

St Andrew's Church of England Primary School

Behaviour Policy

1. Introduction and Purpose

At St Andrew's Church of England Primary School, our behaviour policy is fundamental to creating a safe, calm, and supportive environment where every pupil can learn and thrive. Rooted in our Christian vision of **#Make a difference** and the values of **Kindness, Resilience, Respect, and Responsibility**, this policy promotes positive behaviour that reflects our ethos and prepares pupils to be confident, happy citizens.

This policy aligns with the latest UK government legislation and guidance, including the **Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022)**, the **Equality Act 2010**, and the **OFSTED Inspection Framework (2025)**.

Purpose:

- To establish clear expectations and consistent standards of behaviour for all pupils.
 - To promote positive relationships based on dignity, kindness, and respect.
 - To ensure a calm and safe learning environment free from bullying, discrimination, and disruption.
 - To support pupils, including those with SEND and disadvantaged backgrounds, to meet behaviour expectations through fair and predictable responses.
 - To uphold our school values and promote Fundamental British Values through behaviour and interactions.
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2. Scope and Stakeholders

This policy applies to:

- All pupils enrolled at St Andrew's Church of England Primary School
 - All staff, including teaching, support, leadership, and governors.
 - Parents, carers, and visitors to the school.
 - Wider community members involved in school activities or partnerships.
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3. Roles and Responsibilities



3.1 Headteacher

- Lead the development, implementation, and review of the behaviour policy.
- Ensure all staff understand and apply the policy consistently and fairly.
- Monitor behaviour data and intervene where necessary to improve standards.
- Promote a positive school culture aligned with our vision and values.

3.2 Senior Leadership Team (SLT)

- Support the headteacher in behaviour management strategies and staff training.
- Provide targeted support for pupils with additional needs (SEND, disadvantaged).
- Lead on behaviour-related incidents and communicate outcomes with stakeholders.

3.3 Teaching and Support Staff

- Model positive behaviour and uphold the school's expectations consistently.
- Establish clear routines and rules in classrooms and around school.
- Use positive reinforcement and sanctions fairly and proportionately.
- Identify and support pupils who require additional behavioural support or adjustments.

3.4 SENDCO and Inclusion Team

- Ensure reasonable adjustments are made for pupils with SEND or SEMH needs.
- Work collaboratively with staff, parents, and external agencies to support pupils' behaviour.

3.5 Pupils

- Understand and follow the school's behaviour expectations.
- Show respect, kindness, and responsibility towards others.
- Take ownership of their behaviour and learning.

3.6 Parents and Carers

- Support the school's behaviour expectations and reinforce these at home.
- Engage positively with the school regarding their child's behaviour and progress.
- Communicate concerns or information that may impact behaviour.

3.7 Governors

- Provide strategic oversight and challenge to ensure the behaviour policy is effective.
- Monitor behaviour data and the impact of leadership actions.



4. Behaviour Expectations and School Culture

- Pupils will demonstrate behaviour that reflects our core values: Kindness, Resilience, Respect, Responsibility.
 - Everyone in the school community will treat each other with dignity and respect, fostering positive relationships.
 - Behaviour expectations will be clearly communicated, understood, and consistently applied across all school settings.
 - Bullying, discrimination, physical aggression, and derogatory language are strictly prohibited and will be dealt with promptly and effectively.
 - Pupils will be encouraged to take responsibility for their actions and to resolve conflicts peacefully.
 - The school will promote Fundamental British Values through behaviour, including democracy, rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.
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5. Positive Behaviour Strategies and Reinforcement

- Use of praise and recognition to reinforce positive behaviour and attitudes to learning.
 - Implementation of a clear reward system that celebrates effort, kindness, and achievement.
 - Teaching pupils explicitly about expected behaviours, social skills, and emotional regulation.
 - Providing opportunities for pupils to reflect on their behaviour and set personal goals.
 - Encouraging pupil voice and leadership in promoting positive behaviour culture (e.g., school council).
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6. Managing Unacceptable Behaviour

- Clear, graduated sanctions consistent with the severity and frequency of behaviour incidents.
 - Use of restorative approaches to repair harm and rebuild relationships wherever possible.
 - Reasonable adjustments for pupils with SEND or SEMH to ensure fair treatment.
 - Procedures for dealing with bullying, including cyberbullying and prejudice-based incidents, in line with the school's anti-bullying policy.
 - Clear processes for exclusion (fixed-term or permanent) used only as a last resort and in line with statutory guidance.
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7. Support and Intervention

- Identification of pupils needing additional behavioural support through monitoring and assessment.
- Provision of targeted interventions, including pastoral support, mentoring, and access to specialist services.
- Collaboration with families and external professionals to create personalised behaviour plans.
- Regular training for staff on behaviour management techniques and understanding of SEND needs.

Key questions for leaders:

- What early warning systems do we have for behaviour concerns?
 - How do we tailor support for pupils with complex needs?
 - How do we evaluate the impact of behaviour interventions?
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8. Communication and Training

- Behaviour policy published annually on the school website and communicated in writing to parents, staff, and pupils.
- Regular training for all staff on the behaviour policy, behaviour management strategies, and safeguarding.
- Induction for new staff and pupils includes behaviour expectations and routines.
- Open channels for parents to discuss behaviour concerns and receive guidance.

Key questions for leaders:

- How do we ensure all stakeholders are aware of and understand the behaviour policy?
 - What ongoing professional development is planned for behaviour management?
 - How do we gather feedback from pupils, staff, and parents on behaviour culture?
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9. Monitoring, Evaluation, and Review

- Behaviour data (incidents, sanctions, rewards) will be regularly collected and analysed by leaders and governors.
- Regular review of the behaviour policy to ensure it remains effective, inclusive, and aligned with current legislation and best practice.
- Use of surveys and feedback from pupils, staff, and parents to inform policy adjustments.
- Governors to receive termly reports on behaviour trends and leadership actions.



Key questions for leaders:

- What are the key behaviour indicators we track?
 - How do we use data to inform improvements?
 - When and how will the policy be reviewed?
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10. Related Policies and Procedures

- Safeguarding and Child Protection Policy
 - Anti-Bullying Policy
 - SEND Policy
 - Exclusion Policy
 - Equality and Diversity Policy
 - Attendance Policy
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Final Note

St Andrew's Church of England Primary School is committed to maintaining a safe, respectful, and inclusive environment where all pupils can flourish. This behaviour policy is a living document, reviewed regularly to reflect our school community's needs and statutory requirements.

Next review due: September 2027