



# St Paul's C of E Primary School Positive Behaviour Policy

Updated – September 2024

2024 update – include vaping and smoking as prohibited behaviours / items

**Searching and confiscating – L3 DSL** [In advance, specify whether your school's searching and confiscation policy includes e-cigarettes/vapes. Note that these are not automatically classified as 'prohibited items' that you can search for and confiscate under the [DfE's guidance on searching and confiscation](#) and the Education Act 1996. If you want to search for e-cigarettes/vapes in your school, you must first list them as a banned item in your school policies.]

## **Ethos –**

Good behaviour and self-discipline are at the heart of a successful school. We aim to promote self-discipline by raising children's awareness of their own behaviour and the affect it may have on others. Our behaviour policy outlines a set of choices, strategies and approaches which contribute to the creation of an environment in which children feel safe, happy and valued and also value the importance of their own positive behaviour and that of others. The aim is for 'good behaviour' that comes naturally.

The life and teachings of Jesus inform the way that we behave as a community towards each other:

We aim to treat each other as **unique and precious** individuals made in the image of God.

*And even the very hairs of your head are all numbered. Matthew 10: 30*

*I praise you because I am fearfully and wonderfully made; Psalm 139: 14*

Therefore;

We respect the rights and feelings of everyone regardless of race, gender, religion, disability, social position, intelligence etc.

We deal with each other's misbehaviour as individuals. 'Fairness is not always treating everyone the same'

We believe the best in each other and refer to disappointing behaviour not a 'bad' child. Refer to the action not the child.

We seek to **forgive** each other; learning from our mistakes and starting afresh.

*Be kind and compassionate to one another, forgiving each other, just as in Christ God*

*forgave you. Ephesians 4:32 32*

Therefore;

We try not to bear grudges and release people to change their behaviours.

We do not encourage retaliation or retribution.

We have a positive attitude to failure and wrong, this is the point at which we can learn.

We allow time for personal reflection and choice about giving a genuine apology.

Honesty and forgiveness are better than denial and guilt.

We aim to **care** especially for the vulnerable, lonely, sad and those who find loving difficult.

*Anyone who has two shirts should share with the one who has none, and anyone who has*

*food should do the same. Luke 3:10-11*

*My command is this: Love each other as I have loved you. John 15:12*

*But to you who are listening I say: Love your enemies, do good to those who hate you, bless those who curse you, pray for those who mistreat you. Luke 6:27-28*

Therefore;

We are committed to including everyone.

We prepare children to live harmoniously in a world of diversity and difference.

We acknowledge that there is often a reason why children display poor behaviour and will seek to understand and unravel this with the child, family and other agencies as appropriate.

We seek **justice** and **fairness** for all.

*And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God. Micah 6:8*

Therefore;

We do not make prejudiced and quick judgements.

We listen and expect the truth.

We are called to respond to the needs of the victim and those behaving inappropriately.

Life and love can be **tough**.

*I can do all things through Christ which strengthened me. Philippians 4:13*

Therefore;

We face up to the reality of how difficult it can be getting along with some people and nurture skills of tolerance, independence, patience and respect.

We need to make clear that certain behaviour is unacceptable and, depending on the situation, sanctions may have to be put in place.

**Forgiveness – rejoice for each day is a new day.**

*This is the day which the Lord has made; Let us rejoice and be glad in it. Psalms 118:24*

Positive behaviour relies upon positive experiences and the development of positive relationships and high expectations. We want our children to develop high self-esteem and self-discipline so that they may reach their full potential. To develop a sense of right and wrong and ultimately, stand up and be counted for what they believe to be right. As courageous advocates of the Christian faith, our aim is to develop children who do the right thing, not for praise or reward (as nice as these things may be) but because it is simply the right thing to do.

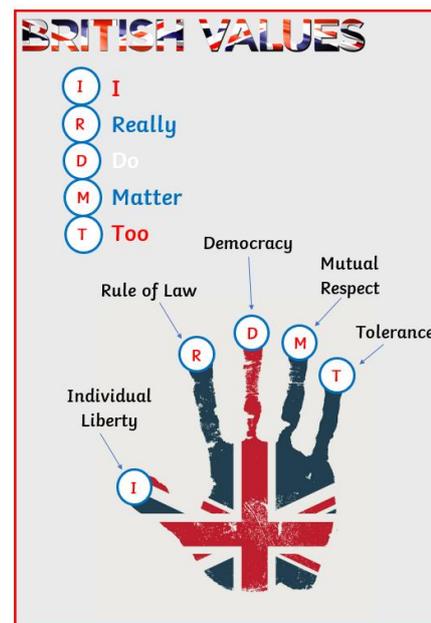


This policy and its implementation is underpinned by our **Rainbow Christian Values**;

Forgiveness, Joyfulness, Humility, Honesty, Trust, Togetherness and Trust

as well as promoting **Fundamental British Values**;

Individual Liberty, Rule of Law, Democracy, Mutual Respect, Tolerance.



### Principles of positive behaviour

At St Paul's, we promote positive behaviour choices through the following core behaviour principles which are embedded in all learning and interactions;

**Our St Paul's Promise** At St Paul's, we are safe, prepared and respectful.

- P** We are prepared
- R** We are respectful
- O** We make the most of every opportunity
- M** We make a difference.
- I** We are in control
- S** We are safe
- E** We excel.




\*We have **3 key 'drivers'** for positive behaviour which are embedded in our conversations about behaviour and in our actions.

**At St Paul's, we are: safe, prepared and respectful.**



At St Paul's, all staff recognise their shared responsibility to promoting and embedding positive behaviour choices. Staff should promote positive behaviour in all interactions with children in school – within the classroom, outdoors and around school. Staff should provide support to each other in dealing with behaviour.

**Positive reinforcement** is key to promoting the behaviours we want for our children. Rather than drawing attention to negative behaviour (unless there is risk of harm), staff should try to 'ignore' the behaviour we want stopped and draw attention instead to someone who is making a positive choice. This very often leads the child who is making a poor behaviour choice to change their behaviour, seeking the same praise. Once the child is making a more positive choice, reaffirm this with the praise they are seeking.

### **Understanding**

Behaviour can be thought of as a 'symptom'. It often indicates that the child is trying to deal with an emotion or situation but is unable to do so effectively. As staff we all have a role to play in identifying the 'cause' of the behaviour, not just dealing with what has been done. 'Treating the symptom not the cause'. Once we understand where a child's negative behaviour is coming from, we can start exploring the best strategies to address their behaviour.

### **Control**

Sometimes, negative behaviour stems from a child feeling out of control and insecure. Their behaviour is a way of taking back control. As staff we must give children *a sense of control within our control*. For example, instead of telling a child they can't sit where they choose, they could be given a choice of two or three places to sit.

### **Calming situations**

St Paul's adopts a 'no shouting' policy. If adults shout at the children, it is confusing to children to be told they must not shout. Shouting can also suggest a loss of control and often, situations can escalate and volume grows louder. To gain children's attention staff should use hand symbols (a hand held in the air should catch some children's attention – 'Team

Stop'). As one or two stop, look and listen, others will follow. Positive praise of those following the signal will encourage others to do the same.

### Use of language

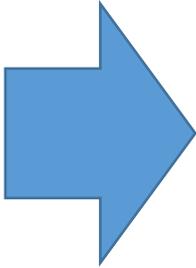
When talking to the children about behaviour, staff should use the language of 'choices' – whether good or bad choices. Children should not be labelled as 'naughty' or told they have been 'naughty' or 'bad'. It is vital that we talk about the *behaviour* as needing to improve, not the child. For example,

instead of 'That's naughty, you've been bad'.

'That's an unkind thing to do. That wasn't a good choice.'

Staff should also use positive language to promote what we do want to see, rather than what we don't want to see.

For example;

Don't run		Walk please
Don't climb on that		Climb down carefully
Don't shout		Use a quieter voice please
Don't hit		Be gentle
Don't ride your bike		Push your bike
Don't throw that toy		Put the toy down gently
Don't snatch		Ask politely if you can have the toy
Don't interrupt		Please wait until I have finished

It may be appropriate at times to ask a child to repeat an action but more positively. For example, a child running in the corridor could be told to come back and do it again. 'I'd like you to come back and show me how smartly you can walk down the corridor.'

### Forgiveness

Each day is a new day and a new opportunity to make a positive contribution. This should be promoted (as one of our Rainbow Christian Values) with all children and they should be supported to understand that whatever has happened in the past / a previous day should not prevent them making positive choices today.

### Reflecting on own practice

As staff it is important that we reflect on our practice and identify when changes / different approaches are necessary. Staff should ask themselves -

Do children feel liked / valued / included / nurtured by my words / expression / body language?  
Is my tone / choice of words appropriate (children are often confused by sarcasm and it is not appropriate for school)

Do I model the behaviours we want to see? Courtesy, manners, caring for all, patience.

Do I try to understand why a child is behaving in a certain way? Do I give them time to talk (or sometimes time to be alone?)

Is there any background information/context that might be relevant to a child's behaviour?

Do I support the children in making friends, playing games?

What strategies do I use to gain attention? Loud strategies often lead to louder voices. Hand signals followed by praise for those following straight away are often most effective. Shouting / whistles etc should be reserved for occasions where attention must be gained urgently – perhaps due to a safety risk.

When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

### **Rewards – Positive Reinforcement**

#### **Verbal / non-verbal praise (all year groups) –**

Often, a simple positive exchange with a member of staff can be very motivating. A little chat about what they have done well, telling them how impressed we may be or even a smile and thumbs up have great impact. Positive relationships between staff and pupils are essential to positive behaviour.

#### **Class clap –**

Celebratory praise / actions from RWI – marshmallow claps, fan....tastic, tree...mendous. Children will enjoy creating their own celebration claps!

#### **Stickers (all year groups) –**

Staff are encouraged to give out stickers regularly to promote good behaviour and recognise improvement in behaviour. Having stickers in pockets / pinnies will enable staff to provide instant feedback to children.

#### **Sharing good work with other staff members (all year groups) –**

When children have produced a piece of work to be proud of, the class teacher may send them to show their work to another teacher (perhaps last year's teacher?), Phase Leader, Deputy Head or Headteacher. (It may be necessary to send a post-it to explain why this piece of work has been chosen or send a TA with them). The member of staff being visited can award a sticker and write a comment next to the child's work.

### **Texts / notes home (all year groups) –**

Each Friday, (or during the week for something extra special!) Mrs Ferretti will send text messages home to say well done to those children suggested from each class. They may have been consistently 'green' all week (no warnings), moved to the recognition board every day, displayed particular kindness or been helpful or hardworking.

### **Golden time (Year 1 – Year 6) –**

Each Friday, each class has 20-30 mins Golden Time during which the children can choose 'treat' activities. In Reception, children may chose a special activity for the end of the week.

### **Celebration Worship –**

Each Friday, during Celebration Worship the following awards are presented –

Class of the Week – (Reception – Year 6) Staff award their class a score out of 10 for behaviour and effort that week. The class with the highest score get a class treat and display the trophy in their classroom for the week.

Attendance of the Week – (Reception – Year 6) the class with the highest weekly attendance get to display the trophy in their classroom and biscuit treats.

Any class achieving 96%+ will receive a house point each.

\*Rainbow Values Award – (Reception – Year 6) one child is chosen for demonstrating our Rainbow Christian Values. They are given a certificate and a rainbow badge to wear for the week.

\*Headteacher's Gold Star – (Reception – Year 6) one child is chosen for excellence in behaviour and/or learning. They are awarded with a certificate and a gold star badge to wear for the next two weeks.

\*alternating weeks.

Badges should be put on in class in the mornings, worn during the day and handed back to the class teacher at the end of each day. House captains will collect the badges on Thursday afternoons.

Those children celebrated during the weekly Celebration Worship will be celebrated on the website too (with parental consent)/ a celebration text home.

### **House Points – (Years 1-6)**

There are 4 house teams – each named after a significant Wolverhampton figure.



Children are assigned a house when they join the school. Siblings are kept within the same house.

House points are awarded to children via the class 'Recognition Board' or 'Wow Board'. Children seen going 'above and beyond' will have their name added to the board. If spotted a second time, a tick will be added next to their name. At the end of the day, the names will be added to the house point record. Points will be collected by House Captains each Thursday.

Classes will be encouraged to support each other to get every child's name on the board in one day- this will be celebrated with a 'Class Whoop'!

House points can be awarded for good behaviour and effort in learning. Children collect house points individually, working towards the following certificates for each year group –  
25, 50, 75 and 100 house points.

With each 100 house points they achieve, children will be awarded -  
**A smiley face badge** in their house colour.

**Bronze**

**Silver**

**Gold**

**Ruby**

**Emerald**

**Sapphire**

**Diamond**

**Rainbow / St Paul's Superstar badge.**

Badge colours will be cumulative throughout the child's school journey.

House points also have a collective element. Each week, house point totals are counted and shared in assembly. Each half term, the house with the most points is able to choose from a shared treat – for example,

Movie afternoon

'Disco'

Games afternoon

Multiskills/sports

Own clothes day

Baking

The treat will be chosen either by Y6 House Captains or house vote.

### **End of Term Awards** (all year groups)-

At the end of each term, class teachers choose a child to receive the following awards –

Achievement / Effort in Mathematics

Achievement / Effort in English

Achievement / Effort in Science

Achievement / Effort in Curriculum

Behaviour / Rainbow Values

In Nursery, 2 awards will be given –

Behaviour / Rainbow Values

Effort and achievement in learning

Children are presented with a certificate during the end of term worship. Parents are notified in advance and invited to attend the worship.

### **Sense of responsibility –**

Children are encouraged to take responsibility and become positive role models in school.

Roles of responsibility include –

House Captains (Y6)

Worship Monitors (Y6)

Lighthouse Keepers (Y4-6)

Playground Buddies / Play Leaders (Y5/6)

Eco Warriors (Y3-6)

Wellbeing Ambassadors (Y4-6)

School Council (Y2-Y6 from September, Y1 from January)

Online Safety Monitors

Health & Safety Monitors

### **Class behaviour chart –**



In each class (Year 1 - 6) a 'Recognition Board' or 'WOW board' is displayed. Each day, children are set the challenge of being moved onto the recognition board for good behaviour, effort in learning, kindness and / or demonstrating our St Paul's Promise / Rainbow Christian Values. Children

should encourage and support each other to get onto the recognition board (including suggesting to the class teacher if they think a peer should be recognised).

## Responding to negative behaviour

It is important that children understand what behaviour they have displayed that is unacceptable / needs to change and why. Staff should refer to our St Paul's Promise and values when discussing behaviour.



**St Paul's C.E  
Primary School**

### St Paul's CE Primary School – Behaviour Blueprint

"Building each other up, with God as our firm foundation."

togetherness

trust

honesty

courage

forgiveness

joyfulness

humility

**P** We are **p**repared,

**R** We are **r**espectful,

**O** We make the most of every **o**pportunity

**M** We **m**ake a difference.

**I** We are **i**n control

**S** We are **s**afe

**E** We **e**xcel.






#### Visible Consistencies

1. Daily meet and greet
2. Give first attention to **best** conduct
3. Calm and caring relationships
4. Deliberate **bothered-ness**

#### Relentless Routines

1. Hand signals
2. Magnet Eyes
3. Turn to your partner (TTYP)
4. Fantastic Walking
5. Legendary Lining Up
6. Whisper Work
7. 1, 2, 3 movements

#### Over and Above

1. Values
2. Effort

### Recognition and Rewards

<ol style="list-style-type: none"> <li>1. 'WOW' board</li> <li>2. Phone call/ text home</li> <li>3. Public praise</li> <li>4. SLT praise</li> </ol>	<ol style="list-style-type: none"> <li>5. Stickers</li> <li>6. House Points</li> <li>7. Messages sent home</li> <li>8. Worship shout outs</li> </ol>	<ol style="list-style-type: none"> <li>9. Newsletter</li> <li>10. Peer praise</li> <li>11. Golden Time</li> <li>12. Weekly certificates</li> </ol>
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#### Stepped Sanctions

1. **Redirect**  
*(nudge)*
2. **Reminder**  
*(relate discussion back to our Promise and Values)*
3. **Caution**  
*(identify the unacceptable behaviour and consequences privately. Add tick to Behaviour Record)*
4. **Yellow Light**  
*(Add name to Yellow Light Record. Each yellow light leads to loss of some playtime and 5 minutes of GT)*
5. **Red Light**  
*(Restorative conversation. Inform parents at the end of the day, or sooner. Loss of playtime/ lunchtime and GT)*
6. **Removal**  
*(To another classroom)*
7. **Internal Isolation**  
*(In an agreed space)*
8. **Alternative Provision/ Suspension**
9. **Permanent Exclusion**

#### Restorative Questions

**Choose up to 2 in EYFS  
Choose up to 5 in KS1/2**

- What happened?
- **What were you thinking at the time?**
- What have you thought since?
- How did your actions make others feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- **How can we do things different in the future?**

#### Micro-script

I can see that you are feeling...

I can see that because you are...

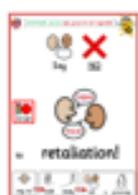
I need to see you...

The consequences of this will be...

Do you remember the \_\_\_\_ (positive behaviour) I saw \_\_\_\_? That's who I need to see again now.

Thank you for listening.

5 minutes missed playtime	10 minutes missed playtime	Miss <b>all</b> of playtime	10 minutes missed lunchtime	20 minutes missed lunchtime	Removal during lunch - eat separately
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<b>Stage 1 Behaviours</b>	<b>Behaviour:</b> a. Talking when someone else is talking b. Yelling c. Trouble with focus d. Hurting others through carelessness e. Insufficient effort with work f. Repeated not listening g. Not showing 'Fantastic Walking', 'Legendary Lining Up' or 'Whispered Work' h. Not following '1,2,3 instructions' i. Shrugging, rolling eyes, incorrect sitting	<b>Follow Stepped Sanctions steps 1-6 as necessary.</b>  Ensure you have strategies in place for SEND and LAC children to support, rather than sanction.
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<b>Stage 2 Behaviours</b>  <b>Instant Yellow Light</b>	<b>Behaviour:</b> <b>Not putting Stage 1 behaviours right after Restorative Conversation, or</b> a. Lying about actions b. Hurting others intentionally but not seriously (e.g. knocking into each other, pushing, shoving) c. Saying 'no' to directions or to completing work d. Misusing toilets or other school areas e. Retaliating to negative behaviour f. Getting involved in an incident where there was no need to	<b>-Issues between two or more children – teacher to lead restorative conversation.</b> <b>-Child to report to phase leader for Restorative Conversation, with class teacher if behaviour is directed towards an adult.</b>  <b>Imposition:</b> 1. Loss of part of playtime/ part of lunchtime 2. Loss of Golden Time 3. Record on CPOMs if there have been THREE yellow lights in one week  <b>TEACHER TO INFORM PARENTS IF THERE HAVE BEEN THREE YELLOW LIGHTS IN ONE WEEK</b>
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<b>Stage 3 Behaviours</b>  <b>Instant Red Light</b>	<b>Behaviour:</b> <b>Not putting Stage 1 and 2 behaviours right after Restorative Conversation, or</b> a. Throwing objects at others with intention to harm b. Repeatedly saying 'no' to directions or to completing work c. Stopping others from learning d. Making threats e. Stealing f. Leaving the room/ learning area without permission g. Intentionally hurting another e.g. pinching, punching, kicking h. Disrespectful comments made to adults	<b>Class teacher to lead conversation with child. Where necessary, report to SENDCO or Deputy Headteacher for Restorative Conversation.</b>  <b>Imposition:</b> 1. Loss of Golden Time/ playtime/ lunchtime 2. Internal Inclusion (Community payback to help improve the school) 3. Recorded on CPOMs by parties involved.  <b>TEACHER INFORMS PARENTS AT THE END OF THE DAY, FACE TO FACE OR OVER THE PHONE (SOONER IF NECESSARY)</b>
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<b>Stage 4 Behaviours</b>  <b>Instant Red Light - Serious Breach of School Behaviour Policy</b>	<b>Behaviour:</b> <b>Not putting Stage 3 behaviours right after Restorative Conversation with SENDCO/ Deputy Head, or</b> a. Racism (through words or actions) b. Homophobic insults c. Child on child abuse d. Bringing a weapon into school e. Vandalism f. Sexual harassment/ online sexual abuse g. Confirmed incidence of bullying	<b>Child to report to Headteacher (Deputy Headteacher, if unavailable) for Restorative Conversation, with class teacher.</b>  <b>Imposition:</b> 1. Internal Inclusion (Community payback) 2. A written account recorded on CPOMs 3. Removal of non-academic privileges 4. Fixed term exclusions/ alternative provision (last resort)  <b>HEADTEACHER INFORMS PARENTS AS SOON AS NECESSARY. A MEETING WILL BE ARRANGED IF BEHAVIOURS BECOME PERSISTENT.</b>
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Not all behaviour will follow the graduated response. More serious incidents may require quicker escalation and some unacceptable behaviours (such as physically aggressive behaviour, unacceptable language may result in an instance red / isolation / suspension.)

Persistent, negative behaviour (frequent red cards, internal or fixed term exclusions) or serious behaviour breaches may result in the loss of or withdrawal of events / trips and activities not essential to the curriculum including (but not limited to) after school clubs, residential, school performances, house treats, PFA events etc.

## **Restorative Approaches**

When dealing with a behaviour issue, it is important that staff give all children the chance to explain what has happened from their point of view before deciding what action to take. It is important that children feel they have 'a voice' and will be listened to. It is important that staff gain an understanding of not only **what** has happened but also **why** it has happened as further support may be necessary.

A restorative approach should be taken following an incident, giving children and staff involved the opportunity to discuss what happened, how it made different people feel and how the situation could be dealt with / avoided in the future. This will help children develop an understanding of the impact and consequences of their actions on others.

## **Persistent Behaviour**

Children displaying persistent negative behaviour who require specific support to improve their behaviour may be placed on 'behaviour report'. A behaviour report (see Appendix) will be completed throughout the day between the child and Class Teacher / Teaching Assistant and will involve them scoring themselves on their behaviour.

Where possible, in partnership between home and school, the behaviour report will be used to promote positive choices and the child can earn a reward, perhaps at the weekend. The behaviour report will be monitored at playtime, lunchtime and at the end of the day by the Headteacher /Deputy Head / Phase Leader.

Behaviour reports should be personalised to each individual child. SLT and parents must be informed if a Class Teacher feels a behaviour report is necessary.

An exclusion prevention referral may be made to the Inclusion Team for children whose behaviour is not improving / is unacceptable and an Exclusion Prevention Plan / Pupil Behaviour Support Plan put in place.

Whilst a consistent approach is required when dealing with behaviour as a school, behaviour management is not a 'one size fits all' approach. Some children (particularly those with SEND or children who have experienced trauma / attachment issues) may require reasonable adjustments / accommodations and an individual behaviour plan to support them in managing their behaviour more positively. Other children may need support to understand the need for

different approaches for some children so that they are not left feeling unfairly treated or disadvantaged.

Following an incident, it is important that staff spend time investigating what happened and why it may have happened. Identifying the triggers is vital to addressing the issue and preventing further occurrences. ABC charts may be required. A one-page profile should be completed with the child. Please discuss with the SENCO.

### **Lunchtime Support / Reflection** (predominantly KS2)

During lunchtimes, a system for children to stay in at lunchtime exists for;

- any form of poor behaviour

- work that needs to be finished

- children who need to eat lunch in a quieter location with a small group of peers to avoid over stimulation before going out to play

- children who find it difficult to complete a whole hour on the playground without breaking playground rules on a regular basis

- Any child on report system to check progress before they can go out to lunch/play.

- Children who are completing homework that they have failed to do at home. (any more than 4 with homework issues from each class would have to be kept by the teacher.)

Lunchtime Support / Reflection is held in the UKS2 area/Barnabas Room/Food technology Room. D Woods (Pastoral Support) runs a lunchtime club in this area from 12.15-1.00pm each day and will provide supervision for this area.

A rota is in place for additional support / supervision between the Headteacher / Deputy Head / Phase Leaders / SENDCo during lunchtimes.

### **Behaviours not tolerated**

Certain behaviours are more extreme and may require quicker progression through the graduated responses due to their serious nature. These behaviours may place people or property at risk of harm or undermine the orderly running of the school.

Behaviours that will not be tolerated include but are not limited to;

- Deliberate act of harm against another child or adult (physical assault)

- Deliberate damage to school or other's property

- Refusal to comply with rules of safety (placing self or others at risk)

- Racist, homophobic or sexually offensive language

- Persistent use of unacceptable language (swearing)

- Inciting / encouraging others to harm themselves

- Bullying – targeted, persistent negative behaviour towards one or more other children

- Child-on-child abuse

Preventing / restricting the learning of others

Non-compliance / impacting on the school's capacity to run in an orderly manner

Absconding

Cheating

Stealing

It is important that children understand the behaviour that needs to change and why. This requires explicit explanation. Staff must not assume that children have this understanding.

**Sarcasm must not be used** as this is inappropriate (Code of Conduct) as well as being confusing to children and is inappropriate.

### **Referring behaviour to other staff**

Most behaviours should be dealt with by the Class Teacher / Teaching Assistant. If behaviour escalates the following procedure should be followed in most cases;

Child is spoken to by Phase Leader / Pastoral Assistant

Child is spoken to by SENCO (Weds / Thurs)

Child is spoken to by Deputy Headteacher

Child is spoken to by Headteacher.

### **Informing parents**

As a school, a positive partnership with parents is central to managing negative behaviour effectively.

Where parents need to be informed of behaviour issues, this should be done during the day or at the end of the day (in person or telephone call) and be done by the Class Teacher in the first instance. If in person, when collecting, staff should ask parents politely to wait for a few moments whilst other children are dismissed. **Behaviour incidents should not be discussed in front of other children and/or parents.**

If a family member (not Parent/Carer) or another child's parent is collecting, staff should telephone rather than sending a message via a third party.

If a child's behaviour has impacted on another child (socially, emotionally or physically) their parents must also be informed by staff, not just the child who has displayed the behaviour / behaved inappropriately. Parents should feel reassured that we are aware of any incidents and will address them appropriately. Staff should not discuss individual children with other parents.

More serious behaviours should be discussed with parents in most cases according to the following;

Parents contacted by;

Phase Leader  
SENCO (if SEN)  
Deputy Headteacher  
Headteacher.

Some serious incidents of behaviour may be escalated directly to SLT.

Discussions with parents must be logged on SIMs (see below).

It may be necessary to arrange a meeting between parents and staff to discuss behaviour and any specific support needed.

### **Reporting and monitoring negative behaviour**

As a school we use SIMs to log behaviour incidents. Not all incidents need to be recorded on SIMs. The threshold for CPOMS is;

3 Yellow Lights in a week.

All behaviours resulting in a Red Light.

'Minor' behaviour issues do not need to be logged unless they form part of a wider behaviour issue/pattern. SIMs logs must include details of the incident, details of the consequences given and actions taken by staff (notifying parents etc) should be added. The Headteacher should be alerted as well as any other linked staff.

SLT will monitor SIMs logs to ensure accurate records are being kept and the school's procedure is being followed consistently.

Each half term, the Senior Leadership Team will meet to discuss any behaviour issues and identify any children for whom current strategies are not working. This may lead to a referral for Outreach / behaviour / EP / Inclusion Team support.

### **Strategies in the Early Years –**

Children in Early Years are learning the rules and boundaries of school and social interaction. Positive reinforcement remains a key approach to encouraging the types of behaviours we want to see in children. A calm, purposeful and well organised learning environment is essential in creating a space where children can learn, explore and play appropriately.

Children in Reception will also be included in the wider school rewards as above.

Children may be awarded a certificate linked to the Characteristics of Effective Learning.

## **Consequences for negative behaviour**

Our youngest children do need to develop an understanding of consequence for poor behaviour choices and a sense of personal responsibility.

As per whole school, children should be given a verbal warning if they are displaying a negative behaviour. Staff must ensure they have explained to the child what behaviour needs to stop/change and why. If the behaviour persists, they should be given time out from an activity. In line with the school graduated approach, children may have to miss some or all of their playtime as a consequence. Parents should be informed as per the above guidance.

## **Other school strategies**

The following strategies (among others) may be used to support individuals / groups / classes.

Our Pastoral & Behaviour Support Assistant will work with children who are displaying negative behaviour to understand the causes of the child's behaviour and identify strategies to support them. The child should be actively involved in this process. Time will be spent in class and at playtimes/lunchtimes observing the child to identify particular triggers to behaviour. This will help inform chosen support strategies

The following may be run for children who need support with positive attitudes and developing emotional resilience, social skills and coping strategies.

Switch Project

Huggle Pets

Reflexions

Junior PCSO Cadets programme

Warriors of Wellbeing programme

Peer supporter programme

Positive Bees

Involvement in Anti-bullying Week

Issues arising may be discussed / addressed through whole class work during PSHE or during whole school worship.

Wellbeing interventions

Start of the day dance/Brain Breaks (Go Noodle)

Chill out zones and calming resources in every class to promote self-control and recognition and management of emotions.

Sensory circuits.

Books to support emotional intelligence.

Cosmic yoga / mindfulness / meditation.

Positive affirmations.

Zones of regulation.

A task or 'special job' to distract from a potentially negative situation.

Time out in calming area.

Breathing techniques

Talking and Drawing – encouraging child to recognise their feelings and behaviour.

Classroom organisation – opportunities for moving around the room – best plan of seats in classroom. Be aware of personalities and problems with behaviour.

Completing 'pen portraits' of child outlining their behaviour patterns.

Behaviour management at St Paul's involves partnership and trust between child, staff and parents as well as the discretion and professional judgement of teachers, support staff and the SLT. Judgements will always be made in the best of faith given the circumstances present at the time in the interests of children and staff.

### **Classroom / group management signals**

As a Read Write Inc school, it is vital that consistent approaches are used across school, not only within the teaching of phonics and early reading but in terms of the approaches to group/class management. Therefore, **all** staff should know and use the following signals consistently;

#### **Team Stop signal**

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.

The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings.

Use this signal to gain attention. Practise until children respond in under five seconds and in silence.

1. Hold one hand in the air with a flat palm. Do not clap or talk.

2. Scan the room to check every child has responded. Every child:

- raises one hand in response;

- checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary;

- looks attentively at you – eyes locked into yours to show they are ready to listen;

- sits up tall, beside their partners.

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.

### **Turn to your partner (TTYP) signal**

Partner work should be used consistently in all lessons.

Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question.

Practise this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'.

Children should turn their heads towards their partners, not their whole body or chair.

### **My Turn, Your Turn (MTYT) signal**

Use this silent signal when you want the children to repeat something after you.

My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms. Explain to the children that this signal is yours and not theirs.

### **Magnet eyes**

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.

## **1, 2, 3 signal**

Move the children silently from carpet to table in under 15 seconds.

- Hold up one finger: children stand.
- Hold up two fingers: children walk and stand behind their chairs.
- Hold up three fingers: children sit down and prepare to read or write.

And in reverse, move the children from table to carpet in under 15 seconds.

- Hold up one finger: children stand behind their chairs.
- Hold up two fingers: children walk to carpet.
- Hold up three fingers: children sit down beside their partners.

## **Silent handwriting signal**

Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper.

This signal indicates that children sit with their:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- left/right hand holding page
- back leaning forward slightly
- left/right hand holding a pencil, ready in tripod grip

## **Behaviour at playtime / lunchtime / before and after school club.**

The same standards of behaviour are expected at lunchtime and during club as during the rest of the day.

Lunchtime Supervisors / Club leaders may give out lunchtime / club stickers and recommend children who have behaved well to the Class Teacher.

Staff on duty during these times are responsible for receiving and responding to behaviour issues. It may be necessary to give them a warning / consequence (stand by the supervisor / removed from play / activity for 5 minutes). This should be recorded and passed onto the class teacher at the end of play / lunch / club.

If there is a significant behaviour incident, the Pastoral Assistant should be called for and/or a duty member of SLT.

At the end of lunchtime/playtime, the bell should ring and the children should stand still and listen for the instruction. Any children on the field/equipment should step off and walk to the playground. (It may be necessary to call children from field 5 mins before the final bell). A year group/house at a time should be called to line up. Children should walk to the line. Children should line up in house groups. Children lining up smartly can be given a sticker / class token / verbal praise. It may be appropriate to award the best line / class etc stickers / tokens etc.

Lining up and walking into class should be swift so that learning can start promptly and to give the children the best chance of successful behaviour. Staff should be out to greet their classes on time.

High expectations should be set for walking into class.

The KS2 playground can be 'zoned' into a Y3/4 area and a Y5/6 area if necessary. Zones may be created on the field if weather is dry.

Playtime boxes are provided for each phase to provide physical activities for the children. It is important that children use these resources carefully and help to tidy them away at the end of the playtime. This must be modelled and expected of by the duty staff. Staff on duty should also encourage children to engage with appropriate games and play and are responsible for supporting children with this when needed.

## **Manners**

Good manners should be expected from all. Where children demonstrate good manners (waiting for an adult, holding a door for others, waiting for someone to stop speaking, saying please and thank you) they should be celebrated and rewarded.

If children do not, they should be encouraged. When a child is asking for something, staff should wait for them to say please first. Once given, staff should wait for a thank you before letting the child continue.

Lunchtime is a fantastic opportunity for children to demonstrate and staff to spot good manners. Children should be expected (and promoted where needed) to say please and thank you to the kitchen staff and when asking for help with their lunch. Children should be encouraged to speak in full sentences when asking for help – adults should resist the temptation to talk for them!

## **Use of names**

When speaking to a child, staff should use their name to gain their attention first. Children should be encouraged to use an adult's full name when talking to them rather than just 'Miss'.

## 'Squabbles'

Disagreements between children and low level 'squabbles' happen regularly. Children should be supported to learn from these incidents and develop improved social understanding. They should be dealt with in such a way that engages the children in understanding the impact of their behaviour on others and identify ways in which the situation can be resolved and avoided in future. The focus should be on how what happened has made the children feel and what they should do now, rather than dwelling on what happened. Children will often have differing views of a situation and overly analysing or trying to 'get to the bottom of it' may divert more attention on the negative behaviour.

Where another child has been involved, they should be part of a discussion about the incident with the child concerned.

'**Sorry**' - Whilst an apology should be encouraged, **it should not be enforced**. Where a child is not willing/unable to apologise, the member of staff should model the apology (but without taking the responsibility away from the child.) 'I am sorry that this has happened and it has made you feel this way. I hope it doesn't happen again.'

An 'end of the day' check should be carried out following an incident with the children concerned. The class teacher should make a professional judgement whether or not parents should be informed in such cases. If parents are not informed and subsequently wish to speak to the class teacher, they will be able to reassure the parents that staff are aware and the situation is being dealt with.

Incidents such as this, although minor as individual situations, may form part of a bigger picture which would require escalation if there is a pattern of behaviour developing.

## Bullying

We define bullying as a repeated act of conscious verbal or physical hurt caused by an individual or group. It is not the occasional hurtful comment or action of another; we understand that children have to grow up in a world that is far from perfect and in which not everyone will behave towards us as we like. Resilience and appropriate responses are important. However, our school takes 'bullying' (including child on child abuse) seriously and will do everything that it can to ensure that it stops. We use the acronym **STOP** (**Several Times On Purpose**) to help children understand, identify and respond (**Start Telling Other People**) to bullying behaviours. We seek to create a culture where children feel encouraged and safe to tell us how they are feeling and endeavour to build a community of trust in which individuals are able to talk to their class teacher or another adult. We want parents to know



Updated May 22

# STOP BULLYING

**Bullying**  
We do not allow or tolerate bullies in our school.  
**What is a bully?**  
A bully is someone who often picks on you either upsetting or frightening you. They may hurt you, call you names, take things from you or try to make you do things you do not want to do. When is it bullying?  
**Several Times On Purpose**

**What to do if you think you are being bullied:**  
1. Tell someone about it. (Your teacher, parents, write a note for the "Worry Box", another grown up or a friend)  
**Start Telling Other People**

2. Remember if you keep quiet the bully wins!  
3. Try not to be on your own.

**What to do if you see someone else being bullied (don't be a bystander):**  
1. Tell a grown up.  
2. Make sure your teacher knows what has happened.  
3. Write a note for the "Worry Box".

**We do not want any bullies in our school.**

**Remember our school promise:**  
P We are prepared, we are polite, we are proud.  
R We are respectful, we are responsible, we are resilient  
O We make the most of every opportunity  
M We make a difference.  
I We are in control  
S We are safe  
E We enjoy and excel.

**BE A BUDDY NOT A BULLY**

*If everyone follows the promise, there would be no bullying in our school. We will talk about this in assemblies and class lessons and teachers will follow this up with their classes.*

that they can discuss any concerns about bullying at any time. (Please see 'Anti-Bullying' Policy.)

### **Child on Child Abuse**

At St Paul's CofE Primary School we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk. All staff should understand that even if there are no reports of child on child abuse, it does not mean it is not happening, it may be the case that it is just not being reported.

Staff who have any concerns regarding child-on-child abuse should speak to the Designated Safeguarding Lead (J Ferretti) or Deputy DSL (L Davis / D Woods / B Clarke).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Abuse is abuse and should never be tolerated or passed off as 'banter', 'having a laugh', or 'part of growing up' or 'boys being boys'. This can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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 such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). KCSiE 2024

## **Racism**

Derogatory racist comments and behaviour are totally unacceptable. They are dealt with in school and reported to the Full Governing Body and Local Authority.

## **Use of Reasonable Force**

Staff have a duty to protect pupils and as such, must act to prevent a child from harming themselves or others. At St Paul's, reasonable force is used for two main purposes; to control or restrain. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on the individual circumstances. Parents will be informed of any situation where reasonable force has been used and this will be recorded on our school Incident Record. Where necessary, staff will be trained in the use of Physical Restraint.

This policy should be read in conjunction with the school's;

Exclusion Policy  
Safeguarding and Child Protection Policy  
Anti-bullying Policy  
RPI Policy  
AUP  
SEND Policy

## Appendix A example behaviour reports.



### KS2 Behaviour Report

Name:

Week Commencing:

	Regist/ Worship	W/C Reading	English	Playtime *	Maths	Lunch *	PM Lesson 1	PM Lesson 2*	Total points	Comments
Monday										
Tuesday										
Wednesd ay										
Thursday										
Friday										

With your teacher, agree award a score out of 5. (Total possible points each day – 40)

- 1- Unacceptable
- 2- Requires rapid improvement
- 3- Fair
- 4- Good
- 5- Excellent

Targets for behaviour –

Always follow our school rules and make good choices.

Focus on your work

Keep your hands and feet to yourself

If it isn't nice – don't say it.

Keep away from people you don't get on with.

Inform a member of staff of any issues.

\* Check in with Mrs Ferretti at these times to share your good progress. If Mrs Ferretti isn't available, visit Mr Davis / Ms Lalli / Mrs Godwin / Mr Eddies.



KS2 Positive Behaviour Report

Name:

Week Commencing:

Check in with – Mr C first thing	Rest/Worship	Maths	Playtime *	W/C Reading	English	Indoor Lunch *	Outdoor Lunch *	PM Lesson 1	PM Lesson 2*	Total points	Comments
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

With your teacher/TA, agree award a score out of 5.  
(Total possible points each day – 40)

- 1- Unacceptable
- 2- Requires rapid improvement
- 3- Fair
- 4- Good
- 5- Excellent



Targets for behaviour –  
 Always follow our school rules and make good choices.  
 Have a go at your work  
 Use appropriate language - if it isn't nice – don't say it.  
 Try and tell us how we can help if things are going wrong



\* Check in with Mrs Ferretti at these times to share your good progress. If Mrs Ferretti isn't available, visit Mr Davis / Mrs Godwin / Mr Eddies.

Agreed reward – Daily –  
 25 points = PC time after school (& sticker).  
 33 points = extra PC time (HT sticker).  
 40 points = bonus extra time (certificate).

## KS1 Behaviour Report

Name:

Week Commencing:

	Regist/ Worship	W/C Reading	English	Playtime *	Maths	Lunch *	PM Lesson 1	PM Lesson 2*	Comments
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

With your teacher, decide how to complete each face;



Very Good    Keep trying    Needs to improve

Targets for behaviour –

Always follow our school rules and make good choices.

Try your best

Keep your hands and feet to yourself

If it isn't nice – don't say it.

Tell a grown-up if I need help.

\* Check in with Mrs Ferretti at these times to share your good progress.

If Mrs Ferretti isn't available, visit Mr Davis / Ms Lalli / Mrs Godwin / Mr Eddies.

Early Years Behaviour Report

Name:

Week Commencing:



My Sticker Collection

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1					
Playtime					
Lesson 2					
Lunchtime					
Afternoon					

I get a sticker for trying my best and following the school rules. I am proud of my work.

If no sticker given, talk to child about what they can do to improve. (Make a note in the box)

Take your sheet to show Mrs Ferretti at the end of each day.

If Mrs Ferretti isn't available, visit Mr Eddies or Mr Davis.

## Behaviour Support Record



Name: \_\_\_\_\_ Date: \_\_\_\_\_

This record is to be completed throughout the day at set 'check in' times. It will help identify and celebrate positive choices and behaviour. It also provides an opportunity to discuss any issues.

Scores: Excellent, Good, A few problems, Requires Improvement

Additional Comments:

Time of the Day:	How I think it went:	How my teacher thinks it went:	Comments (Brief detail of behaviour, child comments):
Register	😊😊😊😊	😊😊😊😊	
Worship	😊😊😊😊	😊😊😊😊	
RWI / Whole Class Reading	😊😊😊😊	😊😊😊😊	
English	😊😊😊😊	😊😊😊😊	
Playtime	😊😊😊😊	😊😊😊😊	
Maths	😊😊😊😊	😊😊😊😊	
Lunchtime	😊😊😊😊	😊😊😊😊	
Afternoon 1	😊😊😊😊	😊😊😊😊	
Break time	😊😊😊😊	😊😊😊😊	
Afternoon 2	😊😊😊😊	😊😊😊😊	
Home Time	😊😊😊😊	😊😊😊😊	

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Child: \_\_\_\_\_ Teacher: \_\_\_\_\_ Parent: \_\_\_\_\_

## Policy Updates / Amendments 2022

Addition of RCV (Pg 3)

Addition of FBV (Pg 3)

Addition of Promise (Pg 4)

Update to rewards – (Pg 6/7)

SLT story

Reception Golden Time replaced with Golden Activity Badges

Addition of Recognition Board (Pg 9)

Link to Exclusions Policy (Pg 10?)

Reviewed negative behaviour procedure. Yellow and red lights are no longer displayed but recorded on a board on the teachers desk instead. (Pg 9/10)

Addition on CPOMS for logging incidents (throughout)

Addition of Alternative Provision as part of the Graduated Response. (Pg 10)

Addition of section on restorative approaches (Pg 11)

Addition of 'child on child – abuse terminology (Pg 13)

Rewording of statement on use of sarcasm (Pg 13)

Clarification of CPOMS logging (Pg 14)

Addition of children lining up in house groups (Pg 19)

Clarification of children playing and equipment (Pg 19)

Update to the Bullying section including 'STOP' and link to Anti-bullying Policy. (Pg 20)

Replacement of Peer on peer abuse section with Child on child abuse as outlined in KCSIE 2022 (Pg 21)

Links added to  
Exclusion Policy

[Safeguarding and Child Protection Policy](#)

[Anti-bullying Policy](#)

[RPI Policy](#)

AUP

[SEND Policy](#)

### Policy Updates / Amendments 2023

Addition of St Paul's Behaviour Blueprint

Addition of 3 key behaviour 'drivers'

Addition of bible quotes to Ethos section

Update to rewards – addition of Class Tokens

Change from weekly RCV award and Headteacher's award to alternating fortnightly.

Links updated

Changes to lunchtime arrangements / SLT support

Updated EYs information