

ST PAUL'S C of E (VA) PRIMARY SCHOOL

St Paul's C of E Primary School

Life in all its fullness

Behaviour Policy

Created: July 2025

Reviewed: April 2026

'Life in all its fullness' John 10:10

- *We nurture a passion for wisdom so everyone can realise their full potential*
 - *We respect and love everyone as individuals*
 - *We celebrate and serve our diverse community*

The three core Christian values of wisdom, love and welcoming community, form the basis of work in our school community

We recognise that children respond well to positive strategies, and this in itself is an important aspect of behaviour management. We promote positive behaviour through our core vision and values, which support the social, spiritual and moral development of children with our warm, calm, and respectful atmosphere.

St Paul's CE (VA) Primary School has a Golden Rule, which is:

Treat others the way you would like to be treated yourself

Everyone is expected to maintain the highest standards of personal conduct, treating everyone fairly and with respect, to accept responsibility for their behaviour and to encourage others to do the same.

We are committed to building a community which values empathy, compassion, honesty, courage, responsibility, perseverance, teamwork, kindness, forgiveness and which believes that excellent behaviour is a minimum expectation for all.

Our behaviour policy is a guide to behaviour for all adults in our community so that everyone is able to thrive and flourish. It reflects our core values with a strong emphasis on respectful behaviour, a restorative approach to managing poor conduct and dynamic interventions that support staff and learners.

Behaviour Management Approach:

At St Paul's we follow the Cambridgeshire Therapeutic Thinking, behaviour management programme which is endorsed by Cambridgeshire County Council. This is a therapeutic-thinking and trauma-informed approach to behaviour which means that staff understand what causes positive and helpful as well as difficult or dangerous behaviour. They recognise that all behaviour is communication and unpick what the behaviours are telling us. Staff focus on positive experiences and feelings, recognising that these usually lead to positive and helpful behaviour.

Key Behaviour Principles:

- All behaviour expectations come through our golden rule
- Consistency in practice is essential: consistent language and response; consistent follow up; consistent positive reinforcement; consistent consequences; consistent respect from all adults to all children; consistent models of emotional control; consistent routines around school; consistent environment throughout school, with positive messages.
- Every day is a new day and every child is given the chance to start afresh when things have gone wrong.
- Poor behaviour does not cancel out recognition for positive behaviour. Rewards and consequences are not connected.
- Behaviour is about individuals. We do not give blanket consequences e.g. we do not keep a whole class in at break time due to the behaviour of a few children.
- Recognition and rewards for effort for those who go "over and above" are important. Quiet words of personal praise can also be very effective. It's not what you give but the way you give it that counts.
- We expect all adults to develop positive and open relationships with all pupils and those involved closely in their lives (e.g. parents and carers.)
- We understand and support those pupils who display challenging behaviours, by teaching them how to develop positive social behaviour.
- We help learners take control over their behaviour and be responsible for the consequences.

Behaviour Expectations:

At St Paul's we share our behaviour expectations with the children at the start of each term and regularly revisit them through the year as regularly as needed via our PSHE Curriculum and Collective Worship themes.

Visible Consistencies:

As a school we are aware that a consistent approach is key to promoting positive behaviour. The following, are approaches that you will see across the school:

- All staff will greet pupils as they enter the classroom.
- SLT on the gate will greet pupils at the start of the day.
- All staff will consistently model positive behaviour in the school, with everyone.

Staff Responsibilities:

- To create a safe and stimulating learning environment, with clear expectations of routine and behaviour
- To provide excellent supervision for the playgrounds and other parts of the school where children can go at playtime and lunchtime
- To teach appropriate behaviour and recognise when pupils are behaving above and beyond
- To show unconditional respect for every child and members of our school community as an individual
- To never accept bullying or other anti-social behaviour in school, on any level, at any time
- To respond calmly, consistently and positively
- To listen with empathy
- To handle confidential information with sensitivity, following other school policies, e.g. safeguarding, confidentiality and staff behaviour policies
- To allow children opportunities to resolve a situation using restorative practice
- With the exception of serious misbehaviour, the member of staff witnessing poor behaviour should address this

Rewards for going 'above and beyond':

- ✓ Positive praise
- ✓ House points- house treats at the end of each half term
- ✓ Good news phone call/ email home to parents
- ✓ Stickers
- ✓ Certificates/Gold cards in celebration assembly
- ✓ Headteacher award

Each half term, the house with the most house points receives a reward. These could be for example: extra playtime, wearing no uniform for a day or similar.

Teachers should make sure that every child is celebrated regularly and at least once in an academic year, in the Celebration Assembly.

De-escalation and prevention:

Integral to the Therapeutic Thinking programme, is following a restorative process to work through unacceptable behaviour to de-escalate it when it begins and to prevent it re-occurring. This is based on a 'fair process'- engagement, explanation, expectation and clarity. Those directly involved in the situation are the ones best placed to resolve a conflict. Pupils at St. Paul's are therefore encouraged and supported by all staff to take responsibility for their actions and how to work out how to put things right.

The restorative questions that staff use with children are:

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

These questions are supported with the use of visual therapeutic prompts to support children to be able to express how they are feeling and what happened (see Appendix A).

Through discussions with the children, staff can gain an understanding of why difficult or dangerous behaviours are happening which can then help plan preventative strategies to minimise the risk of repetition of the behaviour. In instances where behaviour is repetitive, tools such as Anxiety Maps or ABC forms (Antecedent/Behaviour/Consequence) can be used by staff to track behaviours over a period allowing triggers to be identified and preventative strategies put in place. These strategies may be recorded on a Risk Management Plan or Pastoral Support Plan which would then be shared with all parties to ensure consistency.

Consequences

CONSEQUENCES

A conclusion derived through logic

Something that logically or naturally follows from an action

PROTECTIVE CONSEQUENCES

Removing a freedom to manage harm.

- Increased staff ratios
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space
- Exclusion for H&S reasons

This must be followed by an educational consequence.

EDUCATIONAL CONSEQUENCES

Learning, rehearsing, teaching so that freedom can be returned.

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities such as teaching about the impact of teasing/ use of racist language etc.
- Research
- Restorative meetings

These are examples but not an exhaustive list but provides a model example.

The next page gives suggested consequences linked to behaviours.

Possible Consequences for Undesirable Behaviours

Behaviour	Possible Consequence Is a protective consequence required? What learning needs to take place? (Education consequence)	Reporting (As a quick guide, log the incident on My Concern whenever you have spoken to a parent/carer about their child's behavior)
Low level, minor irregular off task behaviour e.g. chatting, calling out, wandering around classroom, tapping pencils, making faces and gestures	Class teacher discussion – teacher discretion to inform parents. If repeated following warning option to send to partner teacher – Y6 & Y5, Y4 & Y2/3, YR & Y1/2	Monitor - if 3x, speak to parents and record on My Concern. Record educational consequence and conversation/ email correspondence with parent.
Low level, minor friendship issue/verbal/physical incident	Class teacher discussion – teacher discretion to inform parents. PSHE lessons could focus on issues arising in the class.	Monitor - if 3x, speak to parents and record on My Concern. Record educational consequence and conversation/ email correspondence with parent.
Child does not complete work in a lesson to expectation. If the work is still not meeting expectations, it will be sent home to be completed.	The child will complete work with the class teacher at playtime. The child could work during part of lunchtime. A class move could be actioned. They could be asked to continue work when class is doing something else or sent to a partner teacher if a repeated incident. If persistent, speak to parents and send work home.	Monitor - if 3x, speak to parents and record on My Concern. Record educational consequence and conversation/ email correspondence with parent.
Pupil not following/ignoring adult instructions	Positive phrasing or limited choice. Completion of tasks in break/lunch. Send to partner teacher if repeated in session. Teacher discretion to inform parents for first incident. Report to parent if repeated.	Meeting with parent/carer if repeated and log on My Concern. Record educational consequence and conversation/ email correspondence with parent.
Unintentionally hurting someone's feelings/or hurting someone physically.	Reflection with class teacher and person who has been hurt.	If occurs 3x, inform DHT, speak to parents and log on My Concern.
Physical response in a game – e.g. pushing, hacking, tripping	Protective consequence - miss one game. Educational consequence - research rules of the game or reflect on an alternative response for next time the situation occurs Restorative approach with others if needed.	Monitor - if 3x, speak to parents and record on My Concern. Record educational consequence and conversation/ email correspondence with parent. Record protective consequence if needed.
Not telling the truth	Discussion and reflection with class teacher on the importance of being honest using restorative questions. PSHE work in class on importance of honesty and trust.	Monitor - if 3x, speak to parents and record on My Concern. Record educational consequence and conversation/ email correspondence with parent.
Taking property/food that does not belong to them.	Reflection with class teacher. Depending on the severity of the incident,	Speak to parents and record on My Concern. Record

	teacher's discretion to inform parents.	educational consequence and conversation/ email correspondence with parent. If behaviour is repeated involve SLT.
Refusing to go where asked or leaving the classroom without permission.	Logical conversation to support child's understanding and next steps to change behavior. SLT informed. Parents informed.	Monitor - if 3x, speak to parents and record on My Concern. Record educational consequence and conversation/ email correspondence with parent.
Use of swearing or rude or aggressive language (dependent on context)	Child sent to another class teacher to de-escalate. Restorative questions about swearing.	Monitor - if 3x, speak to parents and record on My Concern. Record educational consequence and conversation/ email correspondence with parent. If intentionally towards an adult, inform SLT.
Intentionally, through anger or as a result of heightened anxiety/stress' inappropriate physical response or hurting a peer. Breaking equipment, throwing objects to hurt someone, racism, bullying	Pupil is sent to member of SLT Structured play arrangements may be made; e.g. playtime is not with the class/whole school Restorative conversation to repair damage and restore relationships especially where racism and bullying is involved. Also to reflect on more appropriate responses. Repair of equipment if possible and appropriate Social Story Possible internal exclusion with SLT. Parents informed.	Speak to parents and record on My Concern. Record educational consequence and conversation/ email correspondence with parent. In the case of perceived racist comment SLT to log on Prejudice Reporting for Education www.prfe.education Perceived bullying then logged and policy is followed. If towards adult, inform SLT and report on www.reportincident.co.uk if physical/ compromising H&S
Repeated incidents of intentionally, through anger or as a result of heightened anxiety/stress, inappropriate physical response or hurting a peer. Use of swearing or rude or aggressive language. Breaking equipment throwing objects to hurt someone, racism, bullying, refusing to go where asked or leaving the classroom without permission.	Parents are informed and invited to meet with the class teacher or/and SLT member. SLT to follow the Cambridgeshire "Therapeutic Thinking Graduated Response" (Appendix B) and support staff to complete Anxiety Mapping or Roots and Fruits. Risk Management Plan may be written. Possible internal exclusion with SLT. Possible Fixed term exclusion. Possible involvement of outside agencies.	Log on My Concern. In the case of perceived racist comment SLT to log on Prejudice Reporting for Education www.prfe.education Perceived bullying then logged and policy is followed. If towards adult, SLT report on www.reportincident.co.uk if physical/ compromising H&S

Attempts to leave the school building and grounds.	Parents are informed and invited to meet with the class teacher or/and SLT. SLT and SENDCO to follow the Cambridgeshire "Therapeutic Thinking Graduated Response" and complete Anxiety Mapping or Roots and Fruits. Risk Management Plan may be written. Possible internal exclusion with SLT. Possible Fixed term exclusion. Possible involvement of outside agencies.	Log on My Concern. If deemed appropriate, SLT also report on www.reportincident.co.uk
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Children with Special Needs including those with specific behavioural difficulties:

For some children with particular behaviour difficulties or recurrent patterns of repeatedly poor behaviour, alternative strategies will be discussed with the SENCO and Headteacher. Safeguarding of all children in school is always taken very seriously and will influence decisions made. Children with special needs may find it harder to learn appropriate behaviour – depending on their specific need. Adults are aware that a child's need may mean that lack of eye contact, tone of voice and body language may appear rude and that we aim to teach them social skills as part of their learning. Additional support for behaviour may be incorporated into SEND Support Plan, Risk Management Plan or Pastoral Support Plan depending on the child's individual needs. As with all children, we aim to anticipate, prevent and de-escalate as required.

Record Keeping:

It is the responsibility of all adults in school to provide accurate records of any significant incident that has occurred, using 'My Concern'. Keeping accurate records of incidents and discussions is an essential part of the school's approach to behaviour and should be completed by the adult dealing with the incident. As a staff team we have agreed when incidents of inappropriate behaviour should be recorded on 'My Concern' (details of which can be found in the section of this policy – Possible Consequences). Children involved in any incident are interviewed (including children who may be witnesses) and their words, accounts and views are recorded factually so that a full picture is given. This helps everyone to be clear about the cause, helps decisions to be made about any consequences to the behaviour and also how to help prevent a recurrence of the behaviour.

Once an incident has been logged, this then alerts the Senior Leadership Team. These logs of concern may be used in discussion with parents as appropriate. This record will contain a summary of the discussion held, any agreed actions to be taken and any other agreed follow up.

Exclusion:

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents/carers are informed of the decision and the reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school (refer to Exclusion Guidance).

Bullying:

Bullying is repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Incidents of bullying, or alleged bullying, will be dealt with according to the anti-bullying policy.

APPENDIX A: Restorative Questions and Visual Therapeutic Prompts

- . What happened?
- . What were you thinking at the time?
- . What have you thought about since?
- . Who has been affected by what you have done?
- ...
- . What do you think you need to do to make things right?
- . If the same thing happens again, how could you behave differently?



worried



fidgety



confused



angry



excited



scared



What were you
thinking or feeling?



distracted



silly



not okay



frustrated



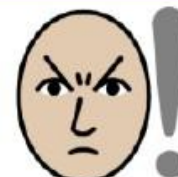
tired



giggly



fizzy



out of control



threw
something



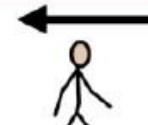
pushed
someone



shouted at
someone



rude to
someone



walked off



scribbled on
work



What happened?



ripped my
work



spat at
someone



broke
something



something
else



unkind to
someone



kicked
someone



hurt
someone



something
else



me



my friend



my teacher



another child



my TA



my mum



Who has been
affected?



a group



my dad



midday
supervisor



my family



someone
else



sad



sorry



guilty



stressed



ashamed



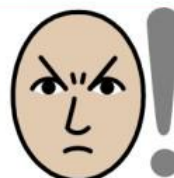
better



What are you thinking
or feeling now?



not okay



mad



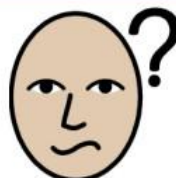
okay



calm



scared



unsure



fizzy



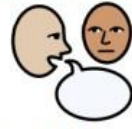
something
else



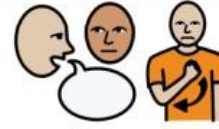
make a plan



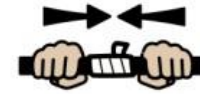
write a letter



talk to
someone



say sorry to
someone



fix something



thinking time



What needs to
happen to put it right?



tidy
something



think about
zones



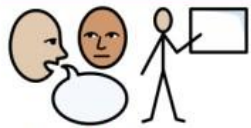
lost chances
slip



quiet time



something
else



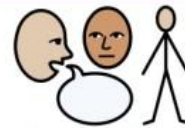
talk to a
teacher



ask for quiet
time



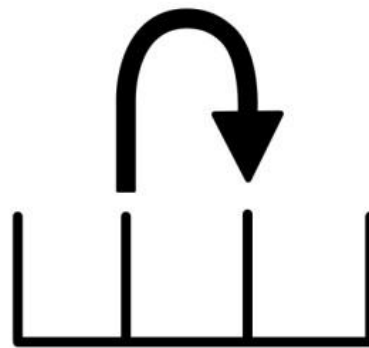
fiddle with
something



talk to
someone



walk away



Next time I could...



play with
someone else



1 2 3
count to 10



take deep
breaths



sit near
someone else



something
else

APPENDIX B:



Therapeutic Thinking Graduated Response

Universal Behaviour Curriculum	☐ Teach pro-social behaviour. ☐ Include within pupil induction. ☐ Establish routines. ☐ Staff role-model expectations. ☐ Create positive relationships. ☐ Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	☐ Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Analyse the dynamic using the inclusion circles. ☐ If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from relevant parties, including multi-agency colleagues, in respect of: ☐ Function of behaviour ☐ Health and wellbeing ☐ Context ☐ Cultural expectations ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	☐ Update Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify any protective consequences needed. ☐ Identify educational consequences needed. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis over a period of time. ☐ Identify factors the child can't cope with and which they can't cope without. ☐ Use all preceding analysis to create a Predict, Prevent & Progress plan. ☐ Review the plan regularly. ☐ Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). ☐ Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. ☐ Complete a Therapeutic Plan as a result of the completed analysis documents. ☐ Continue Assess, Plan, Do, Review cycles. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.