

## POLICY – BEHAVIOUR POLICY inc. Reflection Forms

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Author:	DHT	Committee responsible for Review:	FGB
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Office use only:

### We want our family here at St Paul's to be full of JOY!

Our Patron Saint, St Paul, encourages us to:

'Be joyful in hope,  
patient in difficulties  
and faithful in prayer.'

*Romans 12:12*

Our DESIRE is that everyone will have a positive experience during their time at St Paul's, by adhering to these tenets:

**J**esus – follow His example

**O**thers – put others before yourself

**Y**ourself – be your best self

### Behaviour Policy Aims

1. To provide a positive atmosphere which is safe, calm and caring, with forgiveness and reconciliation at its heart, therefore allowing effective learning to take place.
2. To enable pupils to develop social skills and moral values in the context of the Seven Principles of Catholic Social Teaching.
3. To provide a positive atmosphere where success is emphasised, encouraged and rewarded with kind, caring and cooperative behaviour recognised and celebrated.
4. To ensure consistency, fairness and clear expectations are understood by all members of St Paul's School Community.
5. To ensure that pupils are listened to and treated with equal respect.
6. To minimise bullying and to deal with it swiftly and firmly.

7. To encourage de-escalation rather than confrontation.

## **Roles and Responsibilities**

In order to achieve our aims, we recognise that everyone within the school community needs to work together.

### **The Role of Pupils**

- To understand why we have rules at St Paul's
- To understand and follow the St Paul's rules
- To understand the consequences of not following the rules

### **The Role of Teachers**

- To uphold the Catholic ethos of the school, in line with the Seven Principles of Catholic Social Teaching
- To ensure pupils know and understand the rules, routines and high expectations expected.
- To know the children as individuals, ensuring all children are noticed and receive positive attention in class
- To use praise to reinforce expectations
- To treat all children with respect and understanding and enforce the rules consistently, giving rewards and sanctions that are fair and proportionate
- To liaise with external agencies, teaching assistants, lunchtime controllers, parents/carers and the senior leadership team as necessary to support and guide the interests of the child.

### **The Role of Teaching Assistants**

- To uphold the Catholic ethos of the school, in line with the Seven Principles of Catholic Social Teaching
- To be aware of relevant rules, routines, high expectations and uphold and reinforce them
- To know the children as individuals, recognise their characters and take this knowledge into account when working with them
- To use praise to reinforce expectations
- To support the teacher by reassuring, re-focusing and reaffirming tasks set for children
- To observe children and inform class teachers about specific incidents or trends in behaviour.

### **The Role of Lunchtime Controllers**

- To uphold the Catholic ethos of the school, in line with the Seven Principles of Catholic Social Teaching
- To be aware of relevant rules, routines, high expectations and uphold and reinforce them
- To know the children as individuals, recognise their characters and take this knowledge into account when working with them

- To support children’s development of behaviour skills and self-regulation
- To have high expectations and inform class teachers about specific incidents or trends in behaviour.

### **The Role of Parents and Carers**

- To uphold the Catholic ethos of the school, in line with the Seven Principles of Catholic Social Teaching
- To inform the school of any concerns that might affect the behaviour of the child, including any medical or social circumstances
- To keep in touch with their child’s teacher both formally and informally
- To support and co-operate with the school, respecting the staff and valuing their professional opinions in implementing the behaviour policy
- To promote positive attitudes towards the school
- To provide a good example of behaviour.

### **The Role of Governors**

- To support the staff in upholding the Catholic ethos of the school, in line with the Seven Principles of Catholic Social Teaching
- To be involved in the development and evaluation of the Behaviour Policy in accordance with the stated mission and ethos of the school.
- To support the Headteacher and staff in carrying out these guidelines, who have the day-to-day authority to implement the school behaviour policy
- To monitor and evaluate the effectiveness of the policy in bringing about its stated aims and objectives

### **St Paul’s School Rules**

As our Patron St Paul said: ‘We need to clothe ourselves in love.’ Colossians 3:12-15

### **Rules for Life at St Paul’s**

Our Rules for Life are rooted in Catholic Social Teaching, where we recognise the uniqueness of each individual, made in the image and likeness of God and therefore the need to treat everyone as we would like to be treated.

**J**esus – follow His example  
**O**thers – put others before yourself  
**Y**ourself – be your best self

### **Learning Behaviours**

We want all at St Paul's to succeed academically, as well as developing the whole person. With this in mind, we encourage the following learning behaviours in pupils:

**D**etermination

**E**nquiry

**S**tamina

**I**nquisitiveness

**R**esilience

**E**njoyment

### **Praise and Rewards**

Pupils are taught how they should behave in different situations around the school and high expectations are modelled by all members of staff.

As we aim to encourage positive behaviour, good manners and excellent attitudes to learning, the emphasis is on praising and rewarding good academic and non-academic behaviours, choices and achievements. These can include, but are not limited to:

- Verbal praise
- Stickers
- Sharing excellent work with another teacher / Headteacher
- Displaying excellent work
- Table Points
- Headteacher Award
- Communicating with parents/carers
- Moving names up through the stages of recognition
- House Points
- St Paul's People and Laudate

### **Pupils with SEND and other additional needs**

At St Paul's, we recognise that behaviours are a form of communication and that support may be required to allow pupils to access the curriculum. All staff working with pupils will be made aware of known triggers

and cues; strategies will be put in place so that the pupil can succeed in class. All staff working with the child will carefully observe and aim to avoid any known triggers.

In addition:

- Where a pupil has significant social, emotional or mental health needs resulting in behavioural difficulties, class teachers will work closely with the SENDCO and/or Pastoral Lead;
- A child may require a Therapeutic Plan that is specific to them and their needs;
- This may result in a need for closer, more regular contact with parents/carers;
- Where appropriate, a child may be referred to external agencies such as the Therapeutic Thinking Support Team, Educational Psychologist, Alternative Provision;
- If required, staff may carry out a risk assessment for a particular child in conjunction with the SENDCO;
- Incidents of inappropriate behaviour will be recorded on CPOMs.

### Consequences

If a child chooses not to follow the school's rules, their behaviour will not be accepted, and there are a series of consequences for choosing inappropriate behaviour.

1. **Low-level behaviour breach** – a warning given to “Make Better Choices”
2. **Repeat of same low-level behaviour, or alternative poor low-level behaviour choice**, second warning given.
3. **Continual poor choice at a low level** – lost learning payback time eg time out or miss break or lunch. Reflection sheet to be completed. The incident will be recorded on CPOMs and the reflection sheet will be uploaded. If this stage is reached on the playground, class teachers will be informed. Completion of the Reflection Sheet may be overseen by teaching or support staff.-Teachers will use their professional judgement and notify parents if they see fit.

These three levels will be dealt with within the class, unless there is **persistent disregard of everyday rules** which impacts on the learning of the rest of the class.

In these cases, children will be seen by Team Leaders who will speak to parents. Teachers will also refer more serious incidents which don't meet the criteria for going straight to the Deputy Headteacher, to the Team Leader.

If the behaviour **further persists**, the child will be seen by the Deputy Headteacher and parents will be invited in for a meeting.

If the **behaviour continues**, the child will be referred to the Headteacher who will consider whether suspension may be appropriate.

We want all children to **succeed academically** and ‘**be Your best self.**’

Our wish is that children will **take pride in their work** and **put in 100% effort.**

We write **Ad Deum (for God)** on our work and excellent work is encouraged and rewarded (see rewards above). With this in mind, **there are consequences** when children do not complete their homework or when their classwork is not finished to the expected quantity / standard:

- miss some lunchtime to complete/ improve work;
- miss some lunchtime to do homework that they have not completed (except for one off occasions).

Incidents involving the following behaviours will be referred straight to the Deputy Headteacher and parents will be informed and asked to come in to meet with the Headteacher and Deputy:

- Deliberate use of verbal abuse against a pupil or member of staff
- Any intentional discriminatory behaviour
- Bullying (Several Times On Purpose)
- 

If these behaviours persist, or are of a particularly serious nature, they will be referred on to the Headteacher, who will consider whether a suspension may be appropriate.

### **Reflection Forms**

Reflection forms (see Appendices 1 and 2) are used to support the pupil in understanding their behaviour choices, the consequences for them and others, and the opportunities open to them in the future when making a better choice.

Once a reflection form has been completed, it should be added to CPOMS, along with a record of the incident.

# Behaviour reflection sheet

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

Time: \_\_\_\_\_

## What



Broken



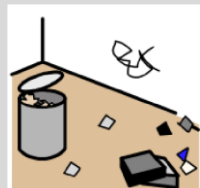
Threw



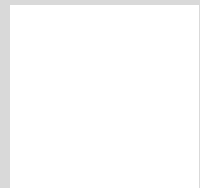
Used or unkind



Hurt



Did not use resources



Other: \_\_\_\_\_

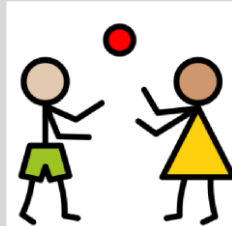
## Where



Classroom



Hall



Playground



Community



Copse

Somewhere else...

How did you feel?

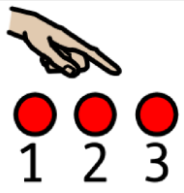


How did others feel?

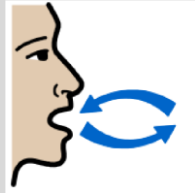


Why did you do it?

Next time I



Count to 10



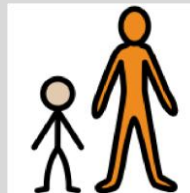
Take big breaths



Spend time in the Serene space



Stop and think of a Better choice



Ask an adult for help



Walk

Something else...

## Behaviour Reflection Sheet

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

### My Choices

What choice did you make?

- |   |  |
|---|--|
| <input type="checkbox"/> Used unkind words                                  | <input type="checkbox"/> Disrupted other children's learning       |
| <input type="checkbox"/> Did not show respect                               | <input type="checkbox"/> Refused to follow an adult's instructions |
| <br>  |  |
| <input type="checkbox"/> Hit, kicked, pushed, pinched, tripped or scratched |  |
| <input type="checkbox"/> Took something that didn't belong to me            | <input type="checkbox"/> Left my seat /area without permission     |
| <input type="checkbox"/> Used inappropriate language                        | <input type="checkbox"/> Other _____                               |

### Reasons for My Choice

How were you feeling *before* you made the choice?

- |  |  |
|--|--|
| <input type="checkbox"/> Sad               | <input type="checkbox"/> Worried / nervous |
| <input type="checkbox"/> Angry             | <input type="checkbox"/> Embarrassed       |
| <input type="checkbox"/> Jealous           | <input type="checkbox"/> Ashamed / guilty  |
| <input type="checkbox"/> Disappointed      | <input type="checkbox"/> Other _____       |
| <input type="checkbox"/> Lonely / left out |  |

What did you want?

- |   |  |
|---|--|
| <input type="checkbox"/> Someone to pay attention to me | <input type="checkbox"/> To have fun                         |
| <input type="checkbox"/> To get revenge                 | <input type="checkbox"/> For someone to like me / include me |
| <input type="checkbox"/> To feel happier                | <input type="checkbox"/> To not do my work                   |
| <input type="checkbox"/> To get away from someone       | <input type="checkbox"/> To have something                   |
| <input type="checkbox"/> To upset someone               | <input type="checkbox"/> Other                               |

\_\_\_\_\_

How do you feel **now**?

- Sad
- Angry
- Jealous
- Disappointed
- Lonely / left out
- Worried / nervous
- Embarrassed
- Ashamed / guilty
- Other \_\_\_\_\_

How did others feel?

- Sad
- Angry
- Jealous
- Disappointed
- Lonely / left out
- Worried / nervous
- Embarrassed
- Ashamed / guilty
- Other \_\_\_\_\_

What I can do to stop this happening again:

Actions I will need to take to make this better:

## APPENDIX 3

Written Statement of Behaviour Principles – agreed by Governing Board [26.02.2025]

1. To provide a positive atmosphere which is safe, calm and caring, with forgiveness and reconciliation at its heart, therefore allowing effective learning to take place.
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