United Through Jesus in Faith, Love and Learning

POLICY – BEHAVIOUR POLICY inc. Reflection Forms

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Author:	HT	Committee responsible for Review:	FGB
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Amendments:	Behaviour principles carried throughout the school cohorts wording added.		

Office use only:

BEHAVIOUR POLICY

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:

Jesus – follow His example

Others – put others before yourself

Yourself – 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.' Collossians 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.

Jesus – follow His example

Others – put others before yourself

Yourself – 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:

Determination

Empathy

Stamina

Inquisitiveness

Resilience

Enjoyment

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.

Behaviour around school including the playground
At St Paul's, we expect the same high standards of behaviour when children are moving around school as well as on the school playground. The tenets and processes which are outlined within this policy extend to all areas of school life and should be followed by all members of school staff.

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.

Appendix 1: Behaviour Reflection Sheet for use with children in EYFS / KS1 / some older children with SEND

Behaviour reflection sheet

Name: _____ Date:_____

Time:_____

What


Broken


Threw



Used bad or unkind


Hurt a


Did not use resources

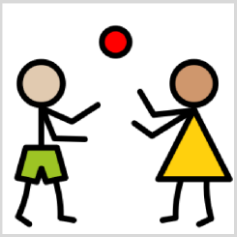
Other:_____

_____

Where


Classroom


Hall


Playground


Community


Copse

Somewhere else...

How did you feel?

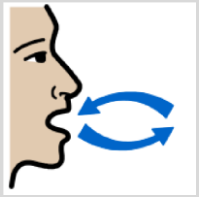
How did others feel?

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...

Appendix 2: Behaviour Reflection Sheet for use with KS2 children

Behaviour Reflection Sheet

Name: _____ Date: _____ Time: _____

My Choices

What choice did you make?

☐ Used unkind words
☐ Did not show respect
☐ Disrupted other children's learning
☐ Refused to follow an adult's instructions

☐ Hit, kicked, pushed, pinched, tripped or scratched
☐ Took something that didn't belong to me
☐ Used inappropriate language
☐ Left my seat /area without permission
☐ Other _____

Reasons for My Choice

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

☐ Sad
☐ Angry
☐ Jealous
☐ Disappointed
☐ Lonely / left out
☐ Worried / nervous
☐ Embarrassed
☐ Ashamed / guilty
☐ Other _____

What did you want?

☐ Someone to pay attention to me
☐ To get revenge
☐ To feel happier
☐ To get away from someone
☐ To upset someone
☐ To have fun
☐ For someone to like me / include me
☐ To not do my work
☐ To have something
☐ 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.

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.

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