

St Anne (Stanley) C of E Primary School



Positive Relationship (Behaviour) Policy

Date finalised: September 2025

Date to be reviewed: September 2026

Policy Statement

St Anne (Stanley) Primary School is committed to creating a positive, nurturing environment where every child can thrive. Our Positive Relationship (Behaviour) Policy promotes high expectations, mutual respect, and a strong sense of community among children, staff, and parents. Everyone in our school is expected to uphold the highest standards of personal conduct, take responsibility for their behaviour, and encourage others to do the same.

We believe that positive learning behaviours are essential for success. These behaviours grow from strong relationships, alongside a stimulating, well-planned curriculum that motivates children to question, debate and challenge themselves. Positive behaviour must be taught, modelled, expected and praised, while unacceptable behaviour should be clearly understood and consistently addressed.

Children learn best in an ordered environment where expectations are high and applied consistently by all members of the school community.

"If you consistently reward minimum standards, then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour." – Paul Dix

Philosophy

At St Anne (Stanley) C of E Primary School, we take a holistic, inclusive approach to supporting behaviour, grounded in a nurturing and caring ethos. Relationships are the foundation of our policy, enabling children to flourish academically and emotionally.

We recognise that understanding emotions is central to managing behaviour. Through whole-school approaches such as emotion coaching and *myHappymind*, children and adults are supported to build resilience, regulate their feelings, and create a learning environment where everyone can succeed.

Working in partnership with parents, we help children to distinguish right from wrong, encouraging reflective thinking and self-regulation. Our aim is to give pupils the confidence to make sense of their experiences and develop into independent, resilient lifelong learners.

We understand that behaviour is communication. Challenging behaviour often signals unmet needs, and our role is to respond with support, guidance, and where appropriate, intervention. Support may include restorative conversations, pastoral input from our Thrive Practitioner, classroom adaptations, or targeted interventions such as REACT Anxiety, ELSA, Lego/Brick Therapy, or Drawing and Talking Therapy.

Being fair means meeting individual needs rather than treating every child the same. While expectations around conduct remain high, we balance nurture with structure to ensure all children feel safe.

Our approach is underpinned by three principles:

- **Behaviour is communication** – children must be supported to express needs safely and appropriately.
- **Learning behaviour is developmental** – mistakes are part of growth, and children require guidance rather than judgement.
- **Relationships matter** – connection comes before correction, with staff modelling calmness, empathy, and respect.

All adults use their professional skills, training, and insight to understand the reasons behind behaviour. While some children with SEND may need more personalised approaches, they are still supported to learn strategies for managing their behaviour.

Purpose of the Policy

This policy provides clear, practical guidance for staff and pupils to:

- Establish and reinforce positive behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

Fundamental Principles

Everyone in our school community has the right to:

- Feel safe, secure, and happy.
- Be treated with kindness, fairness, respect, and empathy.
- Be listened to at an appropriate time.
- Experience consistency in expectations and responses.

Consistency of Approach

Consistency underpins our policy. Children feel safe when expectations are predictable, and staff feel confident when procedures are clear. At St Anne (Stanley), consistency means:

- **Consistent language and response** – clear expectations used in every conversation.
- **Consistent follow-up** – staff take responsibility for interventions, seeking support when needed but never delegating.
- **Consistent reinforcement** – routines for recognising and celebrating positive behaviour.
- **Consistent consequences** – fair, proportionate, and clearly linked to behaviour.
- **Consistent expectations** – always promoting and referencing our agreed standards.
- **Consistent respect** – maintaining dignity even when challenging behaviour occurs.

- **Consistent modelling** – staff demonstrate emotional control and calm responses.
- **Consistent routines** – expectations reinforced in every classroom and shared space.

Key Components of our Behaviour Policy

Golden Rules

1. Always show respect.
2. Use good manners.
3. Listen to and follow instructions.

School Values

- Honesty
- Friendship
- Understanding
- Hope
- Confidence
- Family

By embedding these rules and values, we create a safe, supportive environment that promotes excellence and success.

Staff Behaviour

Staff are role models. We will:

- Prioritise positive relationships with children and families.
- Remain calm and respectful.
- Model the behaviours we expect to see.
- Offer fresh starts when mistakes are made.
- Use emotion coaching to support children, parents, and colleagues.

Environmental Consistency

Children thrive when routines are clear and expectations are consistent. We ensure that:

- All staff understand and apply this policy confidently.
- High standards of behaviour are expected of all.
- Strong relationships are built through genuine care and respect.
- Learners develop skills such as self-regulation, empathy, and social awareness.
- Behaviour expectations are referenced in feedback and discipline.
- Staff are aware of strategies used to support children with additional needs.
- Restorative approaches, including Thrive and growth mindset, are embedded.
- A culture of kindness, humour, and empathy is modelled throughout school life.

Every day, staff will:

- Meet and greet children warmly at the classroom door.
- Consistently reinforce the Golden Rules and school values.
- Stay calm and measured when addressing behaviour.
- Be preventative where possible, but apply consequences when needed.
- Follow up incidents with restorative conversations.
- Record interventions and communications with parents on CPOMS.
- Never ignore poor behaviour.
- Greet every adult and child they meet.
- Support children in managing emotions through co-regulation.
- Maintain respectful, non-sarcastic communication.
- Provide structured routines in lessons.
- Encourage positive activities at break and lunch.
- Remain curious about what behaviour communicates.
- Respond with empathy and fairness.

Senior Leaders

Leaders support consistency by being visible, approachable, and aligned with staff. They will:

- Be present during welcome times and throughout the school day.
- Lead reparative meetings and support with entrenched behaviours.
- Promote agreed practices across school.
- Use CPOMS data to monitor and refine policy and practice.

Children Want Staff To:

- Offer fresh starts each lesson.
- Support their learning and confidence.
- Be just and fair.
- Bring kindness and humour to interactions.

Engagement with Parents/Carers

We value the vital role of parents and carers. Working together ensures children receive consistent messages about behaviour. Parents are encouraged to:

- Support their child's independence and self-discipline.
- Take an interest in school life.
- Reinforce appropriate behaviour at home and in the community.

We share feedback on children's wellbeing at parent meetings and contact families promptly if concerns arise. We also value parental insight into their child's wellbeing and behaviour

Recognising Positive Behaviour

At St Anne (Stanley), we recognise and celebrate behaviour that reflects our rules and values. Positive behaviour is acknowledged through specific feedback, encouragement, and, when appropriate, rewards.

Rewards are used to motivate and reinforce effort, but our ultimate goal is for children to feel **intrinsically motivated** to behave well because it feels good and helps them succeed.

Positive Consequences may include:

- Regular verbal and non-verbal praise.
- Public recognition as role models.
- Stickers, certificates, and classroom rewards.
- Whole-class rewards earned collectively (*stars are never removed once earned*).
- "Star of the Day" – shared with families.
- Certificates in Praise Assembly.
- House points for teamwork.
- "Star of the Week" – certificate and phone call home.
- Golden Award – half-termly recognition for consistently exceeding expectations.

Rewards are never tokenistic and are designed to encourage all children, including those hardest to reach.

Consequences

While our emphasis is on positive reinforcement, there will be occasions when children struggle to meet expectations. We recognise that behaviour is communication, and responses are tailored to the child and the situation.

Principles of Consequences:

- Always linked to the behaviour (cause and effect).
- Delivered respectfully and calmly, never shaming.
- Designed to help children learn and repair relationships.
- Proportionate and consistent.

Types of Consequences:

- **Natural Consequences:** occur without adult intervention (e.g., missing instructions means not completing the task; unkindness may result in peers choosing not to play). Staff show empathy and help children reflect.
- **Logical Consequences:** set by adults, directly linked to behaviour (e.g., if a child pushes in the lunch queue, they wait with an adult; if work is unfinished due to distraction, it is completed at playtime). These must be related, respectful, and reasonable.
- **Illogical Consequences:** unrelated punishments (e.g., missing a trip for earlier disruption) are avoided as they do not promote learning and can cause shame or resentment.

When time is lost at play or lunch, children spend it in restorative conversations with staff rather than sitting in silence. For some pupils, structured or quieter spaces at unstructured times are provided as proactive support.

Communication with Parents/Carers:

- Parents are informed of significant or repeated behaviours.
- Ongoing issues are discussed in depth with senior leaders to plan supportive strategies.
- Conversations are private, never held in front of others.
- All communications are logged on CPOMS.

SEND Considerations:

- Adjustments are made for children with additional needs in consultation with the SENCo and SLT.
- High expectations remain, but support is personalised.

Physical Restraint:

- Used only as a last resort to keep children and others safe.
- Staff use trained strategies; SLT are alerted immediately.
- Incidents are recorded on CPOMS, and parents are informed.

Graduated Response

We follow a clear, consistent framework: **"Praise in public, discuss in private."**

- Positive behaviour is celebrated openly.
- Unwanted behaviour is addressed privately, with empathy and restorative dialogue.
- Staff use agreed prompts to ensure consistency of language and expectations.
- Restorative conversations happen the same day, ideally before home time, so the issue is resolved and relationships restored.

All incidents requiring escalation (Step 4 or higher on discuss in private procedures) are recorded on CPOMS, with SLT alerted and parents informed. Persistent concerns are reviewed by senior staff to ensure support is targeted and effective.

The following prompts have been agreed by staff to aid our consistency of language as we 'discuss in private' when we are seeing the beginning of unwanted behaviour in class or around the school.

Discussion in Private (DIP) Conversation Prompts



1. Reminder of what is expected. I **remember last week when Let's see this again please.**
2. Remember our Golden Rules...
3. Third reminder: I **wonder if you need toto help you re-focus when you come back to class.**
4. **This means you have chosen to...**
5. If improvements are seen: **Thank you for listening**
6. Offer positive praise at next possible opportunity.

The following prompts have been agreed by staff to aid our consistency of language as we respond to crisis moments using restorative conversations.

Restorative Conversation Prompts



1. Recognise the feeling and show some empathy (if necessary and relevant)
2. Are you ready to talk?
3. What happened?
4. How have you been feeling since it happened? Why?
5. Who do you think has been affected by your actions? How?
6. What could you do now to help make things right?
7. How can we prevent this from happening again in the future?
8. What can I do to help you?

The following guides have been created to ensure consistency across the whole school community.

Daily Procedures

The main focus of daily procedures is to use a restorative approach, incorporating emotion coaching and Thrive, consistently with all children.

Our aim is for all children to be internally motivated to achieve. Alongside this, the following rewards may be used daily to motivate and recognise children:

Praise in Public (PIP)	<ul style="list-style-type: none"> Praise should be frequent, acknowledging children who display expected communication, linked to school rules and values where possible. Noticing and appreciating children's efforts encourages more of the same behaviour. Praise should be the main tool for adjusting undesirable communication; focusing on others' expected behaviours often prompts children to follow suit. Consider children's preferences—some respond better to quiet, private praise.
Discuss in Private (DIP)	<ul style="list-style-type: none"> All behaviour is communication. When children show undesirable communication, consider what they are trying to express. Address this directly and privately with the child, following school procedures. Undesirable communication should never be highlighted publicly.
Golden Rules and School Values	<ul style="list-style-type: none"> Refer to Golden Rules and School Values consistently when praising or discussing children's communication, whether desirable or undesirable.
House Points	<ul style="list-style-type: none"> Instead of individual recording, house points are now awarded as a team effort. Remind children that their contribution supports the weekly team score.
Star of the Day	<ul style="list-style-type: none"> Use the Star of the Day pad daily to celebrate effort and success. Where possible, inform collecting adults of the reason for a child's recognition.
Stamps	<ul style="list-style-type: none"> Used in books, to recognise effort and success.
Stickers	<ul style="list-style-type: none"> Given to celebrate effort and success.
Whole Class Reward	<ul style="list-style-type: none"> Children work collectively to earn class stars for positive behaviour in class and around school, leading to a whole-class reward. Stars not to be removed once achieved.

Whole School Award/Reward Systems

Praise Assembly

- Takes place weekly, in bands, led by Mrs Lovell.

- Band 1: Nursery & Reception
- Band 2: Year 1 & 2
- Band 3: Year 3 & 4
- Band 4: Year 5 & 6

In each Praise Assembly:

Weekly Certificates (Band 2-4)	Recognising effort and achievement from class teachers, TAs, music and PE staff.
Platform Certificates (Band 3 and 4)	<ul style="list-style-type: none"> • Recognising progress in online platforms.
Attendance (Band 2-4)	<ul style="list-style-type: none"> • Weekly attendance celebrated.
Houses	<ul style="list-style-type: none"> • All children allocated a house in Nursery (siblings placed together). • All staff allocated a house and attend assemblies to support their team.
House Points (Band 1-4)	<ul style="list-style-type: none"> • KSI children who display work and behaviours over and above expectations can be awarded a counter. This is added to their team jar. • KS2 children who display work or behaviours over and above can be awarded 5 or 10 points. This is to be recorded on the House point display in class. • Staff rank houses in their class weekly (4 = highest, 1 = lowest) based on weekly scores of counters or points. • Year 6 children record scores in the Praise Assembly book and calculate totals for each team across the school. • Totals announced by team captains during assemblies and displayed on the house boards in the main corridor. • Termly reward for the winning house.
Band 1 Transition	<ul style="list-style-type: none"> • Reception children join Band 2 assemblies in Summer 2 to prepare for Year 1.

Weekly 'Star of the Week'	
Collective worship will continue to take place, weekly, in bands. It will be led by Mrs Simons. Star of the Week will be presented during the collective worship.	
Band 1- Nursery and Reception Band 2- Year 1 and 2 Band 3- Year 3 and 4 Band 4- Year 5 and 6	
Star of the Week (Band 1-4)	<ul style="list-style-type: none"> Teaching staff choose one child per week to receive the 'Star of the Week' certificate based on effort and progress. Year 6 children collect names and reasons for the nomination each week. Certificate awarded at the end of the weekly collective worship. Every 'Star of the Week' will receive a telephone call home from Mrs Simons or Mrs Lovell to celebrate their achievement.

Half Termly 'Golden Award'	
Golden Award	<ul style="list-style-type: none"> Teaching staff choose one child per half term to receive the 'Golden Award' based on consistently following the school rules and values. Year 6 children will collect names and reasons for the nomination each half term. Children will be invited to a celebration event with Mrs Simons and Mrs Lovell.

Half Termly Class Reward	
Class Reward	<ul style="list-style-type: none"> Whole class reward- class to collectively earn stars towards a reward for whole class effort. Maximum of one class reward per half term. Budget of £10 per half term will be available, if needed. Receipts given to the office. To ensure consistency across the school, no additional rewards to be used in classes.

Discuss in Private Procedures

All behaviour is communication. When children display undesirable communication, consider what they are trying to express. As outlined in the Daily Procedures, all such discussions must be private.

<p>Undesirable Communication Step 1</p>	<ul style="list-style-type: none"> • Give a private reminder of expectations using positive language. • Acknowledge that you have seen the child do this well before. <i>E.g. "I remember last week/yesterday when you... Let's see this again please."</i>
<p>Step 2</p>	<ul style="list-style-type: none"> • Give a second reminder of expectations using positive language. <i>E.g. "Do you remember when I praised you last week/yesterday for doing this well? It's a shame I've had to remind you again. Let's refocus and enjoy the rest of the lesson."</i>
<p>Step 3</p>	<ul style="list-style-type: none"> • Ask the child to take time to refocus (e.g. step outside, take a movement break) before re-joining the learning. <i>"I wonder if you need a walk/some time to help yourself refocus. Think about what will change when you re-enter class."</i> • After 5 minutes, discuss with the child: why they stepped out, what will be different, and remind them of Step 4. • Offer a seat move or quieter workspace if helpful.
<p>Step 4</p>	<ul style="list-style-type: none"> • If behaviour continues, ask a year group colleague/another staff member to host the child in their class for a set time. <ul style="list-style-type: none"> ◦ Child should take independent work (no adult support required). • After this time, use restorative/emotion coaching to reflect on what happened. <ul style="list-style-type: none"> ◦ TAs can cover the class while you hold this conversation. • Child returns to class with adjustments if needed. • Inform parents/carers if a child reaches this stage in a day. • Record on CPOMS if a child reaches this stage in a day.
<p>Significant Incidents</p>	<ul style="list-style-type: none"> • Some behaviours require bypassing the above steps. • If a child is at risk of harm (self or others): <ul style="list-style-type: none"> ◦ Stay calm and guide them to a safe space. ◦ <i>"I can see you are feeling... Let's go and work through this together."</i>

	<ul style="list-style-type: none"> • Address the behaviour only once the child is regulated. • Co-regulate and alert SLT on duty if you need support/cover. • If urgent, send a staff member/child to the office to request Mrs Simons or Mrs Lovell. • Use restorative language once calm is restored. • Record all significant incidents on CPOMS and inform staff/parents per school procedures. • Never discuss incidents with parents/carers in public spaces (e.g. playground).
Reminders:	<ul style="list-style-type: none"> • If learning time is lost, it is appropriate for the child to catch up during their own time. Support them and explain why. • Address unwanted behaviours in the moment: allow time for regulation, then hold a restorative conversation before returning to learning. • TAs can cover to give teachers space for these conversations. • If a child needs co-regulation, ask a year group TA to support; you hold the restorative conversation once the child is calm. • Always use emotion coaching and Thrive strategies. • Consult the Thrive Practitioner if higher-level intervention is needed.

Playtime and Lunchtime Procedures

Staff on the playground	<ul style="list-style-type: none"> • Stand in different areas to ensure full supervision. • Initiate games to engage children. • Recognise and praise positive behaviours. • Lunchtime staff to award stickers and certificates for effort.
<u>Undesirable Communication</u> Step 1	<ul style="list-style-type: none"> • Private reminder of expectations using positive language. <i>"I remember last week/yesterday when you... Let's see this again please."</i>
Step 2	<ul style="list-style-type: none"> • Second private reminder using positive language. <i>"Do you remember when I praised you last week for doing this well? It's a shame I've had to remind you again. Let's refocus and enjoy play/lunchtime."</i>
Step 3	<ul style="list-style-type: none"> • Ask the child to take time out with a staff member before rejoining play. <ul style="list-style-type: none"> ◦ Discuss why they stepped out and explain they can return when ready. ◦ Remind them of Step 4. ◦ Offer the choice of Lego Club if they feel play will be difficult. (Lego Club is not a punishment.)
Step 4	<ul style="list-style-type: none"> • If behaviour continues, send the child to SLT on duty.
Significant Incidents	<ul style="list-style-type: none"> • Some behaviours require skipping steps. • If a child is at risk of harm: <ul style="list-style-type: none"> ◦ Stay calm and move them to a safe space. ◦ <i>"I can see you are feeling... Let's go inside and work through this together."</i> • Address behaviour only once the child is regulated. • Co-regulate and alert SLT if you need support/cover on the playground. • Use restorative language once calm is restored. • Record all significant incidents on CPOMS and inform staff/parents according to school procedures.
Playtime Support	<ul style="list-style-type: none"> • Use year group staff not on duty to: <ul style="list-style-type: none"> ◦ Help children regulate, or ◦ Cover the playground while you support a child.

Lunchtime Support	<ul style="list-style-type: none"> • Lego Club (Mrs Simons' office): <ul style="list-style-type: none"> ○ For children choosing a quieter, structured lunchtime. ○ Purpose: positive experience, not punishment. • Support Room (Mrs Lovell & Mrs Stokes' office): <ul style="list-style-type: none"> ○ For children removed after a significant incident. ○ Purpose: regulation and restorative conversation. • These two rooms have different purposes and must not be mixed. • Groups led by Head, Deputy, and SENCo
Thrive Practitioners	<ul style="list-style-type: none"> • Thrive Practitioner supports all year groups at lunchtime (not tied to one class). • Staff should inform them of children who may benefit from a Thrive plan if lunchtime challenges persist.