



# **Behaviour & Relationships Policy**

## **St. Andrew's C of E Primary School**

**Date approved: February 2023**  
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## Behaviour and Relationships Policy

### Policy Statement

St Andrew's is committed to creating an environment where exemplary behaviours and relationships are at the heart of productive learning and our Christian ethos. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviours and encourage others to do the same. Every incident is regarded as an opportunity for teaching all concerned how to navigate the stresses and strains of social interaction.

### Aim of the Policy

- To create a culture of positive and respectful relationships
- To ensure that all of members of our school community are treated fairly and with respect
- To help members of our school community to develop the skills needed for self-control and a respectful attitude to others
- To encourage members of our school community to take ownership of their own feelings, thoughts, language and behaviour
- To encourage all to take responsibility for the consequences of their own actions
- To build a community which values kindness, care, good humour, resilience, respect and empathy for others

### Purpose of the Policy

To provide simple, practical procedures for all staff, learners and the wider school community that:

- recognise and positively reinforce behavioural norms
- promote positive self-esteem and self-regulation
- model respectful behaviour through positive interactions
- ensure consistency in responses to any incidents where behaviour does not meet expected norms

### The school rules are:

- Be Ready
- Be Respectful
- Be Safe

### How staff will be:

- They will model respectful behaviour (even in the face of disrespect)
- They will build positive relationships and engage learners
- They will provide consistency in routines for behaviour and relationships in classrooms, around the site and when offsite in the role of school staff
- They will have an ACE approach to incidents that arise – Acceptance (*Everyone makes mistakes...*) Curiosity (*I wonder how you got to that point...*) Empathy (*It is frustrating when... but when that happens I try to...*)

### Therefore, all staff, every day will:

- meet and greet learners and parents positively each day

- recognise, reward and acknowledge expected and 'above and beyond' behaviours throughout every lesson and beyond the classroom
- reinforce and refer to 'Ready, Respectful, Safe'
- be calm and allow 'take up time' when redirecting behaviours that do not meet expectations
- bear in mind that Blank language levels can be affected when cortisol has flooded the system due to an incident and bear this in mind in your use of language
- personally follow up on incidents every time, retain ownership and engage in reflective dialogue in a safe space for all parties
- never ignore behaviours which fall short of expectations

**Every day school leaders will (in addition to the above):**

- when required, stand alongside colleagues to support, guide and model adherence to this policy
- be a regular visible presence around school praising positive behaviours especially during transition times
- share good practice and celebrate success
- regularly review provision for community members who require support beyond the scope of this policy in time of crisis or need
- ensure staff training and mentoring is provided when required
- encourage adults and learners to take responsibility for reparations

**Immediate ways to recognise behaviour that is 'above and beyond' expectations:**

- Verbal recognition 'Wow, thank you for doing ..., it was above and beyond my expectations.'
- Awarding of Dojo points/class rewards/pasta or marbles in jar etc
- Same-day notes home

**Examples of behaviours encompassed by the terms:**

Ready	Respectful	Safe
<ul style="list-style-type: none"> <li>- resources organised</li> <li>- listening attentively</li> <li>- engaged</li> <li>- open-minded</li> <li>- ready to make an effort</li> <li>- standing silent and attentive in ready lines</li> </ul>	<ul style="list-style-type: none"> <li>- following instructions</li> <li>- completing work with pride and care</li> <li>- completing reading and home learning</li> <li>- working collaboratively</li> <li>- challenging respectfully</li> <li>- demonstrating equity and fairness</li> <li>- looking after the learning environment and resources</li> <li>- demonstrating tolerance of others</li> <li>- employing a calm manner</li> <li>- having patience</li> </ul>	<ul style="list-style-type: none"> <li>- caring for others</li> <li>- recognising early warning signs in self and others</li> <li>- seeking help and support</li> <li>- avoid putting yourself and others at risk</li> </ul>
Above and beyond		
<ul style="list-style-type: none"> <li>- positive mindset</li> <li>- challenging yourself</li> <li>- having an enquiring mind</li> <li>- preparing for others</li> <li>- using your initiative</li> </ul>	<ul style="list-style-type: none"> <li>- showing empathy</li> <li>- listening to other's point of view</li> <li>- producing work of an excellent standard</li> </ul>	<ul style="list-style-type: none"> <li>- awareness of the safety of others</li> <li>- acting upon concerns</li> </ul>

## Steps and scripts for responding when behaviours fall below expected levels (low level disruption):

Stage	Action	Script
Redirection	gentle encouragement to conform, a small kind comment, a nudge in the right direction, a non-verbal cue	<p>'I notice...' refer to another child's expected behaviour</p> <p>Check in privately, 'Is there a problem that I can help with...?'</p> <p><b>'Super listening/focused work...'</b></p>
Reminder	AFTER TAKE UP TIME A reminder of the rule, delivered privately wherever possible, making learner aware and possible consequences.	<p>'What do you think caught my attention?'</p> <p>'Bob, it's not like you to be ____, can I help?'</p> <p>'I am disappointed that ...'</p> <p>'Do you remember... when you...?'</p> <p><i>positive example of prior successes</i></p> <p><b>'Great to see you listening/working hard...'</b></p>
Caution	AFTER TAKE UP TIME A clear verbal caution delivered privately wherever possible – give them a final opportunity to engage.	<p>calm demeanour:</p> <p>'I need to see you...'</p> <p>'I expect to see... in next x minutes.'</p> <p><b>'Thank you for...'</b></p> <p>NB <i>walk and talk</i> is an option if stressors are already in play'</p>
Time Out  5 minutes maximum in safe space (not corridor)	Give a chance to reflect away from others, offer positive choice to engage. Step away and allow space to consider and make own choice to engage. Allow child to reengage in own time (within 5 minute limit)	<p>'I can see you are finding this difficult, it would be a good idea to have a thinking space away from the others – indicate space'</p> <p>'You need to understand that every choice has a consequence. If you choose to come back and complete your work, that will be fantastic... If you do not, then xxx will happen. I will leave you to make your choice.'</p> <p><b>'Thank you for...'</b></p>
Internal referral	AFTER TAKE UP TIME Sending the child to another class to complete work (with note explaining task to be completed not focused on misdemeanour).  In the receiving class:	<p>'I have heard what you said, now you must collect your things and go to xx and I will see you when your work is complete/at the end of this session'</p> <p>'I would like you to sit here and complete your work quietly. Thank you.'</p>
Reparation	A restorative meeting should take place before the next session. Keep informal, don't sit behind a desk, focus on positive outcomes moving forward, not poor behaviour that caused meeting. Do not refer to secondary issues or behaviours that	<p>'Thank you for...'</p> <p>'How were you feeling?'</p> <p>'How did ... make people feel?'</p> <p>'How do you feel now?'</p> <p>'What do you think we should do to put things right?'</p>

	occurred as a consequence of original issue. Openly reflect/model questioning.	<p>'What do you think might help you to be ready to do things better next time?'</p> <p>'Thank you for chatting to me about what happened, I am glad we have found a way to move forward.'</p> <p>Positive praise in next session is important.</p>
Formal Meeting (THIS STAGE IS UNLIKELY TO BE REACHED FOR LOW LEVEL DISRUPTION unless it is persistent)	<p>A meeting with a senior leader, the learner, the original member of staff dealing with the issue and the class teacher which is recorded on CPOMs and results in agreed targets.</p> <p>This will be fed back to parents in the form of a note to advise of targets set and to invite further discussion.</p>	
<p>NB It is not possible to skip steps or accelerate past 'take-up time' for repeated <b>low-level</b> disruption. During 'take up time' step away and engage positively with the class/other children.</p> <p>A short reparation meeting should take place after any Caution/Time out or Internal Referral. This is to repair trust and reaffirm the relationship between you and the individual.</p>		

### Steps and scripts for responding when behaviours fall below expected levels (more serious incidents):

<p>Consequence</p> <p>Remember that a middle or senior leader may support you in this discussion or another member of staff who has a pre-existing good relationship with the child</p>	<p>NB a time out for emotions to reset may be required before instigating a consequence - be patient and you will be able to be calm and effective.</p> <p>POSSIBLE CONSEQUENCES INCLUDE:</p> <p>Missing time with peers if behaviour has been unsafe or disrespectful</p> <p>Making realistic reparations to the victim(s)</p>	<p>'Can you tell me how this started...'</p> <p>(genuine listening not jumping to conclusions works best)</p> <p>'I am concerned that you are not being safe/being respectful...'</p> <p>'You need to understand that every choice has a consequence... you have chosen to .... so now I am going to...'</p> <p>'Do you understand why I have decided this? Is there anything else you think we should do to make things right?'</p> <p>'Thank you for...'</p>
NB elements of the Restoration Script may be useful for reflections in the consequence stage		
Restoration	<p>A restorative meeting should take place at the earliest opportunity following the consequence or even during the period of the consequence. Keep informal, don't sit behind a desk, focus on positive outcomes moving forward, not poor behaviour that caused meeting. <b>Do not refer to secondary issues or behaviours that occurred</b></p>	<p>'Thank you for...'</p> <p>'How were you feeling?'</p> <p>'How did ... make people feel?'</p> <p>'How do you feel now?'</p> <p>'What do you think we should do to put things right?'</p> <p>'What do you think might help you to be ready to do things better next time?'</p> <p>'Thank you for chatting to me about what happened, I am glad we have found a way to move forward.'</p>

	as a consequence of original issue. Openly reflect/model questioning. The victim(s) may need to be involved in this, as your discretion.	Positive praise in next session is important.
Formal Meeting	A meeting with a senior leader, the learner, the original member of staff dealing with the issue and the class teacher which is recorded on CPOMs and results in agreed targets. This will be fed back to parents in the form of a note to advise of targets set and to invite further discussion.	

### Consequences:

When considering what consequence to put in place for a child, bear in mind that:

- 1) Their behaviour has affected others and those children have the right to know that it has been taken seriously
- 2) They should take personal responsibility for the impact of their behaviour on others (sanctions should not impact a whole group of children/class)
- 3) The focus of the consequence is to teach that the behaviour is the problem and to allow them to learn from their mistake.
- 4) We must all consistently apply the consequences - follow through with the child personally.

Playtime related examples	Stand with an adult at playtime Playtime behaviour card (with specific target if needed) Spend Lunchtime/Playtime indoors (restorative conversation, follow up with Senior Leader if needed) CPOMS log Conversations/emails/ communication books with parents
In class examples	Removal from seat (in class to continue learning) Learning behaviour target card (possibly with involvement of a Senior Leader for restorative conversations) Complete work in other same year group class Complete work in class in Year above (Y6 to go to Y3) NB: RECEIVING TEACHERS TO RESPOND POSITIVELY TO ARRIVING CHILD AND ENCOURAGE TO COMPLETE TASK Conversations/emails/ communication books with parents CPOMS log

### Children whose needs are not met by the above:

Some children will fall outside the remit of this policy and will have a plan which provides for their needs.

Some children have suffered adverse childhood experiences that mean that they find it difficult to take responsibility for their actions. The above approach may not be sufficiently supportive or meet their individual needs. In these cases, a STEPs risk reduction plan is the first step to meeting their needs and

should be completed by the class teacher with the SEND Lead. Teaching assistants should also be involved in this process before a plan is finalised. Communication with parents may well offer much insight at this stage. IT IS VITAL THAT ALL PLANS ARE COMMUNICATED ACROSS THE STAFF WHEN FINALISED AS ANY MEMBER OF STAFF COULD BE INTERACTING WITH THAT CHILD DURING TRANSITIONS OR BREAKS. External agencies may be referred to for support (for example the Schools Family Worker or Access and Inclusion Service).

### **Permanent Exclusion or Out Of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all of our decisions.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate when behaviours contravene expectations, particularly those set out in the Anti-bullying Policy. The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools or whilst interacting with other pupils online
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- posing a threat to another pupil or member of the public