

Bryn St Peter's CE Primary School



Positive Relationships & Behaviour Policy

Last reviewed	Sept 2025 (Amended Summer 26)
Date for review	Sept 2026

Our Vision

Together with God Building our Future

Guided by Christian values, with Jesus as our cornerstone, we set firm foundations for a life of flourishing, offering opportunities for all to develop in body, mind and spirit.

Ephesians 2:22 And in him you too are being built together to become a dwelling in which God lives by his Spirit.

We are committed to educating the whole person for life in all its fullness guided by Christian values.

We deeply value creativity and joy in learning that allows everyone to achieve and flourish.

We want everyone to feel included, accepted, loved and positively understand their value and potential in our community.

At Bryn St Peter's we understand that our chances of success and happiness, both in school and in the future, depend considerably upon our ability to demonstrate self-regulation and to make responsible choices regarding behaviour. This is why staff we are 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. Our behaviour policy guides staff to teach self-regulation not passive obedience. It echoes our core Christian Values of [Faith, Love, Hope Compassion and Respect](#) with a great emphasis on respectful behaviour, consistency, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Inclusion Statement

Our school is committed to fostering a culture of high expectations, respect and belonging, where all pupils are supported to succeed. We recognise that positive behaviour is best promoted through strong relationships, clear expectations and an inclusive approach that meets the needs of all learners.

We are committed to ensuring that our behaviour policy is implemented fairly, consistently and without discrimination. In accordance with the principles of the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice, reasonable adjustments will be made where appropriate to support pupils with special educational needs and disabilities (SEND), social, emotional and mental health needs (SEMH), and other vulnerabilities.

Staff will consider individual circumstances when responding to behaviour, recognising that some pupils may require additional support, targeted interventions or adapted approaches to help them meet the school's expectations. The school works closely with pupils, parents, carers and relevant external agencies to identify barriers to positive behaviour and to provide effective support.

Through our inclusive practice, we aim to ensure that every pupil feels safe, valued and understood, enabling them to participate fully in school life, develop self-regulation skills and achieve their full potential. High

standards of behaviour are expected of all pupils, and support will be provided to help every child meet these expectations successfully.

Aims of this policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for their poor conduct.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others and our Christian Values.
- To promote community cohesion through improved relationships.

Purpose of this policy

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

- Recognise behavioural expectations at Bryn St Peter's and beyond.
- Promote self-esteem and self-regulation.
- Teach appropriate behaviour through positive interventions.
- Help learners take control over their behaviour and be responsible for the consequences of it.
- Keep children and adults in the school community safe.

Behaviour for excellent teaching and learning

Adults at Bryn St Peter's acknowledge that high quality behaviour for learning is underpinned by relationships, organisation, lesson planning and positive recognition.

Consistencies

In all classrooms everyday, staff:

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Show positive recognition for expected behaviour in each classroom throughout the lesson.
- Staff are calm and give time (Take up time) to 'Prevent before Sanctions' ie an opportunity for children to redeem themselves.
- Follow up poor behaviour every time, retain ownership as the staff member and engage in reflective dialogue with learners (ensuring they understand the issue and how this can be resolved and avoided in the future).
- Never ignore or walk past learners who are behaving badly.
- All classrooms decide their own classroom specific rules at the beginning of the year (no more than 5). These are in addition to schools overarching agreed behaviour expectations.
- Whole school agreed behaviour expectations jointly created between: Children, staff, parents and governors.
- All classrooms display the school agreed behaviour expectations posters. This plays an integral part to school's behaviour system and rewards.
- Each day is a fresh start!

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our teachers love to reward good behaviour. We understand that a quiet word of personal praise or a 'secret 'sign of recognition can be as effective as a larger or more public reward. Other rewards can be given in a variety of different ways developed by each teacher in their classroom. Here are some of the rewards you might see in school:

Recognition and rewards for effort	
Classroom/school environment level	
Classroom positive behaviour ladder House points Stickers/stamps Good work wall 'leading table' Praise Raffle Tickets	Class star of the week Certificates Messages to parents 'Positive pink' marking Pictures on social media Reach for the stars sticker card
School level	
Christian Value Awards Rave Team Award (chosen by the children) Recognition of successes and achievement outside school in Celebration Assembly Superstar Awards Sent to another member of staff to share success or positive behaviour Stickers Extra playtimes Certificates House points Birthday non-uniform Headteacher awards Reach for the stars reward celebration	

Practical steps in managing and modifying poor behaviour

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed.

Learners are held responsible for their behaviour.

We will praise the behaviour we want to see. We will not pander to attention seeking.

Staff will deal with unwanted behaviour, without delegating.

Staff will use the steps in behaviour for dealing with poor conduct.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

All learners will be given 'take up time' in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption.

The Steps are used in all classrooms from Year 1 to Year 6 (Similar age appropriate steps are used in Reception)

Steps	Actions
1) Redirection *	Gentle encouragement, a 'nudge' in the right direction, small act of kindness. Highlight expected behaviour Ready to learn
2) Reminder *	A reminder of the expectations of behaviour, delivered privately wherever possible . The teacher will make them aware of their behaviour. Adults will deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

	The child has a choice to do the right thing.
3) Caution *	<p>A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>Consequences = 5 minutes time to think about their behaviour and have a conversation with an adult at the end of the lesson or to complete any unfinished work.</p>
4) Reflection Time	<p>Give the child a chance to reflect away from others, within the classroom or supervised outside the classroom if necessary. (3 to 5 minutes; Remember that time out of class = missed learning)</p> <p>Consequences = An additional 5 minutes time to think about their behaviour and have a conversation with an adult <u>at the end of the lesson or to complete any unfinished work.</u></p> <p>The child will be spoken to privately where possible and given a final opportunity to engage. Offer a positive choice to do so.</p>
5) Internal referral	<p>If the unwanted behaviour continues, at this point the child will be referred internally to another classroom in the school for the remainder of the lesson.</p> <p>All internal referrals must be recorded on CPoms and complete the internal exclusion form.</p>
6) Restorative Conversation	<p>A restorative meeting should take place before the next lesson.</p> <p>What's happened?</p> <p>What was each party thinking?</p> <p>Who feels harmed and why?</p> <p>What have each party thought since?</p> <p>What behaviours will each of us show next time?</p> <p>Staff reaffirm our commitment to building a trusting relationship.</p>
7) Partnership stage	<p>The partnership stage will be implemented where there is a cause for concern regarding behaviour.</p> <p>In partnership with a member of staff and parent or carer they will develop an appropriate action plan with the learner. (see appendices)</p> <p>The action plan will be monitored and reviewed daily, over a 2-week period.</p> <p>Any occasions of the learner not meeting the required action and when positive outcomes occur will be discussed as part of the review.</p> <p>If a child does not achieve the required change in conduct agreed within the action plan, they will be given a second chance to achieve the targets agreed on the action plan after the verbal warning (an additional 2 week period).</p>
8) Formal Meeting	<p>A meeting with the teacher, learner and member of SLT, and if required a member of additional agency such as TESS, or Educational Psychology Team.</p> <p>These minutes will be recorded on CPoms, our electronic recording system.</p> <p>A restorative meeting will take place to look at what else can be done to support the learner and resolve the situation.</p> <p>The meeting will address the learner's:</p> <ul style="list-style-type: none"> • progress and achievement, • learning needs, • attitude, • behavioural routines • personal organisation. <p>Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, within a 2 week period, then the procedure will move to the next stage (Exclusion).</p> <p>Every effort will be made to encourage and support a change in the learner's behaviour.</p>

Some behaviours may result in an instant exclusion without working through the steps dependent upon the severity of the incident.

*30 second intervention to be used at Redirection/Reminder/Caution stages

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is.
- d. Refer to previous good behaviour/learning as a model for the desired behaviour.
- e. Walk away from the learner; allow him/her time to decide what to do next.

Major breaches of behaviour

These include:

- physical assault
- deliberate damage to property
- stealing
- leaving the school premises without permission
- aggressive verbal abuse
- consistent defiant refusal and disruptive behaviour in class which impacts on learning and teaching

This type of behaviour is generally rare and it is the responsibility of the Headteacher, Assistant Head or other members of the Senior Leadership Team, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

Procedures for Dealing with More Serious Incidents:

- A verbal warning by the Headteacher or Assistant Headteacher as to future conduct.
- Withdrawal from the classroom for a session or the rest of the day (to be recorded as an internal exclusion).
- A meeting with parents to inform about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, then exclusion procedures may be implemented in consultation with the Governing Body.
- Permanent exclusion after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away, to think about their behaviour away from school. A meeting with a member of SLT will follow up such a decision.

Physical Intervention

All staff have been trained in Safe Teach techniques.

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling can be used. The child should be removed from the situation as soon as possible and taken to a calm environment. Parents will be informed. The Physical Intervention form will be completed and shared with parents.

Lunchtime Supervision

The agreed school behaviour expectations apply at all times of the school day.

At lunchtime, supervision is carried out by the TAs and a team of mid-day assistants. The Supervisors can refer to the Headteacher or the Assistant Headteachers if necessary.

The TAs and mid-day assistants are expected to ensure that all children are behaving appropriately in line with the whole-school behaviour policy and the Steps/ dialogue guidelines. Usually this consists of reminding children of the standard of behaviour expected.

The TAs and mid-day assistants must be treated with the same respect as all staff members as is expected from all children. In the most extreme cases, persistent misbehaviour at lunchtime will be brought to the attention of the Headteacher or the Assistant Headteacher.

Steps	Actions - What will this look like at lunchtime?
1) Redirection *	Gentle encouragement, a 'nudge' in the right direction, small act of kindness. Highlight expected behaviour Child is ready to get along well with others, being cooperative
2) Reminder *	A reminder of the agreed school behaviour expectations, delivered privately wherever possible. The lunchtime TA will make them aware of their behaviour. Adults will deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. The child has a choice to do the right thing.
3) Caution *	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. The child will be reminded of their good previous good conduct to prove that they can make good choices.
4) Time Out	Give the learner a chance to reflect away from others - 5 minutes in a quiet area The child will be spoken to privately where possible and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral	If the unwanted behaviour continues, at this point the child will be asked to go inside for the remainder of the lunchtime in the vicinity of an available adult.
6) Reparation Restorative??	A restorative meeting should take place before the next lesson. What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Staff reaffirm our commitment to building a trusting relationship.
7) Partnership stage	As in classroom steps
8) Formal Meeting	As in classroom steps

If this results in loss of privileges and playtimes, parents will be informed. If there is no improvement in behaviour then the child may be excluded from the premises at lunchtime for a fixed time.

This could be followed, if necessary, by permanent exclusion.

To reiterate the key messages of this policy:

All children and staff have the right to work to potential, free from disruption, abuse or threat.

The school promotes an ethos of positive relationships and positive behaviour management, with caring and consistent sanctions where required.

Where a child has a recognised additional need, this policy will be adapted accordingly.

Other policies and documentation connected to this

- Staff code of conduct
- SEND policy
- Parents code of conduct
- Exclusion Policy
- Anti-bullying Policy
- Home School Agreement
- Anti Racist Policy
- Teaching and Learning Policy
- Ethos Policy