St Augustine's
Church of England Primary School

BEHAVIOUR AND RELATIONSHIP POLICY

Document Name	Behaviour for Learning Policy
Document written by	E Dilworth
Date for next revision*	September 2026
Responsibility	Local Advisory Board
Approved by	Awaiting ratification

*subject to any relevant changes in legislation or other appropriate guidelines

Version	Date	Reviewed	Approved	Signature
1.0				
2				

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following Trust policies:

- Pupil Code of Conduct
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy

St Augustine's
Church of England Primary School

Vision and Mission

"To experience life in all its fullness" – John 10:10

1. Our Vision
At St Augustine's, we care, connect, and commit to every pupil, nurturing their unique gifts so they can be their best. Rooted in our Christian vision to "*experience life in all its fullness*", we create a supportive community where every child can flourish academically, socially, and spiritually.
We celebrate the uniqueness of every pupil and value our diverse community. Our behaviour approach ensures that children feel known, safe, supported and inspired to grow into confident, compassionate, and responsible young people.

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2. Our Mission
To create an aspiring community where every child is known, valued and inspired to flourish throughout their life.
Our shared expectations are embodied in Bestie Bee, who helps pupils understand and live out what it means to:

- **Be Safe and Sensible**
- **Every Minute Matters**
- **Strive for Excellence**
- **Treat Each Other With Kindness**

These expectations underpin all behaviour in school and are explicitly taught, modelled and revisited each term.

Behaviour for Learning Principles

3. Behaviour Principles

- We believe behaviour is a form of communication and seek to understand the reasons behind it.
- We maintain consistently high expectations for all pupils.
- Our approach is restorative and relational, supporting emotional regulation, reflection, and repair.

- We promote a safe, calm, inclusive community grounded in mutual respect.
- We avoid punishment, humiliation, fear or shame. Instead, we use logical consequences, empathy, and support.

We model the behaviour we expect—kindness, patience, respect, and compassion

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4. Bestie Bee Expectations

Be Safe and Sensible
We expect pupils to move safely and considerately around school and make choices that keep themselves and others safe. This means:

- Walking around school
- Following staff instructions
- Having kind hands and kind feet
- Caring for property
- Keeping areas tidy and organised

Every Minute Matters
We value learning time and ensure no minutes are wasted. This means:

- Being on time for school and lessons
- Being prepared with the correct resources
- Entering the classroom promptly
- Lessons, worship and playtimes beginning on time

Strive for Excellence
We want pupils to aim high, show resilience and enjoy achieving their personal best. This means:

- Celebrating progress inside and outside of school
- Encouraging each other
- Taking pride in work and learning
- Exploring interests and attending enrichment

Treat Each Other With Kindness
Kindness is central to our Christian ethos. This means:

- Speaking kindly
- Resolving disagreements respectfully
- Helping others
- Celebrating differences and diversity

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5. Teaching and Revisiting Expectations
At the start of each term, classes revisit Bestie Bee expectations. Activities may include:

- Creating a class charter
- Practising safe movement around school
- Planning how to use time effectively
- Reflecting on what striving for excellence looks like
- Discussing how kindness can be shown in everyday situations

Lunchtime expectations are also taught explicitly, supported by structured zones and play leaders

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6. Our Approach to Behaviour for Learning
We support pupils to develop the skills needed to learn successfully, including:

- Listening
- Concentration
- Positive relationships
- Self-regulation
- Confidence and resilience

We use approaches such as Zones of Regulation to help children understand their emotions, recognise triggers, and choose strategies that help them regulate.

7. Understanding Behaviour

We recognise that behaviour may reflect underlying needs. Factors may include:

- Changes in routine
- Communication difficulties
- Sensory differences
- Anxiety or dysregulation
- Social misunderstandings
- Unstructured times

Staff work to understand the cause of behaviours and respond with empathy and appropriate support.

8. Positive Behaviour Support

We intervene early, work collaboratively and use a Plan–Do–Review model to support children with additional needs.

We may use:

- A Graduated Approach
- Personalised Learning/Behaviour Plans
- Student profiles using Zones of Regulation
- Multiagency support

9. **Rewards and Recognition**

We use praise, encouragement and recognition to reinforce positive behaviour.

We focus on specific praise, naming the positive action rather than rewarding compliance.

Examples of recognition:

- Class Dojos (contributing to House/Hive points)
- Stickers and certificates
- Positive notes home
- Celebratory visits

Pupils earn hive points for:

- Daily attendance

- Being an amazing friend
- Outstanding learning
- Brilliant behaviour
- Correct PE kit
- Reading at home
- Extra effort or homework
- Looking after equipment

The winning hive each half term receives a special experience.

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10. When Things Go Wrong

Behaviour is managed calmly, consistently and sensitively.
Staff will:

- Use non-verbal cues first
- Redirect positively
- Move a pupil to a different seat if needed
- Give space or time to regulate
- Support reflection and restorative conversation
- Help repair relationships

A child may:

- Spend time with SLT to reflect on how changes can be made.
- Miss a small part of break or lunch if needed for safety or reflection

Every session is a fresh start. Sanctions are not rolled over.

We avoid:

- Punishment, shaming or humiliation
- Power struggles
- Rigid systems that ignore individual needs

11. The Three Steps: Regulate – Relate – Repair

1. Regulate

Adults remain calm, composed and safe so pupils can settle.

2. Relate

Adults connect with empathy, understanding the child's feelings and perspective.

3. Repair

Adults support pupils to put things right, apologise, restore relationships and learn from the experience.

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12. Leadership Responsibilities

Leaders:

- Set high expectations for behaviour across school
- Model calm, respectful behaviour
- Support staff with complex situations
- Provide training, including restorative practice
- Work closely with families and external agencies
- Ensure consistency across the school

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13. Creating a Safe and Positive Environment

We ensure:,

- A warm, inclusive, welcoming environment
- Staff greet pupils daily
- Strong relationships with families
- Calm routines and predictable structures
- Safe spaces such as the Busy Bee Retreat and Bee Haven for regulation
- Clear systems for lunchtime play, including zones and play leaders
- Praise, kindness and community celebrated visibly

14. Bullying, Discrimination and Harmful Behaviour

We do not tolerate bullying, racism, sexism, homophobia, discrimination, harassment, physical or sexual harm, or derogatory language.

Incidents are:

- Addressed quickly
- Recorded on CPOMS and reported to the DSL
- Investigated thoroughly
- Followed up with restorative work
- Communicated with families

Our focus is on understanding actions, repairing harm, and preventing recurrence.

15. Consequences

Consequences are logical and help pupils understand the impact of their actions.

Examples:

- Tidying a mess they created
- Fixing or replacing damaged items
- Apologising and repairing relationships
- Catching up on missed learning

Suspension or exclusion is extremely rare and only used when necessary for safety.

16. Local Advisory Board

The LAB plays a key role in promoting high standards of behaviour across the school. Governors are responsible for:

1. Policy Oversight and Review
    - Approving and reviewing the school's behaviour policy regularly to ensure it reflects statutory guidance, current best practice, and the school's ethos.
    - Ensuring the policy promotes a positive, inclusive, and safe learning environment for all pupils.
2. Monitoring and Accountability
    - Monitoring behaviour data, including incidents, exclusions, and patterns of behaviour, to ensure the policy is applied consistently and effectively.
    - Holding school leaders accountable for the implementation of the behaviour policy and its impact on pupil outcomes and wellbeing.
3. Supporting Leadership Decisions
    - Supporting the headteacher and senior leaders in applying the behaviour policy fairly, including in cases of serious incidents or exclusions.
    - Ensuring that decisions are transparent, evidence-based, and in line with statutory guidance.
4. Promoting a Positive School Culture
    - Encouraging a culture of high expectations for behaviour, respect, and safety across the school community.
    - Engaging with pupils, parents, and staff to understand the impact of behaviour management strategies and to promote wellbeing.

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17. Partnership with Parents and Community

We work closely with parents, carers and external agencies to:

- Understand individual needs
- Promote positive behaviour
- Support emotional regulation
- Keep children safe
- Ensure consistent expectations between home and school

Parents are always welcome to discuss concerns or seek support.

18. Our Values
Care – Connect – Commit
Helping every child flourish in faith, learning and life.

This policy reflects our belief that every child can learn to thrive socially, emotionally and academically when relationships are strong, expectations are clear, and support is compassionate and consistent