



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

We are a Christian School and  
we value being:  
Encouraging and challenging;  
Brave and kind;  
Thankful and thoughtful.



Our school vision:

Matthew 19:14a Jesus said, 'Let the little children come to me'.

We are all equally important, listened to and loved by God

# Recognising and Supporting Behaviour Policy

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## Introduction

St. Paul's Church of England Primary School strives to be a nurturing and inclusive setting in which all children can flourish and be the best they can be. We believe that all children are unique and come from a variety of different backgrounds and cultures with a mix of lived experiences. We recognise that children are all individuals and can have a variety of needs with behaviours that may be a reflection of this. We therefore see all behaviour as communication. Our role, in partnership with parents, is to try to understand what is being communicated by the child.

This behaviour policy has been developed over a time with the support of all stakeholders. This policy has been informed through experience, support, research and science. We recognise that behaviour can be learning behaviour, which links to academic attitude, and / or social behaviour, which relates to children's social interactions with each other and adults.

The following sources have informed and supported the development of this policy:

- Neuroscience – This is a scientific study of the brain and nervous system.
- Attachment Theory – This is based in psychology and focuses on the stages of attachment of the close relationships we form in early childhood and as adults.
- The ‘Thrive Approach’ – This is a systematic approach to the early identification of emotional development needs in children and young people. This approach is informed by neuroscience, attachment research, learning theory and child development.
- Restorative practice – using the principles of this to enhance a positive learning environment where pupils are supported to take responsibility for their own behaviour and are supported to develop the necessary skills to self-regulate their own behaviour and learning. This approach focuses on respect, responsibility, repair and re-integration.
- ‘When The Adult Changes Everything Changes’ by Paul Dix – This is a book about behaviour management in schools which focus on the impact that adult’s behaviour has on children.

## **Our School Values & Vision**

Our school values are embedded in this policy and have been integral in its development. The practice and strategies referred to in this policy are supported by our school values. These values are:

We are a Christian school and we value being

- encouraging and challenging;
- brave and kind;
- thankful and thoughtful.

Our school vision also supports this policy and the rationale behind it:

Matthew 19:14a Jesus said, “Let the little children come to me”.

We are all equally important, listened to and loved by God.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring, Christian community, whose values are built on mutual trust and respect for all and we encourage the development of high self-esteem. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive, safe and healthy way. It aims to promote an environment in which everyone feels happy, safe and secure. We have high expectations with regards to behaviour in school; from our pupils, staff, helpers, governors and parents. We expect all behaviour, whether from children or adults, to reflect our strong Christian ethos.

The Bible supports our thinking, Matthew 7:12 reads, ‘So in everything, do to others what you would have them do to you’. This is reflected in St Paul’s Church of England Primary School’s policy on ‘Recognising and Supporting Behaviour’.

## **Aims**

As with all schools, our school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement.

The aims of this policy are:

- to create a learning environment where every child feels safe, valued, respected, supported and special.
- to promote good relationships – between the children and between children and adults.
- for children to take responsibility for their actions - when behaviour has occurred that is not deemed acceptable, children work with adults to understand the choices they have made and get support with the underlying factors that may have contributed to this.
- To create an atmosphere of mutual respect- where both children and adults treat and speak to each other courteously, in line with our school values of kindness and thoughtfulness.
- to support children to develop empathy towards others – this is done through using the ‘Thrive’ approach and principles of restorative justice.

- to develop and build upon a child's resilience – supporting children to cope with those times when things don't go their way or life is hard.
- to support children's independence in managing their own behaviour.
- to prepare children for adulthood – through the schools nurturing approach and Christian values we aim to develop our children's social skills, spirituality, wellbeing and resilience.
- to work with parents / carers to support children in managing their behaviour.

## Principles

We follow the common educational psychology belief that all behaviour is communication. This relates to both the behaviour of the child, but also the interpretation of the behaviour of the adult by the child. We expect adults to work with each other, the SENCo and other professionals to interpret and support the child in managing their behaviour.

A positive approach to behaviour management is therefore essential for this policy to be effective and to meet our aims. Also vital is the consistency in which this policy is followed and carried out by adults.

Therefore, we expect all adults to adhere to the following key principles:

- **All children are different** – The way in which we work with children at St. Paul's must take account of their individual differences. This may relate to their age, ability, personality, special needs and disabilities, social, emotional and mental health, religion, race and their lived experiences.
- **The adult should be the best role model for the child** – The adult's behaviour should provide the best example to a child of how to behave. Children should be able to mimic / copy the behaviour of an adult. E.g. if we do not want children talking to each other in collective worship, adults should not be talking to each other during these times also.
- **Praise as often as possible** – Notice desirable behaviours and highlight these to the child through verbal praise, allowing others to hear the praise. This helps to create a positive learning environment for all and encourages these behaviours to be repeated by others.
- **Deal with undesirable behaviour as privately as possible** – The behaviour of one child is not everyone else's business. It is between you and the individual. Any sanctions that could be considered public or using shame should not take place. Examples of these would be for a child to be sent out and made to stand outside a classroom, writing names on the board for a negative reason, etc.
- **Focus on the positive** – recognise the good in a child, do not focus on undesirable behaviour.
- **Talk respectfully to children** – Adults should not use raising of their voices or shouting as a behaviour management strategy. Adults should also be mindful of the language they use with children and avoid any negative or derogatory terms such as naughty, silly, bad, etc.
- **Deal individually with behaviour** – Do not sanction with blanket punishments. If a child or a number of children need to be spoken to and behaviour discussed, do not involve or punish the whole class. Instead be positive and praise those in the class that have not been involved in the issues.
- **Recognise when a child has a school value sticker** – Use this as an opportunity to give more praise and ask the question, "What value did you get this for? What did you do?"
- **Work as a team and support each other** – help your colleagues, support them, give them time out and take over if they need it. Be mindful of each other's wellbeing. If you have any concerns regarding a member of staff's wellbeing, please share this with their line manager.
- **All children deserve a fresh start** – Whether this be the start of each day or following a period of unsettled behaviour. All children should be given the opportunity to move forward positively without dwelling on the past. It may be necessary to include parents / carers in this.

## Recognising Desirable Behaviour

St. Paul's Church of England Primary School recognises and celebrates behaviour in many ways, some as a whole school, some within class and others on an individual basis.

Below is a list of some of the ways in which we recognise and celebrate positive examples of children's behaviour:

- **Verbal praise** – All members of staff are encouraged to verbally praise children for positive behaviour, including the Headteacher, teachers, teaching assistants, lunchtime supervisors, office staff and the premises team.
- **Written comments** – Positive written comments can be written on children's work by the staff.
- **School Value Stickers** – All Adults can award a value sticker to a child throughout the school day. The sticker is given for recognition of a school value being displayed by a child. This can then be used as an opportunity to recognise and celebrate this by all adults in school.
- **House points** – Behaviour can be rewarded with house points. Adults can award up to 5 house points for the behaviour being recognised. House points can only be given, they **MUST** not be taken away. Tokens are given and these are then placed in a jar in the class and counted at the end of each week by the schools House Captains. In the Friday celebration collective worship, the house with the most tokens will receive a trophy to put on the house board displayed in the hall. At the end of the year the house with the most points receives a reward.
- **School Value Awards** – In the Friday celebration collective worship, led by the Headteacher, each Class Teacher will give out one award. This reward will be given to a child who they wish to show recognition to for displaying one of the six school values. A certificate will be presented to the child in the collective worship by the class teacher. Parents / carers of recipients will receive an invite to attend this collective worship.
- **Headteacher awards** – Every Friday in our celebration collective worship four children will receive a Headteacher award. One each from EYFS, KS1, lower KS2 and upper KS2. Teachers will nominate children throughout the week to the Headteacher and Deputy. The chosen children will receive a certificate and a small prize of their choice.
- **Trophies** – At the end of each half term, trophies are awarded in a special end of half term collective worship. Every teacher from every class in the school awards three trophies in the areas of reading, writing and maths. These are awarded for recognition of positive learning behaviours.
- **A postcard home from the Headteacher** – An adult can choose to send a pupil to the Headteacher for exceptional behaviour, including learning behaviour. The Headteacher may then choose to recognise this with a postcard home.
- **Individual class rewards** – In addition to these the class teacher may choose to put in place their own reward system for their class. If a teacher chooses to do this, they must ensure that it supports the principles of positive behaviour management strategies. They must also have the agreement of the Headteacher.

## Positive Behaviour Management Strategies

St. Paul's Church of England Primary supports children by celebrating positive examples of desirable behaviours. The staff also support children in a variety of positive ways to self-regulate their behaviours when appropriate. The aim of our positive behaviour strategies is to support the children to recognise what behaviour is expected at various points of the day.

Below is a list of some of the strategies we use:

- **Classroom calm areas** – In each class there is a calm area in which children are able to take themselves to if they need to calm and regulate their emotions. The intention of these areas is allow a child who may be dysregulated or aware they are becoming dysregulated to take control of their emotions. These areas can allow a child to independently take control of their behaviour without disrupting or upsetting others. If a calm area is used in class an adult will be available to support if appropriate to help the child to calm.
- **Out of class calm areas** – For some children a class calm area is not always the best place to regulate their emotions. This may be due to a sensitivity to sensory stimulus in the classroom, such as noise, light, smell, etc. It may therefore be appropriate to agree on an area outside of the classroom to use as a calm area. We are fortunate at St. Paul's that we have various options of areas and rooms that can be used for this purpose.
- **Emotion thermometers** – Some children may benefit from being given a strategy to recognise and discuss their emotions, these are based on the 'Zones of Regulation'. This can be particularly useful to children who find regulating those emotions of anger, sadness or anxiety. If a child may benefit from this strategy they will be supported closely by a key adult.
- **Nurture strategies** – This may be short regular nurture support at key times of the day with a familiar adult. Common times for this support would be during times of transition, such as the start of the day, after lunch,

before home time. Nurture support could also be targeted, through setting up an individual 'Thrive' intervention (see below). All staff are expected to support the nurturing ethos of the school in all of their work.

- **The 'Thrive' approach** – All staff have received training on this approach. This way of supporting children with their behaviour and emotions relies upon a common positive approach to speaking to and managing children. The 'Thrive' approach can also involve individual or group interventions and support. If it is felt a child would benefit from this intervention, parents will be consulted and the 'Thrive approach' will be discussed.
- **The 'Taking Care' programme of work** – The school follows Warwickshire's programme on protective behaviours called 'taking care'. This programme is delivered to all children for one half term a year throughout their school life, Early Years to Year 6. This programme supports our teaching of safeguarding and behaviour.

## Dealing with Undesirable Behaviour

The intention and purpose of St. Paul's Church of England Primary Schools 'Recognising and Supporting Behaviour Policy' is to give children the opportunity to recognise and manage their own behaviour. This can be achieved either independently, with some support or with significant support in school and at home. At St. Paul's we recognise and name the behaviour and deal with the primary behaviour. When dealing with undesirable behaviour we remain focused on the primary behaviour and **do not** move to any secondary behaviour, unless this poses a health and safety risk.

We believe that behaviour in school fits into three levels:

### Level 1 – Low level behaviour

This is unacceptable behaviour that can disrupt others learning or the general order in the classroom. This behaviour should be quick and simple to deal with by an adult in class. It should be behaviour that does not regularly happen.

Examples of such behaviour would be:

- chatting at inappropriate times
- calling out
- not getting on with work
- being disrespectful or rude
- wasting time
- inappropriate language
- distracting other children in the class. E.g. tapping a pencil on the table, touching others, knocking chairs with their feet, etc.

This level of behaviour is unlikely to result in parents / carers being involved.

### Level 2 – Repetitive negative behaviour

This would be similar behaviours to level 1 but continues, and is repetitive, even after an adult has put the spotlight on it. This could happen in the same day or over a series of days. This behaviour would be dealt with as appropriate but would warrant a restorative justice meeting with the class teacher. This level of behaviour would result in parents / carers being informed.

### Level 3 – Harmful behaviour

This is behaviour that could be considered harmful to someone else's personal safety or mental health. This is higher level behaviour that must be dealt with immediately. This would also warrant a restorative justice meeting and the involvement and support of parents / carers. Examples of such behaviour would be:

- Physical violence towards others.
- Physical aggression, resulting in unsafe actions – such as throwing furniture.
- Verbal abuse or inappropriate gestures towards others.
- Prejudice - relating to race, gender, nationality, social status, sexual orientation, or religious affiliation.
- Stealing and vandalism.

We may use some of the following strategies in school when supporting and managing behaviour we wish to discourage:

- **Non-verbal communication** - this may simply be a look or a gesture to draw to the attention that the adult has noticed their behaviour. This may then be taken as a prompt to the child to calm down, using appropriate strategies independently.
- **Verbal communication** – An adult may choose to move on to verbally shining a light on a child's behaviour. When possible this will be done privately. Prompts may be given to suggest a calming down strategy or an opportunity to discuss any contributing factor to this.
- **Restorative Justice Meeting** – These are meetings that a child may be asked to join following unacceptable behaviour. This meeting will be normally led by the class teacher, it may be deemed appropriate for a member of the Senior Leadership Team to take the lead or join this meeting also. The intention of this meeting is to restore, redraw and repair. This meeting can be held in an area of the school that may feel less intimidating for the child, an adult must make sure they are not in a closed room with the child. Prior to this meeting it may be necessary to allow the child time to regulate themselves and calm, this should be in one of the calm areas, where possible. The restorative meeting can then take place once the child is in a calmer frame of mind. The adult leading the meeting may use up to five questions as the basis of this meeting, known as 'The Restorative Five' (see below):

The adult may choose five questions from the selection of questions below:

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

## Removal from the classroom

On very rare occasions a teacher may deem it an appropriate behaviour management strategy to remove the child from their class and send them to another class. The intention of this is to stop the inappropriate behaviour and give the pupil the opportunity to calm and discuss this with a different adult. At St. Paul's we do not send children to stand outside the classroom, this is considered punishment through pupil shaming. Instead we use this as an alternative strategy in which a child has the opportunity to rectify their behaviour. If this is necessary, the parents/carers will be informed.

## Behaviour Charts

After many of the strategies have been worked through the Headteacher or SENCO may feel it necessary, after discussions with the teacher, to place the child on a behaviour chart. Parents will be informed and involved in this. A behaviour chart should be used as a strategy to reinforce expected behaviours and praise for these. Its first intention is as a means to highlight to the child what is expected behaviour. The chart should be used as a method to praise, when appropriate, throughout the day. Its second intention is to be able to inform parents / carers about the day their child has had in school and work alongside the school to support the child. If a child has a behaviour chart a copy should be sent home at the end of each day / week.

The final purpose of a behaviour chart is to provide a record of what behaviour occurs and the possible triggers for it. These charts can be used over time to look for patterns or for evidence for other professionals that may be working with the child to support them. A copy of these behaviour charts should be kept in school for this purpose.

## Behaviour Contracts

If a pupil's behaviour is consistently impacting on other children and/or adults in school, and other strategies have been used, it may be helpful to put a behaviour contract in place. The aim of the contract is to be specific about what behaviour is expected in school from this particular child and what support we can offer with this. Every behaviour

contract is written specifically with the individual child in mind and in consultation with them, their teacher and their parents / carer. The contract also makes it clear what the rewards are for acceptable behaviour, in line with whole school rewards highlighted in this policy, and what the consequences are if behaviour is not acceptable. This contract is written in a meeting with the child, Headteacher, class teacher and parents / carers. Once agreed this contract is then signed by all parties.

## **Early Years**

In Early Years the children are expected to follow this policy. The standards expected for behaviour are the same, however as this is the start of their school career, we are mindful that this may need to be handled differently. All staff that deal with the behaviour of Early Years children do so sensitively and at an age appropriate level.

## **Special Educational Needs and Disabilities**

As an inclusive school we recognise that all children are unique. We therefore respect children's differences and consider these when supporting them. We recognise that some children with special educational needs and disabilities may need extra consideration when deciding upon how to manage their behaviour. The support and information shared by parents, SENCOs and other professionals, (such as speech and language, specialist teaching service, educational psychologists, etc) will be taken into consideration. We do consider that this policy supports inclusion and therefore believe in the main this policy can be followed by the vast majority of our pupils.

## **Bullying**

The school adopts the 'STOP' philosophy to defining bullying. This acronym means:

S – Several

T – Times

O – On

P – Purpose

St. Paul's Church of England Primary School does not accept any form of bullying. If any behaviour is considered to be bullying, this will be dealt with following the school's policy on bullying. Please refer to our school bullying policy for more information.

## **Physical Intervention**

St Paul's Church of England school practises 'Team Teach' and 'Positive Handling'. This is a strategy of positive behaviour management. As a school we do all we can to avoid physical interventions with pupils. We do however take our duty of care very seriously and therefore on very rare occasions, we would practice positive behaviour handling strategies if necessary. This would only be if either the pupil was in danger or somebody else was in danger. All staff have a responsibility to keep children safe and may need to intervene if it was felt necessary. Please refer to the school's policy of use of force / Team Teach for more information.

## **School Trips**

On occasions children will be taken out of school for trips and residential activities. The expectations for behaviour out of school remain the same. Whilst out of school, children will be expected to uphold the school values and represent the school in a positive way. Children will be reminded of this prior to the trip. The school behaviour policy is expected to be followed whilst out of school and any issues shall be followed up as they would be in school. If a child's behaviour is considered to be unsafe, a risk assessment must be completed before a trip. Following this a decision will then be made as to what needs to be put in place to accommodate the child and their behaviour. In some instances, we may need to work in partnership with parents / carers in order to accommodate a child's needs and look for their support on the day / days of the trip. On very rare occasions, a child's behaviour may be considered unsafe out of school and a risk assessment may not allow them to participate.

## **Attendance**

As an inclusive school St. Paul's recognises that there are many factors that can adversely affect a child's attendance. We therefore do not link any awards to a child's attendance.

We do however monitor each child's attendance closely and support families appropriately with this if appropriate. Please refer to the school's attendance policy for further information.

## **The role of staff**

The Warwickshire 'Staff Code of Conduct' guidance informs and supports this policy and the expectations of adults that work with children at St. Paul's Church of England Primary School. Further information relating to staff behaviour can be found in this document.

## **The role of parents and carers**

- We expect all of our parents / carers to work in partnership with us. Recognising and supporting children's behaviour, no matter whether this be low level or high level behaviour, can only be truly successful if tackled together.
- The school collaborates actively with parents and carers, so that children receive consistent messages about expectations of behaviour at home and at school.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's behaviour or welfare.
- If the school uses any of the behaviour management strategies in this policy, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been supported, they should initially contact the class teacher. If this remains unresolved they may then contact a more senior member of staff, such as the Deputy or Assistant Head. Following this, if necessary it can be escalated to the Headteacher. If, after following this process the concerns remain unresolved, they should contact the school's Chair of Governors. This can be done by sending a letter addressed to the Chair of Governors through the school office, marked confidential. If these discussions cannot resolve the problem, a formal process can be implemented.
- We expect our parents / carers to be mindful of the conversations taking place in earshot of the child. It is often appropriate and right to discuss a young person without them present. Although we strongly believe the child's voice is essential, not all information and conversations are necessarily appropriate for a child to hear. This is particularly important to consider when dealing with children with special educational needs, mental health needs or potential needs in these areas.
- Kindness and thoughtfulness are key values at St. Paul's. We therefore expect our pupils to discuss any issues with adults calmly, politely and with respect. In return we expect our staff to talk to the pupils with the same standard of respect. It is therefore only natural and right that we expect any conversations between parents / carers and staff to uphold these same standards of behaviour.
- If any parent / carer does not converse appropriately with a member of staff, the conversation will be terminated and a warning issued. If this behaviour continues or is repeated, a formal written warning will be issued to the parent / carer. If this pattern continues this matter would be referred to the school's governors and the parents may be banned from the school premises.
- Any behaviour from an adult that is deemed to be intimidating, threatening, violent or aggressive will be referred to the police to deal with.

## **The role of governors**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on recognising and supporting behaviour, but governors may be asked to give support to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

- The Headteacher reports to governors concerning any significant issues with regards to behaviour. Any exclusions are reported to governors in the termly Headteacher report to governors.

## Exclusions and Suspensions

- St. Paul's Church of England Primary School strongly believes that all children have the right to an education. The school expects parents / carers to work closely with them to avoid suspensions and permanent exclusions from education.
- Exclusions and Suspensions are not used as a behaviour management strategy but only when behaviour management strategies have become exhausted and time out of school is felt necessary for the benefit of the child and/or other children.
- We do not wish to suspend or permanently exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, in the Department for Education guidance, called 'Exclusions from maintained schools, academies and pupil referral units in England' (DfE, September 2017). 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (DfE, September 2022)
- Only the Headteacher (or Deputy Head acting in the role of the Headteacher) has the power to exclude a child from school. In the Headteacher's absence, they may offer phone support to a member of the senior management in deciding and carrying out a suspension. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher makes the decision to suspend or permanently exclude a child, they inform the parents or carers immediately, giving reasons for the suspension or permanent exclusion. Parents / carers are expected to come into school as soon as possible to meet the Headteacher and collect their child.
- If a parent / carer wishes to appeal against the Headteacher's decision to suspend or permanently exclude they may do so to the governing body. The school informs the parents or carers how to make any such appeal in a letter sent following a suspension or permanent exclusion.
- The Headteacher informs the LA and the governing body about any suspensions or permanent exclusions.
- The governing body itself cannot either suspend or permanently exclude a child or extend any period of time made by the Headteacher.
- The governing body would appoint a discipline committee to consider any suspensions or permanent exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider a suspension or permanent exclusion, they consider the circumstances under which this was made, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.
- As an inclusive school, we do all we can to offer the right level of support to avoid suspensions and permanent exclusions. The Headteacher manages a role on behalf of the local authority called the 'Significant Adult'. The purpose of this role is to work with all the schools in local area offering support to any child that is at risk of suspension or permanent exclusion. The significant adult is highly trained and is a Thrive practitioner.

## In Summary

This policy can be best summarised by the words of Roald Dahl:

*"I think probably kindness is my number one attribute in a human being. I'll put it before any of the things like courage or bravery or generosity or anything else... Kindness – that simple word. To be kind – it covers everything, to my mind. If you're kind that's it."*

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