

St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" (John 13:34). Therefore, by faith and work, be the change you want to see.

With God, all things are possible.



Behaviour and Relationships Policy.

Miss Helen Cragg and Mr M Bishop

Date	Action	Review Date
January 2026	Adopted by Governing Body	November 2026

Legislative Context

Sections 89 - 90,94 of the Education and Inspections Act 2006
Equality Act 2010
Schools (Specification and disposal of Articles) Regulations 2012
Coronavirus Act 2020

Guidance

Behaviour and Discipline in schools. Advice for Head teachers and school staff.
January 2016 and associated guides.
May 14th 2020 Coronavirus (Covid 19) Guidance and Support DFE -Preparing for the wider opening of schools from 1 June.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

SMA Behaviour and Relationships Policy.

Positive relationships are central to all that we do in SMA. High Standards are expected by all members of our school community and are promoted through these relationships. As a Church of England School, our Christian vision is central to all we do. Our vision is: Jesus said, "Love one another as I have loved you." Therefore, by faith and work, we will be the change we want to see.

Our vision underpins all that we do in our school community. Through our vision, we recognise that the personal development of pupils, spiritually, morally, socially, and culturally, plays a significant part in their ability to learn, achieve and reach their full potential. At all times, we ensure that our school community values kindness, tolerance and compassion.

At SMA, all staff are trained in The Trauma Informed Approach and take this into account when supporting pupils with their behaviour.

At SMA, our policy is to build relationships with pupils, parents, carers and other agencies to ensure that our school's Christian values of Truth, Fairness, Justice and Joy become central to the lives of our community. Maintaining an atmosphere of honesty and courtesy and ensuring that all are treated fairly and with dignity.

The SMA Policy Aims To:

- Establish a positive, supportive learning environment and an ethos of good behaviour throughout the school.
- Encourage all pupils develop a positive attitude to their own learning and that they respect the right of others to learn.
- Ensure that children are aware of expected boundaries which help them feel happy, safe and secure, thus enabling them to be ready to learn.
- Help the children understand that being a good citizen is based on positive relationships, self-discipline and respectful behaviour.

Key Principles

Our key principle is to promote positive behaviour in all of our pupils. Children need to feel safe, secure, happy and valued; helping them to develop self-esteem, confidence and a positive self-image. Adults, at SMA, are expected to develop secure relationships with our children which promote positive behaviour through the consistent application of the SMA Behaviour Curriculum whereby expected behaviour norms are explicitly taught and reinforced from Nursery to Year 6.

‘Being SMA’ is to be:

- Ready
- Respectful
- Safe

In all that we do.

Through the explicit teaching and ongoing review of our ‘Being SMA’ Behaviour Curriculum we establish clear and consistent routines, boundaries and norms for our children.

It is our aim to:

- Apply a consistent approach to consequences.
- Engage in dialogue with all parties – establishing a fair approach.
- Show a respect for all others - staff aim to influence behaviour rather than control.

All adults are expected to present themselves as positive role models and to set high standards for our pupils giving clear, consistent guidance on what is expected of them. Staff must remember that respect is a two-way process and must seek to secure positive relationships. A calm manner is expected when dealing with pupil behaviour.

Adults in the school are expected to establish clear boundaries and set an agenda so that:

- A focus on learning is possible.
- Pupils can feel safe both physically and psychologically.
- Everyone is treated in a dignified and respectful way.
- Children will feel secure, happy and valued thus boosting their self-esteem.

St Margaret's, Anfield, CE Primary School endeavours to comply with the legal requirements placed on schools and the Governing Body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that 'encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils' (Education and Inspections Act 2006, section 89). The schools will exercise their legal powers (as outlined in section 89/5) and (section 93, Education and Inspections Act 2006) as deemed appropriate and practicable.

In line with the DfE guidelines, schools can use reasonable force and seclusion to:

To prevent or stop a pupil from:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among pupils at the school, whether during a teaching session or otherwise

Any use of reasonable force and seclusion will be necessary and proportionate to the child and situation using dynamic risk assessment by staff members involved.

Following any use of reasonable force or seclusion an accurate record will be completed using a template such as those in Appendix 1 and 2. The parent/carer of the child involved will be informed on the day of the incident.

The Teaching Standards (DfE 2013)

The Teaching Standards requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others.'

Rules and Expectations.

Rewards, rules and consequences should be applied consistently by all members of our school community.

During Jigsaw lessons, at the start of each academic year, 'Class Charters' are developed and agreed by pupils with their new class teacher. The children are encouraged to develop their rules using positive language.

Class Charters are clear and concise. They are clearly displayed in a prominent place in each classroom.

Our bespoke Behaviour Curriculum is positively phrased, expressed simply and relates clearly to expectations for our daily routines.

When expectations are reinforced by staff, clear, positive language is given to children to guide their behaviour. This can be adapted for children with SEND

Behaviour Expectations - are displayed in communal areas of SMA so that pupils are reminded of how they can contribute to our calm, dignified and positive learning environment.

Our 'Being SMA' Behaviour Curriculum has been developed with the staff and will be reviewed annually.

At the start of each academic year, the Behaviour Lead ensures that a 'Being SMA' assembly is delivered to all to outline expectations for the new school year.

Please refer to the clear expectations and norms set out in our Behaviour Curriculum class booklet.

Classroom Rewards

To acknowledge those meeting our behaviour expectations the following rewards are used:

- Non-verbal praise.
- Name first verbal praise – acknowledgement of making the correct behaviour choice e.g. John, I can see you are ready, well done for picking up your pencil to start your work, thank you.
- Dojo Points – Points are awarded to individuals/ groups that have behaved/attended well. Dojos are collected weekly, and a running total is kept for each pupil.
- Dojo points totals are collected, weekly, for houses: Truth, Fairness, Justice and Joy and the winning house is announced in our Friday Celebration Assembly.

- Prizes are awarded for 100 dojos, 150 dojos, 200 dojos and 250 dojos.
- Headteacher and Class Teacher certificates are awarded weekly and are handed out during our Friday Celebration Assembly.
- Class teachers can also develop their own reward system, which promotes positive behaviour and good work, for example, this could be using raffle tickets and a prize box.
- Visits to Phase leaders, subject leaders and SLT to show good work/improved behaviour.

Daily Behaviour Management.

Low level disruption will not be accepted, by staff, in any lesson and must be addressed by the staff member immediately. Through this process, members of staff must explain clearly the expected behaviour to the pupil

Stages of addressing day to day low level behaviours:

Always first – Calm yourself

Reminder - Privately remind the child of the expectation and rule

Caution – Privately remind the child of the expectation, rule and potential consequence

Last Chance – Privately remind the child of the expectation, rule, consequence and previous positive behaviour choices

Time Out – Privately offer the observation, rule, opportunity, expectation

Repair – At a natural break time a chat is held between the child and staff member to help repair and rebuild the relationship.

Further support on our scripted responses is found in Appendix 3.

Teachers will, at times, implement a 'restorative justice' type consequence, e.g. tidying up the classroom if they were proven to have been throwing a pencil.

In the event of a fight or violence:

- The incident is brought immediately to the attention of a member of the SLT or Behaviour Team.
- Incident logs are completed, saved on CPOMs and are shared with relevant staff.
- Extreme violent conduct will result in a minimum of a One Day Suspension (Internal or External)

Reflection Time.

Reflection Time sessions are available for Y2 – Y6. **Time to Think** and **In The Moment Coaching** is used for Foundation Stage and Year 1

During a Reflection Time session, the pupil will consider their actions and future responses to a similar situation. Pupils will consider which part of our 'Being SMA' Behaviour Curriculum they have not adhered to.

On attendance of a Reflection Time session, a CPOMS log will be completed by a member of staff. See RT form (**Appendix 4**).

It is the class teacher's responsibility to inform parents/carers of their pupil's Reflection Time attendance.

If higher level or persistent disruptive behaviours are demonstrated by a pupil, a referral must be made to a member of the SLT and/or Behaviour Team

At the very least a 'Reflection Time' session must be attended for:

- Aggressive conduct
- Unwanted physical contact
- Unacceptable offensive language - swearing, homophobic, biphobic, transphobic, misogynistic, racist, or culturally insensitive language (Will include Internal Suspension)
- Wilful damage to school property
- Wilful defiance/refusal
- Bullying and harassment
- Threats to a pupil or adult - including threats to spit, bite or scratch
- Bringing the good name of our school into disrepute
- Ignoring adult instruction
- Persistent Disruption
- Child on child abuse - also referred to headteacher and safeguarding team
- Harmful sexual behaviours not appropriate to the child's age also referred to Safeguarding team.

Attendance at Reflection Time and subsequent loggings on CPOMS are expected to reduce term on term. In cases where this does not reduce a member of SLT and/or Behaviour Team will discuss this with the parent/carer. A Behaviour Support Plan may be developed for the child, which may include an individual target card.

CPOMS Behaviour loggings are monitored by the Headteacher, Behaviour Lead and Behaviour Team. If a pupil does not demonstrate a willingness to improve behaviour, they may be withdrawn from 'treat events' e.g. discos, films, trips etc.

When a Behaviour Support Plan is in place, the Headteacher, the Behaviour Team, Class Teacher and Parent/Carer will attend regular update meetings on the child's progress.

Break times, Lunchtimes and Other Outdoor Supervision.

- It is essential that high expectations for behaviour are reinforced consistently by **all** staff throughout the whole school day, including break times and lunchtime.
- All staff must maintain a neutral/calm stance when discussing a behaviour incident with a child i.e. self-control must be maintained.
- Teachers, TAs/Supervisory staff are expected to be focused on all the children, ensuring that they are alert and able to intercept and prevent a negative situation developing where possible.
- TAs may deem it necessary for a pupil to have 'Time to Think' away from play for a short period (no more than 5 minutes).
- If a pupil persists with unacceptable behaviour after 'Time to Think', they should be referred to AHT behaviour lead or another SLT member.
- If pupils indicate a pattern of negative incidents during periods of free play, it may be necessary for a class teacher to set zones for these pupils/limit their time playing out on the yard.

Persistent Negative Behaviours

- If a child displays persistent, low-level behavioural concerns or unusual behaviours the class teacher will share this information with parents/carers, the Phase Leader and SEND Team if necessary. This must not be left until twice yearly Parent/Carer meeting.

Removal and Internal Suspension for serious misconduct.

- A pupil may be removed from the rest of the class by a member of the SLT but **must** remain with the SLT member or in another class. The child **must** never be left alone.
- Internal Suspension is a removal from social aspects of the school day for example, playtime, lunchtime, and class treats etc. A Key Stage 2 pupil may also be sent to the KS1 lunch hall to eat their lunch. This is actioned by a member of the SLT

Suspension and Formal Exclusion.

The Headteacher or, in his absence, a member of the SLT, may exclude a pupil for a lunchtime, a fixed term or permanently. When a permanent exclusion is necessary the school follows the guidance of the local authority.

Roles and Responsibilities.

Promoting positive behaviour and good attendance is the responsibility of the school community as a whole. We will hold all individuals, pupils and staff to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for.

The Headteacher Will:

- Frame a policy that encourages positive behaviour, discourages bullying and promotes respect of diversity and equality.
- Implement the school behaviour policy consistently and fairly throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour and restrictive interventions.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.
- Have the responsibility for issuing fixed-term suspension to individual children for serious acts of misbehaviour.
- Permanently exclude a child for repeated or very serious acts of anti-social and violent behaviour. This action is only taken after seeking the advice of the LA Inclusion Co-ordinator and the school Governors.

All Staff Will:

- Address children with positive language e.g. 'Walk, thank you,' rather than 'Stop running' (this can be modified to help children with SEND understand the expectation e.g. John, stop).
- Ensure that when a behavioural incident is investigated, it is essential that all sides of the story are considered (this is reinforced through Reflection Time process).
- Ensure that this policy is consistently and fairly applied to ensure safeguarding and wellbeing for all.

- Record accurately any incidents of restrictive intervention and report timely to the Senior Leadership team.
- Be aware of a Trauma Informed approach for the positive development of our pupils' behaviour.
- Understand behaviour is a part of children's communication.
- Promote the teaching of The Zones of Regulation.
- Offer a curriculum that enables all pupils to engage
- Help pupils to gain the ability to make good choices about their behaviour.
- Encourage pupils to reflect on their behaviour when they are ready to do so.
- Help pupils to be confident about their learning and enjoy it.
- Help pupils understand their rights and responsibilities as citizens in our society.
- Reward/praise positive behaviour.
- Ensure the pupils in their class know and adhere to the Class Charter and 'Being SMA' Behaviour Curriculum.

Pupils Will:

- Show respect and care for others.
- Listen to others.
- Learn to work co-operatively.
- Follow the SMA Behaviour Curriculum and specific Class Charter.
- Aim to resolve disputes positively.
- Value and take responsibility for the school environment.
- Be aware of their own emotions and actions and take ownership of their behaviour when they are ready to do so (Using The Zones of Regulation).

The Governing Body Will:

- Support the school in the implementation of the policy.
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he can take the advice into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.
- Contribute to Behaviour Learning Walks.

Families Will:

- Support the school when reasonable consequences, to address/improve a child's behaviour/conduct, have been applied

- Promote positive behaviour and routines, at home in order, to have continuity between home and school.
- Contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being and mental health.
- Meet with class teachers, Learning Mentor and/or SLT if required.

Pupils with Additional Needs.

Rewards and consequences will be applied sensitively to ensure a child's specific emotional needs are taken into account. Children with a specific Behaviour Support Plan may not always be referred to 'Reflection Time' sessions - reasonable adjustments can be made.

A pupil's mental health will always be considered prior to any consequences being allocated.

Where there are ongoing issues or a significant decline in a child's behaviour and repeated visits to 'Reflection Time' or visits to SLT are evident, a Behaviour Support Plan may be developed in conjunction with the Behaviour team and SENCo.

Support by the attendance of internal talking therapy sessions or the help of outside agencies, may be deemed necessary, and a referral will be made in agreement with the parent/carer.

School Trips.

Prior to school trips staff carry out risk assessments regarding the specific venue and the group of children they plan to take.

Children may be excluded from school trips if their participation would jeopardise their health and safety or that of others (this does not include pupils with medical needs).

A parent or carer may be asked to attend a trip or residential, to supervise their own child to ensure their safety and indirectly the others in the group.

As much as possible, measures are put in place to avoid any exclusion from a trip, this is only ever used as a last resort.

The attendance of the end of year 'treat trip' (not an educational trip) will be dependent on good or improved conduct throughout the academic year.

Power to search without consent

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: phones, knives, weapons, alcohol, drugs, stolen items, tobacco products, vapes, fireworks, pornographic items. In this school these searches will only be carried out by either the Headteacher, Deputy Head or Assistant Head teacher(s), who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

Confiscation of items

Paid members of staff are allowed to confiscate, retain or dispose of possessions that are deemed unsafe, disruptive to effective learning, or illegal. When this occurs, staff are protected from liability for damage to or loss of these items. In this school, all confiscated items are either retained for a period by the class teacher, then returned home (via parents if deemed appropriate), or passed directly to the headteacher, who will contact parents directly, or the Police in the case of overtly dangerous/illegal items.

Volunteers and students.

Volunteers and students are expected to read this policy and are encouraged to utilise the rewards available, when working with children in school, under the guidance of a paid member of staff.

Volunteers should not routinely utilise the consequences but refer this decision to a paid member of staff.

Student teachers – use the Behaviour Policy under the guidance of the teacher.

Parents' Responsibility and Behaviour

Parents are responsible for supervising their own children at the beginning and end of the school day.

Whilst on site, near school or during telephone communication, parents are expected to set a good example to our children and to treat others with respect.

Parents must never approach a child, other than their own, to question or chastise them.

Parents are also advised not to approach other parents regarding issues between children.

Pupils Conduct Outside of the School Gates.

Staff may discipline pupils for non-criminal poor behaviour or bullying which occurs off the school premises which is witnessed by a member of staff or reported to the school.

Pupils may also be disciplined for misbehaviour when travelling to or from school, wearing school uniform or is identifiable as a member of St. Margaret's, Anfield, CE Primary School.

Links with Other Policies and Documents

This policy is integral to all school policies. It has key links with policies/documents such as:

- Special Educational Needs
- Safeguarding
- Anti-Bullying
- On-line Safety Policy
- Being SMA Behaviour Curriculum
- Acceptable Use Policy (AUP) for KS1 pupils
- Acceptable Use Policy (AUP) for KS2 pupils
- Attendance Policy
- Staff Code of Conduct
- Parent/Carer Code of Conduct
- Exclusions Arrangements
- Public Sector Equality Duty Statement
- Restrictive intervention, including use of reasonable force, in schools (DFE 2026)

Complaints

It is important that all parties are clear about the difference between a concern and a complaint. In most cases, our aim is to try to resolve any concerns quickly and informally, to avoid concerns becoming complaints. Formal procedures will need to be invoked when the person raising the concern remains dissatisfied and wishes to take the matter further.

Policy Review

The policy will be reviewed in line with the school's review cycle. However, the Governors may review the policy earlier if the Governing Body receives recommendations on how the policy might be improved and in the event of changes to legislation and DFE Guidance.

This Behaviour and Relationships Policy will be reviewed by the SLT, staff, children and other relevant stakeholders.

Appendix 1

Student				
SEN Status	☐ None	☐ Monitoring	☐ SEN Support	☐ EHCP
Safeguarding Level	☐ None	☐ Family Help	☐ CIN	☐ CP
Date of incident		Time of incident		Location of incident
Incident				
Lead up - including identified triggers				
Strategies used - Prevention, de-escalation				
Seclusion used, including length of time				
Reason	☐ Preventing harm to self	☐ Preventing harm to others	☐ Preventing destruction of property	☐ Other (Please add)
Follow-up actions taken - first aid, medical treatment				

Appendix 2

Student				
SEN Status	☐ None	☐ Monitoring	☐ SEN Support	☐ EHCP
Safeguarding Level	☐ None	☐ Family Help	☐ CIN	☐ CP
Date of incident		Time of incident		Location of incident
Incident				
Lead up - including identified triggers				
Strategies used - Prevention, de-escalation				
Seclusion used, including length of time				
Reason	☐ Preventing harm to self	☐ Preventing harm to others	☐ Preventing destruction of property	☐ Other (Please add)
Follow-up actions taken - first aid, medical treatment				

Appendix 3 Building Relationships - steps for addressing low level behaviour

- Take a breath, remember to depersonalise the behaviour
- What is the behaviour trying to communicate? Address things that can be addressed first
- Remind all learners we are **Ready, Respectful and Safe**

Reminder

- Using a calm tone, privately to the individual, remind them of the expectation
- *Name - Expectation - Rule - Manners e.g. "Billy, you need to pick up your pencil, so you are **ready** to work, **thank you**"*
- Move away and carry on with the lesson
- Praise those demonstrating positive behaviour choices

Caution

- Using a calm tone, privately to the individual, remind them of the expectation and the consequences
- *Name - Expectation - Rule - Consequences - Manners e.g. "Billy, you need to work quietly, to be **respectful** to those around you. If I have to ask again, you will have to move spaces. Thank you"*
- Move away and carry on with the lesson
- Praise those demonstrating positive behaviour choices

Last Chance

- Using a calm tone, privately to the individual, give them a final opportunity to engage and remind of previous positive choices
- *Name - Expectation - Rule - Consequences - Previous behaviour - Manners e.g. "Billy, you need to pass the equipment as we discussed so everyone is safe, you will chat about this at the end of the lesson. Remember you have shown you can do it when I asked you to hand out the books this morning. Thank you"*
- Move away and carry on with the lesson
- Praise those demonstrating positive behaviour choices
- **Must be done once this step is reached** - At the next natural end, discuss with the child the value of making the right choices and following the 3 rules of being 'Ready, Respectful and Safe'. Remind the child this is the opportunity to wipe the slate clean and start again in the next lesson.

Time out

- Using a calm tone, privately offer the opportunity to break the cycle
- *Name - observation - rule - opportunity - expectation - Manners e.g. "Billy, I can see you are still not ready to make safe choices, I think it maybe useful for you to reset, take this note to Ms Smith and when you are back I think you will be ready to make safe choices again. Thank you." This could also be an indication that the child needs to access our Sensory Circuit*
- Acknowledge the child's return calmly, positively and with the instruction the class have just received "You seem much calmer and ready to carry on, everyone is trying to answer question 2 using the method we looked at yesterday, you have a go"

Repair

- At break time, a repair chat, between you and the child, is expected. This is an opportunity to build the relationship between you and the child, reminder of the behaviour expectations and more effective ways to communicate. Reiterate that at SMA we are expected to be Ready, Respectful and Safe.

SMA.

Appendix 4 – RT form

		Reflection Time.			
Name:			Class:		
Date:			Time:		
What did you do?					
What happened just before?			Was anyone else involved?		
Why did you do it?					
What behaviour expectation did you break?					

What would be a better choice next time?

What can WE do to stop you from doing this again in the future?

What can YOU do to make things right again now?

**By the end of this session, we are looking for Respect,
Responsibility, Repair and Restoration.**

YES/NO

RT Staff Comments:

Signed: (RT Staff)

De-escalation Strategies

Distraction

Reassurance

Verbal advice & support

Humour

Simple listening

Success reminded

Take-up time

Giving space

Planned ignoring

Time-out

Negotiation

Limited choices

Agreeing

Supportive touch

Acknowledgement

Apologising

Logical consequences

Help scripts

Removing audience

Transfer adult

Six Stages of Crisis



