THE SAINTS FEDERATION

Grow together

Behaviour Policy

2026-2027

Approved by:	Governing Board
Last reviewed on:	Autumn 2026
Next review due by:	Autumn 2027

As a Federation of two schools, St. Andrew's and St. Paul's, we believe that learning best takes place in a well-disciplined, caring and respectful environment. We therefore have high expectations of the pupils and of their behaviour. We expect the pupils in our care to respect all pupils and adults in school and in the local community. All staff within the schools have a responsibility to maintain good discipline. As pupils mature, we encourage them to become increasingly independent in resolving conflicts and disagreements together.

A Whole School Approach

At St. Andrew's and St. Paul's, our core Christian values are at the heart of our schools. These values are presented to pupils and staff in our Collective Worship sessions. Bible stories and other stories support the teaching of these values and are discussed in circle time, RE and PSHE lessons. Adults model the values and other standards of behaviour such as politeness, respect and courtesy at break times, in the corridors, during lunch and in class and we expect this to be shared throughout our school community.

Staff receive on-going training to ensure a consistent, whole school approach to behaviour. This results in a positive, calm and safe environment in which all pupils can learn without disruption.

Building a school culture.

We know that a school's culture takes time to embed. Therefore, staff receive training from either the local authority, senior leaders or other professional bodies, to ensure that effective systems are in place for dealing with poor or inappropriate behaviour. The Senior Leadership Team sets out high expectations of behaviour, which is modelled to pupils, staff and parents.

Teachers and senior leaders lead whole school Collective Worship, where consistent messages are reinforced and excellent models of behaviour are celebrated. Senior leaders are present at lunchtimes in the dining hall and playground and before and after school. Parents see a 'visual presence' of senior leaders and teachers at the start and end of the day, which helps to build positive relationships within the school community. The office staff are available at the start and end of the day, for important queries from pupils and parents.

As a uniform wearing school, pupils are expected to be smart and wear the correct uniform. Parents are encouraged to support this. Children may be spoken to by a member of staff if they are not wearing the correct uniform.

Behaviour management in classrooms is monitored closely, with strategies given to teachers to implement, so that learning is not disrupted. Teachers practise routines such as lining up, coming into Collective Worship and entering the classroom, so that these expectations of good behaviour become the norm. Pupil voice is an important part of building a positive ethos around our school, with School Captains, Games/Sports Captains, Collective Worship Committee and School Council and other leadership roles, meeting with senior leaders, to discuss ways to improve learning in the classroom and playtimes outside.

Pupils with additional needs

For some of our pupils with additional and SEND needs, support plans may be put in place to help them to meet the school's behaviour expectations.

For pupils with additional and special educational needs, staff pay extra attention to the underlying causes of a pupil's behaviour and reflect on the additional barriers and challenges they may face in school. The aim here is not to say that there are no rules but to apply them equitably, fairly and consistently. The senior leadership team and SEND Team will be flexible when applying a school's behaviour policy for any pupil with additional needs, to make allowances for the impact of a pupil's needs on their behaviour.

Outside agencies and professionals work with teachers, support staff and pupils, to put routines and strategies into place, which allow best possible outcomes for the child.

In some cases, making reasonable adjustments such as:

- using calm words
- acting on triggers
- planning movement breaks
- adjusting seating plans
- using social stories
- positive praise
- reinforcement of 'acceptable' behaviour are some examples of the strategies teachers use, to support a pupil to make a good behaviour choice.

Calm and safe spaces are available for all pupils, including those with needs, who may struggle to regulate emotions. Break out areas in some classrooms also allow for pupils to move to a quieter space, if required, to continue their learning. In some cases, weekly meetings with individual pupils may be set up with class teachers or senior leaders, to support a pupil with his/her behaviour.

Parents are encouraged to work closely with the school to support the well-being and learning of all pupils.

Pupils with roles of responsibility

Class and friendship buddies form a hugely valuable role in the schools. Older children regularly 'buddy up' with younger children, sharing stories, presenting work, playing together, singing together and finding time to meet with them on the playground. This simple but important act of friendship fosters respect, tolerance and understanding between older and younger pupils. Some of these early friendships last throughout the 7 years.

Rewards

Pupils who demonstrate good standards of behaviour and discipline are rewarded through a system of praise. This may be verbal praise, written rewards, stickers, stamps or house points from the staff. Some teachers also have additional positive behaviour systems in their classrooms, which may include stickers or working towards an extra playtime. Pupils are encouraged to support a child, who struggles to follow the class and school rules, so that they can follow their own good behaviour. The above reward systems are also combined with highlighting effort, achievement and attainment.

Attendance

Good attendance is essential for all pupils, so that there is no lost learning. Attendance is monitored individually and as a class. Class percentages are displayed each week for all children to see and added to the newsletter and 100% attendance is celebrated across the year. It is important for the school to work with parents to ensure good behaviour does not slip due to poor attendance, or that poor attendance leads to poor behaviour.

Consequences

At St. Paul's and St. Andrew's, we are very proud to see how our pupils demonstrate respect for others and for property and are very well-behaved in and around the school. When instances of poor and unacceptable behaviour are evident, staff follow the sanction levels listed in the policy. This chart is explained to the children by the class teacher regularly, depending on the age and level of understanding.

Unacceptable Behaviours and Sanctions

Sanction Level 1 **Unacceptable behaviour in the classroom or in the playground at break times, to be dealt with by member of staff**	**Sanction Level 2** **Unacceptable behaviour in the classroom or in the playground at break times, to be dealt with by all staff**	**Sanction Level 3** **Unacceptable behaviour in the classroom or in the playground at break times, dealt with by Senior Leadership Team**	**Sanction Level 4** **Unacceptable behaviour in the classroom or in the playground at break times, dealt with by Senior Leadership Team**
Low level disruption may include: Bad manners, talking out of turn, consistently moving out of seat, answering back, fiddling and fidgeting, constant talking, not complying with the class rules, showing disrespect, deliberately coughing and /or spitting or touching others, hard pushing, shoving, jostling, tackling during a game outside.	*Higher level disruption may include:* Persistent disrespect, attention seeking, swearing, lying, deliberately winding someone up, name calling kicking furniture, being rude or swearing out loud, refusal to start or complete work. Bullying behaviours. Any one-off wilful act such as biting, slapping, hitting, kicking, pushing, swearing at someone, dragging, spitting at someone.	*High level misbehaviour or confrontation may include:* Insolence, refusal to accept sanctions, complete defiance/refusal to co-operate, swearing, making racist/sexist, homophobic or any derogatory comments face to face or online, sexualised behaviour, retaliation or instigated physical harm towards another person. Unfounded accusations made against a member of staff.	*Major aggressive behaviour (including verbal) may include:* Persistent actions from Level 3, throwing or threatening to throw furniture, continuous non-compliance from previous levels, assault on staff or pupils (physical, sexual or verbal), child on child abuse both on and offline, bullying, sexual harassment, vandalism
If persistent, this may move to L2	*If persistent, this may move to L3*	*If persistent, this may move to L4*	*Please refer to the school's Anti-Bullying Policy*

Sanctions may include any or more than one of the following:	**Sanctions may include any or more than one of the following:**	**Sanctions may include any or more than one of the following:**	**Sanctions may include any or more than one of the following:**
• Non-verbal command • Give time for the child to calm down • Reminder of appropriate behaviour, in accordance with the class rules and values • Speak to the child at break • Re-position child within the group/classroom • 'Thinking time' standing next to the member of staff on duty	• Verbal reprimand • Give time for the child to calm down • Restriction of freedom at playtimes/ lunchtimes • Extra work or repeating unsatisfactory work • Time out in another part of the classroom or another classroom • Withdrawal of privileges • Extra physical activity such as walking around the playground or field • Verbal or written apology • A targeted discussion by a member of staff to reflect on the consequences of their behaviour	• De-escalation techniques given for the child to calm down • Removal from classroom – for safety, to allow learning to continue or to allow pupil to calm. • A targeted discussion with a senior member of staff • Isolated Learning Time with senior member of staff for the remainder of the session or for part of the day • Letter of apology/miss breaks • School based community service • Report Card – reporting to a senior leader	• De-escalation techniques given for the child to calm down • Removal from classroom – for safety, to allow learning to continue or to allow pupil to calm. • Isolated Learning Time with senior member of staff for part of the day • Follow up support given, if needed • Head of School. Exec Head informed *Decision made for a suspension or permanent exclusion.*
De-escalation techniques given for the child to calm down Dealt with by class teacher	De-escalation techniques given for the child to calm down *Parents to be informed. Incident logged on Arbor/ CPOMs school system	Parents informed by SLT Incident logged on Arbor/CPOMs school system Report card	Parents informed by phone and/or a meeting with Senior Leader. Incident logged on Arbor/ CPOMs system
Restorative practices applied– understanding expectations of behaviour. Support provided to meet these expectations.	Restorative practices applied– understanding expectations of behaviour. Support provided to meet these expectations.	Restorative practices applied – understanding expectations of behaviour. Support provided to meet these expectations.	Restorative practices applied – understanding expectations of behaviour. Support provided to meet these expectations (may include outside agencies)

Restorative Practices

Restorative practice is a model which encourages pupils to take responsibility for their behaviour.

5 questions can support this:

- What happened?
- What were you thinking?
- How did this make people feel?
- Who else has been affected?
- What can be done to put things right?
- How can you do things differently in the future?

This may also be followed by other practices such as: circle time sessions with other pupils, lessons covering themes such as Bullying, Prejudice and Discrimination in the PSHE curriculum and Anti-Bullying Week.

As Church of England Schools, we understand that forgiveness is an important part of the restorative process. Pupils learn about forgiveness from Bible stories, Collective Worship discussions and units in our PSHE curriculum. Teachers also spend time talking to pupils about managing conflict and helping them understand when it is time to move on. In some cases, we may refer a pupil for counselling sessions.

Suspensions and exclusions

In the unlikely event of pupils needing to be suspended or excluded permanently, such decisions are the responsibility of the Executive Head or the Head of School. The Exec Head or Head of School would report such matters immediately to the Chair of Governors and to the Local Authority, then the governing board at their next meeting. Please refer to the Federation's Suspension and Permanent Exclusion Policy.

We believe that discipline should be a joint responsibility and prefer to work in partnership with parents, if there is a persistent problem. We will contact parents if we are concerned about persisting behaviour difficulties.

In extreme situations where a pupil is at risk of:

- *Injuring self or others*
- *Committing a criminal offence (including behaving in a way that would be a criminal offence if the pupils were not under the age of criminal responsibility)*
- *Causing damage or*
- *Engaging in behaviour prejudicial to maintaining good order*

staff may use 'reasonable force' to resolve a situation, in accordance with the Government document; *Use of Reasonable Force in schools.*

Reasonable force may include:

- *Physically interposing between pupils*
- *Blocking a pupil's path*
- *Holding*
- *Leading a pupil by the hand or arm*
- *Shepherding a pupil away by placing a hand in the centre of the back*

These restrictive measures will only be used in exceptional circumstances and parents will be informed of any serious incident involving their child. Staff also complete a record of any reasonable force used.

Bullying

At St. Paul's and St. Andrew's, we aim to build a school community where pupils live and work alongside each other, respectfully. However, we are aware that bullying takes place in all schools. As part of our PSHE lessons, regular circle time sessions and small group check-ins with pupils, we give pupils a clear understanding of what bullying is and what it is not and the forms that it takes, at an age-appropriate level.

We fully engage with national projects such as Anti-Bullying Week and pupils receive Online Safety Training. All pupils are taught to report bullying behaviours to any member of staff, knowing that it will be dealt with effectively. We have clear procedures outlined in our Anti-Bullying Policy to manage bullying behaviour.

Summary note

As a Federation, we believe that even with a robust Behaviour Policy in place, there will be instances and occasions which fall outside of the policy. In these cases, the school will use its professional knowledge and experience to make decisions in the best interest of all pupils and staff.