



ST. ANDREW'S CE PRIMARY SCHOOL

Positive Behaviour Policy

Our vision

At St Andrews's CE Primary School, we aim to bring children to a place where they can realise their full potential.

Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres' (1Corinthians 13:7)

Protect, Trust, Hope and Persevere

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Justice, Respect and Forgiveness in mind.

As a 'Rights Respecting School', we follow the United Nations Convention on the Rights of the Child which states:

Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

At St Andrew's CE Primary School, we promote a culture of **exceptional behaviour**, rooted in our Christian values.

We aim to ensure every child:

- feels safe and respected
- can learn without disruption
- develops self-regulation and responsibility

Introduction

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This Positive Behaviour Policy has been produced by the school community working together and it reflects the Christian values promoted in the school's mission statement.

This policy sets out the expectations of behaviour at St Andrew's CE Primary School. The Governors, staff and pupils seek to create an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our Christian values with a heavy emphasis on respectful behaviour and a partnership approach for children who need support with their behaviour.

This policy should be read in conjunction with the School's Anti-bullying Policy, Safeguarding Policy, Equal Opportunities Policy, Race Equality Policy and St. Andrew's CE Primary School's mission statement.

Aims and Principles

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. These are the underlying principles we wish to nurture throughout the school:

- To create a culture of exceptionally good behaviour: for learning and for life
- Enable effective teaching and learning
- Treat all members of the school community with consideration and respect, helping to build a community which values kindness, care, good humour, good temper and empathy for others
- Value others and be polite and friendly
- Work hard and do our best
- Respect the school environment and other people's property
- Respect the culture and beliefs of others
- Promote self-esteem and emotional well-being
- To help learners take control over their behaviour and understand the consequences of it
- Children understand their right to an education and how positive behaviour helps achieve this
- The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard
- Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent and supportive approach.

Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently (see Anti-Bullying Policy).

Pupils are expected to:

- Follow the school and classroom rules
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say
- Talk to a member of staff if they have a concern

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour. They know that the behaviour you ignore is the behaviour you accept. Adults in school are expected to:

- Provide a caring and effective learning environment
- Meet and greet at the door
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships, encouraging positive relationships based on mutual respect
- Plan lessons that engage, challenge and meet the needs of all learners, encouraging all pupils, whatever their ability, to achieve their full potential
- Be calm and give 'take up time' when supporting children with their behaviour (use a restorative approach)
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the SENCo and outside agencies as appropriate
- Listen to the concerns of the child

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school. When a pupil struggles with their behaviour, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored. It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

Role of Parents

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the Christian ethos of St. Andrew's as a Church of England school where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

Positive Behaviour Management

Positive behaviour management may be defined as the strategies the school employs to promote a well-ordered, purposeful school community. These strategies underpin the Behaviour Policy.

Children who make consistently good choices in class and around school are rewarded for their efforts. In addition, the following may be used:

- verbal praise
- approving signs/acknowledgements
- class rewards – e.g. time on the trim trail, extra playtime and golden time
- sent to another teacher/Head teacher to celebrate their work
- positive reward system (yellow stickers, house points and class reward systems)

Formulating the class charter and rules

At the start of the school year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of consequences, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

The school council use the rules agreed in classes to create a behaviour policy from the pupils' voices (see Appendix C).

Anti-Bullying

Bullying is addressed through the Anti-Bullying Policy.

- It is not the same as one-off conflict
- Incidents are recorded and escalated appropriately
- Sanctions and support are applied

We have three Anti-Bullying ambassadors in school. Phee Garlick - EYFS, Kayleigh Churchman - Key Stage One and Kendra Gerrish - Key Stage Two. We have Anti-Bullying ambassadors from years 5 and 6 who meet weekly to discuss their role, any concerns and to organise events, assemblies and competitions. Each year, St. Andrew's holds an Anti-Bullying week in partnership with the Anti-Bullying Alliance to raise further awareness.

Summary of procedures for children who need support with their behaviour

We follow behaviour stages (see appendix A) when there is a gradual increase or persistence in negative behaviours. If behaviour escalates very quickly or if the first incident is of a serious nature (i.e. violence) then it is acceptable to skip stages.

There may be occasions when domestic circumstances, or the child's disposition, leads to an internal exclusion (or seclusion) where schoolwork is completed in a designated workspace within school and the child has their break periods away from their peers.

We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between school and home.

It is important that all parties have a voice when conflicts arise and a situation is looked at from all sides (restorative justice approach). Children should be supported to reflect and repair after incidents.

A child who regularly needs support with their behaviour and who does not respond to the behaviour stages will be referred to the SENCo and consideration for assessment by outside agencies and placing on the SEN register. In such cases, the following course of action will be followed:

Staff co-ordinate discussion with parent / carer re: incident / behaviour concerns. At this point a 'Personal Target Sheet' is considered and an ABCC chart (see appendix E) is used to record incidents and concerns.

Headteacher is informed and SENCo, Teacher, Parent and pupil are involved in drawing a plan of action

A time scale and review date is to be agreed

External agencies may be included (Behaviour Support Service / Attendance and Engagement Officer / Educational Psychologist) and a new plan of action / contract may be created:-

BSP (Behaviour Support Plan – see appendix D for an example)

PSP (Pastoral Support Plan) A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion (Appendix F). It covers 16 school weeks and aims to improve behaviour based on small step targets

Time scales and regular review dates will be agreed.

Should the above procedures fail to have the desired effect, the following course of action will be taken:

Headteacher imposes Fixed Term Exclusion (following guidelines in Local Authority Behaviour Policy)

Headteacher imposes Permanent Exclusion (following guidelines in Local Authority Behaviour Policy)

Safeguarding and Behaviour

Behaviour may indicate underlying safeguarding needs.

- concerns are referred to DSL
- all staff follow safeguarding procedures

Summary of behaviour procedure for Playtime / Lunchtimes

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child has the right to be heard without interruption, at the appropriate time. All adults must not act upon the information until all areas of investigation have been explored.

The first focus is on good behaviour with positive comments for those behaving well, i.e. rewarding good behaviour with house point tokens

The playground behaviour stages (see appendix B) used assumes an increasing need of support for behaviour. When necessary, it is acceptable to skip stages.

Staff co-ordinate after school discussions with parents regarding behaviour issues. At this point we may consider a 'Behavioural Support Plan - BSP' (see appendix F).

We expect that early intervention and discussions with parents at an early stage will resolve the issue. Early involvement will make it easier to develop a positive partnership between school and home.

The Team Teach Approach - Working together to safeguard children and staff

At St Andrew's CE Primary School we aim to provide an environment that is free to learn by keeping children and staff safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our children.

In order to further develop existing practice, we have decided to adopt the 'Team-Teach' approach as a whole school so that we are more able to fulfil our statutory duty of care to the children and to the staff. This will also allow us to respond to recent changes in government guidance on safeguarding practice that apply when physically moving or holding children.

"Team-Teach techniques seek to avoid injury to the service user, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe."

George Matthews, Team Teach Director

The Department for Education (DfE) has issued clear guidelines for the use of physical intervention and the use of reasonable force. The school has copies of these guidelines which are available to you upon request.

If you have any questions concerning the use of safe behaviour management that includes physical interventions please do not hesitate to contact the school. You can also seek advice from the Team Teach website (www.teamteach.co.uk).

Exclusion

Used as a last resort:

- internal exclusion
- suspension
- permanent exclusion

All exclusions follow statutory guidance and parental rights (see appendix G).

Monitoring and Evaluation

The policy is monitored through:

- behaviour logs
- exclusion data
- pupil voice
- staff review

Links with Other Policies

- Anti-Bullying Policy
- Safeguarding Policy
- SEND Policy

Legal and Statutory Framework

This policy aligns with:

- DfE *Behaviour in Schools* guidance
- *Keeping Children Safe in Education*
- Equality Act 2010

Master signed and filed by Rachel Reynolds – Chair of Governor’s

Date: June 2026

Review date: June 2029

Behaviour stages

REMINDER (STAGE 1)

You will receive a calm reminder of the 3 simple rules (ready, respectful, safe).

CAUTION (STAGE 2)

You will receive a clear verbal caution making you aware of your behaviour and clearly outlining the consequences if you continue.

TIME OUT (STAGE 3)

If you choose to continue you will be removed from the classroom for the remainder of the lesson to another space or classroom.

Use this time to reflect about what has happened and what you could do differently next time.

REPAIR

You will need to have a meeting with your class teacher or another adult, this may be during a break or lunchtime.

REMOVAL FROM CLASS (STAGE 4)

If disruptive behaviour continues you will work in a different classroom or space for the

remainder of the morning or afternoon. Your parents will be contacted by your teacher.

SENT TO ASSISTANT HEAD (STAGE 5)

If the above stages are repeated, you will spend time with the assistant head and your parents will be contacted.

REMOVAL BY ASSISTANT HEAD (STAGE 6)

Highly disruptive behaviour will result in the Assistant Headteacher removing you and arranging an internal exclusion. Your parents will be contacted and consequences will be agreed.

BULLYING BEHAVIOURS (STAGE 7)

This will result in the Assistant Headteacher removing you and arranging an internal exclusion. Your parents will be contacted and consequences will be agreed.

CONTINUED HIGH LEVEL NEGATIVE BEHAVIOURS (STAGE 8)

An immediate meeting will be arranged with your parents and the Head Teacher/Assistant

Head to discuss next steps. An exclusion from school may be put in place.

Playground behaviour stages

REMINDER (STAGE 1)

The behaviours below will lead to you receiving a reminder of the 3 simple rules (ready, respectful, safe). An adult on duty will listen and check on your wellbeing.

We expect all children to have happy and safe break times.

Teasing or name calling; running in and out of toilets and cloakrooms; playing unsafely, pushing or fighting; being somewhere without permission; being unsafe.

CAUTION (STAGE 2)

If you continue to break the playground rules, you will be reminded to make the right choices and, after break, your class teacher will be informed of your behaviour.

TIME OUT (STAGE 3)

If you choose to continue you will have 5 minutes reflection time directed by an adult on duty. Use this time to reflect on what has happened and what you could do differently next time. Your behaviour will be logged and passed on to your class teacher.

REPAIR

You will need to have a meeting with your class teacher or another adult, this may be during a break or lunchtime.

REMOVAL TO A SAFE SPACE (STAGE 4)

Higher level negative behaviours or continuation of rule breaking will result in your class teacher taking you off the playground. You will discuss your behaviour and the incident will be logged. Your parents may be contacted.

SENT TO ASSISTANT HEAD (STAGE 5)

Serious physical or verbal behaviour which upsets or harms others will result in removal from the playground and a conversation with the assistant head. Your class teacher will contact your parents.

REMOVAL BY ASSISTANT HEAD (STAGE 6)

Harming others verbally or physically and bullying will result in the Assistant Headteacher removing you from the playground and arranging exclusion from the playground. Your parents will be contacted and consequences will be agreed.

CONTINUED BULLYING BEHAVIOURS (STAGE 7)

This will result in the Assistant Headteacher removing you and arranging an exclusion.

Your parents will be contacted swiftly.

CONTINUED HIGH LEVEL NEGATIVE BEHAVIOURS (STAGE 8)

A meeting will be arranged with your parents and the Head Teacher/Assistant Head to discuss next steps. An exclusion from school may be put in place.

The St Andrew's Way

OUR BEHAVIOUR POLICY

At St Andrew's we are Ready, Respectful and Safe

We have a right to an education

Article 28: Every child has the right to an education.
Discipline in schools must respect children's dignity and their rights.
The UN Convention on the Rights of the Child

We treat all
members of our
school community
with kindness,
politeness and
respect

We work
hard and
do our
best

Positive
behaviour
helps us
reach our
potential

We respect
the culture
and beliefs
of others

Our
well-being
and self-
esteem are
valued

We respect
the school
environment
and other
people's
property

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)
Protect, Trust, Hope and Persevere.



St Andrew's
Church of England
Primary School

Appendix D – Behaviour plan example

Behaviour Plan

Phase of behaviour	Preventing the triggers in the first place	Spotting the Triggers	Prevent Escalation	During an emotional crisis	Recovery	Repairing the Relationship
What to look for...	- Happy - Chatty - Engages in conversation with adults - Enjoys responsibility	- Makes grunting/loud noises - Fidgety - Beginning to refuse instructions - Lack of concentration - Might start swearing or gesturing - Hungry	- Locks himself in the toilet - Banging his head/body against things - Pushing children	- Hurting other children - Running away - Finds things to use as a weapon e.g. sticks - Throwing things e.g. classroom objects, chairs	He will be in a quiet area, away from children	- Child might be ready to return to the classroom - He might choose a friend to work with - Child appears relaxed
What adults can do...	- Praise for positive and safe behaviour 1:1 chat with an adult about his interests - Movement breaks - Now and next visual timetable board - Sand timers as a visual representation for how long he needs to focus on an activity - Child's interests change frequently, so adapt activities to keep him engaged - Choosing a friend to join him in an activity - Lego therapy 2 times a week for 20 minutes	- Distraction - Movement break - Use resources in Child's special box - Giving Child 2 choices - Use positive language and continue to use praise - Use language to boost his self-esteem e.g. "I know you can do this because..." - Ask Child if he would like to leave the area with an adult	- Calmly ask Child if he would like to leave the area to find a calm space or remove the other children - Calm voice - Simple <u>1 or 2 word</u> instructions	- Support from additional adult. If needed, another adult to take over - Give him a safe space to run in if needed - If necessary, a Team Teach trained adult to guide Child to a safe space.	Give time for Child to calm down before asking Child questions	- Social stories/comic strip - Give Child the opportunity to apologise to other children in a private area away from his peers,

(Initially adapted from elements of the Team Teach Materials by Bryony Landsbert, Educational Psychologist, 2011)

Appendix E – ABCC chart

ABCC Chart (Antecedent, Behaviour, Consequence, Communication)

Name of Child	DOB	Chronological Age	Other relevant information e.g. speech delay, glue ear, etc		
Date and time of incident	Antecedent (A) Trigger for behaviour What happened just before the behaviour took place? Who was doing what, where, when and with whom? e.g. Tommy took toy car away from Suki whilst playing on the carpet.	Behaviour (B) Specific behaviours the child displayed - record exactly what the child did. e.g. Suki bit Tommy's right forearm.	Consequence (C) What happened as a consequence of the behaviour? Record what other people say or do as a result of the behaviour. e.g. Tommy screamed. Adult raised their voice at Suki and said "no Suki". Suki ran off into the garden area.	Communication (C) What do you think the child was trying to communicate by using that behaviour? e.g. "I want that toy car"	Staff name recording the incident.

Appendix F – Support plans

Behaviour Support Plan (BSP)

The system helps the individual child to set realistic targets for his/herself, and helps them to monitor and record their own progress. This programme is supported by Teaching Assistants and Lunchtime Supervisors as appropriate. Through discussion and comparison of behaviours with the class teacher and parents/carers, the child learns to reflect more appropriately on his / her own achievements and misbehaviour.

If a teacher or Phase Leader feels an individual child requires a 'Personal Target Sheet', they need to discuss their concerns with the SENCo and Headteacher. This will then be discussed with the child and his/her parents.

If it is agreed that the child begins a Personal Target Sheet, the class teacher and parents will need to ensure a high commitment to regular monitoring if it is to be successful.

Pastoral Support Plan (PSP)

The PSP will be developed to help individual pupils manage their behaviour. The PSP will have the following common elements:

- Is School based
 - Have a nominated member of staff as overseer
 - Be automatic for pupils with several fixed term exclusions
 - Be automatic for pupils at risk of failure or disaffection
 - Will not be used to replace the SEN assessment record
 - Will have involved other agencies where appropriate
 - The programme should be time limited and identify short-term targets
 - The PSP will be reviewed at a formal meeting every two weeks with parent, HT, SENCo and class teacher
- Selective Exclusion (i.e. off Premises during Lunchtime)

Appendix G - Exclusion

Exclusion (suspension or permanent exclusion) is a serious disciplinary measure and is used as a last resort. It may be necessary to maintain the safety, wellbeing and educational entitlement of all pupils and staff, and to uphold high standards of behaviour.

Before making a decision to exclude, the school will consider a range of alternative strategies, including pastoral support, behaviour interventions, SEND support, reasonable adjustments and external agency involvement where appropriate.

Only the Headteacher has the authority to suspend or permanently exclude a pupil, and this will only be done on disciplinary grounds. All decisions will be lawful, reasonable and proportionate, and will take into account any safeguarding concerns or underlying special educational needs.

If the Headteacher decides to exclude a pupil, parents will be informed without delay and provided with written notification outlining the reasons for the exclusion, its duration, and their legal rights.

During a suspension, appropriate work will be set for the pupil. The school will fulfil its statutory duties regarding the provision of education during and following exclusion.

Examples of behaviour that may result in exclusion include serious breaches of the behaviour policy, such as verbal or physical aggression, persistent disruptive behaviour, or behaviour which puts others at risk.

All exclusions will be carried out in accordance with the latest DfE statutory guidance on suspension and permanent exclusion.

- Exclusion is a disciplinary measure used to maintain safety, uphold standards, and respond to serious breaches of behaviour policy.
- To maintain high standards of behaviour in school
- To secure the well-being and entitlement of other children and staff in school

The school will consider a range of alternative strategies, including pastoral support, behaviour plans, SEN support and reasonable adjustments, before exclusion is used.

If the Headteacher decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set by the class teacher. Examples of behaviour likely to lead to exclusion: Direct verbal or physical aggression / disruption / abuse towards a member of staff/child.

(All exclusions will be carried out in accordance with the latest DfE statutory guidance on suspension and permanent exclusion)

a) Authority

Only the Headteacher can exclude

b) Grounds

Exclusions must be for **disciplinary reasons only**

c) Proportionality

Decisions must be **lawful, reasonable and proportionate**

d) Safeguarding/SEND consideration

Schools must consider:

- whether behaviour is linked to SEND or safeguarding needs

Appendix H

St. Andrew's C.E Primary Reward System

The reward system is to encourage and acknowledge all children who follow the school's expectations e.g. good behaviour, supporting peers and adults with daily tasks and taking responsibility to achieve their personal best.

How does the system work?

- All adults have yellow stickers to award children seen 'doing the right thing' or for rewards for their work
- Children keep the stickers on their hands and then put the stickers on their 50 square charts (local arrangements in class)
- When children have completed their card they can exchange it for a postcard home to parents and a raffle ticket
- The raffle ticket is put in a box and a draw takes place at the end of term whole school assembly
- There are a limited number of small prizes but all children will have received a recognition award through the postcard home
- House point tokens are distributed for the children showing they are 'Ready, Respectful and Safe' in school and on the playground
- House Points are collected at the end of each half term and a 'House Reward Session' takes place for the winning team
- Each class also has its own reward system which could be in the form of computer driven points or points earned for teams in classes

To maintain a consistent approach across the school we ensure the following:

- Children who ask for a sticker should not be given one
- Stickers must never be taken away for inappropriate behaviour
- Children are awarded stickers for personal best or consistently meeting school's expectations
- Children can fill more than one card over a term and the same system applies
- Any incomplete cards should be carried over to the following term to ensure all children have an opportunity to have their efforts recognised
- Stickers can be awarded by any adult to any child (not just class teachers)
- We try to award children when they least expect it e.g. holding a door open, in the dining hall, lining up
- Any stickers found on the floor etc are handed in; children cannot claim found stickers for themselves