



Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn



Behaviour and Relationships Policy

2026 – 2027

Date adopted: September 2026

Review date: September 2027



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BEHAVIOUR AND RELATIONSHIPS POLICY

Policy Updated	June 2026
Reviewed & Agreed by Governors	September 2026
Next Review	September 2027 (sooner if required)
Head Teacher	Mary Baker
Deputy Head Teacher	Lucy Rose
Chair of Governors	Matt Adam/Ann Holliday

AIMS

- To reflect the beliefs of our vision and that the practices and strategies associated with it are viewed as an integral part of the whole ethos of the school.
- To ensure that all pupils and adults have a sense of belonging, feeling safe, secure, valued and respected as a member of a much wider, caring community.
- To maintain clear and consistent expectations of behaviour throughout the school to maintain the high standards which already exist in the school.
- To ensure that our pupils are intrinsically motivated to do the right thing because it is the right thing to do.
- To uphold our ethos in which reflection about one's behaviour is a normal way of living and help pupils develop a clear understanding that their behaviour is their own responsibility.
- To provide a clear, fair and consistent approach to support positive behaviour and relationships.
- To equip staff well to support pupils with strategies to manage their emotions and behaviour.
- To support families in encouraging patterns of good behaviour in their pupils, working in partnership with the school.



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CONSISTENT STRATEGIES USED BY ALL ADULTS

Knowing pupils well and investing in building positive relationships; blending warmth, kindness and positive assertiveness.

Praise and positive reinforcement are the main means of achieving our aims. Pupils need to feel valued, respected and safe. They need to have a sense of self-worth and of responsibility, which is provided by clear, fair and consistent rules.

"Connect before correct" and the use of positive language.

Establishing, rehearsing and reinforcing agreed co-constructed class routines.

Setting and maintaining high expectations for all.

Every member of staff has a responsibility to work within and promote the school's agreed framework of values and behaviour.

All staff have a responsibility to supervise pupils, not only in their classrooms but also around the school site.

Inappropriate behaviour will not be ignored. By working together, the staff demonstrate to the pupils what is appropriate and unacceptable.

CURRICULUM AND ENVIRONMENT

School is a place for learning and it is the right of all pupils to receive uninterrupted experiences in academic, social, moral and spiritual areas in order to grow into well-rounded individuals. Respectful Rules, created by the pupils, are displayed in classrooms and around school.

We aim to deliver the National and Early Years Foundation Curriculum to all our pupils in an ambitious and progressive manner, stimulating enthusiasm and interest. We aim to broaden the experiences of our pupils by a range of differentiated tasks and opportunities.

Teaching styles vary across the school, depending on the age and ability of the pupils, as well as the subject being taught. We recognise that pupils have a variety of learning styles and we aim to address this wherever possible.

The whole school community is based around positive relationships within clearly defined expectations that apply to all. Positive social behaviours are taught across the curriculum, particularly in PSHE, and all staff are expected to model positive social behaviour at all times.

Within the classroom:



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- An agreed 'Class Code of Conduct' is visible in each classroom and is regularly referred to.
- Pupils are clear about rules and procedures, as well as expectations about high quality work. In line with the school's high expectations, pupils may be required to stay in for part of their break or lunch time to complete work that does not reflect their full potential.
- Aims and objectives for each lesson should be clear and communicated to the pupils.
- Work is accessible for pupils of all abilities, in order for them to achieve their potential.
- Marking/feedback is supportive and appropriate in order to motivate pupils.
- Staff anticipate situations where the pupil may have difficulties and make reasonable adjustments.
- Positive social and learning behaviours are modelled and rewarded.
- Everyone has the right to learn in a culture of kindness and positivity.

We aim to provide a welcoming, comfortable, attractive and stimulating environment for the pupils. Pupils are expected to take an active role in maintaining a neat and tidy environment.

PRAISE SYSTEMS TO PROMOTE POSITIVE BEHAVIOURS

- Clear and concise expectations of behaviour are described, modelled and encouraged through consistent practice throughout all parts of the school each day; including, class/whole school assemblies/worship, in class time and around school to ensure that all pupils understand what is expected of everyone by everyone
- Whole class reward systems to encourage a collective approach to creating a positive environment for learning. Each class uses a marble jar and when the jar is full, the whole class receive a treat.
- Whole school house points system is used to praise and reward individuals.
- Unconditional positive regard for others is reinforced with all pupils and stakeholders at all times
- Verbal and written praise from the class teacher or other adults in school for good attitude, learning, effort or behaviour, with specific links to be made to our Christian vision and values
- Pupils who have demonstrated the above may be asked to share their good role modelling or learning with other pupils and adults in school, and with their families at home
- Pupils are praised for demonstrating strong values – especially our core Christian values of kindness, compassion, respect, responsibility, thankfulness and perseverance. Pupils are rewarded with values tickets.
- Pupils are praised for demonstrating their acquired skills and attributes such as resilience, adaptability, problem solving, resolving conflict and regulation.
- Teachers will share information about a child's behaviour/attitudes either by phone, face-to-face, invitation to celebration worship, email or texts to parents to celebrate positive behaviours and achievements.
- Pupils' achievements are celebrated weekly in class (star of the week) and celebration worship.
- Pupils and staff are encouraged to share their achievements from outside of school and celebrate these with the school community.



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- Pupils who demonstrate and uphold positive behaviours will be rewarded with leadership responsibilities in order to act as role models for the rest of the school.

Class Marble Jars

Each class has a class marble jar which promotes teamwork, positive behaviour, excellent learning attitudes and collective responsibility.

- Reception classes work towards earning 20 marbles.
- Key Stage 1 and Key Stage 2 classes work towards earning 25 marbles.
- Once a marble jar is full, the class receives a whole-class reward agreed by the teacher.
- Marbles are awarded for demonstrating positive behaviour, strong learning behaviours, teamwork and living out our school values.
- Marbles must never be removed from jars for negative behaviour choices.
- Marble jars are intended to celebrate and reinforce positive choices only.

Values Tickets

Values Tickets are used to celebrate pupils who demonstrate our Christian vision and school values.

- Pupils may be nominated by any member of staff.
- Pupils may also nominate their peers when they observe them demonstrating school values.
- Completed Values Tickets are placed into the class Values Box.
- Prior to Celebration Assembly, Values Boxes are brought to the hall.
- During Celebration Assembly, a ticket is selected at random and the pupil is awarded a prize.
- Values Tickets are then returned to class teachers.
- All Values Tickets are sent home on Fridays so that pupils can share their achievements with their families.
- Values Tickets recognise pupils who consistently demonstrate kindness, compassion, respect, responsibility, thankfulness and perseverance.

Visual Systems for Positive Behaviour

Visual systems used in classrooms should celebrate positive behaviour and achievement.

- Visual systems are designed to recognise and reinforce positive behaviour.
- Children should never be publicly shamed through visual behaviour systems.
- Visual displays should not be used to publicly highlight negative behaviour choices.
- Behaviour boards should be regularly updated and reset at the beginning of each school day to ensure every child receives a fresh start.



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ASSEMBLIES AND COLLECTIVE WORSHIP

Assemblies and Collective Worship provide important opportunities for pupils to come together as a school community, reflect on our Christian values, celebrate achievements and develop spiritually, morally, socially and culturally.

Expectations During Whole School Worship

All pupils are expected to:

- Enter and leave the hall quietly and respectfully.
- Sit sensibly and safely.
- Listen carefully when others are speaking.
- Participate respectfully in prayers, reflection and discussions.
- Join in with singing positively and enthusiastically.
- Demonstrate behaviour that reflects our school values and Christian vision.

Positive Recognition

Classes demonstrating excellent behaviour during Collective Worship may be rewarded with:

- Verbal praise.
- House points.
- Values Tickets.
- Marbles for their class marble jar.
- Whole-class recognition during worship.

In addition, a whole-class marble may be awarded to classes demonstrating excellent sitting, listening and singing throughout worship.

Consequences for Poor Behaviour Choices

If a pupil does not meet expectations during Collective Worship:

1. The pupil will receive **one warning**.
2. If the behaviour continues and the pupil needs to be spoken to again, they will be asked to leave the assembly.
3. The pupil will then speak with a member of the Senior Leadership Team following the assembly to reflect on their behaviour choices and discuss expectations for future worship.



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LUNCHTIME EXPECTATIONS AND SAFE PLAY

We believe lunchtimes should be safe, enjoyable and inclusive for all pupils. All children are taught and regularly reminded of safe lunchtime expectations.

Safe Lunchtime Playing Rules

Children are expected to:

- Follow instructions given by midday supervisors.
- Play safely and fairly.
- Include others and demonstrate kindness.
- Respect equipment and use it appropriately.
- Keep hands, feet and objects to themselves.
- Stay within designated play areas.
- Use respectful language at all times.
- Resolve minor disagreements calmly and respectfully.
- Inform an adult if they need help solving a problem.
- Demonstrate our school values during playtimes.

All children know and understand these expectations and what it means to play safely.

Lunchtime Behaviour Procedures

Any child who behaves in a way that is:

- Unsafe,
- Defiant,
- Rude,
- Or not in keeping with our school values and expectations,

will automatically complete a **5-minute timeout** in a location where they remain supervised by midday supervisors.

Following the 5-minute timeout:

- The child returns to play and is given the opportunity to make better choices.
- If poor behaviour choices are repeated, a further 5-minute timeout will be given.
- If this happens repeatedly during the same lunchtime, the child will be referred to a member of the Senior Leadership Team to discuss their behaviour choices.
- If their behaviour is persistently negative over a more than one day, they will miss part or all of their playtime with a member of staff to supervise.



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Serious Incidents

Serious incidents will be referred directly to a member of the Senior Leadership Team without the opportunity for a timeout.

LINING UP AFTER PLAYTIME

Lining up calmly and respectfully supports a positive start to learning and demonstrates respect for others.

Lining Up Rewards

Each class can earn up to 10 points per week.

- One point is available for every lining-up session throughout the school week.
- Teachers keep a private tally of points earned.
- Children are not informed whether individual points have been awarded until the end of the week.
- Points are awarded for calm, sensible, safe and respectful lining up.

Weekly Reward

During the Friday lunchtime lining-up session:

- Classes that have earned all 10 points will receive 10 minutes of extra playtime.
- Extra playtime is only awarded when all 10 points have been achieved between Monday and Friday.
- Points cannot be carried over.
- All points reset at the beginning of the following week.



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CONSISTENT BEHAVIOUR STEPS

The following behaviour steps will be followed consistently by all staff and taught explicitly to all pupils.

EYFS AND KEY STAGE 1

We are learning to make good choices. Grown-ups help us when it feels tricky.

Step 1: Reminder

An adult helps me remember the rule.

I stay in class.

I keep learning.

Step 2: Calm and Think

I have time to calm down.

I think about my choices.

I return when I am ready to learn.

Step 3: Step Out

I receive support to reset.

I spend a short period of time in another classroom.

I complete a learning activity.

I return to my classroom ready for a fresh start.

Step 4: Extra Help

I spend some time with Mrs Baker or Mrs Rose to help me.

We discuss better choices.

Parents are informed.



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KEY STAGE 2

Step 1: Verbal Reminder

An adult reminds me of the expectation and gives me an opportunity to make a better choice.

Step 2: Reset Time

I work elsewhere for 10 minutes away from the class.

I continue to complete my learning.

I return to class ready to learn.

Step 3: Reflection Time

I miss 10 minutes of playtime.

If the incident occurs during the afternoon, the missed playtime will be taken the following day.

I discuss my behaviour choices with my teacher and identify better choices for the future.

Step 4: Extra Support

I work with Mrs Baker or Mrs Rose.

Parents are informed.

For serious behaviour incidents, earlier steps may be bypassed.

Pupils may be referred directly to the Head or Deputy Head Teacher and parents will be informed.

GENERAL STRATEGIES FOR BEHAVIOUR MODIFICATION

Any incidents of unacceptable behaviour occurring in school will be treated fairly and with firmness. A number of strategies can be employed:

- positive reinforcement of other learning behaviours
- reminding the pupil of acceptable behaviour
- showing displeasure through a glance, gesture or expression
- suggesting a move of place
- providing support from another adult
- move pupil next to a supporting adult

It is unacceptable for any member of staff to raise their voice to pupils unless calling out a warning in the case of safety.

Pupils who have not settled to work and are preventing others from learning and the teacher from teaching, may need some 'reflection time'. This consequence is only to be used when other strategies have failed. Consequences will be appropriate and agreed during the conversation



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surrounding the behaviour. Any reflection time for pupils should be reflective and managed with sensitivity. Pupils are never shamed, verbally or with visuals, for poor behaviour choices.

Consequences may include:

- time off the playground – this may be outside time supervised in an area away from the main playground and/or identified individuals/groups of pupils
- time (in a safe space) to self-regulate with support from an adult
- time out of class with a learning activity to allow some pupils the space and time to “repair”
- time to reflect and discuss with a member of staff

The Phase Leader will also be notified of such occasions.

If behaviour fails to improve at this stage then the behaviour is referred to the Head Teacher or Deputy Head Teacher. Parents may be informed and a meeting arranged to discuss next steps.

A Positive Behaviour Plan may be issued at any stage.

INCLUSION

Our staff are trained to know that ‘all behaviour is communication’. It is essential that adults stop to consider what the child is trying to communicate. We realise that this will be different for every child so may look different in each individual case.

As much as all classrooms embody the nurturing ethos, some pupils who need extra support may access alternative or personalised provision within our school. This may be on an ad-hoc basis in that there has been an unforeseen situation (such as a bereavement, change in family circumstances, other trauma, an incident outside of school) that has affected a child’s wellbeing.

Other pupils who need more specialised support will be identified and assessed using a range of assessment and screening tools in order to support gaps in their development. They may have a short-term set timetable of support and provision before being integrated back into their class.

Pupils can be identified by class teachers as needing extra emotional support at which point the SENDCo will be consulted. This may result in pupils receiving extra support or therapies from: walking and talking, a named adult to touch base with, Lego therapy or counselling. We purchase time from a professional counsellor but, at times, there can be a waiting list when caseloads are high. In discussion with school staff, the counsellor determines when counselling is going to be most effective for each individual case.

If it is identified that a child is going to need a higher level of targeted support for a sustained amount of time, the child will have a Personal Learning Plan or Positive Behaviour Plan.

The plans are written by the SENDCo, with the child’s class teacher, adults who work closely with the child, and home adult. The plans are reviewed and adapted regularly with the child and adults in school. Full parental engagement is expected to ensure that effective and purposeful long-term changes and progress can be made.

Staff log all incidents on our online CPOMS system so that there is a full picture of support provided, both external, internal and detailing parental engagement.



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Some pupils find unstructured times of the day like playtimes and lunchtimes more difficult than structured times. Provision which can be put in place for pupils who are experiencing problems with maintaining safe behaviours may include lunchtime club or supervised quiet activities within the classroom.

STRATEGIES WHEN BEHAVIOURS ARE NOT SAFE

Staff receive regular training in behaviour support, safeguarding, de-escalation and positive behaviour management, including Team Teach approaches where appropriate. Our priority is always to prevent situations from escalating and to maintain the safety, dignity and wellbeing of all pupils and adults.

Some pupils may require an individualised approach to behaviour support. Where there is an identified need, a Personal Intervention Plan (PIP) will be developed. PIPs are written collaboratively by the class teacher, relevant support staff, the SENDCo and the Head Teacher, in partnership with parents/carers. The plan will outline proactive strategies, preventative approaches, agreed responses and, where appropriate, any reasonable physical intervention that may be required to keep the child or others safe. Relevant aspects of the plan will be shared with the pupil in a developmentally appropriate manner. Parents/carers and all staff working with the child must be made aware of and follow the agreed plan.

The school operates in accordance with current statutory guidance, including Keeping Children Safe in Education (KCSIE 2025), the Department for Education guidance Use of Reasonable Force in Schools, and Warwickshire Safeguarding procedures relating to the use of force and physical intervention.

KCSIE recognises that there are circumstances in which it may be appropriate for staff to use reasonable force to safeguard children. This may include guiding a child to safety, preventing a pupil from causing injury to themselves or others, stopping a fight, preventing serious damage to property, or removing a pupil from a situation where there is a significant risk of harm. Reasonable force means using no more force than is necessary in the circumstances. It may involve passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as guiding a pupil away from danger.

All staff are expected to use preventative and de-escalation strategies wherever possible before any physical intervention is considered. Such strategies may include:

- Building positive relationships with pupils.
- Using calm and respectful communication.
- Offering choices and opportunities for regulation.
- Providing space and time for a pupil to calm.
- Redirecting attention.
- Adjusting the environment where appropriate.
- Supporting pupils to recognise triggers and early warning signs.



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- Using restorative and relational approaches to resolve difficulties.

These strategies help to reduce risk and support children in developing self-regulation and positive behaviour.

However, where de-escalation strategies have been unsuccessful, or where immediate action is required to prevent injury, serious disruption or significant damage to property, staff may use reasonable force. Any intervention must always be:

- **Reasonable** in the circumstances.
- **Proportionate** to the level of risk presented.
- **Necessary** to prevent harm.
- Used for the **shortest possible time**.
- The **minimum force required** to achieve safety.
- Carried out in a way that protects the dignity and welfare of all involved.

Physical intervention must never be used as a punishment or sanction.

Following any significant physical intervention, the incident will be recorded, reported to senior leaders and, where appropriate, shared with parents/carers. The school will review incidents to identify any additional support, training or adjustments that may be required to reduce the likelihood of future occurrences and to ensure the continued safety and wellbeing of all pupils and staff.

SERIOUS INCIDENTS

Any incident is deemed to be serious if it involves:

- Racial/homophobic/gender/ageist abuse of staff, pupils or visitors
- Physical assault of staff, pupils or visitors
- Verbal abuse (including threatening, lying, defiance) of staff, pupils or visitors
- Bullying (including cyber-bullying or cyber-crime)
- Deliberate damage to school property
- Other antisocial behaviour
- Leaving the school premises without permission

The following sanctions may be used for a serious incident:

- Missing lunch time/break time Internal suspension with a member of SLT
- Fixed term suspension
- Permanent suspension

SUSPENSION



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Suspension is a very serious matter. Only the Head Teacher has the power to suspend a pupil from the school. If the Head Teacher is absent from school then the Deputy Head Teacher may exercise the power of suspension, but will make it clear to the parent/carer that she is acting in the head's absence.

A decision to suspend will only be taken:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

A decision to suspend permanently will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It will normally be used as a last resort.

When considering the suspension of a pupil, the school will follow LA guidance.

PUPIL VOICE: RESPECTFUL RULES

Our pupils have also produced and agreed the following rules:

- Treat each other fairly. Respect people by listening, being helpful, polite and sensitive to everyone.
- Respect our school environment. Look after your own and other people's property.
- Move around our school in a safe and sensible manner.
- Always try to do your best work and allow others to do theirs.
- Wear the correct school uniform and bring the equipment you need to every lesson.
- Respect each other's beliefs and values.