

Relational Behaviour policy



St Andrew's Benn C of E (VA) Primary School

Staff Lead: D. Horishny

Agreed by Governing body

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1. Our vision and ethos

The St Andrew's Benn Behaviour Policy combines Christian values, nurture-informed practice, relational approaches, restorative principles and high expectations. Behaviour is understood within the context of relationships, emotional needs and individual circumstances.

The policy aims to create an environment where children feel safe, supported and valued, enabling them to develop into respectful, compassionate, responsible and confident members of the school community who consistently live out the school's values in their actions and relationships.

Our Values

- | | | | |
|--------------|--------------|---------------|------------------|
| • Friendship | • Honesty | • Trust | • Thoughtfulness |
| • Love | • Respect | • Forgiveness | • Peace |
| • Caring | • Compassion | • Kindness | • Perseverance |
| • Loyalty | • Tolerance | | |

Our Golden Rule: Always Follow Our Values.

2. Relational Approach

At St Andrew's Benn C of E (VA) Primary School, we believe children learn best when they feel safe, understood, valued and connected. Our behaviour approach is rooted in our Christian values and is designed to foster positive relationships, emotional wellbeing and a strong sense of belonging within our school community.

We believe that every member of the school community should feel respected, treated fairly and supported to flourish. Positive behaviour develops through strong relationships, consistent adult support and a culture where children feel safe, valued and listened to.

Our Approach Aims To:

- Promote positive relationships.
- Encourage kindness, respect and responsibility.
- Create calm, purposeful learning environments.
- Develop children's independence and self-discipline.
- Foster a strong sense of belonging within our school community.
- Support children to thrive academically, emotionally, socially and spiritually.

Praise in Public, Remind in Private (PIP and RIP)

At St Andrew's Benn C of E (VA) Primary School, we use the principle of **Praise in Public, Remind in Private (PIP and RIP)** to ensure that every child is treated with dignity and respect.

We believe that positive behaviour should be recognised and celebrated openly, while behaviour reminders and corrective conversations should take place privately wherever possible. This approach strengthens relationships, protects children's self-esteem and supports a restorative culture.

Staff will:

- Publicly recognise and celebrate positive behaviour, effort and achievement.
- Use descriptive praise linked to our values.
- Address behaviour reminders calmly, discreetly and away from an audience wherever possible.
- Hold restorative conversations privately once the child is emotionally ready to engage.
- Avoid public reprimands, embarrassment or unnecessary confrontation.
- Maintain children's dignity while helping them reflect on their behaviour and make positive choices.

By consistently applying the PIP and RIP approach, we promote a culture where children feel safe, valued and respected, while maintaining high expectations for behaviour.

Fairness Through Equity

We recognise that fairness does not always mean treating every child in exactly the same way. Instead, fairness means understanding individual needs and providing personalised support. We are committed to:

- Responding to individual needs.
- Considering each child's circumstances and experiences.
- Maintaining consistency through shared values and principles rather than identical responses.
- Adapting support appropriately while maintaining high expectations.
- Treating every child with dignity, compassion and respect.

Behaviour as Communication

We understand that behaviour often communicates an unmet need, emotion or difficulty. Behaviour may reflect emotional, social, developmental or environmental factors.

Staff seek to understand what may be influencing behaviour by:

- Looking beyond the behaviour itself.
- Responding with empathy and curiosity.
- Exploring underlying vulnerabilities and needs.
- Considering emotional, developmental and environmental influences.
- Providing support alongside clear expectations.

This nurture-informed approach enables staff to help children develop positive strategies for managing emotions and behaviour.

Empathy and Understanding

All adults are expected to respond to behaviour with a non-judgemental, curious and empathetic attitude by

- Seeking to understand thoughts, feelings and experiences.
- Validating emotions and showing empathy.
- Helping children identify, process and name their feelings.
- Developing children's emotional vocabulary.
- Using creative approaches such as stories, metaphors, drawings, role play and discussion to support emotional understanding.
- Remaining calm and regulated, particularly during challenging situations.
- Using playfulness, warmth and connection to strengthen relationships.

Creating Emotional Safety

Children learn best when they feel emotionally safe and adults provide safety through:

- Calm facial expressions.
- Warm and respectful tone of voice.
- Open and welcoming body language.
- Consistent and regulated responses.
- Positive interactions based on connection rather than power and control.

We recognise that some children may have experienced adversity, trauma or heightened sensitivity to perceived threat. Therefore, we avoid responses that communicate rejection, shame, hostility or disapproval and instead seek to maintain connection and emotional safety.

High Expectations with Nurture

Alongside nurture and understanding, we maintain consistently high expectations for behaviour through:

- Predictable routines.
- Clear boundaries
- Clear expectations.
- Consistent adult responses.
- Positive relationships.
- Safe, well-organised learning environments.

We encourage every child to develop:

- Self-discipline.
- Resilience and perseverance.
- Responsibility.
- Independence.
- Respect for others.
- Respect for their environment.

Children thrive when there is both nurture and structure.

Child-Centred Practice

We believe every child wants to:

- Belong.
- Achieve.
- Contribute.

Children's voices, strengths, interests and individual qualities are valued and used to support their learning, wellbeing and development.

Working in Partnership with Families

We believe positive relationships with parents and carers are essential to supporting children's wellbeing and behaviour.

We are committed to:

- Open and honest communication.
- Collaborative problem-solving.
- Shared strategies between home and school.
- Early intervention and support.
- Working together to meet children's individual needs.

Families are valued partners in helping children achieve success.

Our Commitment

Everything we do is guided by our Christian vision and values. Through strong relationships, restorative practice, nurture and consistently high expectations, we aim to ensure that every child feels:

- Safe.
- Valued.
- Respected.
- Listened to.
- Able to flourish.

Our ultimate goal is to develop respectful, compassionate, resilient and responsible young people who make positive contributions to our school, their communities and the wider world.

3. Positive reward and recognition

At St Andrew's Benn C of E (VA) Primary School, we believe that positive behaviour should be recognised, celebrated and encouraged.

Our approach is based on "**catching children in**" rather than "**catching them out**." We actively look for opportunities to notice and reinforce children who consistently demonstrate our Christian values.

We believe that the greatest reward is **intrinsic**—helping children to develop pride in doing the right thing, understanding the positive impact of their actions and experiencing the satisfaction of contributing positively to our school community.

Alongside this, we use a range of external rewards to recognise and celebrate success.

Positive Reinforcement

Staff reinforce positive behaviour through:

- Descriptive praise that identifies the behaviour or value demonstrated and why.
- Positive recognition during lessons and throughout the school day.
- Celebration of children's achievements with families.
- House points awarded for demonstrating our values.
- Stickers and certificates.
- Class and whole-school celebrations.
- Headteacher sticker/award
- Bespoke rewards: at times, other classes and year groups may have additional rewards in place to help encourage the children and respond to their differing needs.

Praise is always linked to our values wherever possible, helping children understand not only **what** they have done well, but **why** it is important.

Values Recognition

Our weekly Values Assembly celebrates children who have demonstrated one of our values. Each week:

- Staff select a focus value.
- Teachers nominate children who have demonstrated that value through their actions.
- Children receive recognition for living out our school values.
- Achievements are shared and celebrated with the whole school community.

At the end of each academic year, teachers present **Values Awards** to children who have consistently demonstrated our Christian values throughout the year.

House Point System

Every child belongs to a school house. House points are awarded when children demonstrate our values, make positive choices or contribute to the school community.

The House Point system:

- Encourages teamwork.
- Celebrates positive behaviour.
- Promote a sense of belonging.

House Captains play an active role in leading their houses by:

- Helping to count weekly house points.
- Updating the House Point display by adding their house-coloured ribbon to the hall flagpole each week to show the current standings.
- Encouraging and motivating members of their house.
- Leading an end-of-term House Assembly celebrating achievements both in and outside school.

Children are also encouraged to keep individual House Point cards to recognise their own achievements and contributions.

Gold Value Tokens

Each term, one of our values will be identified as the school's **Value of the Term**.

Teachers and House Captains may award a **Gold Value Token**, worth **5 House Points**, to children who demonstrate this value in an exceptional or consistent way.

Gold Value Tokens are awarded sparingly to ensure they remain a meaningful form of recognition and celebrate children who consistently model our school values for others.

Celebrating Success with Families

We believe children achieve best when there is a strong partnership between home and school. Parents and carers are encouraged to celebrate achievements alongside us.

Achievements may be shared through:

- Informal conversations at the classroom door.
- Messages via Spider or Tapestry.

- Parents' Consultation Evenings.
- Celebration assemblies.
- Certificates and stickers sent home.
- Individual conversations where appropriate.

Leadership and Responsibility

Children are encouraged to become positive role models by taking on responsibilities within their class and across the school.

- House Captains (Year 6).
- Head Boy and Head Girl.
- School Councillors.
- Sports Leaders.
- OPAL Leaders.
- Reading Ambassadors and Librarians.
- Eco Committee Members.
- Additional roles of responsibility as appropriate.

These opportunities help children develop leadership, responsibility, confidence and service to others while modelling our values.

Through recognising positive behaviour, celebrating success and developing leadership opportunities, we create a culture where every child feels valued, motivated and inspired to live out our values every day.

4. Restorative practice and consequences

Connect Before Correct

Our approach is based on the principle of "**Connect Before Correct.**"

Before addressing behaviour, adults ensure that the child is emotionally ready to engage in a restorative conversation. This may involve using the "**power of the pause**"—allowing time and space for the child to regulate their emotions before discussing the incident.

Depending on the needs of the child, this may include:

- Time to calm and regulate emotions.
- A quiet space away from an audience.
- Support from a trusted adult.
- A short calming or sensory activity where appropriate.

Only when a child is ready to engage will staff begin a restorative conversation, helping them reflect on their choices and understand the impact of their behaviour.

Restorative Conversations

Restorative conversations are designed to help children understand what has happened, repair relationships, and develop strategies for making positive choices in the future.

Through a restorative conversation, children are supported to:

- Reflect on what happened.
- Understand the impact of their behaviour on others.
- Take responsibility for their actions.
- Repair relationships where appropriate.
- Identify what they will do differently next time.

Where appropriate, children may also complete a Fix It Ticket or Repair Plan to support reflection and restorative practice.

These tools encourage children to consider the following questions:

- What happened?
- What was I thinking or feeling at the time?
- Who has been affected by my actions?
- How can I put things right?
- What will I do differently next time?

The emphasis throughout the restorative process is on learning, repairing harm, and making positive choices in the future, rather than assigning blame or punishment.

Natural, Logical and Protective Consequences

Where a consequence is required, it should be proportionate, respectful and designed to support learning.

Natural Consequences

Natural consequences occur without adult intervention as a direct result of a child's actions. For example, if a child throws food at lunchtime:

- They may have less food to eat.
- Other children may not wish to sit with them.
- The floor may become unsafe.

Adults help children recognise these natural outcomes through discussion.

Logical Consequences

Logical consequences are directly related to the behaviour and help children put things right.

Examples include:

- Helping to clean up any mess they have made.
- Tidying equipment they have misused.
- Completing work that has been interrupted through poor choices.
- Repairing or replacing damaged resources where appropriate.

Logical consequences should always be reasonable, respectful and linked to the behaviour.

Protective Consequences

Protective consequences may be necessary when behaviour places the child or others at risk, significantly disrupts learning or continues despite support.

These consequences are intended to maintain safety and enable learning rather than act as a punishment.

Examples may include:

- Temporary changes to seating arrangements.
- Increased adult supervision.
- A short period away from an activity.
- Alternative arrangements during social times where necessary.
- Individual behaviour support plans.

Protective consequences are reviewed regularly and removed as soon as they are no longer needed.

Supporting Positive Choices

Before any consequence is implemented, staff will support children through reminders and opportunities to make positive choices. Adults will:

- Give clear expectations.
- Offer reminders where appropriate.
- Provide opportunities to self-correct.
- Use calm, consistent language.
- Reinforce positive choices whenever possible.

Where behaviour continues or is more serious, an appropriate logical or protective consequence may be applied.

Consistency Through Relationships

Consistency does not mean responding identically to every child or every situation. Instead, it means responding consistently in line with our values, our behaviour principles and each child's individual needs.

By combining nurture with high expectations, restorative practice and proportionate consequences, we help children learn from mistakes while maintaining positive relationships and a strong sense of belonging within our school community.

5. Highly inappropriate (or crisis behaviour)

The strategies outlined in this policy will support the vast majority of children to make positive choices and regulate their behaviour. However, there may be occasions when a child displays **highly inappropriate or crisis behaviour** that presents a significant risk to themselves, others or the learning environment. In these circumstances, staff have a duty to act swiftly to ensure the safety and wellbeing of everyone within the school community.

Our response remains rooted in our values and relational approach. Even when behaviour is highly inappropriate, we seek to preserve dignity, understand the underlying causes of the behaviour and maintain the child's sense of belonging whilst ensuring appropriate protective action is taken.

What is Highly Inappropriate or Crisis Behaviour?

Highly inappropriate or crisis behaviour may include, but is not limited to:

- Repeated and prolonged disruption to teaching and learning despite support and intervention.
- Significant or deliberate physical aggression towards pupils or adults.
- Bullying, including discriminatory or prejudicial behaviours, e.g. racism, homophobic language, sexism
- Behaviour that places themselves or others at risk of harm.
- Bringing prohibited, dangerous or unlawful items into school.
- Using an object to threaten or deliberately harm another person.
- Repeated sexually inappropriate behaviour or incidents of sexual violence.
- Significant or deliberate damage to school property.
- Persistent refusal to follow reasonable instructions where this compromises safety.

Each incident will be considered individually, taking account of the child's age, stage of development, SEND, safeguarding needs, intent and individual circumstances.

Connect Before Correct

Even when behaviour is highly inappropriate, adults will, wherever possible:

- Ensure everyone is safe.
- Help the child regulate emotionally.
- Use the **Power of the Pause** where appropriate.
- Hold a restorative conversation once the child is calm and ready to engage.

The focus remains on helping the child understand what happened, repair relationships and make better choices in the future.

Restorative Conversations

Following any highly inappropriate behaviour, a restorative conversation will normally take place through a 'Repair Plan' or **'Fix it ticket'**

Protective Consequences

Where behaviour presents a significant risk or where restorative and logical approaches have not been sufficient, the school may implement protective consequences. These are intended to safeguard individuals, maintain learning and provide opportunities for reflection rather than act as punishment.

Protective consequences may include:

- Temporary removal from part or all of a breaktime or lunchtime.
- Removal of future break or lunch times.
- A supervised reflection session.
- Internal suspension.
- Fixed-term suspension (see the school's Suspension and Exclusion Policy).
- Permanent exclusion in exceptional circumstances (see the school's Suspension and Exclusion Policy).
- Alternative provision where appropriate.

Protective consequences will always be proportionate and will be reviewed regularly.

Reviewing Support

Where a child repeatedly displays highly inappropriate behaviour or requires significant protective consequences, SLT and the Inclusion Team will review the support in place, including behaviour plans.

This may involve:

- The class teacher.
- Teaching assistants.
- The SENDCo.
- Members of the pastoral team.
- The Designated Safeguarding Lead (DSL).
- Members of the Senior Leadership Team.
- Parents and carers.
- External professionals where appropriate.

The review will consider whether additional support is required, including:

Wellbeing Support

- TA support.
- ELSA intervention.
- Counselling or therapeutic support.
- Emotional regulation programmes.
- Pastoral support.

SEND Provision

Where appropriate, staff will review whether additional SEND provision is required, including:

- Visual timetables.
- Now and Next boards.
- Sensory resources.
- Movement or sensory breaks.
- Ear defenders.
- Individual behaviour support plans.

Where sensory or regulation breaks are used, children will be supported to return to learning as soon as they are ready and complete any missed learning at an appropriate time.

Additional Support

The school may also consider:

- Behaviour plan
- Alternative breaktime arrangements.
- Access to quieter play spaces.
- Structured lunchtime provision.
- Increased adult support.
- Individual risk assessments.
- Multi-agency involvement where appropriate.

Working in Partnership

Parents and carers will be informed of significant incidents and involved in planning support wherever appropriate.

Our aim is always to reduce the need for protective consequences by understanding the reasons behind behaviour, strengthening relationships and providing children with the support they need to succeed. Even when behaviour is highly inappropriate, every child remains a valued member of our school community, and our focus is on helping them learn, repair relationships and move forward positively.

6. Physical Intervention

On rare occasions, it may be necessary for some adults within school to use physical intervention to keep children safe. This is allowed in law under Section 93 of the Education and Inspections Act 2006; however, it will only be used as a last resort to maintain good order and discipline.

More details on how and when this may be used and the processes involved can be found in our **Positive Handling Policy**. This ensures that staff are equipped to maintain a safe and supportive environment for all pupils while respecting their dignity and well-being.

Positive Handling

The school is committed to creating a safe, supportive environment where behaviour is managed through positive relationships, de-escalation and restorative approaches wherever possible.

Where a child's behaviour presents an immediate risk of harm to themselves, others or property, staff may need to use reasonable force to prevent injury or serious disruption. Physical intervention will only be used as a last resort, after appropriate de-escalation strategies have been attempted, unless there is an immediate risk that requires urgent action.

Wherever possible, physical intervention should only be undertaken by staff who have received appropriate positive behaviour management and de-escalation training through **Team Teach**. However, all school staff have the legal power to use reasonable force where necessary under Section 93 of the Education and Inspections Act 2006. Any force used must always be reasonable, proportionate and the minimum necessary for the shortest possible time.

The school follows the Department for Education guidance *Use of Reasonable Force* (July 2013) and ensures that all physical interventions are carried out in accordance with Team Teach principles, which promote de-escalation, positive relationships and the use of the least restrictive intervention for the shortest time necessary.

Following any incident involving physical intervention:

- the incident will be reported immediately to the Headteacher (or senior leader in their absence);
- parents or carers will be informed as soon as reasonably practicable;
- a detailed Physical Intervention Report will be completed by the staff involved as soon as possible.

The report will include:

- the events leading up to the incident;

- the de-escalation strategies used;
- the reason physical intervention became necessary;
- the intervention used;
- the duration of the intervention;
- the outcome of the incident; and
- any follow-up support provided for the child, staff or others involved.

Following any incident involving physical intervention, the child will be supported through a restorative conversation to help them understand what happened, reflect on the impact of their behaviour and identify positive strategies for the future. Where appropriate, a **Fix It Ticket** or **Repair Plan** may be used to support reflection and help repair relationships.

The Headteacher will review all incidents involving physical intervention to ensure that practice remains lawful, proportionate and consistent with the school's behaviour policy. Where appropriate, individual risk assessments and Positive Behaviour Support Plans will be reviewed and updated following the incident.

Removal from the Classroom

In some circumstances, it may be appropriate to remove a child from a classroom or learning space for a limited period.

Removal will only be used where it is necessary, proportionate and in line with the Department for Education's *Behaviour in Schools* guidance. It is intended to:

- maintain the safety of pupils and staff;
- restore calm following serious disruption;
- allow learning to continue in a managed environment; or
- provide the child with an opportunity to regulate their emotions in a safe and supportive space before returning to learning.

The length of any removal will be kept to the minimum necessary. Children will continue to receive appropriate supervision, safeguarding and educational support during any period of removal, with the aim of enabling a successful return to learning as quickly as possible.

7. Prohibited items, searching and confiscation

The school follows the Department for Education's statutory guidance **Searching, Screening and Confiscation**.

The Headteacher and authorised members of staff have the legal power to search a pupil or their possessions without consent where there are reasonable grounds to suspect that the pupil is carrying a prohibited item.

Searches will always be carried out lawfully, respectfully and with consideration for the pupil's dignity, privacy and wellbeing. Wherever possible, pupils will be encouraged to hand over prohibited items voluntarily before a search is considered.

Statutory prohibited items include:

- knives and weapons;
- alcohol;
- illegal drugs;

- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; and
- any article that a member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence;
 - to cause personal injury to any person (including the pupil); or

to damage property.

The school also prohibits the following items, which may be searched for where appropriate, although reasonable force will not be used solely to search for these items:

- e-cigarettes and vapes;
- lighters;
- aerosols;
- psychoactive substances (legal highs); and
- energy drinks.

Any prohibited item found may be confiscated, retained or disposed of in accordance with current Department for Education guidance. Where appropriate, parents or carers will be informed, and the school may involve external agencies, including the police, where required.

Following any incident involving prohibited items, the school will seek to understand the circumstances, support the pupil to reflect on their choices and take appropriate action in line with the Behaviour Policy.

8. Behaviour beyond the school site

The school has the authority to respond to behaviour that occurs outside the school premises where there is a clear link to the school or where the behaviour could have an impact on members of the school community.

This includes behaviour:

- whilst taking part in any school-organised or school-related activity;
- whilst travelling to or from school;
- whilst wearing school uniform;
- whilst identifiable as a pupil of the school; or
- online, where the behaviour affects the school, its pupils or staff.

The school may also respond where behaviour outside school:

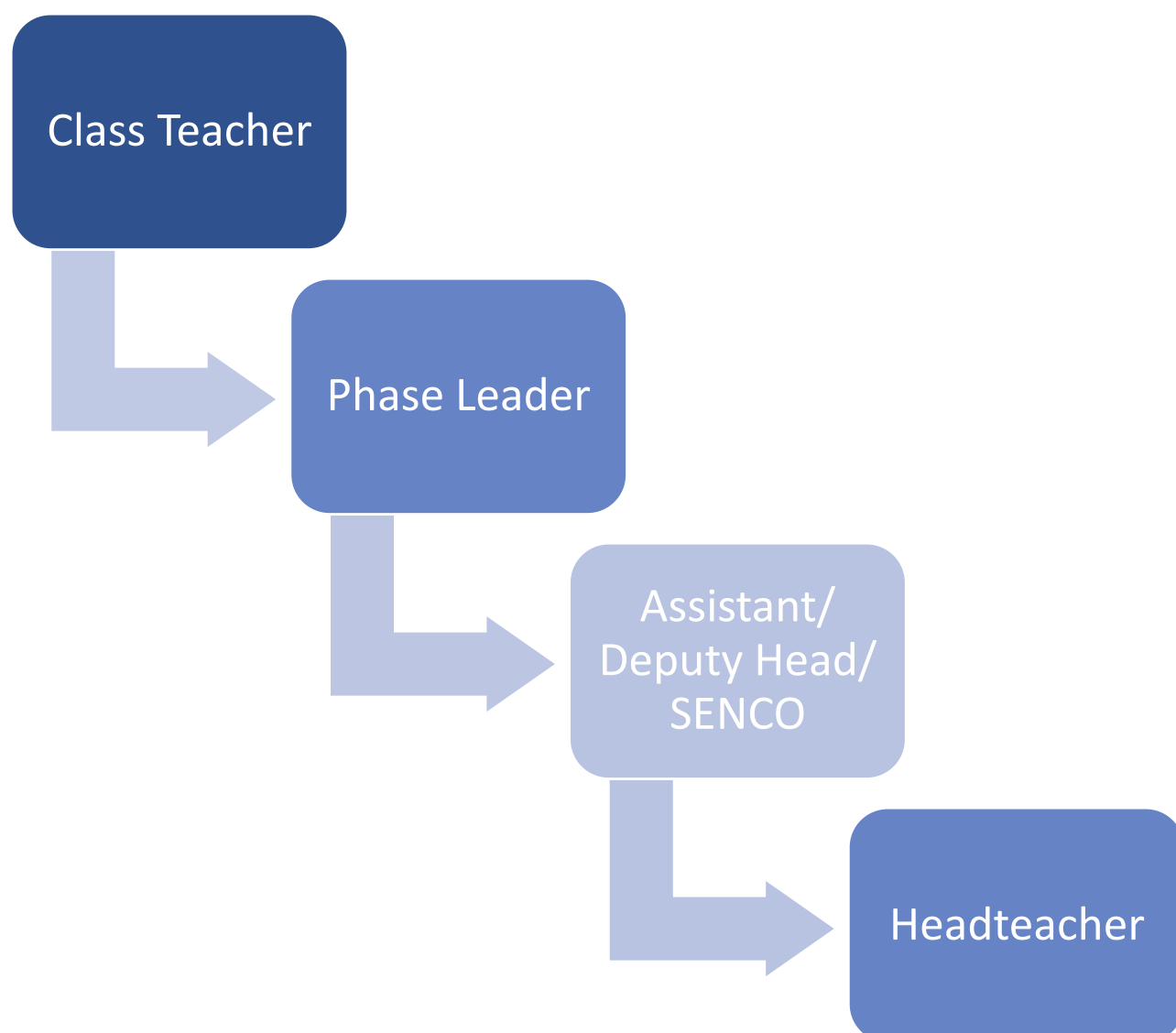
- could have repercussions for the orderly running of the school;
- poses a threat to the safety or wellbeing of another pupil, member of staff or member of the public; or
- could adversely affect the reputation of the school.

Where concerns arise, the school will investigate the circumstances fairly and proportionately. The response will take account of the nature of the incident, any previous concerns and the individual needs of the pupil.

Where appropriate, the school will work in partnership with parents or carers and, where necessary, external agencies to support positive behaviour and promote successful outcomes.

Complaints from members of the public regarding the behaviour of pupils will be taken seriously and managed in accordance with the school's Complaints Policy and Behaviour Policy. Wherever appropriate, restorative approaches will be used to repair relationships and support pupils in learning from their actions.

9. Behaviour process



Appendix A: Connect script (W.I.N)

W	I wonder ... I am wondering ...
I	I imagine ... I am imagining that ...
N	I notice ... I am noticing ...

Sentence Stems for Reflective Conversations with Children and Teenagers



WINE (I wonder, I imagine, I notice, empathy)

- **I wonder if...** (e.g. it felt like no one understood you).
- **I imagine...** (e.g. that was horrible when that happened).
- **I notice...** (e.g. how you perked up when you said you felt close to your brother).
- **I felt moved when you said...** (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and you feel freed from a terrible burden).
- **That sounds...** (e.g. painful because you were all on your own). [empathy]
- **This is my drawing about what you said** (show drawing).
- **I respect you for...** (e.g. your courage).
- **Will you help me understand x?...** (e.g. what it was like for you when your mum went to hospital?).

After voicing your curiosity, e.g. 'Will you help me understand' always follow up with **empathy** e.g. 'So when you Mum went to hospital your say you felt terribly lost and alone. I can understand that. So painful, as I know how close you are and how much you feel supported by her.' (This should not be simply a parroting of what they said but showing that you have understood the main emotional themes in their response).

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WINE was originated by Chris Davies (Head of Training Trauma Informed Schools East of England)

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Appendix B: Behaviour plan template

St Andrew's Benn C of E Behaviour Plan

Name	Class	Week commencing	Review date
Challenging behaviour What does it look like? How often does it happen? How long does it last?	Reasons for the behaviour Consult parents/carers and the pupil (where appropriate) when filling out this box. What's going on in the pupil's life that might be causing this behaviour? Why might this behaviour happen? - To get attention - To avoid something - To get something tangible - To meet a sensory need	Triggers and warning signs What triggers might cause an incident? How do we prevent an incident? - What to look out for - How to respond (reminders, alternative environment)	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Targets What are we working towards? How do we get there?	Strategies for maintaining positive behaviour How do we maintain positive behaviour? What does the pupil like? - Phrases to use - Rewards, motivators	Reactive strategies How do we diffuse the situation? - What to do and what not to do - Phrases to use - Calming techniques At what stage should another member of staff be informed? Who should this be?	Achieved/not achieved <i>(completed on review date)</i>
Behaviour plan evaluation and next steps:			
How effective is the plan? Record suggestions to be considered when this plan is reviewed.	Parent/carer name Parent/carer signature Date	Agreement Staff name Staff signature Date	