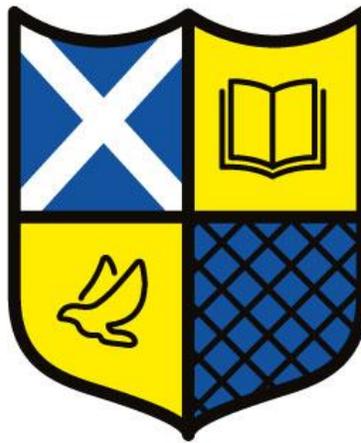


# St Andrews C.E. Primary School

## Behaviour Policy



**Approved by: Full Governing Body**

**Date: 4.11.25**

**Last reviewed on: November 2025**

**Next review due by: November 2026**

**Our Vision: Inspire a love of learning and enjoy 'life in all its fullness'. John 10:10**

## **Our Christian ethos**

As a Christian school, we believe that forgiveness is an important part of our behaviour strategy. We encourage our children to take responsibility for their own actions, to say sorry where necessary and to put things right, and that they can then be forgiven and offered a new start. Our school values are clearly displayed around the school and link to the school's **Bee Rules** which were compiled by the children. Our values are: courage, curiosity, joy, love and respect.

## **Behaviour Principles**

### **Proactive Approach**

The school believes that a positive, proactive approach is essential to the effective management of behaviour. We believe in providing resources and strategies that prevent poor behaviour choices in the first place.

This does not mean that the school is against saying 'no' to particular behaviours or that there should be no sanctions or boundaries, it does mean that the balance of adults' interactions with children should be positive, with a focus on rewarding positive behaviours. There will be no shouting in anger at each other for pupils to pupils, pupils to staff, staff to pupils or staff to staff.

We aim to:

- Set consistent and transparent expectations about how to behave in class and around school.
- Develop positive relationships with children that reinforce good behaviour.
- Provide an accessible and interesting curriculum that motivates children.
- Create a positive, supportive classroom environment that supports learning.
- Anticipate problems before they arise, providing appropriate resources and strategies.
- Model appropriate behaviour ourselves.

Doing these things well will greatly diminish our need to respond to negative behaviour, however it is inevitable that this will occur and we will aim to deal with it consistently and effectively.

### **1. What are our expectations of good behaviour?**

We expect good standards of behaviour and by this we refer to children that are; considerate, consistent, thoughtful, polite, respectful to **all** staff, good listeners who don't interrupt, conscientious, give maximum effort and stay on task, have pride in their work and their appearance (wearing uniform smartly), persevere, know how to share, walk through the school quietly and carefully, look after their belongings and those of others and of the school, set a good example for younger children, are ready to learn, don't distract others, respond positively to instructions and take part in school events enthusiastically.

### **2. What do we mean by poor choices or negative behaviour?**

When children... interrupt or call out; are rude to adults or other children; swear; distract others; act deliberately without thought for others; have inappropriate physical contact ranging from poking, nudging etc to punching, kicking or deliberately hurting others; tell tales as a means of undermining others; show unkindness (eg ostracising others, whispering campaigns, "winding up"); give verbal abuse/bad language; challenge adults; display a negative attitude to work or to school life\*; misuse internet applications; send inappropriate texts or make offensive phone calls. The school follows the DfE guidance on search and screening so that if a child is suspected of bringing an item into school which is deemed inappropriate or against the school rules, the SLT will conduct a search of the child's possessions and the item will then be confiscated.

### **3. How do we lead by example?**

All teaching and support staff at St Andrew's CE Primary School aim to foster good behaviour by providing good role models. To this end we recognise and reward good behaviour; we address the children by their names wherever possible; we use PSHE lessons to discuss and promote strong, positive values and relationships and to develop self-awareness and self-discipline; we encourage the children to move around the school in a calm and orderly way; we seek to use calm, professional and positive language and tone in all our dealings with children; and we seek to follow this policy consistently and fairly at all times. *\* It is imperative to consider that at various times throughout a child's school career, there may be significant reasons/circumstances which trigger behaviours in section 2. Under these circumstances, sensitivity will be shown when dealing with these situations and the resulting consequences.*

### **4. What is the role of the home/school partnership?**

As a school we encourage staff and parents/carers to work together to encourage all children at St Andrew's CE Primary School to be happy and well-behaved. Where appropriate we involve and consult with parents/carers in discussions over their children's behaviour in school. We encourage parents/carers to let us know of any factors at home that might have an impact on a child's behaviour at school (eg separation of parents, bereavement, house move, redundancy or financial pressure). We encourage parents/carers to be aware of safe and responsible internet and mobile phone practices, for example by ensuring that children do not engage in texting or 'social networking' unless they are of the requisite age and have the maturity to use the technology responsibly. We expect parents/carers to support the school when dealing with any behavioural concerns of their child.

### **5. What should parents/carers do if they have concerns about behaviour issues?**

As with all aspects of the children's education and welfare at school, parents/carers who are concerned about any aspect of behaviour (from their children or others) are encouraged to follow these guidelines:

- Speak to the class teacher as soon as they are aware of the problem - class teachers are usually available at the end of the school day but appointments can be made at other times, through the school office. In most cases, the class teacher will be able to resolve the matter.
- If the class teacher is not able to resolve the matter, the parent/carer should refer to the SENCO or Key Stage leader who will review the matter and seek to resolve it at the earliest opportunity.
- If the parent/carer is still dissatisfied a complaint can then be made to the Headteacher or Deputy Headteacher. If in the unlikely situation the matter remains unresolved then parents/carers should put these concerns in writing, addressed to the Chair of Governors and delivered to the school office.

Parents/carers are respectfully requested not to air grievances in other ways such as the informal discussion of issues at the school gate or through social networking sites or the circulation of texts, particularly when this might involve criticism (directly or indirectly) of named children, school staff or other parents/carers. Every member of the wider school community is entitled to have issues concerning them or complaints about them dealt with fairly and through the given procedures.

### **6. Rewards**

Marbles: behavioural – lining up quietly, being kind to others, moving round the corridors quietly, etc. Any staff member can give a marble to a class or an individual. Each class starts with 100 marbles. When all 100 earned, this results in a class 'treat' to be discussed in the classroom with the class teacher.

Good behaviour in the classroom may also be managed through 'table points'. We will not use individual points systems such as Dojo points. However, stickers may also be given to children in recognition of effort in or out of the classroom e.g. eating food at lunchtimes, being brave if an accident or being kind to someone else.

### **7. Sanctions**

Our behaviour strategy is set out overleaf. The strategy is intended to be comprehensive and we aim to apply it consistently but it is acknowledged that in any school, situations may arise that may require a different course of action. In particular, there are some children who are neuro-diverse, who have behavioural issues or conditions which require an individualised approach as well as children who are at different developmental stages. We recognise that this can sometimes lead to perceptions that we are not adhering to policy but ask parents/carers to understand that where there are departures from policy, these are taken for good reasons. As a school we seek to deal with all such cases professionally and sensitively.

**St Andrew’s C. E. Primary School Behaviour Strategy**  
**Categories of behaviour and related sanctions**

Level	Behaviour	Strategy/sanction
1	<p><b>Low level misbehaviour</b>  <i>Examples: deliberately being disruptive or noisy; distracting others by whispering to or poking them, nudging; overly-physical play; calling out preventing others from learning; thoughtless behaviour such as deliberately excluding others; rudeness/unkindness to other children; talking in assembly.</i></p>	<p>Informal strategies eg reminder of relevant rules (eg Bee Rules which also cover playtime) and warning; the teacher will provide the child with a strategy to help them change their behaviour e.g. child moved to the front; giving praise for compliance.</p> <p>Children will not be sent out of the classroom as a sanction unless there is a clear agreed, de-escalation strategy to support a child’s needs.</p>
2	<p><b>Continued low level poor behaviour and other behaviour requiring a formal sanction</b>  <i>Examples: repeated examples of behaviour detailed at level 1 after being informally warned; defacing exercise books; persistent calling out in class; rowdy behaviour in the school corridors (including running, shouting); persistently talking in school assembly; teasing (about size, personal appearance, personality, sexual orientation, misogynistic language), headlocks (overly physical play), ignoring instructions from an adult.</i></p>	<p>Time in*/ swapping places within class. A yellow card will be shown to the child following repeated poor behaviour. A child who has been shown a yellow card will miss five minutes of their morning playtime or part of their lunch play/afternoon play whichever is soonest. Ordinarily, parents/carers will not be informed of yellow cards. However, parents/carers will be informed if school staff identify a pattern of behaviour and wish to involve parents/carers in discussing strategies to resolve this.</p> <p>Two yellow cards issued on one day equate to a red card (see section 3)</p> <p>Children who are repeatedly shown yellow cards will be referred to a member of the Senior Leadership Team and placed ‘On Report’. It is for the SLT member to judge when a child should go ‘On Report’ in these circumstances but in general, a child who is shown three yellow cards within a week can expect to be placed ‘On Report’.</p> <p>After one week on report if the child’s behaviour has not noticeably improved then the child will</p>

		<p>continue to be 'On Report' and be internally excluded by missing all morning and lunch play for a <b>minimum</b> period of one week; the class teacher will monitor the child's behaviour closely. The child will be given behaviour targets (e.g. in child speak, 'To not interrupt the learning of others) and will be required to report to the Headteacher or Deputy Headteacher daily to discuss their progress against those targets. The child will stay 'On Report' unless there is acceptable progress.</p> <p><b>Yellow cards are recorded by the class teacher onto CPOMs and is monitored by a senior member of staff – Sarah Chambers; MDSAs to record on slips to be handed to class teacher at the end of each lunchtime to the Senior MDSA.</b></p> <p><b>Parents/carers will be informed if children are placed 'On Report' via a meeting/phone call by Sarah Chambers or SLT member in SC's absence. Support for the child will be targeted through the pastoral team.</b></p> <p><i>*Time in: child standing next to an adult if outside, period of reflection, in a quiet place in the classroom as directed by an adult.</i></p>
3	<p><b>Very serious poor behaviour</b>  <i>Examples: repeated examples of behaviour at Level 2; bullying; fighting; hurting others eg by premeditated hitting, strangling, punching, kicking, biting, deliberate spitting; extremely challenging behaviour or refusing to comply with instructions given by adults in the school; racist comments; swearing; using complex or explicit language related to radicalisation or extremism</i></p>	<p>Red cards will be issued by a member of the Senior Leadership Team. A red card can be shown to children who have two yellow cards on the same day, or if a member of staff judges that the child has displayed very serious poor behaviour. A child who has been shown a red card will miss his/her morning and lunchtime play for one day.</p> <p>Children who receive two red cards in one week will be referred immediately to the Headteacher or Deputy Headteacher and placed 'On Report'. See above in section 2.</p> <p>Cases of bullying will be dealt with in accordance with the school's anti-bullying policy. The child will be shown a red card and placed 'On Report'.</p> <p>Cases of racist comments/racist bullying will be dealt with in accordance with the Race Equality Policy and the child will be given a red card and placed 'On Report'.</p> <p>See above (sanctions for Level 2 behaviour) for meaning of 'On Report'.</p>

		<p><b>Parents/carers will be informed promptly when red cards are shown to their child or if the child is placed 'On Report' via a phone call from a member of SLT or a member of the welfare team. Support for the child will be targeted through the pastoral team.</b></p> <p><b>All incidents at this level will be recorded in CPOMs and monitored by the safeguarding governor.</b></p> <p><b>Children who are neuro-diverse may display some of the examples of low level behaviour. Adults in school to manage this behaviour differently where appropriate.</b></p>
4	<p><b>Extremely serious misbehaviour</b>  <i>Examples: very violent (possibly dangerous towards other children and/or adults) behaviour; extremely abusive language; absconding from school; very serious challenge to the authority of adults in the school; repeated examples of Level 3 behaviour; comments about extremism/radicalisation</i></p>	<p>In cases of extremely serious behaviour, the child is likely to be externally excluded either for a limited time or, in appropriate cases, on a permanent basis. Any such exclusion will be in accordance with DfE and local authority guidance. Internal exclusion may also be considered as an alternative or additional strategy, in appropriate circumstances.</p> <p>The Headteacher and/or Deputy Headteacher, Class Teacher and Inclusion Leader will plan a support strategy for the child in accordance with the local authority policy. Parents/Carers will normally be invited to take part in this process (at the school's discretion).</p> <p>The school may deem it appropriate that physical restraint (Conflict Management) is necessary. Key staff are trained in Conflict Management. In these instances, the incidents will be recorded securely and appropriately.</p> <p>Where appropriate a referral will be made to outside agencies for advice and assistance e.g. Prevent Duty</p> <p><b>All incidents at this level will be again recorded on CPOMS and parents/carers will be informed promptly by the Headteacher/Deputy Headteacher or Assistant Headteacher. Governors will be involved in this process.</b></p>