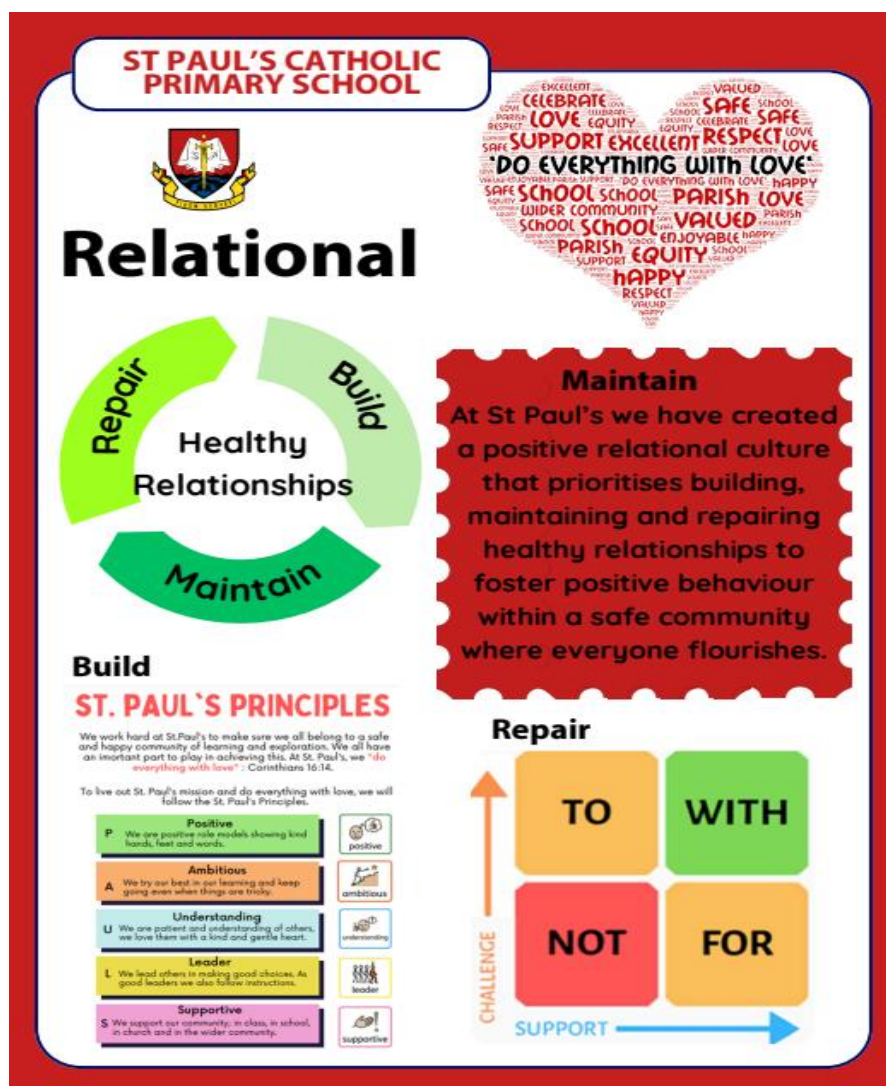


ST PAUL'S CATHOLIC PRIMARY SCHOOL AND NURSERY



St Paul's Positive Behaviour policy



Policy agreed: 15 July 2026

Review date: July 2027

'Pupils at St Paul's are exceptionally happy, confident and secure within their school community. All pupils spoken to expressed a strong sense of belonging, stating that they feel safe, valued and cared for, describing the school as a place where 'everyone matters'

Catholic schools inspectorate 2026

"Pupils are happy and proud to be members of this vibrant school..... . At playtime, pupils from across year groups share equipment and play well together. They demonstrate respectful behaviour across the school which reflects the 'St Paul's Principles'

The staff know pupils well..... If pupils experience challenging circumstances, they promptly receive strong pastoral support."

Ofsted November 2023.

Governor's statement of principles

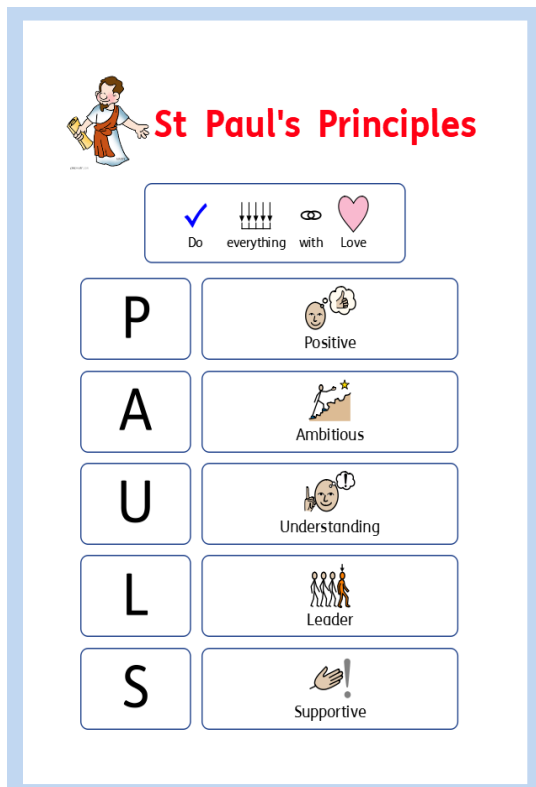
At St Paul's our behaviour policy is underpinned by the gospel values of forgiveness, kindness, tolerance and respect. We have high expectations of behaviour for every child whilst recognising the uniqueness of each individual. We promote positive attitudes to behaviour for learning.

The aims of our approach to positive behaviour are:

- A calm, consistent and relational approach which is understood by the whole school community. This stems from respect and love for all in our community with a shared sense of belonging.
- The understanding that within a climate of inclusion there will be children who need a personalised approach to their specific needs. Positive relationships between staff and pupils underpins this.
- The involvement of children in taking responsibility for their own actions and solutions, which supports the Restorative approach we have adopted as both a school, and county. This also takes into account the feelings of all parties involved, to fully understand the impact our behaviour choices have on ourselves and others.
- The involvement and support of parents and carers in supporting positive behaviour.
- To understand that behaviour is a form of communication.

Our expectations

To live out St. Paul's mission and do everything with love, we will follow the St. Paul's Principles



Positive – positive role model showing kind hands, feet and words.

Ambitious – trying our best in our learning & resilience to try new things and keep going at things we find tricky.

Understanding – be patient and understanding of others and loving them with a kind and gentle heart.

Leader – lead others in making good choices. A good leader also follows instructions to be led themselves.

Supportive – Support our community – in class, in school, in church and in the wider community.

We promote positive behaviour and celebrate children's successes. This 'reward' aspect was also rated very highly from the pupil's perspective of what makes us successful learners through our behaviour.

Rewards

We believe that by rewarding positive behaviour we create an environment where all are able to learn and reach their full potential. We are committed to ensuring positive messages are sent home regularly.

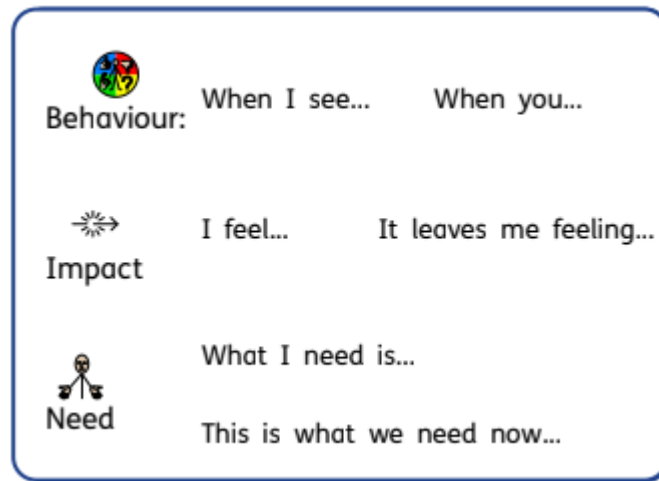
- Verbal and non-verbal praise.
- Individual class incentives, which foster team work within the class, i.e. marbles in a jar, 'golden time' and table points.
- Stickers that reflect the 5 St Paul's principles.
- St Paul's Award - this is a certificate that is presented to one child per class each week during celebration assembly. Parents are invited to attend this assembly so that they can share in their child's achievement. This focuses in on one element of the Catholic Social Teaching focus or one of the St Paul's principles.
- Communication home to share positive behaviour for learning, this will either be a quick phone call home or a brief conversation at the end of the day.
- Positive note home
- Star Learners

Consequences

Step 1: Positive praise linked to the St Paul's principles.

Step 2: Non-verbal and verbal indications given by an adult linked to the St Paul's principles. Use of restorative language and questions may be used to help children self-reflect with given time and chance to make informed choices on their own behaviours.

Examples may include statements such as 'I notice... I was wondering...'



Step 3: Picture prompt of the St Paul's principle that they need to focus on specifically (i.e. kind hands may need a 'positive' prompt.)

Step 4: (Phone call home/discussion at the end of the day)

A TA/HLTA is to accompany the child to a buddy class for an agreed amount of time. Children In EYFS will have time to reflect on the thinking spot within the Early Years setting.

The child will be given work to complete and an achievable amount of time in that class based on their age and ability. The teachers will monitor the number of times that incidents of this nature occur. Teachers will record these onto Arbor with brief explanation.

Step 5: (Accompanied to SLT for am/pm. Phone call home/discussion at the end of the day)

If a child displays unsafe behaviour or uses inappropriate language, they will spend time with a member of SLT. They will have the opportunity to discuss their actions away from the classroom. This will be recorded on Arbor by the class teacher.

Step 6: **Exclusion to another school** (Deputy/Headteacher to call home)

After three red cards over a period of half a term, the following day they will have an exclusion at a cluster school. At this stage, restorative conversations would be used to involve children, parents and staff to try for a child-led resolution that they can learn from.

When a child has spent time away from their classroom, it is important that when they return to their class it is a positive new start. The adult who brings the child back to their main class will need to ensure that a member of staff in the class is aware of the child's return and that there is a brief positive hand over. It is crucial that the child understands that they have had the consequences for their actions and re-entering their class is a fresh start

It is worth also noting that behaviour is seen as a form of communication at our school, and as such there are other forms of support, or interventions that would be tried if children are consistently unable to follow the whole school behaviour policy as above. This is part of an individualised provision. Please see the SEND information report for the kinds of interventions on offer at St. Paul's in this area.

Relational Practice

We have introduced Relational Practice as a whole school approach, which encapsulates our aim to put relationships at the heart of everything we do, enabling our school mission of 'Do everything with Love'. This is the preventative part, and it seeks to make all children, staff, and stakeholders of the school community including parents, Governors and other visitors feel heard and seen as the individuals they are.

We will do this through Relational conversations by repairing, building and maintaining relationships to resolve and reduce conflict through a culture of listening and sharing.

Ways in which we do this across the school are:

- Weekly check in (Monday) and check out (Friday) circles of small groups where children will be mixed from Year R to Year 6 with a staff member. This will address any issues as they arise (including following our Safeguarding protocols where appropriate), world events and British values as well as any themes relevant to the children's learning such as mental health awareness, Catholic Social Teaching, PSHE topics to name just a few!)
- Solution circles in PSHE to address class-based issues/topics as they arise.
- Weekly (and fortnightly for some staff groups such as cleaners and lunch time supervisors) staff circles.
- Solution circles to be used within Staff meetings and phase meetings, in Supervision with staff, in a safeguarding context, and wherever appropriate (such as gaining views and solutions in co-production with governors, parents, other professionals where appropriate).

Creating this culture of Relational Practice will further add to the inclusive and positive approach to seeing *all* behaviour as communication at St Paul's.

The Role of all members of St Paul's community

We believe it is the role of all those learning and working at St Paul's to maintain high expectations of behaviour and to promote positive behaviour at all times. Everyone in our school community works together to provide an inclusive environment in which positive behaviour can happen.

We want everyone to feel included, respected and safe at St Paul's. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to report behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour closely for any recurrence
- Inform parents of the incident to both the harmed and harmer

Our RSE/PSHE curriculum will cover what healthy and respectful relationships towards one another looks like.