


Shottery St Andrew's Primary School



This policy is underpinned by our school vision based on the scripture,

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.' Matthew 5:16

Positive Relationships Policy

Date adopted by Governors:	April 2026
Date for policy review:	April 2027
Person responsible for review:	Headteacher
Signed by Chair of Governors	

Shottery St Andrew's CofE Primary School Positive Relationships Policy
'You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.' (Paul Dix, Pivotal Education)

1. Policy Statement

Shottery St Andrew's CofE Primary School is committed to creating 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.

Rooted in our Christian vision to "be lights to the world", we aim to nurture a community where all children can flourish academically, socially, and emotionally. Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct, and dynamic interventions that support both staff and learners. It is based on the Department for Education's guidance: Behaviour in Schools (Sept 2022) and is evidence-informed using guidance and research from a range of sources including the Education Endowment Foundation.

2. Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is the expectation for all.

3. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions and clear boundaries

The Behaviour Policy is written in line with the following areas of legislation and guidance:

Education and Inspection Act 2006

Equality Act 2010 Education Act 2011

Behaviour and Discipline in Schools – DfE Guidance 2016

Behaviour in Schools: Advice for Headteachers and School Staff 2022

4. Expectations

We expect every child to:

- Take responsibility for their own behaviour.
- Follow the school behaviour expectations at all times.
- Reflect on their actions and recognise they are part of a community.

We expect every adult to actively promote, embrace, and live out our school values in all aspects of school life. These values underpin our interactions, expectations, and responses to behaviour, creating a consistent and caring environment for all children.

Every adult should:

- Meet and greet at the door.
- Refer to 'Be Respectful, Be Responsible, Be Safe'.
- Use the Ready to LEARN slides at the start of each lesson.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every day.
- Be calm and give 'take up time' when going through the steps — focusing on prevention rather than sanctions.
- Follow up every time, retain ownership, and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- Regularly refer to the quotes: '*Always do your very best, even when no one is watching,*' and '*The standard you walk past, is the standard you accept.*'
- Speak to children in a calm, low-volume tone and with respect.

Recognising key moments:

- **Wow moments** – experiences that spark awe, wonder, joy, or curiosity, reminding us there is something bigger than ourselves.
- **Ow moments** – experiences of sadness, challenge, or injustice that invite empathy, reflection, and compassion.
- **Now moments** – opportunities to pause, be present, and reflect on our thoughts, feelings, and actions.

By noticing and responding to these moments, adults help children develop self-awareness, resilience, and a sense of connection with others.

These expectations align with our vision to '*be lights to the world*' and reflect our commitment to nurturing a school culture where every child feels valued, supported, and inspired to shine.

(See our Shottery Blueprint for Behaviour, Appendix 1)

Teaching Staff will uphold the Teachers' Standards. (Appendix 3)

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Teachers are responsible for wellbeing and behaviour but if additional support is required, they should seek support from school leaders.

Senior Leaders:

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the school and especially at transitions
- Celebrate staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice
- Support teachers in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess our behaviour policy and practice

Governors will:

- Review policies with Senior Leaders
- Support and critically challenge senior leaders with analysis of behaviour data
- Support on permanent exclusion panels

Parents will:

- Uphold the school values
- Support the school behaviour policy to support and improve pupil behaviour
- Refrain from making public comments about pupil or staff relating to any behaviour incident, and instead seek out a member of school staff to discuss this with privately.

We explain the school rules in the school prospectus, weekly newsletters, school website and at 'Meet the Teacher' events: we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school. The school aims to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site and on trips, including parents/carers, to model positive behaviour at all times and in particular in their interactions with each other. Parents and Carers work in partnership with the school and sign an Acceptable User Agreement and a home/school agreement at the start of each new academic year.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggressions to a member of staff by parents/carers of children in the school will be reported immediately to the Headteacher and/or Chair of Governors, who will take appropriate action in line with trust policy.

5. Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward.

Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly. Staff will regularly refer to the quotes: '*Always do your very best, even when no one is watching,*' and '*The standard you walk past, is the standard you accept.*'

6. Managing Behaviour

Engagement with learning is always our primary aim at Shottery St Andrew's CofE Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Shottery St Andrew's praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given take up time in between steps.

Whilst we understand the importance for all staff to consistently follow our behaviour steps for dealing with poor behaviour, listed below, we also share the key message that assertiveness is a central part of our behaviour management at Shottery St Andrew's.

'Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the broken record technique). Just as learners have choices, so you [teachers] have the opportunity to choose your behaviour. You may have options as to how to respond to inappropriate behaviour all of which can be assertive actions.'

Paul Dix

Steps	Actions
Good to be Green	<p>Dojo points, stickers, positive praise, certificates SHINE board – recognition board in each class Telephone call home Conversation with parents at collection SHINE assembly recognition</p>
Redirection and Reminder	<p>Gentle encouragement, a ‘nudge’ in the right direction. Non-verbal cues, acknowledgement. A reminder of our three simple rules: Be Respectful, Be Responsible, Be Safe (delivered privately). The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
Caution	<p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Shottery, we... (refer to the 3 school rules – Be Respectful, Be Responsible, Be safe) • Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 2 (or up to 5) minutes after class/during break. • 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 child some ‘take up’ time.
Time Out	<p>Time out might be a short time away from the classroom with another Class/Teaching Assistant/group room. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.</p>
Repair and Restore	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting.</p> <p>Restorative Practice: 5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time?

	<ul style="list-style-type: none"> • 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? (Key questions in bold) 																
Consequences	<p>Consequences must be reasonable and proportionate. Wherever possible, consequences should be relevant to the undesirable behaviour and focused on reparation. This includes tidying up an area that has been disturbed, fixing something that has been broken, repeating an activity correctly to show how it should be done.</p> <p>Staff should use their knowledge and observations of the child to choose an appropriate time for consequences. This should be on the same day wherever possible, but may need to be later, when emotions are under control and restorative conversations have taken place. Children should not be forced to apologise but this should be explored during the restorative conversation as a suitable option as to how to put things right.</p> <table border="1" data-bbox="512 1032 1383 1989"> <thead> <tr> <th data-bbox="512 1032 951 1072">Undesirable behaviours</th> <th data-bbox="951 1032 1383 1072">Consequences</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 1072 951 1193">Breaking of our 'Relentless Routines'</td> <td data-bbox="951 1072 1383 1193">Send back, repeat correctly or practise in break time</td> </tr> <tr> <td data-bbox="512 1193 951 1435">Continued low-level disruption</td> <td data-bbox="951 1193 1383 1435">Follow stages of our behaviour management strategy and if they continue then a 5 – 10 minute imposition with class teacher will be given</td> </tr> <tr> <td data-bbox="512 1435 951 1592">Refusal to work</td> <td data-bbox="951 1435 1383 1592">Complete work at break or lunch time with class teacher or take work home (teacher to follow up)</td> </tr> <tr> <td data-bbox="512 1592 951 1675">Unkind words towards peers</td> <td data-bbox="951 1592 1383 1675">5 – 10-minute imposition with class teacher</td> </tr> <tr> <td data-bbox="512 1675 951 1758">Rudeness to staff</td> <td data-bbox="951 1675 1383 1758">5 – 10-minute imposition with class teacher</td> </tr> <tr> <td data-bbox="512 1758 951 1879">Low-level physical unkindness on playground</td> <td data-bbox="951 1758 1383 1879">10 minutes standing by adult on duty and pastoral conversation</td> </tr> <tr> <td data-bbox="512 1879 951 1989">Taunting and deliberately antagonising</td> <td data-bbox="951 1879 1383 1989">Refer to class teacher to monitor possible bullying and discuss with the</td> </tr> </tbody> </table>	Undesirable behaviours	Consequences	Breaking of our 'Relentless Routines'	Send back, repeat correctly or practise in break time	Continued low-level disruption	Follow stages of our behaviour management strategy and if they continue then a 5 – 10 minute imposition with class teacher will be given	Refusal to work	Complete work at break or lunch time with class teacher or take work home (teacher to follow up)	Unkind words towards peers	5 – 10-minute imposition with class teacher	Rudeness to staff	5 – 10-minute imposition with class teacher	Low-level physical unkindness on playground	10 minutes standing by adult on duty and pastoral conversation	Taunting and deliberately antagonising	Refer to class teacher to monitor possible bullying and discuss with the
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	<p style="text-align: right;">Senior Leadership Team (SLT) if required</p> <p>The following will result in a removal of lunchtime (detention):</p> <ul style="list-style-type: none"> • Repeated/persistent disruptive behaviour • Swearing at another person • Stealing • Harming or threatening staff • Hurting other pupils with intent to harm • Intentionally damaging property • Racist/homophobic (or discriminatory) comments with intent to offend (This includes online behaviours) <p>Detentions are given at lunchtime, led by a member of SLT. Pupils will use the time to do one or more of the following:</p> <ul style="list-style-type: none"> • Complete work • Reflect on their actions • Engage in restorative work <p>Where these behaviours are extreme or persistent, we may decide to give a child an internal suspension but individual needs and circumstances will be taken into consideration.</p>
Follow up	<p>If a child has two incidents in a week requiring reflection (Step 6), the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week requiring reflection, a face-to-face meeting between the teacher and parents/carers will be arranged.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.</p>

When responding to inappropriate behaviour, adults can choose to record it and address it at a later more appropriate time, ignore it, confront it or walk away and consider their response.

Assertiveness is knowing that an adult can control their own behaviour and make considered choices in response to learners. We do not want adults to be afraid of saying no and saying it with impact when it is appropriate. We need to be mindful not to overuse this as it can soon lose power and negatively impact on the atmosphere in the classroom. An adult can risk being ignored if their repertoire of verbal responses is too predictable.

The use of whole class or collective sanctions

Staff do not administer whole class or collective sanctions and children should be dealt with as individuals who have a personal responsibility to make their own behaviour decisions.

Behaviour Curriculum

At Shottery St Andrew's, we have a Behaviour Curriculum which encompasses all elements of how we explicitly teach and support behaviour in school. This includes and is reflected within this policy; taking into account our PSHE curriculum, collective worship/assembly offer and how our behavioural standards reflect our school values. It also considers what successful behaviour looks like in our school and how we share this with key stakeholders, how we use routines and habits to reinforce and teach expected behaviours and how we adjust the standards and routines for pupils with additional needs.

As part of our Behaviour Curriculum, staff explicitly teach and model relational and inclusive behaviours, including understanding difference, showing empathy, and responding to others with kindness and respect. This includes developing awareness of how experiences such as trauma or loss may affect behaviour. Particular consideration is given to Children in Care (CiC) and Previously Looked After Children (PLAC), ensuring that staff consistently apply trauma-informed approaches and appropriate reasonable adjustments, so that all pupils can access the behaviour expectations and feel a strong sense of belonging within our school community.

The Zones of Regulation are a research-based intervention used at Shottery St Andrew's to promote positive behaviour. In order for a child to be ready for learning they need to be able to self-regulate. For most children they are able to regulate with ease. This tool support children to better understand their own emotions and strategies that children can draw upon to support their own emotional regulation in each coloured area of the zones. When used effectively, children can better regulate and control their responses to overwhelming emotions, in turn maximising learning and emotional development and leaving children feeling empowered and in control of their emotions. The Zones of Regulation are particularly useful for children with SEND and SEMH needs.

Each KS2 class has a Zones of Regulation display, and these are also in communal areas, so regular reference can be made to these.

EYFS and KS1 display The Colour Monster.

Serious Incidents:

These incidents will be dealt with by school staff, who will take into account the age and needs of the child. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying (including- cyber bullying, prejudice based or discrimination bullying)
- Racist, sexist or homophobic comments.
- Physically striking adults.

Child on child abuse – see Child Protection and Safeguarding policy.

Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line Behaviour Policy with this child protection policy and KCSIE 2025 (in particular, parts two and five).

Shottery St Andrew's CofE Primary School adopts a zero-tolerance approach to child-on-child abuse.

7. Restorative Practice

Shottery St Andrew's CofE Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom and on the back of staff lanyards. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

8. Recording:

All members of staff are trained to use our secure online recording system, Child Protection On-line Management system (CPOMs) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

A Behaviour Sticker chart (EYFS/KS1) and Behaviour Report record (KS2 pupils) will be introduced to support the improvement of a child's progress before it reaches a level where it becomes a greater problem. It also allows the school to recognise and reward excellent behaviour.

In EYFS, ABC Logs (A - Antecedents: What happened prior to the behaviour? B - Behaviour: What specific behaviour occurred? C - Consequences: What happened straight after the behaviour?) will also be used to record evidence of pupil behaviours.

All staff receive regular training on positive behaviour management and this is ongoing at each stage. In Induction, all staff members are required to read the policy. Staff can access support to improve practice which may come about through SLT monitoring or through teachers or teaching assistants requesting this themselves.

9. Suspensions:

Legislation and Guidance: In applying this policy, Shottery St Andrew's CofE Primary School will adhere to current legislation, including the Equality Act 2010. Schools are

obliged to have regard to the Department for Education guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

At Shottery St Andrew's CofE Primary School, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, they do set a clear boundary for what is acceptable and in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy then an internal suspension or external suspension may be considered appropriate.

An internal suspension may be put in place following a serious incident or an accumulation of incidents and the child will be subject to an internal suspension for a specified period of time.

Parents/carers are informed of the reasons for the internal suspension. When on internal suspension, the child will be sent with relevant work to an appropriate learning space. A child on an internal suspension will get regular breaks and a lunch time break but not with their peers.

An external suspension for a fixed period may be used by the Headteacher if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, or if the incident was considered very serious, e.g. hurting an adult. If this decision is taken, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents meet the Headteacher or member of SLT to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, they will be welcomed and treated without any resentment when they return.

Where a pupil is a Child in Care (CiC), the school will make every effort to avoid suspension. In such cases, the school will seek advice from the Virtual School and work collaboratively with carers and professionals to explore alternative strategies. The child's Electronic Personal Education Plan (ePEP) will be reviewed and updated accordingly. The Chair of Governors will be informed of any suspension or permanent exclusion.

10. Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.

(See Exclusion Regulations at www.gov.uk/government/publications/school-exclusion.)

The governors of Shottery St Andrew's CofE Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils or staff at the school.

All exclusions will be carried out in accordance with the May 2023 DfE Guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including Pupil Movement.

11. Language:

At Shottery St Andrew's CofE Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system. They prefer to use terms such as dysregulated and distressed, where appropriate.

12. Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

13. Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural difficulties as a result of identified social, emotional and mental health issues or social communication and interaction difficulties are supported by a graduated approach. This means we offer support at a whole class or universal level, (PSHE curriculum, assembly coverage) at a group level, (more targeted such as social skills or self-esteem focus groups) and individual, (such as Time2Talk Counselling, or specific anxiety-based work). Children may be placed on the school's Special Educational Needs and Disabilities (SEND) register and provided with individual plans to support them. In line with the DfE Guidance 'Promoting and supporting mental health and wellbeing in schools and colleges November 2022', we have a whole school approach to supporting the mental health and social and emotional needs of every child at Shottery St Andrew's.

Some children may experience more marked difficulties with behaviour, which may be related to SEMH needs, specific SEND needs, early childhood experiences or family circumstances; for these children we create personalised support plans with

parents. They link in with other school-wide strategies such as zones of regulation. They are a pupil-centred document and focus on what the adult and child can do at each stage to support de-escalation. The Personalised Support Plan is linked to a risk assessment which may include use of a specific script to support a child and where necessary it may include use of positive handling that is reasonable, proportionate and appropriate.

Where children are experiencing more marked difficulties with behaviour, the Head teacher will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy and Time to Talk. Outside agencies support such as SEND Supported, the EP service and MHST may be used for further support. The pupils' needs will be considered when deciding on appropriate consequences, however they will not be exempt from suspensions and permanent exclusion if it is deemed appropriate, despite on-going support for the pupil. This includes careful consideration of the needs of Children in Care (CiC) and Previously Looked After Children (PLAC), with appropriate reasonable adjustments made in response to their individual circumstances and lived experiences.

14. Transition

Children are supported with regular opportunities to revisit the expectations within the behaviour policy when they move year groups or key stages. This is covered through in class focus lessons and assemblies. Children with SEND may be offered additional support to further their understanding and feel confident with routines, praise and sanctions. Children who enter Shottery St Andrew's CofE Primary mid-year or have experienced a period of absence will also be offered the opportunity to be inducted into the behaviour system.

15. Children in Care (CiC) and Previously Looked After Children (PLAC)

At Shottery St Andrew's CofE Primary School, we recognise that Children in Care (CiC) and Previously Looked After Children (PLAC) may have experienced trauma, loss, or disruption in their early lives. These experiences can impact behaviour, relationships, and emotional regulation.

In line with our vision to 'be lights to the world', we are committed to providing a nurturing, inclusive and relational environment where all children are supported to flourish. We adopt a trauma-informed approach and make reasonable adjustments to ensure equity and access for all.

For Children in Care:

A personalised, graduated approach is used to support behaviour, taking into account the child's social, emotional and mental health needs.

Behaviour strategies and support are outlined and reviewed within the child's Electronic Personal Education Plan (ePEP).

The Designated Teacher for Children in Care works in partnership with carers, the Virtual School, and other professionals.

Preventative and proactive strategies are prioritised, including emotional regulation support and relational approaches.

Staff recognise that behaviour may be a form of communication and respond with curiosity, empathy and consistency.

In line with statutory guidance and best practice:

Suspension will be avoided wherever possible.

Where suspension is being considered, the school will seek advice from the Virtual School before any decision is made.

The ePEP will be updated following behavioural incidents where appropriate.

All decisions will take into account the child's care status and individual needs.

In the event of suspension or permanent exclusion:

The Virtual School will be informed without delay.

The Chair of Governors will be informed.

The school will evidence that all reasonable adjustments and supportive strategies have been explored.

This reflects our commitment to inclusion, dignity and ensuring that every child is supported to thrive.

16. Related Policies/Guidance:

Bullying

Shotton St Andrew's CofE Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation) January 2018 DfE, found at www.gov.uk/government/publications/searchingscreening-and-confiscation.

Positive Handling Policy

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force (in line with the school's Use of Positive Handling policy).

See also Managing allegations of staff policy.

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix



The Shottery St Andrew's way
 How we do it here...
 At Shottery St Andrew's CofE Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do.

Visible adult consistencies
 Meet and greet
 First attention to best conduct
 Calm and caring

Rules
 Be Respectful
 Be Responsible
 Be Safe

Over and Above!
 Values
 Attitudes
 Effort



Relentless Routines
 Walking Lining up Hands up Transitions

Behaviour Management Steps
 Good to be Green;
 Redirection and Reminder;
 Caution (30-second script);
 Time Out;
 Repair (Restorative conversation)

30-Second Micro-script
 • I have noticed that you are... (having trouble getting started, wandering around etc.) right now.
 • At Shottery, we... (refer to the 3 school rules - Be Respectful, Be Responsible, Be safe)
 • Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
 • See me for 2 (or up to 5) minutes after class/during break.
 • 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 child some 'take up' time.

Restorative Conversation
 • 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?

Supporting Children in Care (CiC) – Quick Guide for Staff

Relentless consistency with unconditional care

Key Principles

- Connection before correction
- Be curious, not judgemental
- High expectations with high support

In the Moment

- Stay calm and regulated
- Use private, respectful language
- Give take-up time
- Offer clear choices

Reasonable Adjustments May Include

- Flexible responses to behaviour steps
- Additional processing time
- Safe spaces for regulation
- Adapted routines
- Increased adult check-ins

After an Incident

- Use restorative conversations
- Focus on repair, not punishment
- Reinforce belonging

Important Reminders

- Avoid suspension wherever possible
- Speak to the Designated Teacher
- Consult the Virtual School
- Ensure strategies are reflected in the ePEP

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Behaviour Micro-Script

The 30 second intervention

Consistent scripts to be used across school when dealing with behavioural incidents - calmness is crucial.

Low level:

'Do you remember yesterday/last week when you helped me tidy up/led the group/gave me that excellent homework? Remember mum's face when she got the note? *That* is the person I know, *that* is the (name of child) I need to see today. Thank you.'

Higher level:

'You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen...If you choose not to do the work, then this will happen...I'll leave you to make your decision.' (Walk away at this point. Can be used alongside timer.)

The Restorative Five

To be used after a behaviour incident, when calm has been restored and reflection time allowed. Should be delivered in an informal and friendly way.

(Select up to 5)

- **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? (Key questions in bold)

