

St. Andrew's CE Primary School



Positive Relationships and Behaviour Policy

As a Church of England school, our Christian vision and values are central to all we do. Our Christian Vision, 'Together in God's Love we Learn, Inspire and Grow,' motivates us to look to Jesus as our guiding light. He inspires us to live out our Christian Values and to strive for excellence in all that we do, celebrating life in all its fullness.

Our core Christian values are: Compassion, Friendship, Perseverance, Respect, Reverence and Trust.

1. Vision

Our vision is for each member of our school family to experience life in all its fullness both now and in the future. We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish. Through educating for dignity and respect, we ensure that all members of our school community 'Together in God's Love we Learn, Inspire and Grow.'

2. Aim of the Policy

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To use our Christian Values to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities and development are maximised.
- To give staff the tools to enable them to support and equip children with strategies so as to teach them our positive behaviour and relationships curriculum.

3. Purpose of the Policy

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focussed approach to behaviour management. This will allow the pupils at St. Andrew's CE Primary School to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance to flourish.

Our Positive Relationships and Behaviour policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency, relentless routines and clear, calm adult behaviour underpins this.

4. Consistency of Approach

In implementing this Positive Relationships and Behaviour policy St. Andrew's CE Primary School acknowledges the need for consistency:

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring "certainty" at the classroom and Senior Leadership level. Adults taking responsibility for behaviour interventions, seeking support only where needed.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating.

- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **expectations** referencing promoting appropriate behaviour.
- Consistent **respect from the adults**: even in the face of disrespectful learners.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently reinforced **rituals and relentless routines for behaviour**: in classrooms, at unstructured times and around the school environment.

Regularly, staff will remind children of the school rules

- All members of the school community have a right to feel **safe**.
- All members of the school community have a right to be **respected**.
- All members of the school community have a right to **learn and grow**.

In doing this, staff will encourage pupils to reflect on how we as a school live out “Together in God’s Love. We Learn, Inspire and Grow.”

All staff will:

1. Meet and greet children at key transition points.
2. Refer to everyone’s right to feel safe, respected and to learn; the behaviours they expect to see and to link to Christian Values.
3. Model positive language, behaviours and relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition board throughout every lesson to acknowledge positive learning behaviours (STAR). This will be refreshed each morning with the focus behaviour introduced to the children.
6. Use Class Dojos to recognise pupils who are adhering to the school’s rules / rights to feel safe, to be shown respect and to have the right to learn in ‘little ways’.
7. Be calm and “give take up time” when going through the steps to success.
8. Follow up every time, retain ownership and engage in reflective / restorative dialogue with learners.
9. **Never** ignore or walk past learners who are not adhering to school rules / rights.
10. Develop positive relationships with parents, involving them in their child’s positive and negative choices.

Senior Leaders will:

1. Meet and greet learners positively at the beginning of every day.
2. Be a visible presence across the school within all communal areas and especially within corridors at transition times. For example break time, lunchtime RWI Transition.
3. Celebrate learners, staff, leaders whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing learners with more complex or entrenched negative behaviours.
6. Monitor school wide behaviour policy and teacher practice to ensure consistent implementation
7. Regularly review provision for learners who may need additional support.

Pupils will:

1. Always keep themselves and others safe.
2. Always show respect to everyone in our school.

3. Always allow everyone in our school to learn.

Parents / Carers will:

1. Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education
2. Foster good relationships with the school and support the school in the implementation of this policy
3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

5. Getting the Basics Right

Visible Consistency makes everyone feel safe. These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

Welcoming children	At the start of the day, children must be welcomed into school by class teachers / teaching assistants and into the classroom. This includes the SLT being visible on the paths and staff standing / welcoming at their classroom door.
Playtimes/ end of lunchtimes	Teachers need to be out on the playground 5 minutes before the end of playtimes / lunchtimes to ensure that incidents are dealt with to ensure that children are lined up silently, in mixed lines, ready to enter school.
Collective Worship	Children must come into Collective Worship in silence. It is the Class teacher and teaching assistant's responsibility to ensure this. Children should remain silent throughout the worship as appropriate. Adults who are not leading worship MUST take responsibility for supporting children with behaving appropriately in worship, and proactively intervening to support pupils. Behaviour and safety is everyone's responsibility.
In the corridors	Children are expected to in the corridors keeping to the 4S's. Single File Slowly Sensibly Smiley
In the playground	Children must not climb on furniture, benches or walls.
At lunchtimes	Children must not climb on furniture, benches or walls. There are zoned areas for varied activities which are set-up prior to lunch by the welfare staff. Playground leaders support activities. Welfare Staff must be on the playground before any children are allowed onto the playground. In KS2 this means being present on the playground from 12:10.
Dining room	Children are expected to enter sensibly and remain silent whilst queuing for their food. Pupils are expected to use quiet voices to talk to pupils in immediate vicinity only once sat down.

After School	No unsupervised games on the playground. Children who are not with parents and are walking home should do so immediately.
In church	Children are expected to enter church silently and remain so whilst sitting down; whilst waiting for worship to begin and during the collective worship.

6. Recognition and Rewards for Effort

We recognise and reward learners who do consistently meet our standards.

However, there will be children who regularly exceed this and go **‘Over and Above.’** We wish to give recognition to pupils who go **‘Over and Above’** too.

‘Over and above’ behaviours include consistently exhibiting our school values, positively impacting the wider school community and living out our agreed rules.

‘If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.’ Paul Dix

Classroom Level:

1. Regular praise for positive choices
2. Class colour Dojo Reward for adherence to school rules and ‘doing the little things well.’

Class teachers organise their children into House colours of Red, Yellow, Blue and Green. Through the week teachers record the number of Dojos that each house colour gets in each classroom. These are then totalled on a Friday by head pupils and the winning house is celebrated that week. The winning house will receive 4 points, 2nd 3 points, 3rd 2 points and 4th 1 point. These points will be recorded and celebrated on a school display board. The winning colour from across the school at the end of each term will receive a reward afternoon from the headteacher and deputy headteacher.

3. On to class recognition boards (Make Yourself Famous Boards) for Learning Behaviours.

For pupils who go “Over and Above” in one of the 3 ways stated (consistently exhibiting our school Christian values, positively impacting on the wider school community and living out our school rules) additional rewards are in place such as:

1. Phone calls home to parents Class Teachers or Senior Leaders
2. Praise email from Class Teachers or Senior Leaders.

School Level:

1. HT Awards with Christian Values link each week.
2. Dojo House Team Award each week.
3. Class attendance award each week.
4. A ‘Living into Values’ award will be awarded to one child in each class who has lived out our Christian Values this term. This will be selected by the pupils themselves. These children will be invited for a Hot Chocolate with the Headteacher

7. Supporting Daily Behaviour in the Classroom

a.) Positive Strategies

Positive Recognition Boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does." Paul Dix

Each class will have a Recognition board. The Recognition Board will focus on Learning Behaviours based on the STAR approach:

S – Sit up.

T – Tune in.

A – Ask and answer questions.

R – Respect everyone and everything.

There will be a white laminated arrow pointing to the focus for the day. Next to the STAR board, there will be a laminated class list.

The STAR approach allows pupils to understand how they can demonstrate the 3 school rules within the classroom.

When the teacher sees children demonstrating the focus 'STAR' learning behaviour, they will then reward pupils who are meeting this target with Dojos.

Class Dojos

Class Dojos are used to reward adherence to the school rules through the 'little things.' We encourage pupils to understand the importance of being expected to 'do the little things well.'



'Over and Above' Phone Call Home

Class Teacher or Senior Leaders phone parents to share child's success.

'Over and Above' Positive Praise Emails

The Positive Email is also a high-level recognition for consistently going 'Over and Above'. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week – and emails are sent in line with our Communications Policy.

b.) Practical Steps in Managing and Modifying Negative Behaviour

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson **be praising the behaviour they want to see.**

All learners must be given **“take up time”** in between steps – allowing pupils the time and space to reset their behaviour. *It is not possible to leap or accelerate steps for repeated low-level disruption.* Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the ‘Steps to Success’ in behaviour for dealing with poor conduct.

Steps to Success



Step 1	Redirection	Gentle encouragement / guidance based on your relationship with that child.
Step 2	Reminder	A reminder of the rules, delivered privately wherever possible (use 30 second script to help). <i>This does not mean taking the child out of the room.</i>
Step 3	Last Chance	Verbal caution delivered privately (use 30 second script to help), if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, ‘Think carefully about your next step.’ Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
Step 4	Time Owed	If the pupil still does not engage, use the 30-second script. Attach, ‘You now owe me five minutes during breaktime / lunchtime.’ One dot is place next to the child’s name, and they loose 5 minutes of playtime. If behaviour continues, a second dot is put next to their name and they loose all of their playtime. Lost playtime is spent in the reflection room. Teacher/TA adds child’s name and reflection time, onto the Reflection Room register. Whilst in Reflection space, children complete a reflection sheet. If a child with a neurodiverse profile misses playtime, they must be given exercise time afterwards, with adult supervision outdoors where possible.
Step 5	Internal Referral	If the pupil continues to not engage with our school rules then their work is completed in an alternative location for half or a full day. Parents will be informed by the class teacher if this occurs.
Step 6	Formal Meeting	Formal meeting with the Headteacher.
Steps 4, 5 and 6 should be recorded on CPOMS		

A Restorative Conversation should always take place with all children who reach Step 4 or above. This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child’s actions. (See restorative questions on appendix

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Step 6- Formal meeting

If behaviour is consistently poor as shown by internal referrals and several reparation meetings or becomes a cause for concern, there will be a formal meeting with the Headteacher. There will then be agreed targets that will be monitored over the course of two weeks. Parents will be informed at this stage. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners. A **serious breach** is an incident that may lead to a fixed term suspension. Alternatives to suspension where appropriate, will be sought. For example, it may be more appropriate to have an internal suspension.

c.) Communication with Parents

Informing a parent when concerned about a child's behaviour or emotional wellbeing is essential but the way in which it is done, often influences the way in which it is received.

Mentioning to a parent at the end of the day in the playground can cause anxiety / stress for both the parent and child. As a result, our school will inform parents of behaviour incidents by phone call home or email. This should be an objective and brief comment of what was occurring to disrupt learning. This then needs to be followed up with positive feedback when the behaviour has improved. Be mindful that some parents feel embarrassed to have a conversation about their child's behaviour in front of other parents.

The Headteacher will contact parents in relation to all serious incidents.

d.) Persistent Challenging Behaviour

Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom which has led to a loss of learning or the playground which may have been unsafe. This may require teaching and/or support staff to consider additional, alternative or specialised approaches. Teachers are encouraged to approach more experienced senior members of staff, Phase Leaders or SLT, for help to manage behaviour challenges. All recommendations within individual SEND Support Plans must be followed. The inclusion leader will work with staff to write a Positive Handling Plan, it will be shared with parents, the pupil, the class teacher and TA so that it is relentlessly followed.

e.) Pupils with SEMH /behavioural difficulties

For some pupils, the above 'Steps to Success' may not be fully appropriate and adaptations may be made in line with recommendations from outside professionals.

In this case (SLT will make staff aware of such pupils), and in these cases a trauma-informed approach will be used.

Regulate (Brainstem)	Relate (Feeling Brain)	Reason (Thinking Brain)
Co-regulator gives time, space & safety Repetitive & rhythmic activity (rocking, throwing & catching, drumming, dancing, reading, swinging)	Repair & restore connection (I'm here, I care, it's ok to be mad, when you're ready) US vs Problem (we will get through this) Do together Solve problem, not punish	Reflect and learn Remember and articulate Rehearse for next time Solve a problem Learn a new skill –teach explicitly Rehearse

Use large muscles (wall push ups, plank, walking, hockey & puck, obstacle course yoga ball) Environmental support –what does the space offer the child?		
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8. Responding to Inappropriate Behaviour:

a.) Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences.

St. Andrew's CE Primary School has a Bullying policy in place to deal with potential bullying as soon as it is detected. Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others.

If bullying is suspected, we use CPOMS to develop chronologies of events to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided.

b.) Child on Child Abuse

St. Andrew's CE Primary School recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as "banter" or "part of growing up". Please refer to the school's Safeguarding/Child protection policy for further details.

c.) Interventions

If one or more children is struggling with inappropriate behaviour our Mental Health Champion or Emotional, Literacy Support Assistant (ELSA) will work to support the struggling child in developing personal awareness, social and self-management skills.

This support will be monitored over a set period of time.

d.) Suspensions

The Headteacher has the responsibility for giving fixed term suspensions for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. The Headteacher will be guided by the school policy, DFE, Trust and LA advice on suspensions. The Chair of Governors will be informed if either of these sanctions are used.

e.) Physical Intervention

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DfE circular "Use of Reasonable Force-Advice for Headteacher, Staff and Governing Bodies." Teachers at St. Andrew's CE Primary School never use force as a punishment for bad behaviour. They may however, *use physical intervention* if a child is at risk of harm to themselves or others, or is causing serious damage to property. All physical intervention used is proportionate, reasonable and necessary. Key staff members are trained in Team Teach approaches which focuses on de-escalation strategies and restoration first and foremost.

f.) Pupils with Special Educational Needs

Where pupils have special educational needs, there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENCO, Headteacher and class teacher. The SENCO may need to liaise with external agencies as necessary.

g.) Banned Items – As stated in guidance from the DfE

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- Weapons
- Alcohol
- Illegal drugs
- Stolen goods
- Tobacco products
- Pornographic images
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence
- Anything banned in the school rules

What happens during a search?

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

Metal detectors

Schools can make pupils go through a metal detector - they do not have to suspect that your child has a weapon. If your child refuses to go through the metal detector, they may be searched by a member of staff.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

This policy will be reviewed every year. It should be read in conjunction with the following policies and with "Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, bi-phobic and transphobic bullying".

- St. Andrew's Safeguarding Policy
- Anti-Bullying policy
- RHSE policy
- SEND policy
- Equal Opportunities policy
- Teaching and Learning policy

POLICY REVIEW AND REVISION SCHEDULE

Review Schedule

Policy Author	Headteacher/Inclusion Lead
Policy Approver	Local Board of Governors
Current Policy Version	1.1
Policy Effective From	February 2026
Policy Review Date	By February 2027

Revision Schedule

Version	Revisions	By whom
1.0	Original document produced	SJ
1.1	February 2024 - Document updated in consultation with the school council and staff. Updated document to reflect suggested updates from children and staff.	SJ
1.2	April 2024 – Document updated to include - Banned Items – As stated in guidance from the DfE.	SJ
1.3	February 2026 – adaptations to steps to success to ensure that sanctions are embedded and structure understood and followed by all staff.	PD

Appendix 1 - Examples of 30 second scripts

Privately where possible, this should be a calm approach using the child's name, taking place at the child's level giving eye contact and delivering a clear message before moving away to give take up time.

1. Reminder:

I noticed you chose to.... (noticed behaviour)

This is a REMINDER that we need to be (Ready, Respectful, Responsible)

You now have the chance to make a better choice

Thank you for listening

2. Last Chance

I noticed you chose to..... (noticed behaviour)

This is the _____time I have spoken to you.

Think carefully about your next step.

I know that you can make good choices.

Thank you for listening/I'm glad we had this conversation

3. Time Owed

I noticed you chose to (noticed behaviour).

You had at least 4 opportunities to make better choices.

You now owe me 5 minutes/all of playtime to reflect on your behaviour

4. Internal referral

I noticed you chose to..... (noticed behaviour)

You need to 1. go to Year/2. HT's office

Playground You need to 1. Stand by other staff member 2. Stand on railings

3. Go to HT's office.

I will come and speak to you in three minutes.

Appendix 2 - Discipline in Schools- Teachers' Powers Key Points:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school (Section 89 of the Education and Inspections Act, 2006).
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property.

Governors written statement of behaviour principles

This is a statutory requirement and is on the school website.

At St. Andrew's CE Primary School, we respect and value all pupils and are committed to providing a caring, friendly and safe environment for all pupils so that can learn in a safe and happy environment. This is the responsibility of every adult employed by, or invited to deliver services, at St. Andrew's CE Primary School. We recognise our responsibility to safeguard all who access school and we promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying

Under the Education and Inspection Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

This statement and the behaviour policy will be reviewed on a yearly basis, unless changes at a national level necessitate an exceptional review.

We, the Governing body of St. Andrew's CE Primary School, believe that all members of our school community should be able to learn and achieve success in a safe, secure and orderly environment. We value the strong relationships that exist in the school which lead to mutual respect and good behaviour whilst also promoting our Christian Values.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in and respect for the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying. The policy will be applied with consistency and fairness with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on the core purpose of the school ie: learning; and praise and rewards. It is recognised however, that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (eg. appropriate contact, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school and when engaged in extra-curricular activities and residential trips.