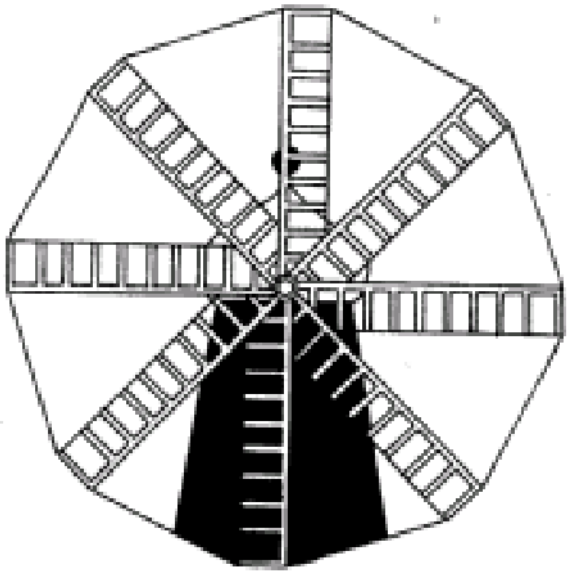
Behaviour and Relationships Policy

Heckington St. Andrew's Church of England Primary School

Respect + Responsibility + Relationships + Resilience + Reverence
Five Rs = Ready for Life

"I have come that they may have life, and have it to the full." John 10:10



Approved by:	Full Governing Board	**Date:** 1st October 2026
Previously reviewed:	17th November 2025	
Next review due by:	September 2027	

"God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled. There is no law against behaving in any of these ways."
Galatians 5:22-23

1. Policy Statement

Heckington St. Andrew's C of E 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 to encourage others to do the same. Our behaviour and relationships policy guides staff to teach self-discipline, not blind compliance. It echoes our core church values (**respect, resilience, relationships, reverence and responsibility**) with a heavy emphasis on **respectful** behaviour; a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aims

- 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 only give learners attention and importance for good 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 and good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved **relationships**.

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.

4. Consistency in Practice

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression."
(Paul Dix, Pivotal Education)

At Heckington St. Andrew's, we know the importance of a consistent approach and the rest of this policy will detail how we will achieve that. We believe that consistency lies in the behaviour of adults and not simply in the application of the procedures set out in this policy.

Being taught how to behave well and appropriately within the context that they are in is vital for all pupils to succeed personally. Pupils are therefore explicitly taught the behaviours that are expected of them over the course of the school day through our 'Behaviour Curriculum'. We recognise that children bring different experiences, behaviour and attitudes and so we have developed the Behaviour Curriculum to ensure that both children and staff have a mutually agreed understanding of what is expected.

A truly sustainable consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel valued as individuals, they respect adults and accept their authority. We have therefore developed the following consistent approaches that **all** adults at Heckington St. Andrew's will follow:

- Consistent **language** and consistent response: referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

- Consistent **follow up**: ensuring 'certainty' in the classroom and at senior management level. Never passing problems up the line; teachers taking responsibility for behaviour interventions, seeking support but never delegating.

- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating.

- Consistent **consequences**: defined, agreed and applied at classroom level as well as established structures for more serious behaviours.

- Consistent, **simple values/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

- Consistent **respect from the adults**: even in the face of disrespectful learners!

- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.

- Consistently reinforced **rituals and routines for behaviour around the site**: in classrooms, around the site and at the school reception.

- Consistent **environment**: display the quality of a good primary school, consistent visual messages that echo our core values with positive images of learners.

5. Adult Behaviours

"When the adults change, everything changes." (Pivotal Education)

At Heckington St. Andrew's, we have agreed that we expect to the following adult behaviours from all of our staff, governors, volunteers and visitors:

calmness, humour, empathy, consistency, reflective practice, catching students being positive, recognise and praise good conduct publicly, confident with a smile, staff aiming for 'win/win' situations, de-escalation.

Adult behaviours we don't expect to see are:

aggression, shouting, negativity, 'losing it', adults creating 'power struggles', humiliation.

All staff:

1. Meet and greet at the beginning of the day and at the end of playtimes and lunchtimes - the best early intervention in behaviour management is before children enter the classroom.
2. Refer consistently and relentlessly to our values – we never talk about behaviours in isolation – always relate them back to the culture we are trying to build and the values and truths we have as a school, class and as a teacher/staff member.
3. Model positive behaviours that we want to see and relentlessly build **relationships**.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (e.g. dojos, recognition board).
6. Be calm and give 'take up time' when going through the steps. Prevent before consequences.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Senior Leaders

1. Meet and greet learners at the beginning of the day.
2. Be a visible presence across school and especially at transition times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing learners with more complex or entrenched negative behaviours.
6. Use behaviour data to target and assess school wide behaviour policy and practice.
7. Ensure staff training needs are identified and targeted.
8. Regularly review provision for learners who fall behind the range of written policies.

6. Managing Behaviour

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are different awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. 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.

At Heckington St. Andrew's we use the following rewards:

1. Certificates
2. Stickers
3. Class Dojos
4. Phone call/notes home
5. Verbal praise
6. SLT praise
7. Class Rewards
8. Show work to another adult
9. Hot chocolate Friday with the head teacher.

Classroom/teaching space

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. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one when they are not learning. Steps should always be followed through with care and consideration, taking individual needs into account when necessary. **We praise the behaviour we want to see.** All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held **responsible** for their behaviour. Staff, in the vast majority of situations, deal with behaviour without delegating. Staff will use steps in behaviour for dealing with poor conduct (see below).

	Steps	Action
1	Redirection	Non-verbal cues, adjust seating plan, acknowledgement
2	Reminder	A reminder of the 5Rs and expectations delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. I noticed you chose to …… (noticed behaviour) This is a REMINDER that we need to be … You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

3	Caution	A clear verbal caution delivered privately, where possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, “Think carefully about your next step.” I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you. You need to speak to think carefully about your next step. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ……) (learner's name), Do you remember when …… (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I’m glad we had this conversation Example - ‘I have noticed you are not ready to do your work. You are breaking the school rule of being responsible. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’
4	Last Chance	Speak to the pupil privately and give them the final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Use the 30 second scripted intervention (see below). Two minutes of their time is owed when the child reaches this step; it cannot be removed, reduced or substituted. I noticed you chose to …… (noticed behaviour) This is now your last chance and you need to speak to me for two minutes after the lesson. Do you remember when …… (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I’m glad we had this conversation Example - ‘I have noticed you are still not ready to do your work. You are breaking the school rule of being responsible. You must now speak to me for two minutes at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’
5	Time to Think	This might be a short period of time outside the room, on a thinking spot or at the side of the playground or field. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. I noticed you chose to …… (noticed behaviour) You need to……..(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to ……..(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes Example - ‘I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.’
6	Repair	This might be a quick chat at break time or a more formal reparation meeting. 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently?

30 Second Intervention

The longer each negotiation around behaviour takes for the few, the less time is given to the many. At Heckington St. Andrew's, therefore, we are committed to limiting our one-to-one interventions for poor behaviour choices to 30 seconds at a time. It is carefully planned, predictable and a safe way to send a clear message to the child:

1. We use a gentle approach, personal, non-threatening, side on, eye level or lower.
2. We state the behaviour that was observed and which rule/expectation/routine it contravenes.
3. We tell the learner what the sanction is and then immediately **refer to previous good behaviour**/learning as a model for the desired behaviour.
4. We walk away; allow them time to decide what to do next. If there are comments as you walk away write them down and follow up later.
5. We look around the room with a view to catch somebody following the rules.

Our 30 second scripted intervention is based upon the following sentence stems but may be adapted according to the context and needs of the child:

1. You need to …
2. I need to see you …
3. I expect ...
4. I know you will …
5. Thank you for …
6. I have heard what you said, now you must …
7. We will …

Please see examples above.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation staff will **calmly and gently repeat the line they have been interrupted in.** This encourages the learner to realise that adults will not be diverted from the conversation they are leading.

If the conversation is becoming unproductive, then staff will use the following words: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your conduct. I know that when I come back we can have a polite, productive conversation."

Staff will always deliver consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Completing Learning

If a child has been out of class/not completed learning based on the shared minimum expectations, they are expected to complete their work during the first part of play/lunch time with their class teacher.

Restore

Restorative meetings at Heckington St. Andrew's are a core part of repairing damage to trust between staff and pupils. Our reparation meetings are structured around the following questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did your behaviour make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Questions will appropriate to the age of the pupil and to the situation. Not all questions have to be used at every reparation meeting.

Senior Leaders will support when requested.

Serious Behaviour Incidents

Some children may exhibit particular behaviours or extreme behaviour which needs to be dealt with immediately. As a school we recognise that their behaviour is their way of communicating their emotions. Where necessary, a member of SLT or the head teacher will be asked to deal with certain behaviours such as violence, racist or homophobic language or persistent bad language.

At Heckington St. Andrew's, we will work in partnership with children and their families to resolve incidents of a serious nature, or repeated challenging/disruptive behaviour. If necessary, we may look at further support such as:

- Introduction of personal support plans;
- Involvement of other agency support such as the BOSS team.

Physical Management

All members of school staff, can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves or others through physical outbursts.

Physical management will only ever be used as a result of a dynamic risk assessment, where it is concluded that behaviour is likely to compromise good order. Potential slight injury as a result of physical management is a regrettable and infrequent side effect. Just because a pupil has a mark, does not mean something was done incorrectly. However, a full debrief involving parents and carers should always take place if a pupil has been physically managed where parents can ask any questions they may have. As with all incidents, the full details of the event will be recorded on CPOMs, including a body map indicating areas with potential slight injury (such as red marks).

7. Monitoring

When a pupil reaches numbers five and/or six of the behaviour steps, this will be recorded using CPOMs. These will be regularly reviewed by the senior leadership team with the focus on tracking and increasing learning hours for all learners.

Where there is a cause for concern, the pupil will be allocated an SLT mentor who will:

- Support and, if necessary, facilitate a reparation meeting between the member of staff and the pupil;
- Develop an appropriate action plan with the pupil e.g. personal support plan;
- Monitor and review and mentor using the action plan;
- Discuss both the consequences for the pupil in not meeting the required action and the positive outcomes for everyone if the conduct improves.

8. Restorative Conference

Where there is an ongoing or serious behaviour issue, a restorative conference that takes a 360 degree of the pupil will be convened. This meeting will include the class teacher, pupil, parent/carer and member of SLT.
The meeting will:

- Address the pupil's progress and achievement, learning needs, attitude, behavioural routines and personal organisation.
- Create an action plan which may include an element of "payback". Pupils may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused;
- Actions agreed in the action plan will come under the terms of a final warning. If the pupil does not complete the actions then the procedure will move to the next stage. Please see our exclusion policy in conjunction with this step.
- Every effort will be made to encourage and support a change in the pupil's behaviour.
- If the pupil refuses to attend or engage with the Restorative Conference, then the process shall move to the final stage. Please see our exclusion policy in conjunction with this step.

Pupils are never passed up the hierarchy. Dealing with behaviour incidents is fully teacher lead; teachers remain in charge of the incident but are always fully supported by SLT. We believe that the teacher/pupil relationship is vitally important and so we would encourage parents to always speak to their child's class teacher as their first port of call. If they feel that the issue has not been resolved they should then speak to a member of SLT and finally the head teacher.

9. Links with other policies

This behaviour and relationships policy is linked to our:

- Anti-Bullying policy
- Exclusion policy
- Behaviour Curriculum

Appendix 1:

1. Redirection

An adult will redirect you back to the learning.

2. Reminder

An adult will give you a reminder about your choices.

3. Caution

An adult will give you a clear verbal caution. You will be told the consequences if you continue.

4. Last Chance

An adult will give you a last chance to engage in the learning.

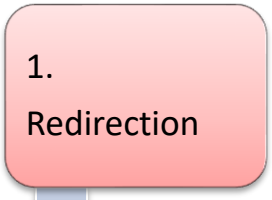
5. Time to Think

An adult will give you a short period of time to calm down, think and reflect. Any work that you miss will need to be completed.

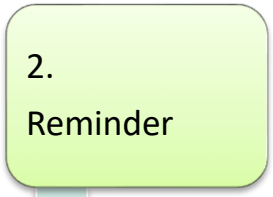
6. Repair

An adult will help you to repair what has gone wrong. This may result in you doing something to put it right.

Appendix 2: **Flow Chart of Behaviour Management Strategies**

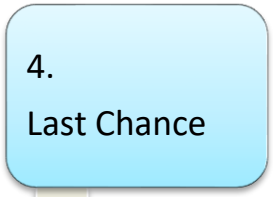


- Non-verbal cues, adjust seating plan, acknowledgement

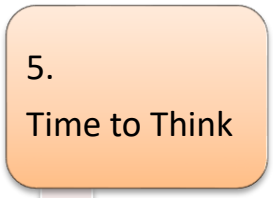


- Empahsise student's choices, show disappointment, re-engage.

- A clear verbal caution delivered privately, where possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.



- Speak to the pupil privately and give them the final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Use the 30 second intervention
- Two minutes of their time is owed.



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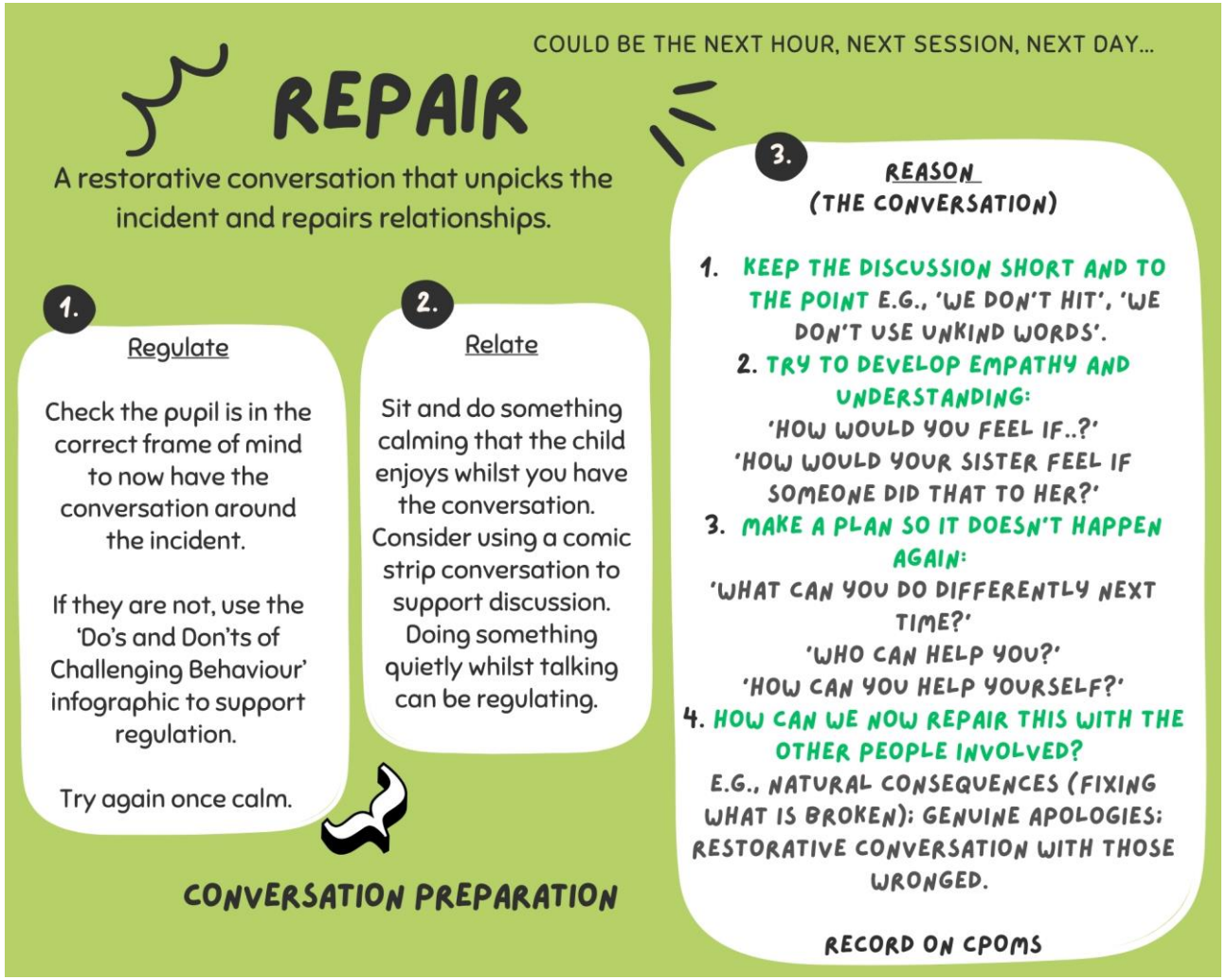
Appendix 3 and 4: **Challenging Behaviour Support for Staff; Repair Step Guidance in More Detail**