Baydon St. Nicholas
Church of England (VA) Primary School

Roots to grow, wings to fly

Positive Relationships and Behaviour Policy

Let your roots grow down into him, and let your lives be built on him.

Colossians 2:7

DATE	REVIEW DATE	COORDINATOR	NOMINATED GOVERNOR
5 September 2026	September 2027	Emma Gilbert	Dave Madden

At Baydon St Nicholas CE VA Primary School we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to our vision and values of our school as we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-Bullying Policy.

This policy was originally revised / updated after consultation with staff and pupils (the School Council). This involved using two staff meetings where staff worked in groups to discuss key sections of the policy including rewards and a flowchart of sanctions. Pupils on the School Council were consulted and their views helped to inform the final policy. In addition to this we referred to the 'Behaviour for Learning' booklet written by staff from the Wiltshire Primary Behaviour Support Service.

Context

This version has been edited in line with current thinking and best practice, and references the DfE document: "Behaviour in Schools: Advice for headteachers and school staff" (July 2022) At school level, it identifies the need for clearer rules and the case for a trauma-informed policy. It is also an attempt to reframe and catalogue "good" behaviour in terms of a whole school community vision of optimal behaviour and habits, most conducive to enjoyable and effective learning for all, with the benefits of better behaviour enriching everyone's school life.

This policy consciously values the status of respectful relationships and its centrality to behaviour, and recognises that teaching emotional literacy and social skills develops character and positively impacts behaviour via desirable learning attitudes and aptitudes such as motivation, empathy, self-awareness, managing feelings and perseverance.

Finally, it strives to move away from public "naming and shaming" to a thoughtful approach in which teachers take time to observe and celebrate desired behaviour, enter into meaningful and constructive dialogue with pupils, and invest the class community into familiar routines of high expectations and striving for success as a team.

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of our Christian values (respect, kindness, perseverance) which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on our self and others
- To encourage a purposeful partnership between home and school

We are a caring, inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members – pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration. The school property and the property of those within the school is looked after. Everyone in the school takes responsibility for making our school a happy place in which to work.

This policy is designed to actively promote good behaviour and to visibly teach our pupils to invest in its many benefits, rather than to solely deter anti-social, disruptive and unhelpful behaviour.
Our pupils are taught explicitly what good behaviour looks like- and at a deeper level, what it sounds like and feels like.
All of our pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.We aim to ‘reprimand in private’ and ‘praise in public’.

We aim to:

- provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- use our School Vision and Values to underpin our nurturing and relationship-focused approach. provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

Purpose

The purpose of this policy is to guide teachers, pupils, parents and other stakeholders on our restorative and relationship- focussed approach to behaviour management. This will enable a calm and caring environment which supports every child both emotionally and educationally to give them the best possible chance of success.

It exemplifies our common purpose of helping everyone learn in a nurturing, empathetic and respectful environment.

Consistency of Approach

In implementing this Positive Relationships and Behaviour policy, we acknowledge the need for consistency:

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: ensuring "certainty" at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions, seeking support only where needed.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent expectations referencing promoting appropriate behaviour.
- 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.
- Consistently reinforced rituals and routines for behaviour.

Whole School Rules

Everyone is expected to follow these whole school rules:

- **We will always show courtesy and consideration towards one another (respect, kindness)**
- **We will always try our best and allow others to do the same (perseverance)**
- **We will show respect by looking after ourselves, others and school property (respect)**
- **We will listen and follow adult instructions (respect)**

Staff Responsibilities

All staff will:

- Meet and greet children respectfully and with kindness throughout the day
- Refer regularly to positive behaviours they expect to see and link to our school values (kindness, respect and perseverance).
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use verbal praise and physical signs (e.g. thumbs-ups) to recognise pupils who are displaying positive behaviours
- Be calm
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are not adhering to school rules.

- Involved parents in their child's positive and negative choices and encourage working together to support their child.
- Show appreciation of the efforts and contributions of everyone
- To create a positive climate with realistic expectations

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials. Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Recognition

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Praise and positive individual or group recognition
- Positive recognition to child
- Positive recognition to parents at the end of the session/ day
- House points awarded
- Showing work to another adult/ class/ Headteacher
- Certificates (presented in Celebration Worship at the end of each week) which reasons include positive behaviour

House Point System

All children belong to a house group in which they remain throughout their time at Baydon St Nicholas. House points can be awarded by any member of school staff. Each week the children add their points to a collective score for their house (counted by House Captains) and the winner for the week is announced in Celebration Worship.

Dealing with unacceptable behaviour

We operate a system of corrective interventions working from the least to most intrusive. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to redirect and encourage children to stay on track. If the inappropriate behaviour persists, the

child will be directly spoken to about their behaviour with the aim to ensure that this does not continue. Questions would include:

- I have noticed …
- Do you remember when … (positive reminder)
- You know our values of ……

However extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/ or being sent to the Headteacher. Following an incident of unacceptable behaviour, adults will have a conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of restorative prompt questions, such as:

- What happened?
- What were you thinking at the time?
- How did this make people feel around you?
- What has been affected?
- Is there anything you wish you'd done differently?
- What should we do to put things right?
- How can we do things differently in the future?
- Is there anything I can help you with so it doesn't happen again?

Families would then be informed so that we can work with the family to ensure that the unacceptable behaviour does not become routine.

The emphasis is on the child being re-engaged in the lesson /activity and their learning as soon as possible.

Playtimes and Lunchtimes

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution in line with the whole school approach and our Christian values of Respect, Kindness and Perseverance.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of house points.

Children's Responsibilities

Children are expected to follow the school and classroom rules, showing respect for the rights and needs of all adults and other children in our school community. The school council play an important role in communicating and reviewing aspects of the behaviour policy.

Children's Use of mobile and smart technology

Children's mobile phones, MP3 players, iPads, smart watches which are brought into school must be turned off (not placed on silent) and handed in to the class teacher on arrival at school. They must remain turned off and are stored in the School Office. All visitors are requested to keep their phones on silent. All mobile phone use is to be open to scrutiny and the head teacher is to be able to withdraw or restricted authorisation for use at any time if it is to be deemed necessary.

The School reserves the right to search the content of any mobile or handheld devices on the school premises where there is a reasonable suspicion that it may contain undesirable material,

including those which promote pornography, violence or bullying. For more information on this area please see the

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

If a member of school staff has concerns about a child's behaviour, parents will be contacted as outlined above. If parents have any concern about the way that their child is acting, they should initially contact the class teacher, followed by the Headteacher.

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 aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action.

Special Educational Needs

We recognise that a small number of children require additional support to follow the school rules. In individual cases a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

Pupil Support Systems

We recognise that some pupils, during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

Behaviour tracking is collated by the Headteacher/Safeguarding Team and discussed with staff. If a pattern of poor behaviours begins to emerge, staff will begin a series of interventions.

Parents will be asked to attend a meeting or sent a letter to inform them that we have concerns about their child's behaviour, if we notice that there has been a high number of incidents recorded parents will be informed and strategies to further support their child's behaviour suggested.

These may include:

- Home school books,
- Personalised sticker charts linked to clear targets,
- Individual Education/Behaviour Plans (6 step de-escalation plan),
- Flexible timetabling,
- Support from an external agency,
- Pastoral Support Programmes (ELSA),

The school will work closely with the parent/carer to identify the reason for behaviours and to support the pupil in making necessary changes.

Liaison with Parents and Other Agencies

Our staff are here to support children and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role.

We will provide interventions for pupils whose behaviour is, or potentially could become, a concern. The aim of these interventions is to provide a pro-active, rather than reactive, level of support. During staff meetings, allocated time is spent for staff to discuss pupils for whom there are concerns or those whose behaviour is causing concern. In response to these discussions we ensure that these pupils have appropriate support and interventions.

We will work closely with all staff, governors, outside agencies, pupils and their families.

We actively support any individual who is experiencing behavioural difficulties. Our Internal support services and pastoral systems our complemented by additional assistance from services including:

- Wiltshire Behaviour Support,
- CAMHS- Children's and Adolescent Mental Health Service, - Local Early Help Teams,
- The school's Educational Psychologist,
- school Health professionals,

Referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

Physical Restraint/Use of Reasonable Force

Should physical restraint be needed it should only be used:

- if every other effort has been made to resolve the issue without resorting to physical techniques;
- the child is at risk or in danger of harming others, or of seriously damaging property; or
- the child is seriously affecting the educational entitlement of other pupils.

Staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

However, it is always unlawful to use force as a punishment.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Only minimum force necessary to prevent injury or damage should be applied. Every effort should be made to secure the presence of other staff if possible. These staff can act as assistants and witnesses. As soon as is safe, restraint (if used) should be gradually relaxed to allow the child to gain self-control. The incident should be recorded and support provided by the management team for the member of staff. Staff will follow the DfE guidelines on 'The use of reasonable force'.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" (section 550ZB(5) of the Education Act 1996):

- knives and weapons
- alcohol
- illegal drugs
- stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

There must be in most situations an additional witness (also a staff member) present when a pupil is searched however there is a limited exception to this rule. Staff can carry out a search of a pupil without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Parents will always be informed if there has been an incident that has required the use of 'reasonable force' or a search afterwards.

Fixed Term and Permanent Exclusions

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, the parents will be informed as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The Chair of Governors would then set up an Exclusion Hearing Committee.

The school has a Suspension and Permanent Exclusion Policy which can be viewed for further information.

Recording, Monitoring and Evaluating Behaviour

Serious incidences in school will be recorded in the School's Incident Log. The headteacher will monitor behaviour and evaluate the impact of this policy, through informal observations, comments from formal lesson observations and discussion with pupils, staff and parents.

Date:	September 2026
Date of review:	September 2027