St Andrew's CE VC Primary School

A church school that learns, grows and achieves together

Roots to grows, Wings to fly
'They will soar on wings like Eagles'
Isaiah 40:31

Behaviour Policy

Signed (Chair)	Name Anthony Parker	Date September 2026
Signed (Head)	Name Graham Pike	Date September 2026
Ratified by Governing Body on:		Next Review September 2027

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

[X] *The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

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Behaviour Policy

St Andrew's is a place where children, parents and school staff support each other within a nurturing, inclusive Christian environment and where children are encouraged to become the best version of themselves and can flourish in a safe environment.

Preface: Christian Ethos

"He did what was right in the eyes of the Lord, according to all that David his ancestor had done." **2 Kings 18:3**

Throughout the period of Kings in Israel's history there were good kings and bad kings. The Bible goes to great lengths to point out which ones feared the Lord and ruled justly (good kings) and those who didn't and acted wickedly and unjustly (bad kings). Hezekiah is praised in the Bible for doing what was right just like king David (who while not perfect was a "man after God's own heart"). The good kings are remembered so we might seek to be like them, with the bad kings standing as a caution to us. This policy outlines acceptable and unacceptable behaviour, with rewards and sanctions given accordingly.

Vision and values

The vision and values at St. Andrew's CE VC Primary are rooted in Christian teaching which underpins the approaches we use to manage behaviour effectively.

Our values are truthfulness, friendship, respect, courage and forgiveness.

Aims:

Through the implementation of this policy, we aim to:

- Provide an environment, where all pupils can flourish and achieve their best.
- Foster a **positive**, **forgiving** and **compassionate** environment, where there is mutual respect for all.
- Develop positive and purposeful relationships based on **forgiveness**, **friendship** and **truthfulness** between all members of our school community.
- Develop self-discipline, where children are encouraged to take responsibility for themselves and their choices, wherever possible.
- Encourage pupils to have a caring attitude to each other, to value and listen and respect other people.
- Ensure pupils can engage with their learning; they feel safe and secure.
- Support children in making the right behaviour choices and to help them understand the consequences of their actions when the wrong choice has been made.
- Develop children's responsibility towards others and themselves.
- Ensure that there is clarity about the procedures and sanctions.
- Raise awareness of desired high standards of behaviour by celebrating and rewarding occasions when children have demonstrated our school values, good behaviours and conduct.

Inclusion and SEND/SEMH Provision:

In line with our SEND Policy, the school recognises that some pupils' social, emotional and mental health (SEMH) needs, special educational needs and disabilities (SEND), or individual circumstances may affect their ability to consistently meet the expectations set out within this Behaviour Policy.

We are committed to providing an inclusive environment in which all pupils are supported to succeed. Where appropriate, reasonable adjustments will be made to behaviour support systems to enable pupils with additional needs to engage positively with school life and achieve their full potential. These adjustments will be carefully considered in partnership with parents/carers, the SENCo and, where appropriate, external professionals.
Some pupils may require personalised behaviour support plans or adapted approaches to behaviour management. While strategies may differ according to individual needs, the overall aim

remains the same: to support pupils in developing positive behaviour, self-regulation and successful participation in school.

Any adaptations or personalised arrangements will be communicated clearly to relevant staff and parents/carers and reviewed regularly to ensure they remain effective.
The school recognises that behaviour can sometimes be a communication of need. Staff will consider whether changes in behaviour, repeated incidents, withdrawal, distress, aggression, anxiety or other changes in presentation may indicate an underlying safeguarding concern, mental health need, SEND need or family difficulty.

The school also recognises that mental health difficulties can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, harm. Where behaviour or presentation gives rise to safeguarding concerns, staff will follow the school's Safeguarding and Child Protection Policy, record concerns appropriately and share them promptly with the Designated Safeguarding Lead (DSL) or Deputy DSL.

Promoting Positive Behaviour:
We believe that the best way to promote positive behaviour is through example, acknowledgement, praise and reward. At St. Andrew's CE VC Primary School, we encourage positive behaviour by:

- Always modelling calm, controlled and caring behaviour and our school values
- Showing the children that we have regard for them as individuals
- Teaching children what good conduct and positive behaviours looks like by setting and explaining clear consistent routines, rules and expectations
- Teaching British and School Christian values.
- Focusing our attention first on those children who are behaving well
- Highlighting children going 'above and beyond' and give them the formal recognition.
- Referring to the three simple rules when discussing behaviour or conduct
- Recognising good conduct publicly and correct inappropriate conduct privately.
- Responding consistently with the same recognition, language and sanctions.
- Promoting and encourage positivity and self- confidence
- Remaining calm and assertive when managing inappropriate behaviours.
- Treating all children and adults with respect.
- Avoiding using negative, critical or sarcastic language.

Routines:
In order that every child knows exactly the expectation for common activities, staff will:

- Set clear, consistent and explicit routines (linked to our school principles of teaching and learning)
- Teach the children a 3-step routine for all common activities e.g. lining up, getting ready to learn, walking to the hall etc.
- Insist that each routine is followed by every child, every time, defending the high standard so that it becomes a habit.

A teacher can decide on a target or focus for whole class improvement. Alternatively, a whole school target for improvement could be set by the Head teacher.

Our rules:
At St. Andrew's CE VC Primary School, we have rules that allow for a clear and consistent whole school approach. These three rules for every child are:

- **Be Ready**
- **Be Respectful**
- **Be Responsible**

1. Our three rules are short and memorable for everyone, and pupils can recite them.
2. The rules are consistently woven into behaviour interventions by all adults.
3. Encourage pupil self- regulation.
4. Provide a clarity of boundaries and expectations for all pupils.

Rewards:
At St. Andrew's CE VC Primary School pupils are not rewarded for the minimum standard (beyond a simple thank you) - we look to highlight children going 'above and beyond' and give them the formal recognition.

House points
A house points system is in place involving 4 different houses. House points are totalled each week and announced during Celebration Worship. They are also displayed in the school hall. Termly totals are kept and, at the end of the year, a trophy is awarded to the house with the most points.

Any adult within the school can give House Points to pupils. Pupils are given house points if they have demonstrated:

- Excellent conduct or behaviour (ready, respectful and responsible)
- The school values.

Certificates:
Each week class teachers will nominate a pupil to receive a certificate for:

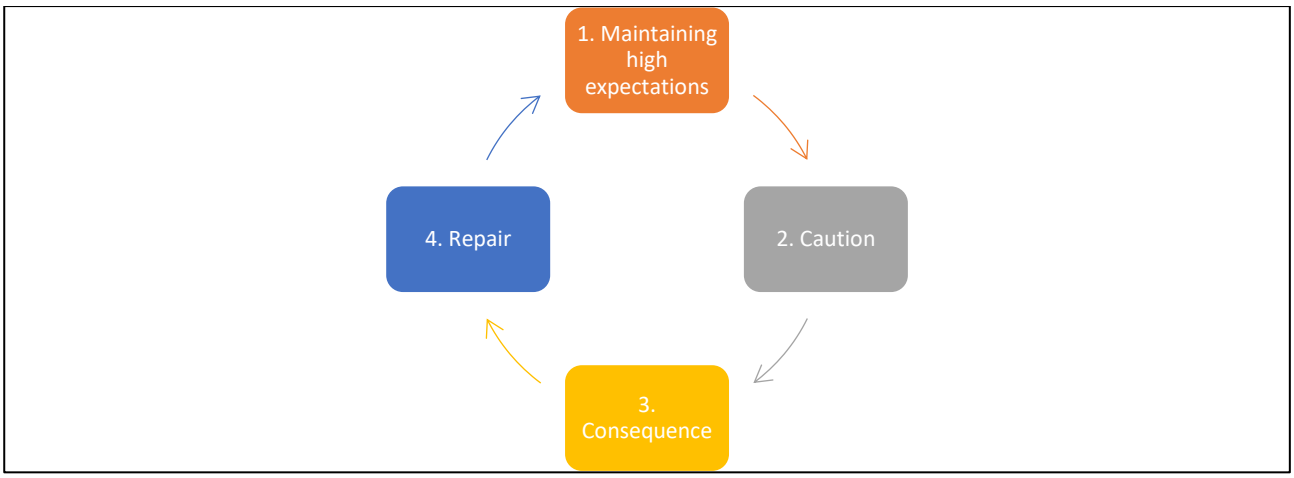
- Learner of the week
- Role model of the week

Each week the Headteacher will nominate pupils to receive a HT certificate and/or values certificate.

Certificates may also be given for pupils displaying sporting values of respect, friendship and excellence.

Managing inappropriate conduct or behaviour:

- All staff should consistently follow the same steps when managing inappropriate conduct or behaviour. Adults will be calm yet assertive, considering body language and the words used carefully.
- Children with specific needs (which impacts on their conduct) will require separate, personalised steps which are agreed with the SENCO and/or the Head teacher
- Conversations correcting inappropriate conduct or behaviour are completed as privately as possible.



1. **High expectations of all pupils** linked to the principles of teaching and learning and the three school rules
2. **Caution** (only one given):
3. **Consequence:** Inform the pupil that they have chosen to keep breaking a school rule and that this has a consequence. A consequence could involve:
    - Pupil sent to a partner class (with work)

- Withdrawal of some break or lunchtime and/or privileges
- Headteacher asked to remove pupil from class

In addition, there may be occasions when an additional sanction will be applied in individual circumstances:

- 'Time out' to think about their behaviour choices and/or to calm down.
- Withdrawal of playtime(s) and/or privileges.

4. **Repair conversation** (Discussion with the pupil around how they will improve their behaviour or learn from their actions):
    - Takes place at an appropriate time when the child is calm.
    - Can be short for minor conduct breaches or may be longer when there has been refusals or deregulated behaviour.
    - Focuses on reflection and restoring relationships (not blame or further punishment):

If a child refuses to comply with the adult's instruction or their behaviour places themselves or others at immediate risk, call for support from the Headteacher or another member of staff immediately.

A Restorative Approach: At St. Andrew's CE VC Primary School, we use a restorative approach to behaviour, linked to our values of friendship and forgiveness. This approach helps the children reflect, take responsibility for their behaviour, repair friendship/ relationship, make the right choices and/or a fresh start. This conversation could be with a teacher, TA or another adult within the school team.

Persistent poor conduct:

- If a member of staff has any concerns about a pupil who is repeatedly receiving cautions, and consequences, they should first and foremost speak to the class teacher. If the class teacher has any concerns, they should discuss with the Headteacher or SENCO.
- Any pattern needs to be addressed through closer monitoring, re-focusing the child on the positive outcomes of positive choices.
- These concerns must then be shared with the parents of the child and the next steps discussed.
- For younger children (EYFS & KS1) this could involve the teacher meeting the parent briefly at the end of each day and sharing the successes and areas that need improvement.
- For older (KS2) children, this will involve being placed on a 'daily monitoring report card':
    - This will be completed for every session showing good choices and poor choices.
    - At the end of each day, the child will bring this to the Head teacher to discuss how their day has been. This will look to celebrate the positives as well as discussing poor choices.
    - The report card is discussed with the child and the parent at the end of the week.

Severe Behaviour:

If a child engages in any of the following severe behaviours, the above stages (at learning time or break time) can be by-passed, and the staff member may immediately send for the Head teacher (or another teacher in their absence)

- Verbal abuse or swearing at pupils, staff or others
- Fighting
- Physical abuse to/attacks on adults or pupils
- Deliberately hurting another child
- Prejudice-based behaviour, including racism, faith-based prejudice, sexism, misogyny, homophobia, transphobia and other discriminatory behaviour.
- Bullying (as defined in Anti-bullying policy)
- Actual or threatened extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity.

Child-on-Child Abuse:

The school recognises that child-on-child abuse can occur both inside and outside school and online. This may include:

- bullying (including cyberbullying)
- prejudice-based and discriminatory behaviour
- sexual harassment
- sexual violence
- upskirting
- initiation/hazing behaviours
- online abuse
- sharing of nude, semi-nude or sexually explicit images
- abuse involving AI-generated or manipulated images

Any allegations will be treated seriously, **recorded on CPOMS** and managed in line with the school's Safeguarding and Child Protection Policy.

Reasonable force:

Very occasionally it may be necessary to use force either to control or restrain.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Team Teach Approach:

Team Teach involves positive behaviour management strategies that promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These approaches help reduce the need for physical intervention and support positive outcomes for all involved.

Only practitioners who hold a current Level 1 certificate are to use the Team Teach techniques and approach: Staff currently trained (September 2026) to Level 1 are:

- Graham Pike (HT)
- Jackie West (SENCo)

Persistently dangerous or disruptive conduct:

Please refer to the school's Exclusion policy. The decision to exclude a pupil will be taken in the following circumstances:

1. In response to a serious breach of the School's Behaviour Policy.
2. If allowing a pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

Exclusion, whether suspension or permanent, is an extreme sanction and this must be on disciplinary grounds. It will only be administered by the Headteacher or, if the Head is absent, by the Designated Deputy Safeguarding lead in consultation with the Head. The Head teacher will consider their legal duty of care when sending a pupil home following an exclusion.

Therefore, if a child's behaviour causes consistent concern, then the school will automatically contact the parents/ carer to discuss the best way forward in managing the inappropriate behaviour within the school setting.

If a parent has any concerns about their child's behaviour, first and foremost they should contact the class teacher. In addition, the Headteacher and the SENCo are key staff who parents can contact should they have any concerns. As result of any decisions or plan, the school and parents/ carers may well seek the help and advice of external agencies or professionals

Should any parents have concerns regarding their or another child's behaviour, we aim to respond directly within three days (please refer to the school's Complaints Policy).

Online behaviour:
Behaviour expectations apply equally online and offline. Pupils are expected to demonstrate the same standards of respect and responsibility when using technology, school devices and online platforms.

Cyberbullying, online harassment, sharing harmful content and misuse of AI-generated images will be treated as serious behaviour incidents and may be managed as safeguarding concerns.

Roles and responsibilities:

Children are expected to:

- Be ready, respectful and responsible in the classroom and beyond.
- Make positive behaviour choices.
- Strive to demonstrate the vision and values at their school.
- Look after themselves, each other, the school and the environment.
- Learn from their mistakes and improve their behaviour.

Staff are expected to:

- Be involved in the development and implementation of this behaviour policy and blueprint, ensuring it is applied consistently and fairly, considering the individual needs of the children.
- Provide a safe, inclusive and positive learning environment in which all children are enabled to flourish / have the courage to care.
- Act as a positive role model to children and colleagues.
- Communicate effectively any behaviour concerns with parents in a timely manner.
- Take responsibility for dealing with the behaviour of children in their care.
- Where behaviour gives rise to safeguarding concerns, staff must follow the school's Safeguarding and Child Protection Policy and consult the DSL without delay.

Parents are expected to:

- Build a positive partnership with the school.
- Support the school in implementing this policy, including any decision to apply a consequence when dealing with unacceptable behaviour where it is necessary to do so.
- Be aware of school systems for promoting positive behaviour.
- Encourage independence and self-regulation outside of school.
- Contact the class teacher should they have any concerns about their child's behaviour or the way they have been treated.

Parents are informed of their children's behaviour and/or achievements:
- During parent/ open evenings
- Through conversations via email, telephone or in person
- Through certificates which are sent home
- Through annual reports to parents

Recording and monitoring:

- Serious incidents are recorded on the school's monitoring system, **CPOMS.** The Headteacher regularly monitors the frequency of serious incidents and reports these to governors where necessary, e.g. if bullying is involved.
- Low- level behaviour will also be recorded on **CPOMS** if there is an ongoing issue or behaviour needs to be monitored closely.
- Behaviour is a standing agenda item each week to be discussed at staff meetings.

Monitoring of this Policy:

- The Headteacher monitors the effectiveness of this policy. They report annually to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvement.
- The Headteacher keeps a record of all exclusions. The Chair of Governors will be informed if any pupil is excluded.
- The Governing Body monitor the rate of exclusions to ensure the policy is administered fairly and consistently.