

RELATIONSHIPS AND BEHAVIOUR POLICY

St. Andrew's CE (VA) Infant School Junior Schools

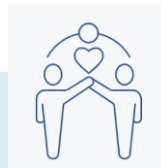


Our Core Values



Believe

We believe that children do well if they can. When a child displays challenging behaviour, it is a sign that they need guidance, teaching, and support. Our role is to be curious, ask questions and support them to develop the skills they need to succeed. When we believe in children, they can believe in themselves.



Belong

We ensure that every child feels a genuine sense of belonging within our school. They belong to their class, to our whole-school community, and to our Christian family. When children feel securely connected and valued, they are able to thrive.



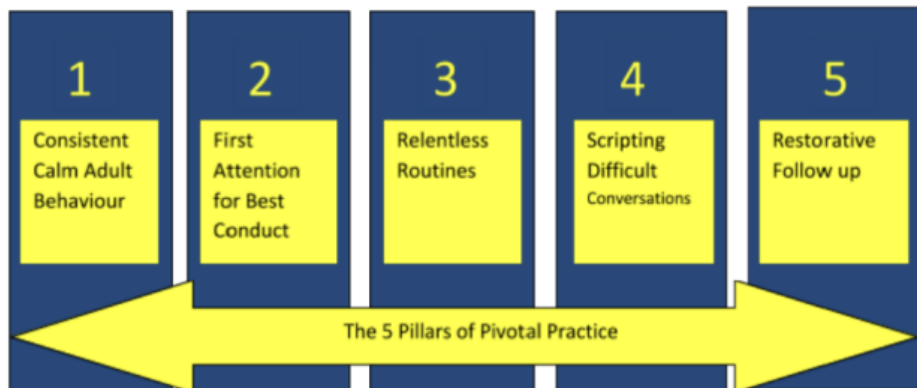
Become

We aim to inspire every child and enable our children to become their best self. Through the use of nurturing approaches, we ensure that every child develops the skills, confidence, and ambition to become the best that they can be.

1. Policy Statement

At St Andrew's Infant and Juniors Schools, we believe that positive relationships are the foundation of good behaviour. Our Christian values underpin everything we do.

This policy is based on the Five Pillars of Pivotal Practice (Pivotal Education):



Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

2. Aims of the Policy

- Build positive relationships
- Support self-regulation and emotional literacy
- Create clear expectations and consistency
- Respond to behaviour in a restorative and inclusive way

We believe that all behaviour is a means of communication. Children learn that they have a choice in how they behave and that with every choice, there is a consequence. Positive reinforcement of appropriate and good discipline leads to improvement in behaviour and increased self-esteem.

3. Rights and Responsibilities

- All members of the school community have the right to be treated with respect, to be cared for and to be happy in school.
- All members of the school community have the right to feel safe in school.
- Governors, staff, parents and children all have the responsibility to work collaboratively to ensure consistent messages about behaviour are communicated clearly.
- Staff are responsible for teaching children how to build positive relationships and mutual respect, through the behaviour curriculum and restorative practice.
- All members of the school community have the responsibility to treat others as they want to be treated.
- Staff have the responsibility to provide a personalised approach and reasonable adjustments for specific behavioural needs or particular children, liaising with the Executive Head, SENDCo and outside agencies as appropriate.

4. Behavioural Approach

We use relational and restorative approaches to help children understand, reflect and repair relationships when difficulties arise. The full list of behaviour procedures and supportive strategies are listed under appendix 1 and 1a. (Relentless routines – Pillar 3).

Behaviour strategies are taught through the Behaviour Curriculum. Zones of Regulation and My Happy Mind are used to teach children how their brains work, and which strategies to use if they are feeling angry, upset or anxious.

On occasions, children will not be able regulate their behaviour themselves, and will need to be reminded to make the right choices.

Consistent adult behaviour:

We use calm voices	There is never a valid reason for shouting at a child. The only exception might be if a pupil is in danger, for example shouting "Stop!" to prevent someone coming to harm. (Consistent calm adult behaviour – Pillar 1)
We refer to the behaviour, not the pupil	When speaking to children, adults talk about the behaviour so that children understand that they have a choice of how to behave. Children are not labelled as naughty or bad, but the behaviour might be called a bad choice.
We understand behaviour needs to be learnt too	Children come to school to learn, and learning how to behave well is part of their education. Sometimes, as with all learning, they will get it wrong. Restorative approaches are used to enable children to learn from mistakes, rather than a focus on punitive strategies. (Scripting difficult conversations and restorative follow up – Pillars 4 and 5).
We praise the good behaviour we want to see.	Low level behaviour can often be discouraged through positive praise of children who are doing the right thing. (First attention for best conduct – Pillar 2).

5. Behaviour Expectations

Children are encouraged to make the correct choices for their behaviour by focusing on 3 Golden Rules:



These expectations are clear and simple and chosen by our children. They are used consistently and are linked with our consequences of behaviour (appendix 1 and 1a). Leaders and staff ensure that these expectations are embedded across our whole school day including break times, worship and on school trips.

6. Recognition and Positive Reinforcement

Positive behaviour is recognised through praise, certificates and celebrations.

Class Dojo	We use ClassDojo points to reward specific achievements and positive behaviour for individuals.
Whole class Dojo points	We reward whole class ClassDojo points for positive learning behaviours from the whole class.
Daily praise pads	Praise pads are used daily to send notes home to parents with positive feedback.
Reading awards	KS1: We give Rainbow Reading certificates to reward children for reading at home. KS2: We reward children for passing Accelerated Reader quizzes. There is also a weekly award for children who have achieved 100% on a quiz and for those who have read the most in their Key Stage and a class award for the class who has read the most. Termly awards reward individual effort and progress.
Family Worship/ Golden Book	Weekly celebration assemblies to recognise good work, effort and behaviour.
Top table	For following the behaviour expectations (behaviour powers) at lunchtime, children are able to sit at the top table with a friend on the following day.

7. Responding to Challenging Behaviour

At St Andrew's, we ensure that our responses to challenging behaviour are calm, proportional and restorative, focused on learning and resolution. Key staff are trained in positive handling techniques and de-escalation strategies. Positive handling will only be used to prevent injury to a pupil, or if the pupil is in danger of hurting themselves or others. The actions we take are in line with government guidelines on the restraint of children. Records are kept and carers are informed.

8. Support for Additional Needs

In most cases, difficulties with behaviour will be dealt with by using the approaches in this policy. However, in some cases, these procedures may have little effect upon the pupil. This could be due to additional needs, external circumstances or because of a medical condition. In these cases, adaptations will be necessary and personalised according to the needs of the pupil. Children who require reasonable adjustments will have a one-page plan outlining their needs and the strategies that work for them.

9. Restorative Practice

At St Andrew's Infant and Junior Schools, we use Restorative Practice to promote good behaviour and resolve challenging behaviour in a fair and consistent way. The behaviour script and restorative practice script are outlined in Appendix 2 and 3. These conversations are used to build healthy relationships, prevent conflict and resolve issues when they occur.

10. Serious incidents

For incidents that are more severe, further action may need to be taken. Depending on the age of the child and the severity of the incident, these incidents will be dealt with at the discretion of SLT or the Executive Head.

A child may be suspended or excluded for extreme behaviour. Exclusions are a last resort and school will take all reasonable steps to avoid this. (See Suspension and Exclusions policy.)

11. Monitoring and Review

This policy is reviewed annually.

Appendix 1: Behavior Procedures in class. Please consider children on One Page Plans when following procedures. Their plans must be followed as they contain tailored approaches (reasonable adjustments) alongside these class strategies. Warnings to be given discreetly where possible.

Level	Example of behaviour	Supportive or corrective strategies
Level 1 Classroom Strategies	<ul style="list-style-type: none"> Shouting out Out of seat Talking at the wrong time Rocking on chair Deliberate, distracting noises Poor attitude to learning 	<ul style="list-style-type: none"> We will notice and praise expected behaviour Reward systems - Dojos, marbles in the jar Positive comments - thank, smiles, thumbs up, nods, etc Polite requests First verbal warning/reminder of expectations, rules and sanctions Repositioning self or child Positive directional language Rule reminders and sanction reminders Count down Use of thanks Check child understands task and adaptations in place if necessary
Level 2 Warning 1	<ul style="list-style-type: none"> Repeated displays of behavior above, or other low level disruptive behaviour 	<ul style="list-style-type: none"> Warning 1 given Rule reminders Proximity control When/then strategy used Tactically ignore secondary behaviour State behavioural choice with consequence
Level 3 Warning 2 Last chance	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> Distract, divert, diffuse Casual/direct questioning Use of quiet, private word Re-direct State clearly, "This is your final warning. The next time I speak to you, you will receive a time out." 5 min discussion with staff member at break/lunch for restorative conversation/reflection.
Level 4 Warning 3 and time out	<ul style="list-style-type: none"> Repeated displays of behaviours above Swearing or physical aggression to others e.g. pushing, shoving, nipping, minor intimidation. Prejudicial comments e.g. homophobic, transphobic, racial. 	<ul style="list-style-type: none"> 15 min time out In class, at playtime or at lunchtime Time for child to reflect Restorative conversation Use of comic strip to discuss what happened and what to do differently next time Time outs must always be where a child can be monitored by an adult. Time outs of 15 mins or more to be logged on CPOMS. More than 3 of these in a week and parents to be contacted
Level 5 Cool off Up to 1 hour time out in another classroom	<ul style="list-style-type: none"> Repeated displays of behaviours after time out/restorative conversation on the same day Serious displays of aggression e.g fighting, seriously hurting others, punching, biting, kicking, swearing or aggression towards adults, bullying, stealing. 	<ul style="list-style-type: none"> Child works in a different classroom for an hour without disturbing others. Class teacher to inform parent/carer Possible removal of playtime Restorative conversation Discussion with SENDCo for any child repeatedly reaching level 5. Log on CPOMS.
Level 6 Up to a day internal suspension	<ul style="list-style-type: none"> Further repeat of above behaviours 	<ul style="list-style-type: none"> Parents informed that behaviour is of cause for concern Discussion of behaviour with SLT Agree strategies and support. Refer to other agencies if necessary

Appendix 1a: Behaviour Procedures at play times and lunchtime.

Please consider children on One Page Plans when following procedures. Their plans must be followed as they contain tailored approaches (reasonable adjustments) alongside these class strategies. Warnings to be given discreetly where possible.

Level	Example of behaviour	Supportive or corrective strategies
Level 1	<ul style="list-style-type: none"> • Pushing others • Rudeness to adults • Messing with food • Running around school • Not following instructions • Misusing equipment 	<ul style="list-style-type: none"> • First verbal warning • Explain expectations, rules and sanctions • Positive directional language • Use of thanks • Repositioning of self or child • Warning 1 given
Level 2	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • Distract, divert, diffuse • Casual/direct questioning • Use of quiet, private word • Re-direct • State clearly, "This is your final warning. The next time I speak to you, you will receive a time out." • 5 min discussion with staff member at break/lunch for restorative conversation/reflection.
Level 3	<ul style="list-style-type: none"> • Swearing or physical aggression to others e.g. pushing, shoving, nipping, minor intimidation. • Prejudicial comments E.G. homophobic, transphobic, racial. • Rudeness to an adult or refusal to follow an instruction 	<ul style="list-style-type: none"> • 15 min time out • Time for child to reflect / time and space to calm down if necessary • Restorative conversation • Fix it tickets if further reflection needed/ for breaktime behaviour incidents • Time outs must always be where a child can be monitored by an adult. • Time outs of 15 mins or more to be logged on CPOMS. • More than 3 of these in a week and parents to be contacted • Ensure class teacher is made aware of any incidents from break or lunch immediately, without having to wait for CPOMS log.
Level 4	<ul style="list-style-type: none"> • Serious cases of physical aggression towards children or adults • Escaping from school grounds 	<ul style="list-style-type: none"> • Refer to SLT

Appendix 2: Behaviour Scripts

Relentless Routines

1. Wonderful Walking 2. Legendary Lines 3. Hand/whistle signal to stop 4. Eyes on me 5. Tremendous Transitions

Stepped Sanctions



pause



stop

1. Reminder (3 rules) privately if possible
2. Caution - warning 1. (Outline behaviour and consequence)
3. Last chance - warning 2. (Clearly state - this is your final warning)
4. Cool off time. (Time out at playtime or in another classroom)
5. Repair (Restorative conversation)

Micro-script (30 second scripted intervention)



reset

- **I have noticed that** you are(having trouble getting started, wandering around etc) right now
- **At St Andrew's,** we (refer to the 3 rules: respectful, kind, honest)
- **Because of that you need to ...** (refer to action to support behaviour e.g move to another table, complete learning at another time)
- **See me...** (for 5 minutes after class/during break etc)
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)
- **That is who I need to see today**
- **Thank you for listening...** then give the pupil 'take up time'

Restorative Conversations



rewind



fast forward

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Visible adult consistencies

- Calm and caring
- First attention to best conduct
- Pick up your own tab

Expectations

- We are respectful
- We kind
- We are honest

Over and above

- Values
- Effort
- Initiative




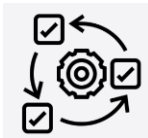
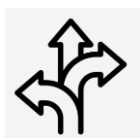
Appendix 3 - Restorative Practice

The aim of Restorative Practice is to develop community and manage conflict and tensions by repairing harm and building relationships.

Restorative Practice is about:

- Building safer schools
- Changing behaviour, not punishing
- Adults modelling

Example of restorative practice questions/phrases


<p>How are you feeling?</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> I'm here to help <input type="checkbox"/> I'm hoping you're ready to chat. <input type="checkbox"/> Are you ready to start? <input type="checkbox"/> I wonder what's going on for you today? <input type="checkbox"/> Can you tell me more about... <input type="checkbox"/> You might have big feelings today. Let's discuss it. <input type="checkbox"/> I wonder if you are comfy? Hungry? Warm? etc
<p>What happened?</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> What were you thinking at the time? <input type="checkbox"/> Tell me more about... <input type="checkbox"/> What happened next? <input type="checkbox"/> What was happening before? <input type="checkbox"/> How were you feeling? <input type="checkbox"/> What do you think about that now?
<p>Who has been affected?</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> do you feel now? <input type="checkbox"/> Who else was there? <input type="checkbox"/> How were they affected? <input type="checkbox"/> How were you affected <input type="checkbox"/> What has been the hardest thing for you? <input type="checkbox"/> Anything else to add?
<p>What needs to happen now?</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> What do you need to do to move on from this? <input type="checkbox"/> What do others need? <input type="checkbox"/> What might that look like? <input type="checkbox"/> How can we do that? <input type="checkbox"/> How will that leave you feeling? <input type="checkbox"/> Do you agree?
<p>What could you do differently next time?</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> If that happens again, how would you do it differently? <input type="checkbox"/> Who could help you? <input type="checkbox"/> How would others know you need support? <input type="checkbox"/> Is there anything you would need? <input type="checkbox"/> Where could you go? <input type="checkbox"/> What could other people do to help? <input type="checkbox"/> What would that look like?

Appendix 4 – Behaviour management toolkit

Behaviour Management Toolkit

Pupil	<input type="checkbox"/> Are they able to communicate? <input type="checkbox"/> Do they need to eat/drink? <input type="checkbox"/> Do they need the toilet? <input type="checkbox"/> Are they unwell or in pain? <input type="checkbox"/> Are they too hot or cold?
Environment	<input type="checkbox"/> Give space/reduce space/change space <input type="checkbox"/> Redirect <input type="checkbox"/> Change environment <input type="checkbox"/> Reduce unnecessary stress and noise <input type="checkbox"/> Offer Zones of Regulation equipment/support
Task	<input type="checkbox"/> Simply the task <input type="checkbox"/> Redirect/divert <input type="checkbox"/> Offer alternative <input type="checkbox"/> Ensure appropriate equipment and support available
Instruction	<input type="checkbox"/> Reassurance – offer of help <input type="checkbox"/> Choices offered <input type="checkbox"/> Firm, clear, repeated <input type="checkbox"/> Reduce language, offer visuals, offer clarity
Approach	<input type="checkbox"/> Time, space, pace <input type="checkbox"/> Humour, playful <input type="checkbox"/> Nurturing <input type="checkbox"/> Direct, calm, repetitive <input type="checkbox"/> Change of face <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Offer choices <input type="checkbox"/> Physical prompt <input type="checkbox"/> Wonder aloud <input type="checkbox"/> Link to vision language – believe, belong, become

Appendix 5 – consistent offer for all children

	
Transitions are well planned with clear expectations.	
Classrooms are well zoned and provide areas of calm to support regulation using Zones of Regulation.	
Outdoor space are utilised during lessons to support regulation.	
Movement and brain breaks are given throughout the day to all learners	
Learning spaces are clutter free and promote calm, consistent engagement	
Resource and provisions are clearly labelled	
Whole class reward systems are in place	
Individual reward systems are in place	
Staff offer regular praise to reinforce effective learning behaviours	
Staff foster their relationships with children to ensure children feel safe and secure	
Staff will log behaviours of concern on CPOMS; time out of over 15 mins, consistently disruptive behaviour or concerns about changes in behaviour	