



Saint Paulinus CE Primary School

Behaviour Policy

Principal: Mrs. Rhodes

Assistant Principal: Mrs. Sukonik

Chair of Governors: Mrs. J Joynes

This policy was adopted: September 2023

The policy to be reviewed: Autumn 2025

‘As children of God at St Paulinus, we strive to create a happy, caring place where everybody is valued, respected and safe so we learn and grow to our very best.’

“Having gifts that differ according to the grace given to us, let us use them” (Romans 12, 6)

NURTURE: Knowledge, Curiosity, Resilience, Respect, Spirituality, Creativity & Love

Introduction

St Paulinus Primary School is a Church of England Primary School; we strive to create a culture of Christian love and respect for each other and the world around us. We offer a positive, safe learning environment for our school community, in which everyone has equal and individual recognition and respect irrespective of their gender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. We actively promote equality and foster positive attitudes; we celebrate success and are committed to the continued improvement and fulfillment of the potential in each and every child.

Rationale

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships and celebrating positive behaviour, so that children, staff and parents can work together with the common purpose of helping everyone to learn. At St Paulinus, we recognise the important role we all have in sharing responsibility for the development of positive behaviour and attitudes.

This policy reflects both our Christian and British values and should be read in conjunction with the school’s Teaching and Learning Policy and Anti-Bullying and Racism Policy and Amadeus Academies Trust Safeguarding Policy and Equal Opportunities Policy.

Ethos

Our Christian values are at the heart of everything we do here at St Paulinus.

We believe that all members of our school community play a vital role in creating a positive and supportive learning environment; working to give every child the skills and confidence that will enable them to make positive choices in their lives, to know right from wrong and to appreciate the needs of others and of society around them.

We expect the highest standards of good behaviour from everyone in our school, all members of staff, pupils, parents and visitors. Our expectations and this policy apply equally to all school-based activities, educational visits and school events.



We promote a consistent approach to dealing with all incidences of undesirable behaviour. We do, however, recognise that our pupils are individuals and that as they have unique strengths, they also have areas of difficulty and, in some cases, very specific emotional/behavioral needs. We recognise that, at times, it may be necessary to be more flexible than usual if a child acts out of character and against the agreed rules. Pupils with recognised and specific emotional/behavioral needs require a prescribed and planned response which must be followed by all staff members.

We will ensure that no individuals or groups are treated less favorably in any procedures, practices or aspects of school life. We will not tolerate harassment of individuals or groups of people.

Our behaviour policy aims:

- To create a positive, caring atmosphere based on a sense of belonging to a community with shared Christian beliefs and values at its heart.
- To adopt a positive approach towards behaviour that is underpinned by pupil's self-discipline, honesty and courtesy and based on reward and praise.
- To encourage relationships based on kindness, respect and the understanding of the individuals needs of others.
- To maintain a positive climate with realistic expectations and uniformity of approach which is fair to all.
- To nurture close cooperation of our families in upholding our expectations for the behaviour of their children.

Our pupils will:

- ❖ Follow the school expectations.
- ❖ Respect the right of everyone to learn and be safe.
- ❖ Accept responsibility and the consequences of their actions.
- ❖ Listen to and respond appropriately to what adults say.

We know that our children are still learning to socialise and develop their own opinions. They are also learning that they must take responsibility for their own actions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying is repeated behaviour with intention to harm or humiliate and a power imbalance occurs (see Anti-Bullying & Racism Policy for more information)

Our staff will:

- Model high standards of behaviour.
- Set and expect high standards of behaviour in and out of the classroom.
- Create a calm, caring and effective learning environment.
- Encourage all pupils, whatever their ability, to achieve their full potential.
- Build positive relationships based on trust and mutual respect.
- Notice children being good, reward and reinforce the behaviour.
- Be relentless in promoting routines that encourage good behaviour in line with the agreed school expectations.
- Be consistent and follow the agreed course of action when dealing with poor behaviour choices.
- Involve parents at an early stage when a child is experiencing behaviour issues.
- Provide a personalised approach to the specific behavioral needs of particular pupils, liaising with SLT and outside agencies as appropriate.

It is the responsibility of all adults to implement the behaviour policy consistently throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the



child is heard without interruption, at the appropriate time.

Our Parents & Carers will:

- Work with us to build a positive relationship based on mutual respect and our shared values.
- Support their child to follow and understand the school's expectations of good behaviour.
- Encourage their child to respect all members of our school community.
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour.
- Discuss any concerns with the class teacher promptly and in the first instance.

Our Governors will:

- Promote the Christian ethos of St. Paulinus as a Church of England school where all are equally valued as members of the school community.
- Create and maintain an effective partnership between pupils, parents, staff and governors.
- Ensure that everyone in the school community is respected and safeguarded.
- Encourage a caring, safe and nurturing environment where pupils can flourish.
- Develop a positive reputation in the community.

Our school expectations

Our expectations for behaviour were created with the children of St Paulinus and reflect our Christian vision.

‘As children of God at St Paulinus, we strive to create a happy, caring place where everybody is valued, respected and safe so we learn and grow to our very best.’

***“Having gifts that differ according to the grace given to us, let us use them”
(Romans 12, 6)***

NURTURE: Knowledge, Curiosity, Resilience, Respect, Spirituality, Creativity & Love

In our school we have all agreed that everyone should:

- 1. Have the right to learn.*
- 2. Be respectful to everyone.*
- 3. Use kind words, hands and hearts.*

Monitoring and maintaining behaviour

Ensuring good behaviour within the classroom is the responsibility of all class teachers and support staff. Staff members are expected to deal with all minor behavioral incidents according to our guidelines.

If a Teaching Assistant is working with group or individual out of class they will follow the same procedures. All supply teachers and volunteers are informed of these procedures and encouraged to follow them. Our pupils are aware that every member of staff has the same expectations of their behaviour and that they should respond accordingly.

Positive behaviour has positive consequences which can be celebrated in a variety of ways.



We notice, praise and reward good behaviour and always use the language of choice in school. Rewards will include but are not exclusive to: positive specific praise, achievement points, postcards home, name in the Golden Book and an invitation to the Principal's Tea Party.

Children must choose to behave in an acceptable and positive manner or accept the consequences. At all times, children are encouraged to make the 'right' choice so that there are no further consequences.

All classrooms have a behaviour chart display on which the children's names are attached. All children begin each day with their names on the 'Ready to Learn' section. Children are rewarded for positive behaviour by moving their names from 'Ready to Learn' up to 'Good choices'. Further examples of good behaviour that day mean they can move up again to show they are a 'Role model' and finally to show they have 'Outstanding Behaviour'.

<p><u>Outstanding behaviour</u></p> <ul style="list-style-type: none"> ● Postcard home from class teacher. ● Achievement assembly. ● Recorded in class behaviour book.
<p><u>Role model</u></p> <ul style="list-style-type: none"> ● Specific verbal praise ● Achievement point. ● Recorded in class behaviour book.
<p><u>Good choices</u></p> <ul style="list-style-type: none"> ● Specific verbal praise
<p>Ready to learn We all begin here every day.</p>

Pupils who are consistently making good choices in class and around the school will be rewarded for their excellent effort and positive contribution to our whole school community. Children who reach role model will have it recorded in the class behaviour books which are monitored regularly by the senior leadership team.

All members of staff will praise good behaviour when they see it and will acknowledge and encourage the individuals or groups. In addition to rewards given in class, any staff member can verbally praise or award achievement points before informing the class teacher when they notice children being excellent role models for our school expectations outside of the class e.g. moving around the school or at lunchtimes.

Positive behaviour choices are celebrated daily in class, teachers will identify and congratulate **positive role models** or **outstanding behaviour** in the final few minutes before our end of day prayer.



Negative behaviour also has consequences.

If a child's behaviour does not follow the expectations for behaviour, the language of choice will be used. See the chart in **Appendix 1** for the range of consequences. We have a fresh start each day unless behaviour warrants longer consequences as outlined in **Appendix 1**.

Negative behaviour is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes.
- Non-completion of work.
- Poor attitude.

Serious negative behaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn.
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying and Racism Policy).
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others.
- Serious/ continued bullying incidents.
- Vandalism leading to significant damage of school property and resources.
- Possession of any article a staff member 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).

There is always an opportunity for children to make the right choice and correct their behaviour. Good choices will always be noticed and verbally praised. We always begin each day as Ready to Learn.

THINK Sheets

Where a child has not made the right choices, they are encouraged to reflect on their actions and how they might make it right. Staff will complete the initial part of the sheet and ask the child to fill in their part explaining which of our school expectations they did not meet. This is then discussed with the child to give them the opportunity to learn how to make the right decisions.

A copy of each sheet is sent home so that it can be discussed alongside a copy of the school expectations. Parents are encouraged to talk through the sheets and expectations with their children before signing the form and returning it to the class teacher.

A persistent need to complete THINK Sheets will result in a meeting with the Principal or Assistant Principal to seek parental support. If required, staff will work together with parents and / or outside agencies to develop an appropriate behaviour support plan.

The individual needs of a child will be considered at every stage.

There will be some children for whom this system does not work (for a number of reasons). In this case, a separate agreement would be made between the class teacher, parent/carer, child and Principal and all staff will be informed of this immediately.





Think sheet

'As children of God at St Paulinus, we strive to create a happy, caring place where everybody is valued, respected and safe so we learn and grow to our very best.'

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Date:			
Name of pupil:		Year group:	
Reason why pupil needs to THINK :			
Name of adult requesting THINK :			

Tick the expectation you did not keep:		
In our school we have all agreed that everyone should:		Explain why you need to THINK about this:
1. Have the right to learn.	<input type="checkbox"/>	
2. Be respectful to everyone.	<input type="checkbox"/>	
3. Use kind words, <u>hands</u> and hearts.	<input type="checkbox"/>	What choice could you have made?

Signed by pupil:	
Signed by school adult:	
Signed by parent / carer:	

Suspensions and Permanent Exclusion

At St Paulinus, permanent exclusion will usually be the last resort after a range of measures including seeking support from external agencies have been tried to improve the pupil's behaviour. The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Principal and only as a last resort.

Removing Pupils from a School Site.

In the following sets of circumstances individual pupils may be required to leave the school site, namely where:

- There is sufficient evidence that a pupil has committed a serious disciplinary offence and if allowing the pupil to remain in school would pose serious harm to the education or welfare of the pupil or others in the school. In these circumstances the pupil may be suspended from school for a fixed period or permanently excluded.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Principal, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties);



reasonable; fair; and proportionate.

- For medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances the Principal may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.
- Where a condition of attendance is that pupils should be screened for possession of offensive weapons and a pupil refuses to undergo such screening, that pupil can be refused entry to the school. This is not an exclusion, but an unauthorised absence.

The Decision to Suspend or Exclude

Only the Principal can exclude a pupil.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion. **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England May 2023**

A decision to exclude a pupil permanently is taken only:

- In response to serious breaches of the school's Behaviour Policy.
- If allowing the pupil to remain in school would pose serious harm to the education or welfare of the pupil or others in the school.

The school recognises that a decision to exclude a child permanently is a serious one and will only be taken where the facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried, without success, to modify behaviour.

There will, however, be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon (following DfE advice on what constitutes an offensive weapon).

Schools will consider whether or not to inform the police and/or social care where a criminal offence may have taken place.

For any permanent exclusion, the Principal will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

A decision to suspend a pupil for a fixed period is taken:

- On a balance of probabilities.

- Only in response to breaches of the school's Behaviour Policy that are not serious enough to warrant permanent exclusion and lesser sanctions as set out in the Behaviour Policy are not considered appropriate.

Individual fixed period exclusions (suspensions) will be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of suspension without adverse educational consequences. Pupils will be provided with work to continue their studies at home. This may be through online medium e.g. Google Classroom, Oak Academy etc.

Pupil and Parent/Carer Opportunity to Participate in Exclusion and Suspension Procedures

The pupil will be invited and encouraged to state their case at all stages of the exclusion process, where appropriate, taking account of their age and understanding. Parents/Carers, the local authority and where appropriate the pupil's virtual school Principal and social worker will be informed of any suspensions or permanent exclusion in writing.

Factors to Consider Before Making a Decision to Suspend or Exclude

Exclusion (either fixed term suspensions or permanent exclusion) will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or suspend for a fixed period, the Principal will:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegation, taking account of the school's policies, including the Behaviour policy, the Anti-Bullying & Racism Policy and the Equal Opportunities Policy and any other related legislation.
- Allow and encourage the pupil to give their version of events.
- Check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment.
- Keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements will be dated and signed, wherever possible.

Length of Fixed Period Exclusions (suspensions)

Regulations allow the Principal to exclude a pupil for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school or pupil referral unit (PRU) in the same school year will count towards the total. The school keeps clear records of any suspensions applied to a pupil.

If a pupil transfers to a new school during an academic year, his/her record of the fixed period exclusions which have been served so far during the current academic year will be transferred promptly to the new school.

The use of force to restrain or control pupils

St Paulinus recognises that there may be some occasions when the use of reasonable force is necessary to restrain pupils. For example:

- To prevent them causing injury, damage or disruption
- To prevent them committing a crime



St Paulinus also recognises that the law forbids physical contact which is deliberately intended to punish, or which is primarily intended to cause pain, injury or humiliation.

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by our trained Senior Leadership Team and positive handling training providers; children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Any instances where the use of reasonable force has been applied will always be recorded on CPOMS within 24 hours.

Problems outside of school

School have no control over pupil conduct and incidents outside of school. However, should any external incident have implications in school, it will be investigated and steps will always be taken to safeguard our children. For example, children are not allowed to use mobile phones on the school site. If an incident occurs on social media that causes distress or disruption to a child in school, then school will support families in addressing it and act appropriately which may include contacting other parents/ carers and even the police.

Forgiveness and saying sorry.

As a Christian school, forgiveness is one of our core values. Once children have had the opportunity to reflect on their behaviour they are asked if they feel they should say sorry to other children or staff who have been affected by their behaviour.

Through reflection, we hope children will be able to make the right choice if in a similar situation. We model forgiveness towards others by giving children a fresh start after they have reflected on their behaviour; we give them the opportunity to change and we encourage hurt children to forgive others.



Appendix 1

Examples of positive & negative behaviour and actions.

Please note, this list is not exhaustive or definitive. In line with our policy, teachers should always aim to support the positive and to respond appropriately and calmly when facing challenging behaviour. Teachers should try to deal with poor behaviour choices at a time which does not impact further on the learning time of other students.

Examples of desirable behaviour:	Behaviour chart:	Class teacher actions:
Saying 'Please' and 'Thank You'. Being kind. Being a good listener. Following instructions. Always doing their best. Sharing. Taking part in the lessons. Neat presentation of work. Respecting property and others' views and opinions. Opening doors for people. Keeping the school tidy by putting litter in bins Keeping classrooms organised. Helping to carry someone's bags if they perhaps have too many. Helping younger/more vulnerable pupils. Telling the truth. Admitting any mistakes. Showing an awareness of safety for self and others. Including others.	1. Move up to good choices	Specific verbal praise.
	2. Move up to role model	Specific verbal praise. Achievement point. Logged in class behaviour book.
	3. Outstanding behaviour	Postcard home from class teacher. Logged in class behaviour book. Celebration assembly.

Appendix 2

Examples of negative behaviour:	Possible strategies/sanctions:
<p>Level 1 (Including distracting and irritating behaviour that affects learning)</p> <p>Examples of Behaviour:</p> <ul style="list-style-type: none"> • Calling out during a lesson • Talking while an adult or peer is addressing the class • Off-task when should be working • Leaving seat and wandering 	<ul style="list-style-type: none"> • Giving a positive reminder of desired behaviour • Tactical ignoring and dealing with the issue at a convenient time • Eye contact to show disapproval • Giving a quiet, simple direction – draw attention to good sitting, listening etc. • Verbal reminder of the relevant rule or responsibility • Work away / sit away from other pupils
<p>Level 2 (Including repeated behaviours that affect learning)</p> <p>Examples of Behaviour:</p> <ul style="list-style-type: none"> • Persistent L1 behaviour • Calling out during a lesson after being informed that it was not appropriate behaviour • Continuing to be off-task after a reminder • Continuing to talk after being asked to work quietly • Interfering with someone else's property • Rough play without physical hurt • Using technology and looking at something irrelevant during a lesson 	<ul style="list-style-type: none"> • Giving a positive reminder of desired behaviour • Giving a verbal reprimand • Conversation asking the child to reflect on their behaviour and its impact • Use of a localised sanction e.g. losing some of their break time e.g. 5 minutes
<p>Level 3 (Including unacceptable defiant behaviour or refusing to comply with a staff member's request)</p> <p>Examples of Behaviour:</p> <ul style="list-style-type: none"> • Persistent L2 behaviour • Making an unacceptable remark about another person • Damaging someone else's property • Defacing class property • Rough play resulting in physical hurt • Ignoring a staff member's specific request(s) • Not being honest when recounting an incident (victim or perpetrator) • Using technology and continuing to look at something irrelevant after a direct instruction 	<p>To be recorded in class behaviour book</p> <ul style="list-style-type: none"> • Record in class behaviour book • If appropriate, separation to partner class with work (for remainder of session or one-hour session) • Completing a THINK sheet and restorative conversation if appropriate • Inform parents or carers (class teacher's discretion) • Use of a localised sanction e.g. loss of break time or a one off loss of a privilege • Giving the child the opportunity to retract something that has been said
<p>Level 4 (Including persistent unacceptable behaviour or refusing to comply with a staff member's request)</p> <p>Examples of Behaviour:</p> <ul style="list-style-type: none"> • Persistent L3 behaviour • Persistent rough play that has or could have resulted in physical hurt • Verbally aggressive towards other pupils or staff • Ignores a staff member's request following an incident • Consistently ignoring an adult's specific request or requests • Vandalism against property • Use of inappropriate/bad language • Posting inappropriate language or making unacceptable remarks on a 'Google Class Stream' • Attempting to look up inappropriate content technology whilst in school 	<p>To be recorded on CPOMS.</p> <ul style="list-style-type: none"> • Separation from classroom to a nominated staff member with work (Up to the duration of an AM or PM session) • Record in class behaviour book • Loss of break/lunch time or a privilege • Completing a THINK sheet or restorative conversation if appropriate • Inform parents or carers verbally or by phone or, in exceptional circumstances where a parent cannot be reached any other way then by email Request to meet with child's parent or carer with SLT if appropriate for persistent L3 • Introduction of a behaviour chart with targets monitored by SLT

<p>Level 5 <i>(Including inappropriate response to, or repeated referral for, bullying, inappropriate discriminatory comment, dangerous behaviour including fighting)</i> Examples of Behaviour:</p> <ul style="list-style-type: none"> • Persistent L4 behaviour • Coercive behaviour with intent to harm or humiliate. • Verbal aggression towards other pupils or staff after a warning • Repeated defiance when given specific requests from a member of staff • Disobeys an instruction which could lead to injury • Deliberately inflicting physical hurt • Physical, verbal or digital bullying • Sharing/showing inappropriate online content to others whilst in school • Using a mobile phone in school • Targeted use of inappropriate/bad language including racist or homophobic terms 	<p>To be recorded on CPOMS.</p> <ul style="list-style-type: none"> • Refer behaviour to a member of SLT • Record in class behaviour book • Completing a THINK sheet or restorative conversation if appropriate • Removal from the class-working away from the class under the supervision of an SLT member • Request to meet with child's parents or carers in presence of an SLT member • Sanction as agreed with SLT e.g. loss of consecutive playtimes, loss of a privilege permanently if relevant • Possible behaviour chart monitored by a member of SLT with involvement from outside agencies if appropriate • Mobile phone confiscated and returned to parent/carer after school- pupil will no longer be allowed to bring a mobile phone into school.
<p>Level 6 <i>(Including serious actual or threatened violence, persistent repetition of L4 and L5 behaviour above)</i> Examples of Behaviour:</p> <ul style="list-style-type: none"> • Constant non-compliant and disruptive behaviour which adversely affects others • Being very physically aggressive with other pupils • An unprovoked physical attack on another pupil • Acts of physical and/or verbal aggression towards other pupils or adults • Complete lack of self - control • Dangerous to self and others and poses a H & S risk 	<p>To be recorded on CPOMS.</p> <p>Overseen by the Principal</p> <ul style="list-style-type: none"> • Referral to Behaviour Support Services • Putting in place a Pastoral Support Plan in conjunction with the Principal with possible involvement from the Inclusion Team. • Fixed term suspension for incidents which in the Principal's opinion meet the criteria set out (see section on suspension / permanent exclusion) • Permanent exclusion for persistent unacceptable behaviour • Permanent exclusion for behaviour that puts the health and safety of other pupils and staff at risk