

**St Paul's C.E. Primary School
Behaviour and Relationship Policy
2024 2025**



**'Flourishing in Faith, Hope and Love'
(1 Corinthians 13 v 13)**

The vision of St Paul's Church of England Primary School is to serve our community by delivering the highest quality education and creating an ethos that values and welcomes every individual into a safe, inclusive, caring, respectful, aspirational, and joyful environment. We aim to inspire all to flourish and realise their full potential through a holistic approach that celebrates bravery and innovation, guided by the Christian foundation of our school.

Our aim at St Paul's is to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Being a Rights Respecting school embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to become responsible, active citizens.

Article 12: "Every Child has the right to give their opinion, and for adults to listen to them"

Article 19: "Every child has the right to be protected from being hurt or badly treated."

Article 23: "Every child has the right to a clean and safe environment."

Article 28: "Every child has the right to an education."

Article 31: "Every child has the right to relax, play."

***At St Paul's CE Primary School
Our children, staff and parents commit to always being...***



This policy was agreed by the Governing Body on..	
Implemented	September 2024
Review date	September 2025
Headteacher Abi Lee	Authors Jenny Power Elena Najduch

Statement.

St Paul's CE Primary School is a Rights Respecting School and is committed to creating a happy, safe and caring environment, where everyone feels respected, valued and is able to flourish. We agree that all behaviour is communication and that by being aware of and being able to identify our emotions, we will be able to self-regulate when necessary. Through Emotional Coaching, Restorative Practice and being a Trauma Informed School, children and adults are able to understand and manage their behaviour and therefore 'create an environment that is conducive to learning, reflecting our high expectations and Christian values.

Key premises to our approach.

- Being fair is not about everyone getting the same (equality) but everyone getting what they need (equity).
- Seeing behaviour as a form of communication. Terminology in the 2014 Code of Practice of Special Educational Needs replaced Behaviour and Social Difficulties (BESD) with Social, Emotional and Mental Health (SEMH) difficulties. This helps to promote a shift towards viewing behaviour as a communication of an emotional need and responding accordingly.
- Taking a non-judgemental, curious and empathetic attitude towards behaviour. We encourage adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Putting relationships first. This requires a school ethos alongside Christian values that promotes strong relationships between staff, children and parents/carers. It relies on creating a positive culture and climate that fosters connection, inclusion, respect and value for all members of the community.
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having low expectations, lack of routines or structures.
- Understanding the educational environment needs to be high in nurture and structure. Children need predictable routines, expectations and responses to behaviour.
- Encouraging parental engagement and involvement is paramount with supporting this approach and for addressing and planning support for children's social, emotional and mental health needs.

Aims.

- To create a caring community in the world God created for us all, which is built on mutual trust and respect for all.
- To ensure that all learners are treated equitably, are shown respect and develop good relationships.
- To recognise, encourage and promote positive behaviour through ongoing development of pupils' emotional understanding and ability to self-regulate.
- To help learners understand their behaviour and be responsible for the consequences.
- To build a community which values kindness, care, good humour, and empathy for others.

- To promote relationships where we understand each other, enabling everyone to work together with the common purpose of helping pupils to be confident, reflective and life- long learners.
- To expect every member of the school community to behave in a considerate, cooperative and respectful way towards others.
- To apply the policy with consistency throughout the school.

Purpose of the policy.

To provide simple, practical procedures for staff and children that:

- Recognises behaviour norms and positively reinforces this behaviour.
- Encourages children to continually make the right decisions.
- Ensure consistency of expectations across the school.
- Build a community which values kindness, care and empathy for others.

Our behaviour policy is based on:

- A consistent and calm whole school approach.
- The celebration and reward of agreed behaviours using consistent procedures based on; ***be ready, be respectful, be safe.***
- Teaching emotional regulation using the Zones of Regulation and emotional coaching.
- Using restorative and reflective practice to embed expectations.

Behaviour is managed well where the staff know their children and families and develop positive relationships.

Consistent expectations at St Paul's for all:

- Meet and greet at the door.
- Refer to 'Be Ready, Be Respectful, Be Safe' in their daily conversations with children.
- Be visible role models around school.
- Stay calm and consistent in response to children's behaviour.
- Talk positively, modelling good behaviour and empathy.
- Always acknowledge and respond to pupils who are not meeting agreed expectations.
- Consistently recognise and celebrate expected behaviours.
- Use consistent scripts.
- Deal with inappropriate behaviour in a calm, consistent and respectful way.
- Follow up all behaviour including restorative conversations.
- Provide new staff with a clear induction into the school's behavioural culture to ensure an understanding of the procedures and expectations.
- Consistently monitor and celebrate practice, policy and procedures.

Roles and Responsibilities

All Staff.

Developing positive and supportive relationships with pupils is the responsibility of all members of staff within St Paul's. Staff will be prepared to listen and hear everyone's perspective, striving to understand the feelings and emotions that might drive certain behaviour, whilst maintaining clear boundaries and expectations. Our staff have an understanding that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need - equity (See Appendix 1). Our staff promote positive behaviour, remind pupils of their responsibilities, be ready, be respectful and be safe and exercise a kind and consistent approach to behaviour improvement.

The Role of the Class Teacher.

It is the responsibility of the class teacher to provide a safe and secure learning environment, which includes setting clear and consistent boundaries with routines and structure. Class teachers consistently maintain high expectations of pupils with regard to behaviour, and strive to ensure pupils work to their potential, planning lessons that engage, challenge and meet the needs of all pupils. The teacher is a social, emotional and learning role model for all pupils, demonstrating how to treat others with respect and understanding, referring to emotional regulation and empathy as part of the weekly diet. Class teachers will communicate with parents when children are struggling to regulate and consistently follow agreed expectations. When the class teacher is not responsible for their class, the adult in charge adheres to this policy in order to maintain consistency for the children.

The Role of the Team Leader.

It is the responsibility of the team leader to monitor that the agreed procedures are being followed consistently by all members of staff within the team. They support the class teacher with managing pupils presenting with challenging behaviour. Team leaders will be available to manage challenging behaviour during unstructured times, liaising with senior leaders and following up incidents with parents. Team meetings are used to discuss behaviour and agreed strategies. New staff are provided with a clear induction into the school's behavioural ethos to ensure they understand the agreed policy and procedures.

The Role of Senior Leadership Team.

Senior leaders in the school will monitor behaviour and support the team leaders in dealing with persistent or challenging behaviour in the classroom and around school. Senior leaders will monitor patterns of behaviour and suggest strategies, including personalised plans for children. Advice and support will be gained from outside agencies following the gradual response of assess, plan, do and review. Serious incidents or persistent inappropriate behaviour will be logged on CPOMS and parents will be informed. The Senior Leadership Team discusses any behaviour patterns, trends and actions and reports to the Governing Body.

The Role of Parents and Families.

Parents are given access to this policy on the website. The policy will be annually reviewed and communicated in year group transition meetings. The expectations are that parents/ carers will support the actions of the school. Parents are able to address any concerns or queries regarding emotion coaching, self-regulation and restorative approaches firstly to the class teacher, then to a member of the Senior Leadership team. Our aim is to work with all our families to achieve a shared and consistent approach between home and school to support their child's emotional and behavioural development. These expectations will be set out in the revised *Home School Agreement* document.

Procedures and Practice

Recognition and rewards to celebrate:

At St Paul's we want recognition and rewards for following the agreed expectations of 'Be Ready, Be Respectful, Be Safe' to be meaningful, consistent and equitable for all.

Following agreed expectations will be recognised and celebrated through:

St Paul's House Point system:

All children from reception to Year 6 will be placed in a House. There will be four houses. The children will remain in the named House throughout their journey in St Paul's. Each house will have a Head of House which will be the year group team leader and a House Captain an elected year 6 pupil. In recognition for following the agreed expectations individual children will be awarded a house point for varying effort.

- **One house point:** for clearly following expectations in a variety of contexts.
- **Five house points:** for standing out and being consistent. This will be recognised by five points and a **silver certificate**.
- **Ten house points:** for going above and beyond. This will be recognised by ten points and a **gold certificate**

Stickers linked to the Magic Three will also be given.

The points will be calculated once every half term and the house with the largest number of points will be awarded a house celebration.

- **Recognition board:**

Each classroom will have a recognition board. On the board will be a specific class goal to support meeting the agreed expectations. If a child is recognised for working towards the class goal, this will be indicated on the board and there will be a target for the class to reach. Each year group will have an age appropriate amount of goals met target to ensure impact of the strategy. The class goal will be changed regularly.

- **Postcard home:**

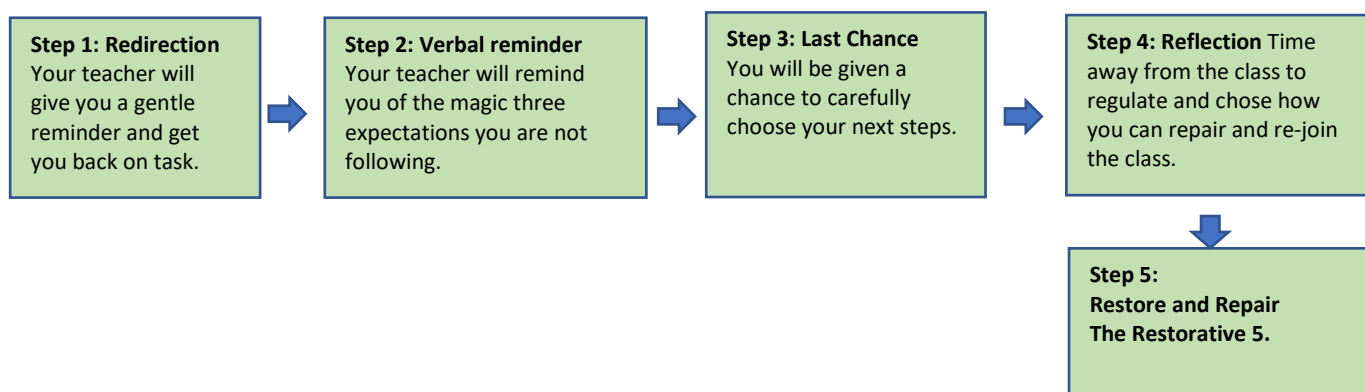
Children who are working above and beyond in meeting the agreed expectations will receive a postcard sent by a member of staff. These will be included within the five certificates. This will detail which expectation the child has been recognised for.

- **Headteacher’s weekly celebration assembly.**

A child from each class will be selected to be recognised and be awarded a certificate detailing how they have worked towards the agreed expectations.
The house points for each named house will be calculated and announced in the assembly.

Boundaries and response: ‘Behaviour is a form of communication’

Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having low expectations, a lack of routines or structures. Parents/carers can be communicated with anytime not at a particular step.



Step 1: Redirection A gentle reminder.	This is a gentle nudge to redirect: 'Are you ok. Do you need some help to get started?'
Step 2: Verbal Reminder about expectations.	'I have noticed you are not ready to listen. I know you can as you received a house point on Monday for being ready.'
Step 3: Last Chance Calm, assertive intervention Clarify choice of next steps	A 30 second private intervention giving the child to think and reflect on the next step.
Step 4: Reflection time: Five minutes maximum, reset expectations, allow time to calm.	The child will be asked to speak to the class teacher away from the other children. Boundaries will be reset, referring to the expectations of being ready, respectful and safe (this conversation would be a quick reminder not detailed discussion). The child will be asked to go to a set area outside the classroom for a set time.
Step 5: Restore and Repair using restorative script.	The reparation meetings are a core part of repairing damage and restoring trust between staff and learners. The meetings should take place as soon as possible with the child and class teacher to reset the boundaries and reflect on their behaviour using the script.
Step 6: Internal referral Time away from the classroom with SLT	The child will be referred internally to an agreed room away from the classroom. The child will be escorted to the agreed place and met by a member of SMT. If possible the child will complete a reflection sheet or

	draw their thoughts and once completed complete their learning task for the remainder of the lesson. (examples of reflection sheets)
Step 7: formal meeting to set individual targets	If the child is struggling to regulate and act upon the restorative discussion, a more formal meeting is held with the child, class teacher, team leader and SENDco. Targets and provision are put in place to support. The targets need to be monitored over two weeks. Class teacher to speak to the child's parent to inform of the agreed action.

Lunchtime procedures followed by staff supervising the dining hall, the playground and classrooms during weather.

Step 1: Reminder	This is a verbal reminder of the behaviour expectation (ready, respectful, safe)
Step 2: Last Chance	A further reminder is given and acknowledgment of previous good behaviour. <i>'I know you can make the right decision and I don't want you missing any playtime.'</i>
Step 3. Reflection Time	The child will be asked to stand with the adult for a few minutes to reflect. When appropriate the child can continue with breaktime.
Step 4: Serious incident:	The child will need to leave the playground. The child can be spoken to calmly and told they need to leave the playground so everyone is safe and brought to a member of SMT.
Step 5; Restore and repair	Class teacher or team leader to follow up with a restorative conversation. Parent/carer will be contacted.

Any concerns about behaviour need to be reported to the class teacher by the lunchtime staff so it can be addressed by the end of the school day.

High- level disruptive behaviour, such as aggression, abusive language or violence in and outside the classroom will be dealt with immediately using an appropriate strategy as the safety of all is paramount. This response will not be in line with the low-level procedures above.

Inclusion: A layered approach.

St Paul's is an inclusive school and we recognise that pupils with additional needs may need additional and creative support to follow expectations and regulate.

This could include:

- A trusted adult to check in with daily or weekly as required.
- Adjustments made to transition and unstructured time so children are monitored at vulnerable transition times, on the stairs, in the cloak room, dining hall.
- Alternative activities during lunchtime to support regulation.
- A class teacher and pupil agreement recognised by a recognition chart, individual rewards linked with targets. These will be jointly developed, agreed and reviewed by teaching staff and parents. Most importantly this must include input and

involvement from the child to ensure that they remain central to the process and have a voice. This can be detailed in a One Page Profile.

- 1:1 or small group interventions to support pupils recognising and managing emotions (Happiness group/ The Way I Feel/Zones of Regulation/)
- Behaviour plans for children with significant SEMH needs which will involve team around the child meetings with the class teacher, SENDco, pupil and parents and the involvement of outside agencies to support pupils, teachers and parents with more complex strategies.

Exclusion:

St Paul's staff are committed to following a policy that promotes strong relationships between staff, children and parents/carers and that this ethos will have a positive impact upon pupil development and regulation.

However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruption.

It is our ethos that we will make every provision for a child to achieve socially, emotionally and academically but if behaviours are risky, unsafe, violent and prevent the efficient and effective education of others, fixed term or permanent exclusion may be applied.

We abide by the DfE guidance on this and report any exclusions routinely to Manchester City Council LA following local and national guidance.

Signed:

Head teacher:

Linked Governor:

Behaviour Lead:

Appendices:

Appendix 1: Equity and equality

Appendix 2: UN Convention on the Rights of the Child

Appendix 3: Active listening

Appendix 4: Emotional Coaching and empathy

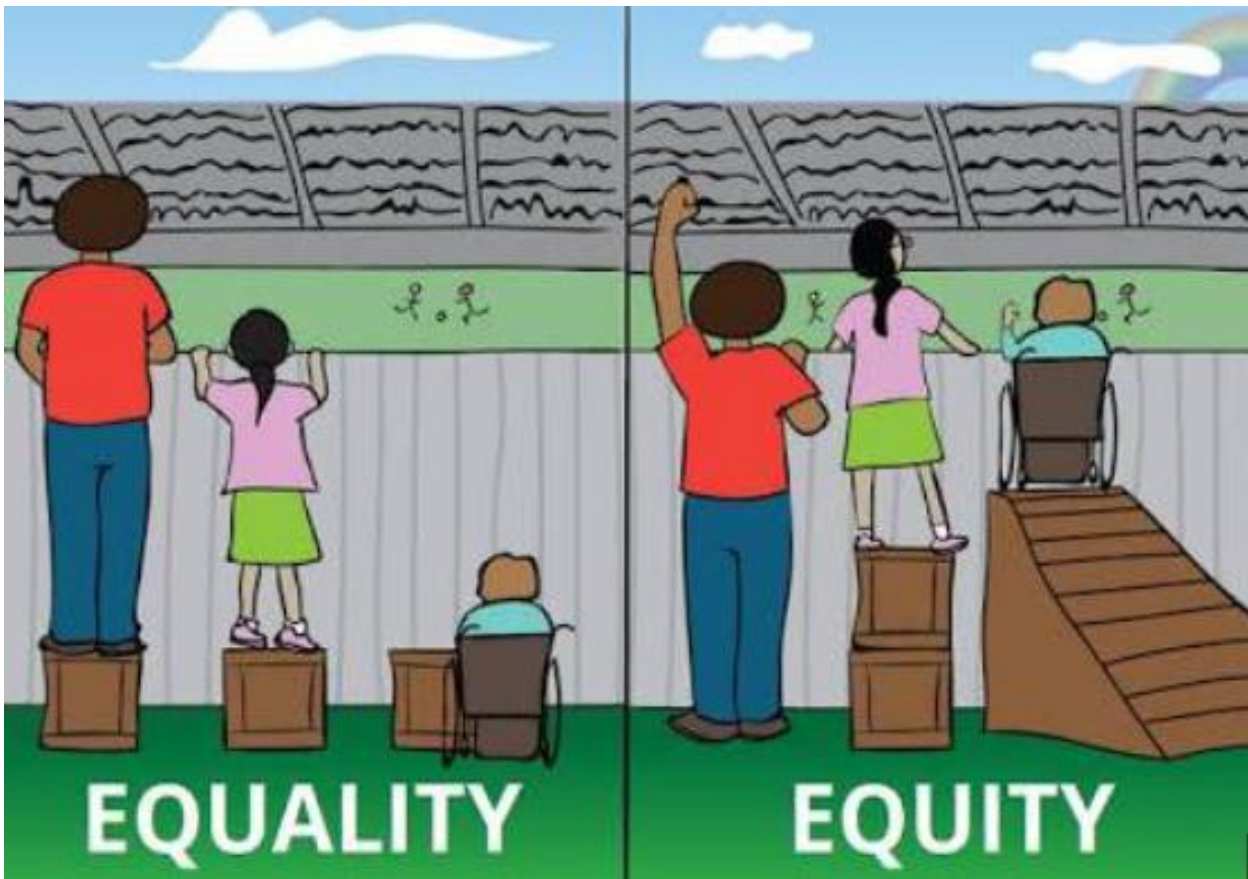
Appendix 5: Zones of Regulation

Appendix 6: A Reflection Tool

Appendix 7: The Restorative 5

Appendix 1 .

Being fair is not about everybody getting the same (equality) but about everybody getting what they need (equity).



In the first image, it is assumed that everyone will benefit from the same support. Everybody is being treated **equally**.

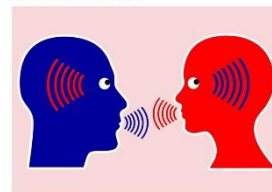
In the second image , individuals are given different support to make it possible for them to have equal access to the game. Everybody is treated **equitably**.

Appendix 2: Summary of UNCR.

1  DEFINITION OF A CHILD	2  NO DISCRIMINATION	3  BEST INTERESTS OF THE CHILD	4  MAKING RIGHTS REAL	5  FAMILY GUIDANCE AS CHILDREN DEVELOP	6  LIFE, SURVIVAL AND DEVELOPMENT	7  NAME AND NATIONALITY
8  IDENTITY	9  KEEPING FAMILIES TOGETHER	10  CONTACT WITH PARENTS ACROSS COUNTRIES	11  PROTECTION FROM KIDNAPPING	12  RESPECT FOR CHILDREN'S VIEWS	13  SHARING THOUGHTS FREELY	14  FREEDOM OF THOUGHT AND RELIGION
15  SETTING UP OR JOINING GROUPS	16  PROTECTION OF PRIVACY	17  ACCESS TO INFORMATION	18  RESPONSIBILITY OF PARENTS	19  PROTECTION FROM VIOLENCE	20  CHILDREN WITHOUT FAMILIES	21  CHILDREN WHO ARE ADOPTED
22  REFUGEE CHILDREN	23  CHILDREN WITH DISABILITIES	24  HEALTH, WATER, FOOD, ENVIRONMENT	25  REVIEW OF A CHILD'S PLACEMENT	26  SOCIAL AND ECONOMIC HELP	27  FOOD, CLOTHING, A SAFE HOME	28  ACCESS TO EDUCATION
29  AIMS OF EDUCATION	30  MINORITY CULTURE, LANGUAGE AND RELIGION	31  REST, PLAY, CULTURE, ARTS	32  PROTECTION FROM HARMFUL WORK	33  PROTECTION FROM HARMFUL DRUGS	34  PROTECTION FROM SEXUAL ABUSE	35  PREVENTION OF SALE AND TRAFFICKING
36  PROTECTION FROM EXPLOITATION	37  CHILDREN IN DETENTION	38  PROTECTION IN WAR	39  RECOVERY AND REINTEGRATION	40  CHILDREN WHO BREAK THE LAW	41  BEST LAW FOR CHILDREN APPLIES	42  EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54  HOW THE CONVENTION WORKS	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

Appendix 3: *Active listening and empathy*

Active listening plays an important part in the development of empathy in adults and children.



Active listening is a skill that will not only help us to support **children's emotional wellbeing**, but will be useful in all of our relationships at school and at home.

The act of listening and understanding is **powerful and remedial** in itself.

Listening to a child supports and develops children's **emotional literacy and resilience**. They learn that their feelings are normal, make sense to someone else and are safe to feel and express.

Articulation of feelings reduces the potential for dysregulation and acting out behaviours, where feelings are displaced onto behaviour.

Children do this when their feelings are not acknowledged by adults around them.

Active listening requires us to attune to the feelings of someone else, to be able to see things from another's point of view, setting our own feelings and agenda aside.

Empathy fuels connection, sympathy drives disconnection.

To really help someone with their challenges, we need to understand them.

Practising empathy is key for supporting others. When we connect on an emotional level with how someone else is feeling, we empathise with them. When we feel sorry for them, we sympathise.

Empathy breeds empathy.

It is also important to consider when it might be appropriate to listen and when not. Teachers can work in classrooms of 30 pupils and do not often have the time to listen properly.

The important thing is not necessarily that you listen to the child straight away, but that they know they will have a time when they will be properly listened to.

Putting active listening and empathy into practice:

Environment 🏠

- ◇ Try to find a quiet private space. Sit down together or get down to the child's level.

Physically 👁️

- ◇ Face the child and make eye contact with them. You may have to get down to their level.

Mentally 🧠

- ◇ Give the child your full attention. Set aside your own thoughts, agenda and preoccupations.

Manage your feelings and judgements. Concentrate on what the child is telling you, even if you do not agree.

Verbally 🗣️

◇ Use verbal and non-verbal cues such as nodding, 'Mm-mm', and smiling if appropriate. Listen without interruption, as much as possible. If there are pauses use this opportunity to briefly summarise what you have heard, checking with the child that you have understood correctly, or asking an open question, such as one beginning with 'where', 'when', or 'how'

Empathising 🤝

◇ Listen carefully for any expression of feeling, and reflect that back to the child. For example, *so when Jamie says you are stupid, you feel hurt and upset?* Avoid discouraging expressions of feeling such as *Don't cry*. Offer a tissue instead, or comment that you understand they are sad, e.g., *That sounds really hurtful*.

◇ Avoid any impulse to reassure, fix, justify or offer a solution. Remember that listening is a very powerful intervention, in itself.

◇ Instead once the child is soothed, invite them to think about the next step. For example, *what would you like to do now?* or *How are you feeling about things now?*

- ◇ Encourage them to identify their own strategy or solution if this is appropriate.

We use the ZONES OF REGULATION to help!

Appendix 4: Emotional Coaching:

Emotion Coaching is a relational and skills-based approach to supporting children and young people.



Four styles of dealing with emotions



Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's wellbeing, outcomes and resilience.

It emphasises emotion regulation rather than behaviour modification. Through the coaching we are co-regulating.

Emotion Coached children and young people:

- ◇ Get better academic results in school
- ◇ Have better relationships with peers
- ◇ Have fewer behavioural problems
- ◇ Have fewer infectious illnesses
- ◇ Are more emotionally stable
- ◇ Are more resilient

(Gottman 1997 – *Emotional Intelligence*)

Emotion coaching in practice:

- Step 1 🗨️ **Recognise** the child's feelings and empathise with them
- Step 2 🗨️ **Validate** the feelings and label them
- Step 3 🗨️ **Set limits** on behaviour (if needed)
- Step 4 🗨️ **Problem-solve** with the child

Emotion coaching may not be appropriate for all situations but it can be very helpful for everyday childhood dilemmas, conflicts and emotional difficulties.

Young children have the capacity to experience complex and sophisticated feeling states. We know that they cannot regulate their emotions until well into their twenties. So, emotion coaching is important as is co-regulation.

If we meet anger with anger there is no resolution.

When we name and acknowledge their feelings we provide a mental template that they can draw on in the future.

We use the ZONES of Regulation to support children with recognising and naming their emotions

Appendix 5: Supporting children to recognise their feelings and regulate their emotions.

The ZONES of Regulation™

			
			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

The ZONES of Regulation™ Reproducible H



Which ZONE Would I Be In?

All of the Zone colors are okay. There are times when you will be in different Zones. Think about times that you expect you would be in the Blue, Green, Yellow, or Red Zone.

I experience all the Zones!

<p>Times I may be in the BLUE ZONE...</p>	<p>Times I may be in the GREEN ZONE...</p>
<p>Times I may be in the YELLOW ZONE...</p>	<p>Times I may be in the RED ZONE...</p>

Appendix 6: A tool for reflection – adapt for year groups.
 Children can draw or write when they reflect.

Name								
What happened								
What zone were you in at the time? <div style="float: right; text-align: center; margin-top: 10px;"> <p>The ZONES of Regulation™</p>  <table border="1" style="font-size: 8px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th style="background-color: #e6f2ff;">BLUE ZONE</th> <th style="background-color: #e6ffe6;">GREEN ZONE</th> <th style="background-color: #ffffe6;">YELLOW ZONE</th> <th style="background-color: #ffe6e6;">RED ZONE</th> </tr> </thead> <tbody> <tr> <td>Sad Sick Tired Bored Moving Slowly</td> <td>Happy Calm Feeling Okay Focused Relaxed</td> <td>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</td> <td>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</td> </tr> </tbody> </table> </div>	BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE	Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE					
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control					
How did the action make others feel?								
What could you do differently next time..... Think about the Magic 3:  Be ready Be respectful Be safe								

Appendix 7: The Restorative 5. (The script)

The reparation meetings are a core part of repairing damage a trust between staff and learners. The meetings should take place as soon as possible with the child and class teacher to reset the boundaries and reflect on their behaviour.

- **What happened?**
- **What were you thinking and feeling at the time?**
- **How did it make other people feel?**
- **How could things have been done differently?**
- **What do you think needs to happen to make things right?**

Restorative questions with young children (EYFS & KS1)

Choose 2 that you think are pertinent to the incident or that you want to focus on with that particular child. Always start with What happened? Then choose from below if suits:

How did it make you feel?

How did it make them feel?

What can we do to make things right?

What are you going to do next time?

Scripts and sentence starters to help.



30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

**I noticed you are (having trouble getting started/struggling to get going/wandering around the classroom)*

***You have chosen to (move to the back/catch up with your work at home)*

**Do you remember last week when you (arrived on time/got that positive note)*

**THAT is who I need to see today...*

**Thank you for listening (then give the child some 'take up' time)*