



# St Paul's Church of England Primary School

## Behaviour Policy

Adopted by: Headteacher

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## Policy Aims:

St Paul's Primary School is a safe environment where all can teach and learn in a happy, caring atmosphere. All who are involved with the school show respect and consideration for others. All property within school is looked after.

Everyone at St Paul's Primary School takes responsibility for making the school a happy place in which to work. All pupils, staff and parents should therefore feel proud of St Paul's Primary School.

Effective, cooperative behaviour is taught and modelled across the school. Our expectations for effective behaviour are based on our Christian values and those of the modern, democratic society in which we live. We teach forgiveness and reconciliation, teaching how to recognise when things are going wrong and how to rectify problems effectively.

Effective behaviour enables all to learn and thrive in an environment of trust and mutual respect.

## Principles

- *Relationships are at the centre of all we do, they enable us to create a distinctive ethos based upon Christian values. Every child and adult is valued, their own unique qualities are recognised.*
- *Every child has the right to learn, but no child has the right to disrupt the learning of others*
- *Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse*
- *It is expected that all adults – staff, volunteers, parents and governors will set excellent examples to the children at all times*
- *We seek to give every child a sense of personal responsibility for his/her own actions, in order to make a positive contribution to the school and community*
- *Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between school and home*
- *The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour*
- *St Paul's CE Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other activity that is prohibited under the Equality Act 2010*

- *The school's behaviour and discipline policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils*
- *The school will fulfill its legal obligations under the Equalities Act 2010 in respect of safeguarding children with special educational needs and all vulnerable children*

## Definitions

Effective behaviour allows those in a community to live together and thrive. In order for behaviour to be effective then clear, shared rules and expectations need to be established and understood. To behave effectively, individuals need to develop self-awareness, self-discipline and empathy. These skills need to be taught and practised. They should be modelled and taught explicitly throughout the school. As children mature these skills become more developed. Teaching and intervention around behaviour needs to be age-appropriate, recognising the maturity of the pupil.

Nobody is perfect, following all rules at all times, adults and children alike. We support a restorative approach to behaviour and discipline recognising that poor behaviour choices are often the result of an inappropriate emotional response to a situation. Effective behaviour management will:

- seek to identify what has happened
- identify what rules/expectations have been broken
- consider what choices individuals had and what led them into making the wrong choice.
- identify a more appropriate choice for next time
- seek forgiveness
- determine a proportionate sanction

Helping pupils to identify volatile emotions such as anger and to develop strategies for managing them in a peaceful, non-harmful way is central to effective behaviour management.

Praise and reward are also central to encouraging all pupils to meet the rules and expectations of the school. Sanction should be used to help pupils understand the consequence of poor behaviour choices and to secure a consequence for unacceptable behaviour.

All pupils should follow the rules and procedures of the school because they recognise that it is the right thing to do, rather than simply because they are told to do so. All adults managing behaviour are expected to do so in a calm, fair manner, maintaining authority through not showing frustration or anger. Sanctions should never be intended to publically humiliate a pupil.

## Related Policies and Documents

This policy should be read in conjunction with:

- Anti-Bullying Policy
- PSHE Policy
- School Handbook
- Governors' Statement on Behaviour Policy
- *Screening and Searching and Confiscation*, DfE, July 2022
- *Use of Reasonable Force*, DfE, July 2013 – Revised 2015
- *Dealing with Allegations of Abuse against Teachers and Other Staff Guidance*, DfE, October 2012
- *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, DfE, January 2022

## Achieving our Aims:

Pupils, parents, teachers and all staff take collective responsibility for developing and promoting positive behaviour at St Paul's Primary School.

### Pupils:

- Pupils identify strongly with the school and are proud to be a part of it.
- Pupils are encouraged to be polite, well behaved and courteous at all times.
- Pupils will follow the rules and take part in making decisions based on these rules.
- Pupils are encouraged to work co-operatively with each other and with staff, and have high expectations of themselves and others.

### Parents:

- Parents and visitors to the school feel valued, safe and secure.
- Parents support, and participate in, the life of the school and are actively encouraged to be partners in their children's learning through homework, classroom activities, out-of-school activities and other extra curricular activities.
- Parents can contribute to the wider aspect of school life through the PTA.
- Parents readily engage with the school concerning its work and are willing to take part in effective two-way communication.

### Class Teachers:

- Teachers identify strongly with the school, and are proud to be part of it.
- Teachers actively establish positive relationships with pupils and parents and handle attendance and discipline problems in a sensitive and caring manner.
- Teachers will actively establish positive relationships with pupils and parents.
- Teachers have high expectations of pupils' achievement, attendance and behaviour.
- Teachers use praise to motivate pupils.
- Teachers treat pupils and parents equally, with respect and in a fair and just manner.

- Teachers challenge poor behaviour early on and support pupils to make effective behaviour choices and resolve problems effectively.
- Teachers communicate concerns around pupils' behaviour promptly when they arise, to share the concern and engage parents in working to recover positive behaviours.

#### All Staff:

- All staff maintain positive relationships with pupils and staff.
- All staff share in dealing with problems in a caring and sensitive manner.
- All staff model effective behaviour at all times to pupils and with their colleagues.
- All staff identify strongly with the school and are proud to be associated with it.
- All staff challenge poor behaviour and encourage pupils to behave appropriately.

### School Rules

Clear, unambiguous rules that all in the school community understand and support are key to effective behaviour management. The whole school will know the shared school rules.

These rules consist of three strands –

- Classroom Rules – to be agreed yearly as part of the RSHE curriculum
- Indoor Rules – SEE APPENDIX 1
- Outdoor Rules – SEE APPENDIX 2

### Good Behaviour

Good behaviour is encouraged throughout the school. Exemplification, description and modeling of good behaviour is central to establishing the context within which the school operates. The school's motto '*Rooted and Growing in God*' sets out the approach we promote at the school for all adults, pupils and visitors.

Our school rules all start with the same phrase

- Remember...
- We always walk
- We are polite, kind and helpful
- We always try our best
- We take care of each other
- We look after our things
- We always wait our turn
- We always look after equipment
- We always tell the truth

Our rules are written as a positive description of the behaviour that we want, not a negative instruction of the behaviour that we do not want. E.g. 'We listen actively to one another' rather than 'We do not talk when others are talking.'

Praise and recognition of good behaviour choices are an important part of securing and sustaining effective behaviour. Details of the formal rewards process are recorded in Appendix 3. This is integrated across the school and includes:

- A clear focus on teaching and developing effective behaviours throughout the school curriculum. The RSHE curriculum, collective worship and RE provide the main curriculum input for this.
- Clear and appropriate vocal praise for pupils from all staff where effective behaviour choices have been made.
- A systematic approach to the awarding and recording of stars and stickers
- A weekly celebration assembly for public recognition

### Addressing Unacceptable Behaviour

At times pupils will make inappropriate behaviour choices. Poor behaviour is generally the result of an inappropriate emotional response to something. Children who have behaved badly may well be angry or upset. In order to address the situation effectively it is often necessary to give each child an opportunity to calm down and then give their version of events in an open, non-judgemental environment.

Addressing poor behaviour effectively is vital to maintaining effective behaviour. Appendix 4 sets out the process that staff use for addressing poor behaviour.

Unacceptable behaviour is challenged throughout the school by all staff. They all start with the same phrase

- Stop and Think
- Make a good choice

Examples of unacceptable behaviour include:

- Disrupting learning time
- Racism
- Bullying, including cyberbullying
- Swearing
- Stealing
- Hurting others
- Damaging property
- Negative peer influences
- Encouraging others to do the wrong thing
- Complicity when others do wrong – not telling an adult

It is important that all staff addressing unacceptable behaviour ensure that sanctions are proportionate, clearly understood and are fair. We avoid blanket sanctions wherever

possible as this penalizes those who have made the right choice or who have not been involved. It is also important that staff recognise and manage their own emotions when dealing with poor behaviour.

All members of staff are expected to actively address poor behaviour before escalating it to a more senior member of staff. It is essential that pupils recognise the authority of all members of staff. Escalating directly, without intervention, to a senior member of staff can at times undermine the authority of staff.

Where poor behaviour is significant and/or repeated, staff should complete a behaviour incident sheet (Appendix 5) and pass a copy to the Deputy Headteacher or Head Teacher.

Staff should escalate significant incidents of poor behaviour to a senior leader. In such circumstances a behaviour incident sheet should be used in order that the senior leader is aware of the context and can investigate and resolve the issue effectively.

## Repeated Poor Behaviour

At times individual pupils/groups of pupils may break the school's behaviour code repeatedly/frequently despite the use of the school's behaviour management strategies. This can be very disruptive for other learners and lead to an undue amount of teaching time being diverted to manage behaviour.

In such cases staff are likely to:

- Work to identify any common triggers, times of day, locations or other patterns to the poor behaviour occurrences.
- Communicate with parents and other colleagues who work with the children.
- Seek external advice/support.
- Devise and operate a hybrid/bespoke behaviour management programme

Appendix 6 sets out an adapted process for managing repeated low-level behaviour in individuals or groups.

## Screening & Searching Pupils

Screening and searching pupils is a very rare occurrence at St Paul's, however the school has the right and responsibility to screen and search pupils in specific circumstances. These are set out in detail in the DfE document *Screening and Searching and Confiscation*, DfE, July 2023.

School staff can search a pupil for any item if the pupil agrees. If a member of staff has searched a pupil for any item, they should inform the Headteacher or Deputy Headteacher immediately afterwards. Two members of staff should be present for a search.

Headteachers and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting



that the pupil may have a prohibited item. At St Paul's a search without consent would be carried out by a member of the SLT. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes and other addictive products
- fireworks
- pornographic images
- Age-restricted products, beyond the age of the pupil (e.g. DVDs/Games rated 15 etc)
- Sweets
- Mobile phones and other interactive devices such as watches, tablets etc.
- 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 the property of, any person (including the pupil).

In school we work hard not to ban items. On occasion a craze will sweep the school. Recent examples have included scoobi-dos, loom bands, fidget spinners and collectable cards. We allow pupils to use these items provided they do so productively. Staff will only ban items such as these if they start to interrupt learning or cause friendship/relationship issues or if they are misused, sold or stolen in school. The SLT reserve the right to implement a whole-school ban if such items become problematic to the smooth running of the school.

## Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Confiscated items should be placed in a clearly labeled envelope and sent to the school office for safekeeping. Staff should not leave confiscated items unsecured. Where the item is a prohibited item it may be passed on to the Police or other authority as appropriate. Confiscated items may also be destroyed. Ordinarily a confiscated item would be returned to the pupil's parent. The adult who has confiscated the item will arrange return to the parent once any behavioural incident has been addressed.

## The power to use reasonable force

Physical intervention is very rare at St Paul's school and is only used once all non-physical behavioural strategies have been exhausted. Members of staff have the power to use reasonable force to prevent pupils:

- committing an offence,
- injuring themselves or others,
- damaging property



These powers and the guidelines underpinning them are set out in *Use of Reasonable Force*, DfE, July 2013 – Revised 2015.

Headteachers and authorised staff may use such force as is reasonable when conducting a search without consent for prohibited items (see screening & searching section above).

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

A behaviour incident sheet should always be completed whenever reasonable force is used. A copy should be passed to the Deputy Headteacher or the Headteacher immediately after the event.

## The power to discipline beyond the school gate

The school has a power to discipline pupils for misbehaving outside of the school premises ‘*to such an extent as is reasonable*’.

### Misbehaviour when a pupil is taking part in a school-organised or school related activity

The staff member with overall responsibility for the trip will have the pupil under their lawful control and will use all the relevant practices within this policy to support effective behaviour.

If misbehaviour is sustained despite these interventions, the member of staff will contact the school's leadership team, who can advise and may meet the trip/activity to support good behaviour.

Effective behaviour on school trips depends upon pupils respect for the school rules and the authority of the adults leading the trip. If a pupil's behaviour in the lead up to a trip casts doubt upon the respect for the school's rules and the authority of the adults leading the trip the pupil may be taken off the trip and work in school instead. This decision will be taken by a member of the SLT.

### Misbehaviour of pupils travelling to and from school, wearing school uniform or in some way identifiable as a pupil at the school.

In the primary phase the vast majority of pupils will travel to and from school with a parent, relative or carer. Where pupils misbehave on the journey to and from school, the school will contact and work closely with parents to address issues of poor behaviour. If this does not remedy the situation the school may engage other partners such as the school's police officer or Children's Services.

### Misbehaviour of pupils at any time that could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public or adversely affect the reputation of the school.

In the primary phase pupils are in the care of their parents, relatives or a carer when they are not in school. The school will contact and work closely with parents in the first instance to address incidents of misbehaviour. This may be through one to one contact, email or newsletter depending upon the nature of the incident. The school will work closely with other community partners, e.g. other schools, the police, local businesses or Children's Services to address incidents of poor behaviour.

The school has the right to impose sanctions within school time for incidents of poor behaviour which occur outside school in the circumstances set out above and school leaders may chose to implement a sanction after investigation.

## Detention

The school has the power to issue detention to pupils. In a primary school detention is usually short, a matter of minutes, during a playtime or lunchtime. A playtime or lunchtime may be withdrawn entirely by a senior leader in the school as a sanction for poor behaviour. In such circumstances arrangements are made for lunch and the use of the toilet.

Senior staff may also reallocate a child's playtime or lunchtime to remove them from their cohort for a short period of time. The child may then have a playtime or lunchtime with a different class or year group or on the opposite site.

## Exclusion and Suspension

The head teacher can suspend or exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether appropriate strategies need to be put in place to address behaviour.

Exclusion at St Paul's school is rarely used. It is used only where there has been significant poor behaviour. The school follows the procedures and advice given in *Exclusion from maintained schools, academies and pupil referral units in England*, DfE, September 2023

All exclusions are reported to the local authority and to the school governors.

The Headteacher or other member of the SLT holds a reintegration meeting with the pupil and their parent on their return to school following a suspension.

### Pastoral care for school staff accused of misconduct

The governors of St Paul's School recognise their duty as employers not to automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The headteacher is advised to draw upon the advice in the *Dealing with Allegations of Abuse against Teachers and Other Staff Guidance*, DfE, October 2012 when setting out the pastoral support staff can expect to receive if they are accused of misusing their powers.

## APPENDIX 1 – Indoor Rules

Rules for each site will differ but should be displayed

Learning Safely

Equipment

Lining up

- We always walk
- We are polite, kind and helpful
- We always try our best
- We take care of each other
- We look after our things
- We always wait our turn
- We always look after equipment
- We always tell the truth

In addition, the following resources are displayed and used in every classroom:

- Rewards Chart
- Traffic lights warning system

Staff provide the following when agreed rules are not being met:

- Verbal warning
- 1 minute time out
- 2 to 5 minute time out

## APPENDIX 2 – Outdoor Rules

Rules for each Playground will differ but should be displayed

Playground Zones

Playing Safely

Equipment

Lining up

- Rewards Chart
- Verbal warning
- 1 minute time out
- 2 to 5 minute time out

## APPENDIX 3 – School Rewards System

### School systematic rewards

#### Foundation Stage

- Continual praise for good choices
- Stars awarded on chart
- Sticker awarded for 10 stars
- Deputy Heads Sticker awarded after 5 stickers
- Head Teachers Sticker awarded after 10 stickers
- Celebration Certificates – aim for at least one a year

#### KS 1

- Continual praise for good choices
- Praise by adult
- Stars awarded on chart
- Sticker awarded for 10 stars
- Deputy Heads Sticker awarded after 5 stickers
- Head Teachers Sticker awarded after 10 stickers
- Celebration Certificates – aim for at least one a year

#### KS 2

- Continual praise for good choices
- Praise by adult
- Points Chart in Class
- Stars awarded in Star Book
- Stickers awarded after 10 stars
- Deputy Heads Sticker awarded after 5 stickers
- Head Teachers Sticker awarded after 10 stickers
- Celebration Certificates – aim for at least one a year

## APPENDIX 4 – School Response to Unacceptable Behaviour

### School systematic response to Unacceptable Behaviour

#### Foundation Stage

- Reminders of good choices
- Time Out
- Discussion with parents
- Involve Deputy and Head and record on Incident sheet

#### KS1

- Green Traffic Light – Verbal warning by adult
- Amber Traffic Light – 1 minute time out
- Red Traffic Light – 2 minutes time out
- Involve SMT and record on Incident sheet
- Involve Deputy and Head and record on Incident sheet

Parents should be involved and informed at any point depending on the nature of the unacceptable behaviour.

#### KS2

- Green Traffic Light – Verbal warning by adult
- Amber Traffic Light – 1 minute time out
- Red Traffic Light – 5 minutes time out
- Involve SMT and record on Incident sheet
- Involve Deputy and Head and record on Incident sheet

\* It is the teacher's responsibility to supervise the children in the classroom.

Parents should be involved and informed at any point depending on the nature of the unacceptable behaviour.



## APPENDIX 5 – Incident Sheet

St Paul's CE Primary School

Incident sheet for Class Teachers

Pupil's Name:	Date:
Class:	Time:
Who else was involved?	Who saw what happened?
Adult first dealing with the incident:	
What happened?(completed by the Class Teacher)	
What has happened since?	
Sanction imposed:	
Adult dealing with incident:	Signature:

**To be retained and copy passed to Senior Leader**

## APPENDIX 6 – Adapted process for managing repeated low-level behaviour in individuals or groups

