



## **Benhall St Mary's C of E Primary School**

**Be the best you can be.**

Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'- Matthew 5:16

## **Benhall St Mary's Primary School Relationship and Behaviour Policy**

2025-2026

## **Benhall St Mary's Primary School Relationship and Behaviour Policy**

### **1. Policy Statement**

- Benhall St Mary's Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners.
- Everyone at Benhall St Mary's has a right to be safe and be in receipt of or deliver a high- quality education free from disruption. This policy sets out our expectations and the support that is offered whilst also establishing clear boundaries and consequences.

### **2. Key Aims of the Policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life;
- To ensure that all learners are treated fairly and shown respect;
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct;
- To help learners take control over their behaviour and be responsible for the consequences of it;
- To build a community which values kindness, care, good humour, good temper and empathy for others;
- To promote community cohesion through improved relationships.

### **3. Purpose of the Policy**

- To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms;
- Positively reinforces behavioural norms;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive interventions.

**Note: When the term Headteacher is used in this policy, this refers to the Executive Headteacher, Head of School or someone who is deputising in this role.**

#### **4. Expectation of Adults**

##### All staff, every day

- Meet and greet pupils in a positive manner;
- Refer to the '3 rules' which are expressed simply as 'Ready, Kind, Safe';
- Model positive behaviours and build relationships;
- Explicitly praise and reward desired behaviours;
- Always remain calm when dealing with children and endeavour to deescalate whenever possible;
- Follow up every time, retain ownership and engage in reflective dialogue with learners;
- Never ignore or walk past learners who are behaving badly (unless part of a planned tactical ignoring strategy).

##### School Leaders and Senior Teachers

- Senior staff are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. They will:
- Meet and greet learners at the beginning of the day;
- Be a visible presence around the site and especially at transitions;
- Regularly share good practice and celebrate staff, leaders and learners whose effort goes over and above expectations;
- Support teachers and middle leaders in managing learners with more complex or entrenched negative behaviours;
- Use behaviour data to target and assess our behaviour policy and practice.

##### Parents/Carers

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations

## Consistency of Approach

In implementing this Relationship and Behaviour policy, Benhall St Mary's Primary School acknowledges 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 management level. Never passing problems up the line, teachers taking personal responsibility for behaviour interventions, seeking support but never delegating;
- **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 and 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 around the site: in classrooms, around the site and the school reception;
- **Consistent environment** code of conduct evident of our values.

The aims of this policy will be met by everyone observing our 3 agreed rules:



By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success

## **5. Recognition and Rewards**

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly. At Benhall St Mary's, we recognise good behaviour, effort and conduct in the following ways:

### House Points

- This will be awarded for effort and successes in their learning. House Points will be collected on a weekly basis by older children and the winning team announced in the celebration assembly.

### Headteacher Awards

- Children will be sent to the Executive Headteacher/Head of School to share their work and/or achievement. The pupil will be rewarded with a gold 'Headteacher's Award' sticker.

### Special Mention Assembly

- Certificates will be given out in the weekly Celebration Assembly. This will take place weekly on Friday afternoons. All staff are able to give Special Mentions to the children and explain the reason for them. House point weekly totals will be celebrated as with other achievements by pupils including out of school.

### Core Value Certificates

- Certificates will be given throughout the year to recognise pupils who consistently demonstrate the school's core values: respect, resilience, kindness, friendship and forgiveness.

### Positive Calls Home

- Any member of staff can call/email the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.

## 6. Managing Behaviour

Engagement with learning is always our primary aim at Benhall St Mary's Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Benhall St Mary's praise the behaviour we want to see and do not focus unduly on the undesirable behaviours. All learners are given take up time in-between stages. The stages and responses are set out in the table below.

***Please note that in some cases a child may have an individual behaviour plan which will include a more personalised approach to supporting that pupil.***

### Lunch and Breaktimes

- As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, Mid-Day Supervisor (MDS) staff will consistently 'catch children being good' and share this with them.
- Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence.
- Serious incidents of non-negotiable behaviours should be addressed by staff and referred to SLT.

### Reparation Conversation

As part of our approaches to managing behaviour, adults should hold reparation conversations. This conversation will normally take place during breaktime/lunchtime supervisions. Sometimes it may include other adults / children. Staff will have a script for the restorative conversation that they feel comfortable with. Staff will choose the appropriate questions from below and address each together, recording responses.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

## Steps for Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Staff at Benhall St Mary's deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct:

<b>Stages of Behaviour</b>
<b>Stage 1 - Redirection</b>
<ul style="list-style-type: none"> <li>• Positive reinforcement of other children around them "X thank you for sitting so beautifully".</li> <li>• A visual cue to the child that you want them to make a good choice this could include               <ul style="list-style-type: none"> <li>○ a 'look';</li> <li>○ a visual gesture related to what you expect.</li> </ul> </li> </ul>
<b>Stage 2 - Reminder</b>
<p>If the behaviour persists:</p> <ul style="list-style-type: none"> <li>• A reminder of the expectations 'Ready, Safe and Kind' delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do; the right thing. (Give take up time);</li> <li>• Praise them when they positively change their behaviour, acknowledging the positive change.</li> </ul>
<b>Stage 3 - Warning</b>
<p>If the behaviour persists:</p> <ul style="list-style-type: none"> <li>• A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices;</li> <li>• Scripted approaches at this stage are encouraged (see appendix);</li> <li>• Praise them when they positively change their behaviour, acknowledging the positive change.</li> </ul>
<b>Stage 4 – Low Level Consequence</b>
<p>If the behaviour still persists:</p> <ul style="list-style-type: none"> <li>• The learner is asked to speak to the teacher away from the others;</li> <li>• Boundaries are reset – child is informed of sanction e.g. they will miss part of their playtime</li> <li>• Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning.</li> <li>• Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour (5 mins in general should be enough but some children will need longer if they are dysregulated)</li> <li>• Time out in an allocated space within the classroom / just outside the door.</li> <li>• Child will miss part of their play time – time allocation is age appropriate. A member of SLT will oversee this and ensure a short reflection conversation takes place.</li> <li>• If a child misses part of their playtime, the adult is responsible for logging the incident on the school's online system.</li> <li>• It is at the class teacher's discretion as to whether to inform parent(s) at this stage.</li> <li>• More than three low level consequences in a week will trigger a meeting with the parent/ carer of the child.</li> </ul>

### **Stage 5a Internal referral – Lunchtime duty with SLT**

- If the step above is unsuccessful, or if a learner refuses to take a time out then a learner will be asked to leave the room and go to their parallel partner class (in some cases the learner may need to work with a member of SLT).
- This will then trigger a lunchtime referral to 'Think Again' (see below).
- If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime with a senior leader as part of a 'Think Again' session. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.
- If the above has been necessary, staff are to log incident on the school's electronic system under behaviour category. Adult who dealt with the initial stages of behaviour will start the log.
- The child will need to complete a 'Think Again' form with a member of SLT who will inform parents of the incident.
- More than two 'Think Again' sessions in a week will trigger a meeting with the parent/ carer of the child.

### **Stage 5b – Non-negotiable behaviours and automatic referrals**

- If a child displays a non-negotiable behaviour they will automatically be referred to 'Think Again'.
- No warnings need to be given for this consequence.
- Non-negotiable behaviours typically include one of the following:
  - Sexist / racist / homophobic behaviour
  - Physical aggression towards a peer
  - Verbal aggression towards a peer
  - Rudeness towards an adult
  - Deliberate damage to school property
  - Deliberately not following hygiene rules in place e.g. spitting
- Adult who dealt with the initial stages of behaviour will log the incident. The child will then complete the 'Think Again' form with a member of SLT and inform parents of the incident.
- Depending on the severity of the behaviours shown, the consequence may be escalated to an internal exclusion or fixed term exclusion. This decision will be made by the Executive Head or Head of School.

### **Stage 6 Violent and Destructive Behaviour**

The following non-negotiable behaviour may result in a fixed term or permanent exclusion:

- Physical aggression towards an adult.
- Repeated patterns of aggressive behaviour towards an adult / child.
- Deliberate and destructive behaviour.

Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

## Monitoring Report

If behaviour is consistently poor as shown by internal referrals, lunchtime duty logs or becomes a cause for concern, a formal meeting will take place. This will be led by a member of school leadership. There will then be agreed targets that will be monitored over the course of **two weeks**. This will be known as the child being placed on 'monitoring report'. Parents will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

## Fixed-Term Exclusions

At Benhall St Mary's Primary School, we believe that, in general, exclusions should be used only as a last resort. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

## Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion.

The governors of Benhall St Mary's Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

## Recording

All members of staff are trained to use the school's digital systems record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with school leaders for the following type of incidents:

- Serious verbal incidents
- Physical incidents
- Damage to property

- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information although the cases listed above should typically be shared with parents.

## **7. Pupils' conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

## **8. Searching pupils**

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

## **9. Positive Handling**

Positive Handling and Reasonable force Benhall St Mary's Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013).

Any force used should always be the minimum needed to achieve the desired result. Key staff at Benhall Primary School have had the training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on behaviour records. Parents will be informed of any incident where force or restraint has been used on their child.

## **10. Procedure in the event of a child running away from an adult**

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones. If a child leaves the school site the police will be contacted for the safety and wellbeing of the pupil.

## **11. Equality and Inclusion**

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices. To this end:

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the Trust/LA. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour presents as a risk to safety of the child or others.

### Supporting pupils with SEND

Expectations for managing behaviour of pupils with SEND:

- For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.
- All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's EHCP/Pupil Passports Teachers need to use these

documents to understand what works and what doesn't work for that child. 16. Parent concerns

## **12. Parent Concerns**

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should:

- 1) Contact the child's teacher – either via email or call the school office and, if necessary, arrange an appointment with the teacher.
- 2) If this does not resolve the incident, the next step is to arrange an appointment to see the Head of School or Executive Head
- 3) If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

## Appendices

### Appendix A: Benhall St Mary's Primary School Behaviour Blueprint

#### Our Three School Rules

- **Be Ready** – Ready to learn, listen, and try your best
- **Be Safe** – Keep yourself and others safe through calm, sensible choices
- **Be Kind** – Treat everyone with respect, empathy, and care

#### Behaviour Management Steps

1. **Redirection** – Use non-verbal cues (e.g., eye contact, gestures)
2. **Reminder** – Quietly reinforce the expected behaviour and give take-up time
3. **Caution** – Clearly outline the consequence if behaviour continues
4. **Time Out** – A brief space to cool off and reflect (in class or designated area)
5. **Repair** – Restorative conversation to rebuild understanding and accountability

#### Microscripts for Staff

- “I have noticed that you are... (e.g. having trouble getting started, off-task) right now.”
- “At Benhall, we are... ready, kind, and safe.”
- “Because of that, you need to... (e.g. move here, complete this later).”
- “See me for 2 (or up to 5) minutes after class/break.”
- “Do you remember yesterday/last week when you... (positive example)? That is who I need to see today.”
- “Thank you for listening...” *(then give take-up time)*

#### Restorative Conversation Prompts

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?

## Appendix B: Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

### Reminder:

- I noticed you chose to.... (noticed behaviour).
- This is a reminder that we need to be (Ready, Respectful, Responsible) You now have the chance to make a better choice.
- Thank you for listening

### Warning:

- I noticed you chose to..... (noticed behaviour) This is the \_\_\_\_ time I have spoken to you.
- If you choose to break the rules again you will move to the table at the back/outside.
- This will also mean you will miss some of your playtime.
- (learner's name), do you remember when \_\_\_\_\_ (model of previous good behaviour)?
- That is the behaviour I expect from you.
- Think carefully, I know that you can make good choices. Thank you for listening.

### Consequence/ calming time

- I noticed you are still choosing to (noticed behaviour)
- You need to go to sit at the table at the back/ to class X I will come and speak to you in three minutes.

If need-be – call the office to request support using the school handsets

## Appendix C: Pupils with SEN

### Further Guidance for Pupils with SEN

- If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed.
- Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better.
- Individualised approaches and adapted expectations for behaviour should be documented and be monitored. A children's triggers for negative behaviour need to be communicated so that everyone can be aware of these.
- Teachers who are preparing their classes to be covered by someone else must ensure adapted approaches are left out and/or communicated with covering teachers /adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.
- Behaviours that children with SEND that might exhibit to try and communicate with you:
  - work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
  - focussing their attention on the adults- following and asking repeated questions this might be for more reassurance that they doing the right thing or that they are liked.
  - calling out- this might be so they feel noticed and to also feel reassured

## Benhall Primary School Think Again

Pupil	Staff	Date

**What happened? What did I do?**

**What were you thinking at the time? What have you thought since?**

**How did this make people feel? Who has been affected?**

**How have they been affected?**

**What should we do to put things right? How can I fix things?**

**How can we do things differently? What will I do next time?**

## Benhall St Mary's Behaviour Ladder



**Formal Exclusion**  
Fixed-term or permanent in extreme cases.

**Internal Exclusion**  
 Pupil works away from their own class and remains inside for breaks.

**Behavioural Report**  
 Supports pupil by making them accountable each session. Enables patterns to be explored whilst also providing opportunities to celebrate successes. May involve a personalised behaviour plan.

**Lunchtime Supervision 'Think Again'**  
 Pupil will reflect on their behaviour during lunch break with a senior teacher.

**Time Out with School Leader**  
 Pupil given the opportunity to review their behaviour with a senior teacher.

**Removal to Other Classroom**  
 Gives pupil the opportunity to calm down away from the situation.

**Missed Break**  
 Partial/missed break to reflect or complete work.

**Time Out**  
 Gives pupil a short break to help self-regulate.

**Move to a Different Seat**  
 Moves pupil away from potential distractions.

**Verbal Warning**  
 Rule reminder by teacher enables child to rethink.

**Non-Verbal Warning**  
 A 'look', gesture or pause to redirect.

*Behaviour which is unsafe or threatening*

- Deliberately harming other children or staff.
- Severe verbal abuse.
- Significant damage to property.

Face to face meeting with parent(s) or carer(s)

*For monitoring persistent poor behaviour.*

- Verbal abuse towards other adults or pupils
- Low-level physical interactions.
- Behaviour persistently disruptive to learning.
- Low-level damage to school property.
- Persistent refusal to follow directions.

Parents to be informed either face to face, by telephone or email.

- It is essential that all children are attentive in lessons for their own educational needs and do not disrupt the learning of others.
- In some cases, off-task behaviour (that is not disruptive) may be tactically avoided and dealt with later to avoid interrupting learning.

Parents unlikely to be informed unless part of a monitoring programme.