



'Having gifts that differ according to the grace given to us - let us use them' Romans 12:6

# Behaviour Policy

Principal: Mrs C Rhodes  
Assistant Principal: Mrs K Sukonik  
Chair of Governors: Mrs S Smith  
Policy was adopted: September 2024  
Policy was last reviewed: September 2025  
Policy to be next reviewed: Autumn 2026



## Respect

We are considerate of others and celebrate our differences.



## Kindness

We are gentle, caring and helpful.



## Creativity

We explore new ways to use, and share our gifts.



## Perseverance

We work hard through our challenges to not give up.

### Our mission statement at St Paulinus C E Primary School:

We nurture a vibrant school community where every child, guided by God's grace and love, discovers and harnesses their unique gifts and talents. We empower each student to flourish, developing their character and education so that they may contribute positively to society using our values of kindness, creativity, respect and perseverance.

### 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,





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sexuality, disability, or special educational needs and disability. 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 following school's policies: Teaching and Learning Policy, Anti-Bullying, 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 may 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 individual needs of others.
- To maintain a positive climate with realistic expectations and uniformity of approach which is fair to all.



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- 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 for, 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 Policies 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:**





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- 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 and values.

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

### **Kindness, Respect, Creativity and Perseverance.**

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. All staff members are expected to deal with all minor behavioral incidents according to our guidelines.

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.

Our school's expectation about behaviour also applies to all off-site activities, educational visits and whilst children are being transported.

**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, sharing good news with SLT, achievement points, emails or postcards home, name in the Golden Book and an invitation to the Principal's Tea Party.





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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 classes use Class Dojo to record achievement points for positive behaviour choices, this is updated by the class teacher during the day. Class Dojo is used to acknowledge instances of further examples of good behaviour, effort and positive contribution in class where children have been identified as being a **Role Model** and finally as reaching **Outstanding Behaviour**.

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. 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 Dojo 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** daily.

Examples of desirable behaviour:	Class Dojo	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. Identified as making good choices.	Specific verbal praise.
	2. Identified as a role model	Specific verbal praise. Dojo point.
	3. Identified as having Outstanding behaviour	Postcard home from class teacher.  Celebration assembly.



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### **Unacceptable behaviour also has consequences.**

If a child's behaviour does not follow the expectations for behaviour, the language of choice will be used. We have a fresh start each day. Our approach to managing unacceptable behaviour will depend on the nature of the behaviour. Unacceptable or dangerous behaviour will always be challenged and sanctioned, no matter how small. This sanction may be delayed and applied once the pupil is calm and able to talk about the incident. Sanctions will take place at the earliest opportunity and take place irrespective of activities planned outside of normal timetabling, eg. educational visits. Pupils who display unacceptable or dangerous behaviour, such as bullying, aggression or defiance will be given appropriate sanctions.

In school we use our 'Little Behaviour Monsters' to discuss actions and consequences with the children. This allows the children to recognise and learn from poor behaviour choices and clearly see the possible sanctions that accompany each level of unacceptable behaviour. See Appendix 1 for details.

### **Unacceptable and dangerous behaviour can include but are not limited to:**

- Disruption in lessons, in corridors and at break and lunchtimes.
- Non-completion of work.
- Poor attitude.
- Ignoring reasonable instructions
- Answering back, rudeness or aggression
- Making unkind / derogatory remarks
- Damaging property
- Stealing
- Biting, spitting, hitting and kicking or any form of physical or verbal aggression directed towards children or adults
- Swearing
- Racist comments
- Harassment
- Malicious allegations against other children or school staff
- Bullying
- Touching other pupils inappropriately
- Inappropriate online behaviour
- Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn.
- 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).

Our policy and procedures guide decision making by staff. The Principal and/or Assistant Principal may use their discretion to adjust the implementation of the policy and procedures on a pupil-by-pupil and/or incident-by-incident basis.

### **Malicious allegations**





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Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made. In such cases, parents will always be informed of their child's behaviour and sanctions applied.

The Principal will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will sanction the pupil accordingly. The Principal will also ensure pastoral care is provided for the member of staff.

**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.**

### **Use of TeamTeach de-escalation strategies**

We recognise that some pupils may have additional needs and require additional support to manage their behaviour. We use TeamTeach de-escalation techniques to help support pupils including those with special educational needs.

**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. Every day is a new beginning.**

### **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



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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.



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## **The Decision to Suspend or Exclude**

Only the Principal can suspend or 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 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.



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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:



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- 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 the school's electronic system 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, kindness and respect are two 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.

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Appendix 1  
Little Behaviour Monsters

## LEVEL ONE




They are **calling out** during their lesson and **talking over** the teacher. They are **not concentrating** on their work. Now they have **left their seat** to wander the class!

Oh no! This Behaviour Monster is being **distracting!**

**THAT'S NOT MY BEHAVIOUR!**

Now, Behaviour Monster's teacher will remind them of to **sit nicely, work quietly, and listen** to the lesson. Otherwise, they will sit away from the other monsters.

## LEVEL TWO



They are **not listening** to the teacher, **talking during** the lesson, and are **completely off task**. They're **bothering other monsters** and **disturbing their belongings**.

Oh no! This Behaviour Monster is **still not** making good choices.

**THAT'S NOT MY BEHAVIOUR!**

Now, the **adult will speak to them** about their behaviour and remind them to **listen and work nicely** and respect the others.

They will **miss 5 minutes of their breaktime**.

## LEVEL THREE




They made a **nasty comment** about another monster, **broke their pencil** and a schoolbook. They **hurt another monster** when playing and they were **not honest with an adult**.

Oh no! This Behaviour Monster has **not** made the right choice.

**THAT'S NOT MY BEHAVIOUR!**

Now, Behaviour Monster will be sent to another class for the rest of their lesson. Teacher may have to **speak to their parents**. They will also **miss 5-10 minutes of break**.

## LEVEL FOUR



They are **playing roughly** in the playground, **hurting other monsters**. They are **being aggressive** to members of the school. They are **ignoring adults** requests and using **inappropriate language**.

Oh no! This Behaviour Monster is **not** making good choices!

**THAT'S NOT MY BEHAVIOUR!**

Now, Behaviour Monster will be **separated from their class**. They will **lose their break time and 30 minutes of lunch**. Their parents will be spoken to by a school adult.

**THINK** monster – is this good behaviour?

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## LEVEL FIVE



They have been fighting, verbally aggressive, and deliberately hurting other monsters. They are ignoring adults. They are deliberately using language that is racist, homophobic or bad language.

Oh no! This Behaviour Monster's actions are unacceptable and dangerous.

**THAT'S NOT MY BEHAVIOUR!**

Now, Behaviour Monster will have to see SLT and be removed from the class to work elsewhere. Their parents will be coming into school, and they will have no break times for 2 to 3 days.

THINK monster – is this good behaviour?

## LEVEL SIX



They are being very physically and verbally aggressive towards other monsters and adults - someone could get hurt! Their behaviour is dangerous to themselves and those around them.

Oh no! This Behaviour Monster has seriously dangerous behaviour!

**THAT'S NOT MY BEHAVIOUR!**

Now, Behaviour Monster and their adult will need to speak to Mrs. Rhodes so she can help them stay at school safely.

They may have to spend some time out of school.