



Behaviour & Relationships Protocol

St Andrew's CofE Primary School

September 2025

Jesus said, "I have come that they may have life, and have it to the full." John 10:10

Date	Task	Person Responsible
Sept 2025	Consultation with Staff	Mrs Ireland-Curtis
November 2025	Protocol adopted	Mrs Ireland-Curtis
Sept 2026	Review of Policy	Mrs Thomas/Mrs Ireland-Curtis

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Protocol 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 Protocol

- 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 Protocol

At St Andrew's we believe that **all** staff have equal responsibility and accountability when it comes to supporting behaviour. This policy is designed to provide a clear framework to assist all staff in supporting children in their learning journey around behaviour and relationships. This protocol, therefore, provides 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

Expectations of Staff

- 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...*)
- Restorative conversations will take place (*How can we make this right/make sure we deal with this better next time...*)
- Emotional Coaching strategies (Appendix C) and our visual behaviour flip books may also be useful for structuring interactions following a behaviour incident

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 factor this into 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

* <https://www.cambslearntogether.co.uk/asset-library/SEND-Assets/How-to-Sheets/Reading/How-to-Guide-Blank-Levels.pdf>

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

The school rules

- Be Ready
- Be Respectful
- Be Safe

Examples of behaviours encompassed by the terms:

Ready	Respectful	Safe
- resources organised - listening attentively - engaged - open-minded - ready to make an effort - standing silent and attentive in ready lines	- following instructions - completing work with pride and care - completing reading and home learning - working collaboratively - challenging respectfully - demonstrating equity and fairness - looking after the learning environment and resources - demonstrating tolerance of others - employing a calm manner - having patience	- caring for others - recognising early warning signs in self and others - seeking help and support - avoid putting yourself and others at risk
Above and beyond		
- positive mindset - challenging yourself - having an enquiring mind - preparing for others - using your initiative	- showing empathy - listening to other's point of view - producing work of an excellent standard	- awareness of the safety of others - acting upon concerns

The St Andrew's Way

This is a universal approach to provide a framework for children to explicitly teach the expectations of behaviour in our school. **Appendix A**

Dealing with behaviour when it doesn't meet expectations.

Scripts for responding when behaviours fall below expected levels (low level disruption) can be found in **Appendix B**

Stage	Examples of behaviour	Dealt With	Consequences**	Bromcom Y/N
1	Low level disruption in class And/or Inappropriate play – e.g. pushing, elbowing, rough play, play fighting	Class teacher/TA	Class teacher reminds them of behaviour expectations and why – see Appendix B	Y if 3 or more reminders given
2	Continued low level disruption (3 or more reminders given) and/or continuation of rough play etc	Class teacher	Child may be asked to move places Work missed may be sent home to be completed or stay in at break if appropriate. Child may be asked to sit at side of the playground for rest of break	Y
3 Phone call to parents	Repeated incidents of the above behaviours. Swearing/pushing/shoving/hitting Suggested bullying, name calling, falling out	Class teacher and inform Assistant Headteacher/SENDCo* *if child is on SENd register	The child will be sent to a partner class for rest of session am/pm. If playground-based behaviour – child to miss next day's break/lunchtime (reflection). The child will meet with the class teacher to discuss behaviours and agree ways forward. Parents will be called or messaged, and class teacher will share the agreed ways forward.	Y
4 Phone call to parents and follow up meeting	Continued previous behaviours despite intervention. Disrespectful to staff or not following staff instruction appropriately Fighting (serious full fight), Bullying, Theft, Using racist, antidisability or homophobic language without any understanding.	Class teacher and Assistant or Deputy Headteacher/SENDCo to support	Time off the playground Meeting with parents to discuss ways forward. Internal fixed term suspension if behaviour is impacting the well-being of other children	Y
5 Meeting with parents	Aggressive behaviour towards staff Swearing at staff	Deputy Headteacher	Meeting with parents to agree ways forward Time off the playground	Y

	Persistent disruption where the child does not respond to any interventions Persistent aggression/intimidation of peers Complete refusal to follow staff's instructions Racism or discrimination*** Proven bullying including any issues involving social media/cyber bullying Threats made against staff Using racist, anti-disability or homophobic language with understanding.		Internal fixed term suspension for a period of time	
6	If behaviour at Step 5 is dangerous or has impeded the well-being of others Persistent disruption where the child does not respond to any interventions	Headteacher	Suspension	Y

****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.

*** Inappropriate language (including derogatory terms of a racist, misogynistic or homophobic nature) – see

Appendix C for guidance

Adaptations

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. Some children have a SEND need which impairs emotional regulation or executive function. The above approach may not be sufficiently supportive or meet their individual needs. In these cases, a Cambridge Therapeutic Approach (CAT) risk reduction plan is the first step to meeting their needs and should be completed by the class teacher with the CAT and SEND Lead. Teaching assistants working with the child 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).

Cambridge Therapeutic Approach Trained Practitioners: Mrs May and Mrs Ireland-Curtis

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

Appendix A – The St Andrew’s Way

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Nursery to Y6	Explicit teaching of the full ‘St Andrew’s Way’ curriculum content	Ongoing revision of content	Longer recap of ‘St Andrew’s Way’ curriculum	Ongoing revision of content	Longer recap of ‘St Andrew’s Way’ curriculum	Ongoing revision of content

Teaching the behaviour curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the ‘St Andrew’s Way’ curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ‘Principles of Instruction’ set out by Barak Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

As Tom Bennett describes in ‘Running the Room’, the process for teaching behaviour explicitly is as follows -

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

The St Andrew’s Way is focussed on the following:

S - we are standing or sitting; we are still and mindful of others

H -we keep our hands to ourselves

I – we are in our own space

N -we are nice and quiet

E – we have our eyes forward so we can see where are going and track the speaker

Routines

Routines are an essential part of the St Andrew's Way. By establishing routines, we remove a significant cognitive load for all pupils.

Classroom Routines

Know the order that you always line up in.

Know who you stand in front of and who is behind you.

Know that you should line up without leaning against the walls while moving around school.

Know the routine for entering the classroom and getting ready to work.

Know where you sit in class during lessons (including 'carpet places')

Know the routine for handing out and collecting exercise books in the classroom.

Know where to hang up your coat in the classroom.

Know that you should only go to the toilet at playtime or lunchtime or if you are ill during lessons.

Know that you need to get equipment out ready for the lesson and to look after it.

Know that any deliberate damage to school equipment will incur a consequence.

Know how to put your hand up quietly to answer a question or participate in discussion.

Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.

Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.

Know that verbal answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.

Know that, if we are using mini-whiteboards, we show our answers using the '3-2-1 Chin It' system where the board is placed under the chin.

Speaking in Class

Know that we use 'SHAPE your answer' to help us to speak clearly in class

Know that this stands for -

Sentences - pupils know that they must answer in full sentences when appropriate

Hand away from mouth - Pupils know that they must keep their hands away from their mouths while speaking

Articulate - Pupils know that they must pronounce words clearly

Project - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear

Eye Contact - Pupils know that it is polite to look at the person you are speaking to

Playtimes and Lunchtimes

Playtime Behaviour

Know that you must walk from your classroom to the playground using 'Fantastic Walking'.

Know that you must play safely without hurting anyone.

Know that we do not 'play fight' because we may hurt someone by accident.

Know that you must be **kind**, by including people in your games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that you do not kick the bark by the playground equipment as this creates a messy playground.

Know that you should not scream when playing together at playtime.

Know that, when called, you must line up in your lining up order quickly.

Lunchtime

Know where you line up for lunchtime when you are called.

Know where you sit in the dinner hall during lunchtime.

Know that you should use a quiet voice in the dinner hall.

Know that you should always try to use a knife and fork correctly (this will explicitly taught in EYFS and KS1)

Know that you should finish what you are eating before leaving your seat.

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to staff. Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.

Behaviour outside school

Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.

Know that you should be considerate of other people arriving and leaving school.

Know that being considerate means thinking about other people's needs, wishes and feelings.

Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).

Appendix B - 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	'I notice...' refer to another child's expected behaviour Check in privately, 'Is there a problem that I can help with...?' 'Super listening/focused work...'
Reminder	AFTER TAKE UP TIME A reminder of the rule, delivered privately wherever possible, making learner aware and possible consequences.	'What do you think caught my attention?' 'Bob, it's not like you to be ____, can I help?' 'I am disappointed that ...' 'Do you remember... when you...?' positive example of prior successes 'Great to see you listening/working hard...'
Caution	AFTER TAKE UP TIME A clear verbal caution delivered privately wherever possible – give them a final opportunity to engage.	calm demeanour: 'I need to see you...' 'I expect to see... in next x minutes.' 'Thank you for...' NB walk and talk is an option if stressors are already in play'
Time Out 5 minutes maximum in safe space (preferably not corridor) Use calm box if helpful	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)	'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' '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.' 'Thank you for...'
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:	'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' 'I would like you to sit here and complete your work quietly. Thank you.' Look for an opportunity to praise the child for settling to their work and to reinforce expectations in the classroom that apply across the whole school.
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 occurred as a consequence of original issue. Openly reflect/model questioning.	'Thank you for...' 'How were you feeling?' 'How did ... make people feel?' 'How do you feel now?' 'What do you think we should do to put things right?' 'What do you think might help you to be ready to do things better next time?' 'Thank you for chatting to me about what happened, I am glad we have found a way to move forward.' Positive praise in the next session is important.
Formal Meeting (THIS STAGE IS UNLIKELY TO BE REACHED FOR LOW LEVEL DISRUPTION unless it is persistent)	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.	
NB It is not possible to skip steps or accelerate past 'take-up time' for repeated low-level disruption. During 'take up time' step away and engage positively with the class/other children. 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.		

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

Consequence 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	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. POSSIBLE CONSEQUENCES INCLUDE: Missing time with peers if behaviour has been unsafe or disrespectful Setting behaviour targets and monitoring using behaviour card Making realistic reparations to the victim(s)	<i>'Can you tell me how this started...'</i> (genuine listening not jumping to conclusions works best) <i>'I am concerned that you are not being safe/being respectful...'</i> <i>'You need to understand that every choice has a consequence... you have chosen to so now I am going to...'</i> <i>'Do you understand why I have decided this? Is there anything else you think we should do to make things right?'</i> <i>'Thank you for...'</i>
NB elements of the Restoration Script may be useful for reflections in the consequence stage		
Restoration	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. Do not refer to secondary issues or behaviours that occurred as a consequence of original issue. Openly reflect/model questioning. The victim(s) may need to be involved in this, as your discretion.	<i>'Thank you for...'</i> <i>'How were you feeling?'</i> <i>'How did ... make people feel?'</i> <i>'How do you feel now?'</i> <i>'What do you think we should do to put things right?'</i> <i>'What do you think might help you to be ready to do things better next time?'</i> <i>'Thank you for chatting to me about what happened, I am glad we have found a way to move forward.'</i> 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.	

Appendix C -Inappropriate language (including derogatory terms of a racist, misogynistic or homophobic nature)

All staff should enforce the highest expectations of respectful behaviour in school – this includes incidents of swearing, use of discriminatory language or insults which attack the identity of others.

Staff should respond calmly, be curious but remain consistent in their high expectations:

- Take time to unpick the emotions in play (as you would with a physical assault) What was the purpose of the language? What was it in response to?
- Use your professional curiosity and bear in mind your safeguarding training – where did the child hear this word? It may be very inappropriate for their age and be indicative of a risk outside of school. Take time to explore the child's understanding of the word used – they may be unaware of how offensive it is.
- Make a professional decision – should you deal with this in private or was there an audience to the language that will need to be included in the conversation at some point? Do consider (especially with younger children) modelling more appropriate responses to frustrating situations or disappointments. You may be able to link this conversation to our school values of respect and community and our behaviour expectations of being respectful and safe.
- Set a clear boundary for expectations on future behaviour and make it clear that consequences for repeat behaviour will be more serious – including the possible use of suspensions (particularly in the case of discriminatory language).
- Set a consequence and inform parents of our expectations going forward (consider the family need and whether they are experiencing similar behaviours at home which are causing stress – other avenues for support may need to be explored/offered).

Appendix D -Emotional Coaching Strategies

Step 1 – Recognise and Empathise

'I can see that you are finding this hard...'

'I am sorry that you are feeling this way...'

'I sometimes feel like this too...'

'I notice that you are shouting/crying/wanting to fight...'

'I am here to help...'

Step 2 – Validate and Label

Help the child to name their emotion (using visuals if required)

'I wonder if you are feeling...'

'It is normal to feel ... when something like this happens...'

Narrate the child's experience and use active listening tools to repeat back and affirm their emotions.

Step 3 – Setting Limits

'This can't happen again because it was not safe/respectful...'

Step 4 – Problem Solving

'What will we need to do to make this right?'

'How can we make sure this doesn't happen again...?'

Check child's understanding and acceptance of fairness of any consequences.

Involve other children if needed.

Scaffold for the future and empower the child to make a positive change.