



'Life in all its Fullness'
Ready, Respectful, Safe

St Paul's CE Primary School Relationships and Behaviour Policy

St Paul's C of E Primary School Policy	
Title of Policy:	Relationships and Behaviour Policy
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Committee:	Full Governing Body
Written by/Author:	Head teacher, Mr. S Wright
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This policy is informed by the Christian values which are the basis for all of our work and any actions taken under this policy will reflect this.

Our Vision Statement

For all in our school to flourish in body, mind and spirit and to experience, 'life in all its fullness' (John 10:10) in a nurturing community, rooted in our Christian Values.

Aims and expectations

It is a core principle of St Paul's CE Primary that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Relationship and Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Children need to learn use positive learning behaviours and build healthy relationships to achieve well in school. Learners require high self-esteem and should be taught the importance of self-discipline, self-respect and respect for others. Our Relationship and Behaviour Policy is a means to promoting good relationships so that people can work together with a common purpose of helping everyone learn. We have clear and high expectations of behaviour at St Paul's.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour and relationships, rather than merely deter anti-social behaviour.

Our agreed Whole School Rules, are:

‘Ready, Respectful, Safe’

Children at St Paul’s are expected to follow our three school rules in order to create a safe, nurturing, inclusive environment where all can flourish in mind, body and spirit. Building healthy positive relationships with each other and all adults in school. Learning at St Paul’s is a priority and the below steps are in place to ensure it is protected.

Class Rules

Our Line Up Expectations:

When I am asked to line up I:

- Walk to the end of the line
- Leave a Space
- Keep my hands and feet to myself
- Keep quiet and still
- Listen to instructions

Our Listening Expectations:

When I am asked to be ready, I will stop what I am doing and be ready to listen.

This includes the following expectations:

- Eyes Looking
- Ears Listening
- Lips Closed
- Hands Still

The children support each other by reminding those around them when it is time to ‘Be Ready’

In addition to the above each class agrees their own set of classroom rules at the start of the new school year. These are reviewed regularly by each class.

Roles and Responsibilities

1. The role of the Headteacher

It is the responsibility of the Headteacher to:

- Implement the school Relationship and Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all the children in the school.
- Support the staff by implementing the policy, by setting high expectations of standards of behaviour, and by supporting staff in the implementation of the policy.
- Make decisions regarding, internal exclusions, fixed term exclusions from school or permanent exclusions.
- Publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
- Monitor the logs of all reported incidents of misbehavior and act upon them.

2. The role of the Governing Body

- Oversee the implementation of the policy through annual review
- Monitor logs of recorded incidents
- Ensure fairness and consistency in the implementation of the policy

3. The role of the Class Teacher

It is the responsibility of the class teacher to

- Have clear rules and routines for relationships and behaviour in classrooms and take responsibility for promoting good and courteous behaviour and relationships both in classrooms and around school, in accordance with the school’s Relationship and Behaviour Policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Inform a member of the Senior Leadership Team of any significant incidents of inappropriate behaviour that are to be recorded in the School Behaviour Logs.

4. The role of non-Teaching staff

It is the responsibility of all staff to:

- Ensure that the school rules, Ready, Respectful, Safe are followed.
- Have high expectations of relationships and behaviour and use a range of strategies, including, praise, sanctions, and rewards, consistently and fairly.
- Treat all children with respect and understanding.
- Report any significant incidents back to the class teacher.

5. The role of parents

We welcome early contact with parents if they have a concern about their child’s behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually, school ready, for the start of the school day.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy, and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people’s property, buildings, and the environment.
- By supporting and adhering to the School’s Policies and procedures.

We aim to:

- Welcome parents into school and make them feel valued.
- Develop good communication between parents and school.

Praise and Rewards

It is very important that praise and reward should have great emphasis. We believe children will achieve more, be better motivated and behave better, when they are commended and their successes are rewarded.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. We use praise widely and encourage our children to praise each other for their efforts.

Rewards

1) General

- Favourable comments will be entered on pieces of work,
- Written School Reports should comment favourably on good work, positive relationships, behaviour, involvement in and general attitude to school life,
- Recognition can be given to success of differing kinds in celebration worship, e.g. relating to work, our Christian values, our school rules and achievements outside of school.
- Children’s work is displayed as much as possible both in the classroom and corridors of the school
- A visit to the Headteacher or Assistant Headteachers for commendations.
- Specific privileges may be awarded to individuals/groups of children
- Opportunities for giving children greater responsibility in school are fostered
- Stickers and certificates will be awarded.
- Above all, praise and encouragement in and out of lessons is used as much as possible.

2) Whole School Reward System: Houses

At St. Paul’s we have a house point system. All children are given a house when they join St. Paul’s. All members of staff are also assigned to a house. The headteacher is not assigned to a house to ensure impartiality.

There are four houses:

St. George	St. David
Patron saint of England. Celebrated on 23 rd April.	Patron saint of Wales. Celebrated on 1 st March.
St. Patrick	St. Andrew
Parton saint of Ireland. Celebrated on 17 th March.	Patron saint of Scotland. Celebrated on 1 st November.

- Each house has two-year 6 house captains
- House points are awarded **one at a time** by all staff in school,
- The headteacher and assistant heads can award ‘Golden House Points’ Worth 10 points to anyone who shows exceptional work or behaviour in following our school rules or exemplifying our Christian values. Children who receive a golden house point will be recognized during whole school celebration, when they will receive a certificate.

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- Each class displays the four names of the houses. House points given to children are recorded in class. The House captains record the house points collected for the week.
- The weekly totals for each house are announced weekly, during Friday worship.

Some of the ways that pupils can earn House Points:

House Points will be awarded for good behaviour and children following the school rules:

- Ready
- Respectful
- Safe

House Points will be awarded for academic reasons, such as:

- Completing classwork to a high standard
- Excellent effort in lessons
- Making a positive contribution to a lesson
- Completing homework to a high standard
- Attempting challenge or mastery questions
- Excellent reading in lessons

House Points will also be awarded for exhibiting the school’s Christian values:

- Love
- Compassion
- Perseverance
- Truthfulness
- Respect
- Courage
- Forgiveness

Golden House Point awards will be presented in whole school celebration and parents will be invited to share in their child’s achievement.

3) Certificates

Weekly Headteacher awards are given to children from each class during celebration worship. These awards will recognise achievements such as particularly noteworthy progress and or consistency in their work. They will also recognize achievement in following our school’s rules and or Christian values. Parents are invited to attend the presentation of certificates.

Other individual certificates may be awarded within class.

4) Within Individual classes

Individual reward systems will be developed to match the needs of individual classes in discussion with the children. For example: Marbles in a Jar to earn class rewards.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, teachers, SENCO and support agencies.
- Do everything reasonably possible to avoid suspension/exclusion from school.

When sanctions are applied, children should be helped to understand why and what they have done is not acceptable.

Sanctions Procedure

In the Classroom

If the children are not responding to positive behaviour management strategies within the classroom the following steps will be taken.

If our school rules are broken, the following actions will be taken:

- 1st warning
- 2nd warning
- 3rd (final) warning
- Loss Of Free Time (LOFT)

On receiving each warning verbally, a cross will be added next to the child’s name on a chart which will remain in the teacher’s desk.

After each warning, they will be reminded that they can turn their behaviour around and lose this warning.

On receiving the 3rd warning the child will be reminded that this is their final warning.

They will again be reminded that they can turn this behaviour around and lose this warning.

If the behaviour does not improve, the child will then be told they will be in LOFT

The above steps will be accelerated, and children will be sent straight to LOFT for more severe behaviours such as:

- Fighting
- Swearing
- Use of discriminatory language
- Verbal/physical abuse to pupils and/or adults etc.

Further action may need to be taken if any of these behaviours arise.

If, in exceptional circumstances, a child needs to be removed from class the Head or Assistant Head’s will come to class. If unavailable, the most senior staff member available will be called.

If a child is in LOFT more than once in a week, the following actions will be taken:

x2 = Phone call home

x3 = Meeting with class teacher and parents

If this becomes a persistent pattern, a behaviour plan would need to be discussed with parents.

Playtimes and Dinnertimes

During playtimes and lunchtimes if children’s behaviour does not meet expectations, they will get warnings prior to having time out with the teacher or member of staff on duty. If behaviour persists or the behaviour is more severe, then this will result in Loss Of Free Time. The child is encouraged to reflect on their actions and develop a strategy to avoid a recurrence. If behaviours repeat there will be intervention from members of staff and strategies put in place. This may involve meeting with parents, setting of a behaviour plan. It may be further consequences such as Loss of Free time. It maybe engaging with other activities or withdrawal of certain activities at playtimes/lunchtimes.

Further Sanctions

In addition, the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions that may include any of the following:

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Internal exclusions
- Fixed period suspension
- Permanent exclusion
- Exclusions/Suspensions will be carried out in accordance with Trust policy and be used in only in the most serious cases.

Record Keeping

- If behaviour results in physical or verbal abuse towards a teacher/adult it will be recorded in the my concern system.
- If physical intervention of any kind is required, then it will be recorded in the my concern system.
- Any other incident deemed ‘serious’ or resulting in injury to a pupil should be recorded in the my concern system.

Behaviour Support Plans

The vast majority of our pupils’ behaviour causes very little cause for concern, however there are at times a small number of pupils whose behaviour causes concern.

Behaviour Support Plans will be put in place for those pupils who need additional support in managing their behaviours. The school will work closely with individual or groups of pupils to support effecting a change. This may take the form of specific activities or tasks with a pupil. It may also be formalised into agreed targets that a pupil will work towards with clear rewards and consequences identified within it. Parents and Carers will be involved in this process to achieve the best outcomes for our pupils.

Support for children with Social Emotional behaviour and mental health difficulties

There will be times in school when a pupil’s behaviour may be affected by social, emotional behavioural issues or mental health difficulties. In these situations, a pupil’s behaviour maybe raised as a “Cause for Concern” by a member of staff or the child’s parents. Strategies will be put in place by the class teacher with the parents. The class teacher and the child’s parents will be in regular

contact regarding the pupil’s behaviour. It maybe that other staff in school such as the SENCO may be involved.

Where a child’s behaviour is persistently disruptive or withdrawn it will be necessary to seek further support and guidance. If this is a concern assessment will be carried out (either by school or outside agencies) to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage

School staff are also aware that other events can lead to changes in behaviour or wider mental health difficulties such as bullying or bereavement. School will ensure that appropriate provision is made for a child’s short-term needs in order to prevent problems escalating.

The School’s SENCO (Special needs Coordinator) will be consulted for support and advice. The school runs strategies such as Lego Therapy and Social groups, whilst also working with outside agencies.

Curriculum

Through our Personal Social and Health Education and our Collective Worship, that focusses on the school’s core Christian values, we will focus on addressing the development needs of our pupils being responsive to issues as they arise. We will always strive to educate our pupils to respect themselves and others and support them in giving them strategies to make the right decisions and build healthy relationships.