

St Paul's Church of England Primary School Oswaldtwistle



***‘Don’t let anyone look down on you because you are young
but set an example for the believers in speech; in conduct; in
love; in faith and in purity.’ (1 Timothy 4:12)***

Positive Relationships & Behaviour Policy

September 2025

Philosophy and Purpose

St Paul's Church of England Primary is a Christian school with a behaviour management system that is fully reflected through all of the Christian values. These values remain at the heart of everything we do as every member of the school community strives to 'set an example for the believers in speech; in conduct; in love; in faith and in purity.' (1 Timothy 4:12). Here at St Paul's we offer the Christian message of Love and Joy as we celebrate the rich diversity of humanity without exception or exclusion.

Context

All staff understand that it is their duty to help teach children to manage their behaviour well in order to fully access their right to education and develop each child's personality, talents and abilities to the fullest. This behaviour policy lays out the core beliefs behind managing behaviour in a nurturing, positive manner and details the key actions all staff will take in creating a nurturing environment (see also Safeguarding Policy, Equalities Policy, Anti-bullying Policy, Attendance Policy and Teaching and Learning Policy). Behaviour management at St Paul's is built firmly around prevention rather than cure and recognises that all children have the right to a primary education in which their views are respected and their opinions and the right to freedom of expression are taken into account.

Staff and children at St Paul's understand that building positive relationships and creating the right environment, is the key to managing behaviour effectively. All Staff at St Paul's are committed to 'noticing' children in a positive way. Staff are highly skilled in understanding how to develop and build positive relationships with children. This begins with a phased start to the school day in which all children are personally welcomed by name with a friendly smile from staff.

Staff at St Paul's know that behaviour management is the responsibility of all staff. All staff are provided with support and training in dealing with challenging behaviour to ensure the best outcomes for every child. The school recognises the importance of working in partnership with parents and always aims to engage parents in positive behaviour management systems whenever possible.

'The school is the microcosm of the world. What we create in school can provide a glimpse of how our world may be'

'Working, learning, playing and worshipping together'

St Paul's Way

In school we will follow **'The St Paul's Way'** through setting an example:

In Speech

In Conduct

In Love.

Key Principles

Relationships build our self-esteem and develop our sense of belonging. We aim in this policy to create a simple and effective system which builds skills for life. Best practice is embedded to promote growth, provide opportunities to the children to reflect and develop skills including, communication, confidence, resilience and independence.

This policy is a working document which will develop organically over time via input from pupil voice, staff voice and community engagement.

The following key principles contribute to the ethos of St Paul's C of E Primary School being "A place everyone loves to be" because we feel: SAFE, SEEN, SUPPORTED and SECURE (The 4S of attachment)

Key principles

- We recognise that behaviour is communication and we seek out ways to address underlying factors.
- We recognise all emotions as normal and valid.
- Our children feel SAFE – We provide a safe and nurturing environment for all pupils.
- Our children feel SEEN – We ensure that all children feel included, heard and are rewarded for their individual achievements.
- Our children feel SECURE- We know our children and we work to remove barriers to learning and ensure that each child reaches their full potential.
- Our children feel SUPPORTED - We ensure that all of our children feel welcome and we implement emotion coaching in our daily practise.

Please note: Our priority is the Key Principals (4Ss). Because there are so many ways to meet them and we are discovering and sharing new ways all the time, this policy will not stipulate specific ways in which they must be met. Examples of best practice are to be used for guidance and will be added to over time.

Regulation & Self-regulation

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School believes that teaching children to regulate their own behaviour & to pursue positive relationships is more constructive than a system of sanctions and punishments. We aim to focus on solutions rather than problems:

Problem focussed	Solution Focussed
Bossy	Natural Leader, Visionary
Defiant	Holds Strong Beliefs
Demanding	Knows what they want, outspoken
Dramatic	Expressive, creative
Fearful	Cautious
Fussy	Particular
Hyperactive	Energetic
Impulsive	Decisive
Oppositional	Advocates for a different perspective
Rebellious	Independent
Stubborn	Persistent
Talkative	Keen to share ideas
Tattletale	Observant
Unfocussed	Pre-occupied
Wants Attention	Advocates for needs, seeks connection/attachment

Required regulation approach for PLAYTIMES and LUNCHTIMES:

1. Emotion coaching (encourage pupils to identify and share their feelings, facilitate “I feel ... because ...” conversations)
2. Reminder of rules, rights and responsibilities
3. Regulation station or friendship bench
4. Regulation with a member of staff (emotion coaching and recording of the situation)

Note: Stages can be escalated/skipped if someone is in danger

Recommended CLASSROOM regulation steps:

1. Emotion coaching (e.g. Encourage them to identify and share their feelings, facilitate “I feel ... because ...” conversations)
2. Reminder of rules, rights & responsibilities
3. Regulation station in the classroom (a calm place designed for introspection)
4. Regulation station in another classroom (as above)
5. Regulation with a member of SLT (emotion coaching and support to reflect on the situation)

Note: Stages can be escalated/skipped if someone is in danger

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Agreed Protocols for Whole School Behaviour Management:

1. All of the recommended steps above
2. Appropriate consequence given. This may be a strike if agreed by SLT.
3. Behaviour incident entered in CPOMs.
4. Informal contact with parents by the class teacher or another adult dealing with the behaviour. **NB:** teachers/or support staff will use their professional judgment as to whether they deem it necessary to contact parents by phone in order to pre-empt a behaviour issue escalating. A record of any meeting/discussion with a parent is logged in CPOMs. If a strike is lost the parent is informed.
5. Formal contact with parents (parents may be asked to come into school).
6. Completion of Individual Positive Behaviour Plan and/or Care Plan which may include a daily or weekly report card (to encourage positive aspects of child's behaviour) N.B. Child is now at School Action – agreed by school, parents and pupil.
8. Exclusion – fixed period or permanent (see Exclusion procedures)

Child on Child Abuse Including Sexualised Abuse

Child on child abuse is defined as abuse between children.

St Paul's Church of England Primary School has a **zero-tolerance approach to abuse**, including child on child abuse. St Paul's Church of England Primary School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://www.proceduresonline.com/5.31/peer-abuse)

All staff are aware that -child on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff report to the DSL if they have any concerns about child-on-child abuse.

All staff understand the importance of challenging inappropriate behaviour between children, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-Child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.

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- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Up skirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff are clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff are aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff are aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils are made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils are also reassured that they will be taken seriously, be supported, and kept safe.

St Paul's Church of England Primary School and its DSLs (Rachel Wells, Emma Brown, Gary Fielding, Laura Briggs, Emma Procter and Ricky Reidy) will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff

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- contextual safeguarding issues.
- **Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**
 - the victim
 - the alleged perpetrator
 - all other children (and if appropriate adult students and staff).
 - Risk assessments will be recorded and kept under review as a minimum termly.

Well-Being Support

Where children need more targeted, individualised behaviour support, the school will use a range of strategies to help. These will be managed by the SENDCO and the School's Pupil Support Worker.

- Referral to the class teacher and classroom support staff for in class support
- Referral to the Pupil Support Worker for individual withdrawal support
- Use of the Boxall profile to identify areas to be targeted within an Individual Behaviour Plan (IBP)
- Implementation of an Individual Positive Behaviour Plan and/or Care Plan (IBP)
- Request for support from the Local Authority Pupil Referral Unit
- Request for assessment from the school's Educational Psychologist
- Request for external agency support from the Children and family Wellbeing Service through the completion of an Early Help Assessment (EHA) and through the development of an Early Help Plan (EHP) to provide, for example, appropriate and timely early interventions such as; therapeutic play, counselling, family support etc.

Where more targeted support is necessary, the SENDCO, Pupil Support Worker, Head teacher or member of the SLT will consult parents to ensure they are kept fully up to date.

Structured Behaviour Rewards and Systems

Do jo's

Children achieve do jo points for following the St Paul's Way.

Achievement/Celebration Worship

The school community gathers weekly to celebrate the achievement of individuals and groups in the form of celebration worship. Parents/carers are invited to celebrate with the whole school community on these occasions.

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Half termly Rewards

Children who do not receive three strikes or more will be rewarded every half term with a fun activity such as:

A trip to the park.

Water fight

Cinema day

Party time.

Post Cards/Notes Home

Post Card/Notes Home are sent through the post to parents to share some good news about a child's behaviour or academic achievements. It provides an opportunity for parents and their children to talk about a positive experience at school and further strengthens the link between home and school.

Golden Book

The Head Teacher keeps a 'Golden Book' in which all outstanding actions, which are noted for setting an example through speech, conduct, love, faith or purity are briefly recorded. Any member of the school community is encouraged to add to this book. This ensures a wide range of diverse actions are celebrated. The Golden Book is read out during Celebration Worship and provides another opportunity for individual children to be recognised by the whole school community for their efforts. One child is selected from the Golden Book to receive the 'Head Teacher's Award' on a weekly basis.

'Children need our love most when they deserve it least'

Isolation, Time Out and Internal Exclusion

Staff at St Paul's recognise that sometimes it may be necessary to provide children with quiet spaces where they can take time out to become calm and reflect upon their behaviour. When this is a necessary action for a child, their class teacher will advise them of which spaces in school are suitable for them to use and this will be fully discussed and agreed with the child and their parents.

Isolation can be used for short periods, or longer periods, at the discretion of the SLT. Where isolation is used as a sanction for more serious incidents as an 'internal exclusion' the Head teacher or Deputy in her absence, will decide upon the length.

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The length of the 'internal exclusion' will depend on the severity of the incident, age of the child and the record of any previous incidents kept by the school.

Other Sanctions

'It is easier to build strong children, than rebuild broken adults. What we do today is for the future'

Teachers have the statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupil's behaviour in these circumstances 'to such an extent as is reasonable.' Staff at St Paul's are expected to follow this policy guidance and uphold school behaviour expectations by deploying appropriate sanctions for any misbehaviour when a pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school
- Wearing the school uniform
- In some other way is identifiable as a pupil at the school.

Staff at St Paul's may also sanction for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Where it is deemed that a child's behaviour is unsafe or has been consistently inappropriate for a prolonged period of time, the school reserves the right to prevent the pupil from representing the school in after school sporting fixtures. The Head teacher, in consultation with other relevant adults working within the school, will make the final decision about this sanction.

Confiscation of Inappropriate Items

Staff have the right to confiscate, retain or dispose of a pupil's property as a sanction if the property is considered to be a contraband item according to school rules. Staff will determine what to do with the confiscated item depending on the item confiscated and reason for its removal. Staff will also decide if and when to return an item, or whether to dispose of it.

Malicious Allegations Against Staff

Any allegations made against staff which are proved to be malicious will be treated very severely. The Head Teacher will use professional discretion to decide upon an appropriate sanction.

Temporary, or permanent, exclusion may be used for malicious allegations which result in the staff member's reputation being adversely affected or causes the staff member any distress.

Bullying

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The school makes every effort to prevent bullying of pupils. These details are fully explained in the school's Anti-Bullying Policy. Inappropriate behaviour, including 'child on child abuse and sexual harassment/sexual violence resulting in the bullying of a child, will be recorded in the school's CPOMs system under the heading 'Bullying' and/or 'Behaviour'. A sanction appropriate to the age and understanding of the pupil concerned will then be agreed. The severity of the sanction imposed will reflect the level/type of bullying/behaviour which has occurred.

Exclusions

The school will avoid exclusions (both fixed term and permanent) whenever and wherever possible. However, in extreme cases, where behaviour has become persistently disruptive and/or violent and aggressive towards staff and other children, and is endangering the safety of staff and children, and preventing other children from receiving their right to education then a short, fixed term exclusion may be implemented. A return to school meeting will take place before the child returns into their normal classroom provision. A parent or carer for the child must be present at this meeting.

A permanent exclusion would only be issued if violent, aggressive and disruptive behaviour is prolonged and every other possible intervention and strategy (including external services) had been exhausted and has failed **this includes a managed move if appropriate.**

Sixth Day Exclusion Provision

The school will use a mix of teaching staff and support staff to educate children off site when sixth day provision is necessary.

Disciplinary Power of Staff and Use of Reasonable Force

Key Information:

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside school
- The power to discipline also applies to all paid staff such as Teaching Assistants
- Staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of staff, including school visits
- Staff can also discipline pupils for misbehaviour outside school
- Staff can confiscate and dispose of pupils' property

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Staff may use 'reasonable force' to prevent a situation continuing or escalating. Reasonable force should only be used where staff believe it is not possible to stop the pupil's behaviour by other means. (See also Care and Control Policy)

Parental Involvement

At St Paul's we understand that developing positive relationships with parents is vital to children achieving success in school. Parents will be consulted and involved whenever possible in their child's education. It is expected that where a child may be in position of possible exclusion due to persistent disruptive behaviour, the school will have consulted with parents, or attempted to do so, on a number of prior occasions.

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SEND Pupils

Wherever possible, no pupil will be excluded from school where the nature of their condition/SEND is responsible for their behaviour. Where problems with behaviour occur, the SENDCO, Head teacher, or member of the SLT will make every effort to engage in a positive manner with parents.

Record Keeping

Individual behaviour incidents and any sanctions allocated e.g. use of a Think Sheet/Time Out/Isolation are logged and recorded using CPOMS. Additionally, meetings requested with parents, including outcomes, are also logged in CPOMS. Class teachers also record inappropriate behaviour for SEN chronology purposes using CPOMS. The SENDCO keeps records of IPBPs and work completed in liaison with outside agencies. IPBPs are also recorded and uploaded in CPOMS.

Roles and Responsibilities

Head teacher

The Head Teacher will ensure that positive relationships and behaviour management training is provided at least every 2 years and that the school's policy is revised and revisited annually. The Head teacher will ensure that all new staff receive a copy of the policy during induction and receive further training within their first term of work. The Head Teacher will ensure the behaviour policy is regularly updated and made available for staff, parents and pupils to access via the school website.

Governors

The governing board is responsible for setting general principles that inform the behaviour policy. Governors will ensure that the policy is updated regularly by the Head Teacher and reflects the Christian vision of the school and the needs of all its children regardless of disability, age, SEN, race, equality, religious requirements and human rights need. The governing board is also responsible for ensuring its responsibilities under the Equality Act 2010 to promote equality of opportunity and reduce discrimination is upheld.

Staff

Staff will ensure that all pupils within the school, not just their class, are always treated respectfully and in line with policy. Teachers, Teaching Assistants and other paid staff with responsibility for pupils can impose any reasonable sanction in response to poor/unacceptable behaviour. Staff will always ensure that reward systems and sanctions are implemented in line with school policy.

Parents

Parents will support the school in the implementation of the policy to ensure a cohesive and cooperative approach to managing their child's behaviour.

Pupils

Pupils will take responsibility for their actions and understand that their behaviour can directly affect their right (and the right of their peers) to an education.

Training

Positive relationships and behaviour management training will be provided at least every 2 years. Training for new members of staff will be provided within the first term of them

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undertaking their role. Time will be allocated annually in INSET for all staff to revisit the Positive Relationships & Behaviour Policy and the behaviour management strategies this incorporates.

Monitoring and Review

This Positive Relationships & Behaviour Policy will be reviewed annually or as appropriate in response to local or national initiatives, evaluation of monitoring procedures or in the light of changes to legal requirements.

Complaints Procedure

Any complaint regarding a behaviour related incident will always be thoroughly, speedily and appropriately investigated. A complaint should be made directly, in the first instance, to the class teacher responsible for the pupil. If the complaint relates directly to this staff member then the Head Teacher should be contacted. If the complaint is about the Head Teacher, then the Chair of Governors should be contacted via letter. Contact details can be found on the school website.

Next review: September 2027