad face' will be used.

**Missed Playtime:** The child will be supervised by an adult within school instead of playing outside (they will not be allowed to carry out jobs or partake in enjoyable activities during this time). A register will be kept and parents informed when their child has been to 'missed playtime' on more than 5 occasions in a half-term. If a child has been to missed playtime 10 or more times during a half-term, they may miss an activity or treat e.g. visit out of school / Christmas Party.

**Internal Exclusion:** Parents are informed by letter (Letter to be kept on the main server). Pupil has no contact with class or classmates. Child has no access to playground, extra-curricular or enrichment activities.

**Fixed Term Suspension:** Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents / carers will be consulted and a plan for behaviour improvement will be agreed.

**Permanent Exclusion:** The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at St Paul's and will need to find another school.

### **Playground Supervision**

All staff responsible for children on the playground should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult (an adult is on duty near to the toilet area).

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes and at the beginning and end of the school day. They need to make sure accidents are recorded and that behaviour is dealt with appropriately. Children can be asked to stand against the wall for time-out or can be asked to stay with an adult. Children should never be sent in on their own- either to missed play or to see the Assistant Headteacher or Head of School. The teachers outside are responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the playground under any circumstances until all classes have been collected. If you know you are unable to do this duty, please ensure you have a replacement. This involves the supervision of football or other ball games which children play on a rota. Children who argue, or are overly competitive, will be asked to leave the game and may miss the next game.

Notes for application of sanctions:

- 1) Teachers record any significant incidents in their class behaviour record book and send this record with the child if they are going to missed playtime.
- 2) Teachers need to keep parents / carers informed regularly about their child's behaviour. If parents / carers need to be approached about poor behaviour this should be done tactfully and where possible in private.
- 3) Teachers are expected to communicate with senior leaders about behaviour concerns.

- 4) Teachers are encouraged to keep children in themselves during playtime to complete work if necessary – this is not an appropriate use of ‘missed playtime’.
- 5) No list of sanctions can solve all problems and teachers must use their own judgement when dealing with behaviour.

Pupils will be introduced and reintroduced to these systems during whole school worship and personal reminders where adults deem necessary.

### Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children’s social care services. The Executive Headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- Detention
- Fixed term suspension
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

### Trauma Informed Approaches

At St. Paul’s, our focus is on a relational environment and the very culture and ethos of the setting. It requires emotionally regulated adults who can provide calming and containment for a child when they are overwhelmed by an event, a situation or their feelings.

We use sentence stems for reflective conversations with children.

### **WINE Sentence Stems (I wonder, I imagine, I notice, empathy)**

- I wonder if.... (e.g. if felt like no one understood you)
- I imagine..... (e.g. that was horrible when that happened)
- I notice... (e.g. how you perked up when you said you felt close to your brother)
- I felt moved when you said.... (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and feel freed from a terrible burden).
- That sounds.... (e.g. painful because you were all on your own). [Empathy]
- I respect you for.... (e.g. your courage).
- Will you help me to understand.... ? (e.g. what it was like for you when your mum went into hospital?)

### Child-on-child abuse

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.

Staff working with children should maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

If an incident is reported, a member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

### **Banned items – As stated in guidance from the DfE**

The school may search your child if they think your child has any banned items. The member of staff should always try and get your child’s co-operation before searching them. If your child does not co-operate, the staff member may still search them if there’s a risk of serious harm.

Banned items include:

- weapons;
- alcohol;
- illegal drugs;
- stolen items;

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 property of; any person (including the pupil).

An article specified in regulations:

- tobacco products
- fireworks
- pornographic images
  - Anything banned in the school rules.

### Metal detectors

Schools can make pupils go through a metal detector - they do not have to suspect that your child has a weapon. If your child refuses to go through the metal detector, they may be searched by a member of staff.

### When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence School staff may also confiscate items as a sanction.

### Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, please contact the Executive Headteacher. If you're not satisfied, please ask for a copy of the complaints procedure.

### Monitoring

Senior leaders monitor behaviour daily. A behaviour learning walk by the Headteacher, Deputy Headteacher or the Assistant Headteacher will take place every half term and feedback will be provided to all staff. Behaviour records will also be monitored every half term. Governors will also be presented with an update regarding behaviour and attitudes every half term.

### Discriminative Behaviour

Any discriminative language or behaviour against disabilities, gender, sex, sexuality, race, religion, or belief should be reported immediately to the safeguarding team and uploaded to CPOMS under the correct categories. All teachers have a duty to promote the safety and wellbeing of all children and young people in our care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic bullying. Parents / carers should also be informed of any language or behaviour displayed within school or around the school grounds.

### Record Keeping

Any incidents that are judged to be low or high level are held centrally on CPOMS and these are formulated by the person involved and the Head of School / Executive Headteacher. These are monitored and evaluated by the Safeguarding Team.

### Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. This guidance is linked below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### CPD

Staff induction - All staff will receive behaviour management CPD during INSET day at the start of each academic year. Regular CPD sessions will be part of staff meetings throughout the year. Staff will each receive a copy of 'Running the Room' by Tom Bennett and 'Teaching Walkthrus' by Tom Sherrington. Both these texts are central to our behaviour culture. As a school, we have created the following 'cluster' of behaviour Walkthrus for all staff to follow. Staff receive training on this and a login to the online versions of each book.



**Legislation, statutory requirements and statutory guidance:**

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) [Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)



## Appendices



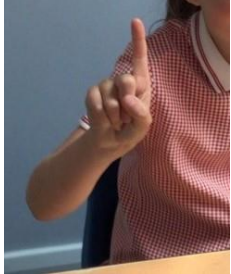
### Appendix 1:

#### St Paul's Silent Signals:

We would like children's minds to be free to learn when in our school. This means practising routines until they become second nature to both teachers and children. Children will be in no doubt of the expectations when they move into new groups each half term, and teachers won't waste time in establishing a new set of routines. New staff will then be able to move into the same routines quickly. These routines start in reception and lead us through the school.

Staff praise children for routines they do quickly and quietly. However, once children know the routines, staff can acknowledge their co-operation with a nod, a smile or a thank you.

Sign	Name	Description and purpose
	Stop sign	<p>The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back.</p> <p>The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings.</p> <p>Use this signal to gain attention. Practice until children respond in under five seconds and in silence.</p> <ol style="list-style-type: none"><li>1. Hold one hand in the air with a flat palm. Do not clap or talk.</li><li>2. Scan the room to check every child has responded. Every child:<ul style="list-style-type: none"><li>• Raises one hand in response;</li><li>• Checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary;</li><li>• Looks attentively at you – eyes locked into yours to show they are ready to listen;</li><li>• Sits up tall, beside their partners.</li></ul></li><li>3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.</li></ol> <p>If someone is still talking or not sat/stood ready and giving eye contact with their arm raised, a gentle shoulder tap by the person next to them is undertaken to notify them of this sign.</p>
	Turn to your partner (TTYP) signal	<p>Partner work should be used consistently in all lessons.</p> <p>Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question.</p> <p>Practice this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'.</p> <p>Children should turn their heads towards their partners, not their whole body or chair.</p>

	<p>My Turn, Your Turn (MTYT) signal</p>	<p>Use this silent signal when you want the children to repeat something after you.</p> <p>My turn: gesture towards yourself with one or two hands.</p> <p>Your turn: gesture towards the children with one or two open palms.</p> <p>Explain to the children that this signal is yours and not theirs.</p>
	<p>Magnet eyes</p>	<p>When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.</p>
	<p>1, 2, 3 signal</p>	<p>Move the children silently from carpet to table in under 15 seconds.</p> <ul style="list-style-type: none"> <li>• Hold up one finger: children stand</li> <li>• Hold up two fingers: children walk and stand behind their chairs</li> <li>• Hold up three fingers: children sit down and prepare to read or write.</li> </ul> <p>And in reverse, move the children from table to carpet in under 15 seconds.</p> <ul style="list-style-type: none"> <li>• Hold up one finger: children stand behind their chairs</li> <li>• Hold up two fingers: children walk to carpet</li> <li>• Hold up three fingers: children sit down beside their partners.</li> </ul>

## Appendix 2: The Zones of Regulation



At St Paul's we recognise the importance of children developing their own coping mechanisms and strategies to deal with a wide range of feelings, situations and behaviours. A key part of the Early Years Curriculum focuses on children developing their self-regulation skills. These skills develop children's understanding of how to deal with a range of emotions and challenges throughout life. While this is important for early years, our ability to manage our emotions and feelings continues throughout life. Therefore, we intend to build the foundations through early years and continue this as children progress throughout the school.

Through the zones of regulation, staff work with children to build their 'executive functioning' and help them develop self-regulation skills. Evidence shows that children who have greater self-regulation skills generally have a stronger positive mindset and gives them the foundations to achieve academically, socially and spiritually. The zones of regulation will be displayed in all classrooms with either a picture or name of the child allowing them to move their picture/name through the zones throughout the day.