



# St Andrew's Church School Behaviour for Learning Policy

## Behaviour for Learning Policy

<b>Supporting Policies</b>	Safeguarding and Child Protection Policy Exclusions Policy Positive Handling Policy Anti-Bullying Policy
<b>Review Date</b>	<b>July 2026</b>

### 1. Introduction

This policy is intended to ensure all adults and children at St Andrew's Church School can thrive in an environment which not only provides the emotional and physical safety we need but also offers the support, nurture and guidance required to be the best we can be.

Underpinning this policy are three key principles:

1. *How we behave comes from our **sense of belonging**. The school's Christian ethos of inclusive Love inspires and underpins this along with the Connected Curriculum.*
2. *Every person is **an individual**. Understanding them and establishing a positive relationship is the first step to enabling them to flourish.*
3. *Behaviour is a **communicator of emotion**, and we must always fully consider and address the underlying feelings that are preventing someone from behaving positively.*

With these in mind, the guidelines for supporting positive behaviour for learning outlined in this policy are intended to be used with sensitivity towards the individual and with awareness that for children with specific social, emotional or behavioural needs, it might be appropriate to adopt strategies not specified within this policy. This will be reflected in a formal plan written in conjunction with parents and the SENDCo/class teacher. All children will be treated equitably.



# St Andrew's Church School

## Behaviour for Learning Policy

This policy sets out our expectation for the whole school community, which includes pupils, parents/carers, volunteers and staff. It is designed to ensure that everyone within the school community acts with consideration, respect and understanding of others, such that all may enjoy life in all its fullness. Our Christian values of **hope, love, peace, joy, courage** and **creativity** are encouraged, recognised and rewarded.

We promote a calm and nurturing atmosphere in which positive teaching and learning can take place. We forge positive relationships to enable us to work together with the common purpose of helping everyone to fulfil their true potential.

We help children to understand that the choices they make affect others within the school community and that they must take responsibility for the consequences of their actions. We teach children to recognise their emotions positively and learn to self-regulate and respond appropriately. This is an important skill for children to learn to be equipped for life. We want to promote safe, stable, nurturing relationships and an environment where children thrive.

***'Learning for Living, Life in all its Fullness' (John 10:10)***

## 2. Expectations

Our expectation is that all members of the school community (including all adults working in the school, children and family members) will follow our three key expectations:

**SAFE**

**READY**

**RESPECTFUL**

At St Andrew's Church School, positive behaviour for learning is taught through:

- Thrive Approach and Emotion Coaching (see Appendix 1 & 3)
- Key Stage 1 & 2 - Personal, Social, Health and Economic (Jigsaw PSHE) Curriculum
- EYFS - Personal, Social and Emotional Development (PSED) Curriculum
- The school's six Values of **hope, love, peace, joy, courage** and **creativity**
- Growth Mindset
- Assemblies and Collective Worship (outlined on our website: Church Schools)



# St Andrew's Church School

## Behaviour for Learning Policy

### **3. Maintaining Expectations**

At St Andrew's we expect positive behaviours for learning. Clear strategies are in place which we implement to support children in maintaining the three main expectations. However, there may be occasions when these measures, for an individual child, do not prove effective. We explore alternative approaches and persist until that child is effectively re-engaged. We use Thrive Scripts to support conversations with all children (see Appendix 2).

#### **3.1 Reward through Recognition**

We expect children and adults to maintain the three core expectations of being safe, ready and respectful, and the ultimate reward for this is the opportunity to thrive in a positive learning environment. Our core value of Joy reminds us that celebrating our school and the achievements of the people within it is an important part of recognising and galvanising what we do well, so we make opportunities to celebrate collective and individual success.

Rewards and nominations for celebration may be provided by any adult in the school (Examples in Appendix 4).

There is a three-tier reward system as outlined:

##### **3.1.1 Positive recognition**

In class and around the school we use age-appropriate rewards, to highlight, notice and celebrate positive behaviour. Such approaches are implemented as appropriate by the class teacher/teaching assistant, based upon their secure knowledge of the children. Children also may receive a 'Positive Praise' card to take home as an immediate celebration of achievement or success.

##### **3.1.2 Weekly whole school recognition**

In Celebration Collective Worship, Learning Leaves (linked to learning) and Golden Leaves (linked to our school values) celebrate children who have demonstrated the three expectations to an exceptional level. The House Cup is presented each week for the House with the highest number of points.

##### **3.1.3 Termly Special Assembly**

In a Special Assembly, one child from each class is awarded a certificate as recognition of their exemplary contribution to class and school life – going above and beyond. The staff team are involved in the decision making for this assembly. Parents are invited to attend this Celebration Tea. In addition, each term, every class will strive to reach a shared goal (e.g. target house points, improved transition time between activities) and enjoy a class special occasion.



# St Andrew's Church School

## Behaviour for Learning Policy

### **3.2 Support and Sanction Escalation**

The following strategies are used in line with the Support and Sanction Escalation document (Appendix 5):

#### **3.2.1 Home-School Partnership**

Our partnership with parents and carers remains very important to us, and we maintain open communication at all stages of the support process. This will be with the class teacher in the first instance, then with a Senior Leader over time.

#### **3.2.2 Reflection Time**

Following reminders of our behaviour expectations, children may be move to another classroom or quiet space for 'Thinking Time'. This is quiet time, and age-appropriate coaching questions are used to structure thinking and to support children in learning from mistakes and making appropriate changes to their behaviour. At KS2, this conversation may be supported with a Reflection Sheet (Appendix 6), on which the child draws or writes (the adult may annotate) their reflections on the incident and learning to take forward. Any incomplete or missed learning may be completed at another time in the school day or sent home for completion.

#### **3.2.3 Regulation Time**

Following disruptive, aggressive or otherwise negative behaviour, a child may need time, and support, to regulate their emotions. This relates to underlying principle 3 of the policy and is in recognition of the fact that some of the most disruptive behaviour stems from an acute feeling of vulnerability, resulting in a 'fight or flight' response to a perceived provocation or threat. Staff will use strategies in line with Thrive training to support regulation. Alongside a carefully constructed dialogue, the child may be encouraged to access activities to support that regulation. Once the child is emotionally able to reflect, they will be supported to do so, and the appropriate next steps and sanctions will be taken in line with the policy.



## St Andrew's Church School Behaviour for Learning Policy

### 3.2.4 Individual Behaviour Plan

An individual behaviour plan will be put in place (Appendix 7) if:

- other measures have been unsuccessful in positively impacting upon behaviour patterns
- a child is engaging with several external agencies to support their behaviour
- an incident occurs that leads to a suspension

An individual behaviour plan pulls together key information and advice to inform short-term targets which are then reviewed and adapted in collaboration with staff, external agencies and parents/carers.

### 3.3 Responding to Challenging Behaviour: Guidance for Staff

**Be constructive:** Effective behaviour management is about empowering the child to learn from the mistake and adapt their future behaviour. The staff member's role is to guide this.

**Research fully:** Staff will make sure they know the full facts about the behaviour and the reasons for it before choosing an appropriate response.

**Know the children:** Behaviour management is a human interaction – staff will consider the intent or emotion behind the behaviour and adapt their response accordingly.

**Clarity of instruction:** Staff will specifically identify the behaviour they want to see rather than what they don't want to see.

**Tone of voice:** Staff will choose a tone of voice which is proportionate to the behaviour and treat the child responsible for the behaviour with respect.

**Using the 3Rs:** This approach references Dr Bruce Perry's *Regulate, Relate, Reason* model for responding to a child whose behaviour is indicating they are emotionally dysregulated. This is a sequence of three stages, each of which should be followed, and staff's response at each stage is outlined

# St Andrew's Church School

## Behaviour for Learning Policy

Behaviour	Adult Response to Behaviour		
	1. Regulate	2. Relate	3. Reason
<b>Low-level</b> eg refusal to comply with adult request, rudeness	Reinforce clear boundaries ('Show me you are <b>ready</b> ', 'You need to be <b>safe</b> ', 'We speak with <b>respect</b> to everyone in our school')  Give attention to best conduct ('Wow, NAME, you are giving me proof of listening!')  Refer to class/individual visual timetable – what is now and next  Keep language succinct and clear – validate feelings (VRFs)  Give time and space whilst being present, as appropriate – repeated low-level behaviours may result in moving to a partner class or quiet space for Thinking Time	Lend your thinking brain:  'I've noticed...' (you're not safe/ready/respectful) 'I'm wondering if...' (we should move to a different space to help) 'I understand/hear what you are saying...' 'I can see that you are...' (describe action) 'I wonder if you are...' (offer an emotion) 'I have asked you to... because I need to keep you safe.' 'Let's work together to figure out how to get this done.' 'I am here to help you because I care about you.' (Use <b>Thrive Scripts</b> )	De-brief (What, Why, Alternatives)  Repair, eg clearing up mess, fixing a breakage  Rehearse and facilitate apology (repair the rupture with children and adults)
<b>Medium Level</b> eg leaving the classroom, damaging property, behaving unkindly	Minimise verbal interaction  Introduce an activity such as Lego/playdough/colouring to facilitate regulation  Keep language succinct and clear – validate feelings (VRFs)  Give time and space whilst being present, as appropriate	Break the activity down to an achievable target (e.g. write the date, come back inside)  Side by side activity – play, distraction, chat to re-connect with the child	<b>Strategies as above, plus:</b>  Uphold the natural consequences of actions
<b>High Level</b> Physical/Verbal aggression and/or unsafe behaviour	Move other children away from area swiftly  Keep language succinct and clear – validate feelings (VRFs)  Give time and space whilst being present, as appropriate  De-escalation strategies throughout, using positive handling (see Positive Handling Policy) to keep child safe – <b>only if absolutely necessary</b>	<b>Strategies as above</b> , away from the other children. Child may work with a different adult. Co-regulation.	<b>Strategies as above, plus:</b>  Internal or external suspension considered/follow Exclusions process



# St Andrew's Church School

## Behaviour for Learning Policy

### **4. Restorative Process**

When negative behaviour occurs, it is important to ensure there is a process of restoration enabling all parties to have the opportunity for repair and to move forward. Some children, for example those with difficulties around attachment and trauma, may find the shame they feel in revisiting the incident emotionally overwhelming so thought must be given to how the restorative process is adapted to ensure an appropriate resolution is reached.

Typically, the restorative process will follow the following steps:

1. Investigate the situation thoroughly
2. De-brief with child/ren
3. Facilitate restoration through the most appropriate method which could be a mediated face to face conversation, written note or other

This process will usually be overseen by the class teacher or support staff. More serious incidents will be escalated to a member of Senior Leadership Team to follow up.

### **4. Partnership and Communication**

Our most effective tool when supporting children in maintaining positive behaviour is reinforcing expectations through partnership with parents and carers. We nurture open and trusting relationships with parents and carers and initiate communication in relation to emerging patterns of negative behaviour at the earliest opportunity. The escalation of support and sanctions, as outlined in Appendix 5, is supported by open and frequent communication between school and home.

If parents and carers wish to discuss any issues related to behaviour, the first point of contact is the class teacher who will be best placed to provide the necessary background and insight and discuss how best to quickly resolve the issue. If concerns continue, either the class teacher or parent/carer may seek further advice or support from a member of the Senior Leadership Team.

If a parent or carer is concerned about a serious incident, bullying behaviour or a safeguarding issue, they should contact the Headteacher or Deputy Head immediately to share their concerns and the appropriate policy followed.





# St Andrew's Church School

## Behaviour for Learning Policy

### **Appendix 1**

#### **Thrive Approach**

**Thrive Approach** is referred to in this policy. Thrive Approach is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience and child development, drawing on research into the role of creativity and play in developing emotional resilience.

For further information on Thrive Approach see 'Embracing Thrive: a parent's guide' attached as Appendix 2 or visit the website [www.thriveapproach.co.uk](http://www.thriveapproach.co.uk). We also have information on our website here: [Thrive — St Andrew's Church School](#)

#### **Emotion Coaching**

- Emotion Coaching helps children and young people to understand the different emotions they experience, why they occur and how to handle them.
- Emotion Coaching directly affects children's capacity to self-regulate.
- Research suggests Emotion Coaching is key to happy, resilient, and well-adjusted children and young people.





# St Andrew's Church School Behaviour for Learning Policy

## **Appendix 2**

**Adults at St Andrew's use the following scripts with children:**

### **STEP 1**

Recognising, empathising, validating the feelings and labelling them

### **STEP 2 (if needed)**

Setting limits on behaviour

### **STEP 3**

Problem-solving with the child

<p style="text-align: center;"><b>Step 1</b> <b><u>Empathise, validate and label</u></b></p> <ul style="list-style-type: none"> <li>• Recognise all emotions as being natural and normal and not always a matter of choice</li> <li>• Recognise behaviour as communication</li> <li>• What physical/verbal signs of the emotion are being felt?</li> <li>• Look from the child's perspective</li> <li>• Use words to reflect back the child's emotion - help the child to label the emotion</li> <li>• Affirm and empathise – allow time to calm</li> <li>• Provide a narrative for the emotional experience</li> </ul>	<p style="text-align: center;"><b>Step 1</b> <b>Scripts</b></p> <ul style="list-style-type: none"> <li>• <i>'I can see you are feeling...'</i></li> <li>• <i>'I wonder if you are feeling ....'</i></li> <li>• <i>'I can see you are frowning and kicking. I would be feeling that too if that happened to me...'</i></li> <li>• <i>'I am noticing that your face is...your breathing is....'</i></li> <li>• <i>'I imagine that made you feel sad/upset/angry...'</i></li> </ul>
<p style="text-align: center;"><b>Step 2</b> <b><u>Set limits</u></b></p> <ul style="list-style-type: none"> <li>• State the boundary limits of unacceptable behaviour</li> <li>• Make it clear certain behaviours are unacceptable</li> <li>• But retain the child's self-dignity (crucial for responsive behaviour and well-being)</li> </ul>	<p style="text-align: center;"><b>Step 2</b> <b>Scripts</b></p> <ul style="list-style-type: none"> <li>• <i>'At St Andrew's we follow the golden rules...'</i></li> <li>• <i>'What are you doing? What should you be doing? What are you going to do next?'</i></li> <li>• <i>'Now it is XXXX, next it is...'</i></li> <li>• <i>'It is not ok to XXXX, this is not safe.'</i></li> <li>• <i>'We all need to be safe...let's go to...'</i></li> <li>• <i>'I understand that you may be angry, but at St Andrew's we all follow the rules.'</i></li> </ul>



## St Andrew's Church School Behaviour for Learning Policy

<b>Step 3</b> <b><u>Problem solve with the child</u></b>	<b>Step 3</b> <b>Scripts</b>
<ul style="list-style-type: none"> <li>• Wait until the child is calm and fully regulated</li> <li>• Explore the feelings that gave rise to the behaviour/problem/incident</li> <li>• Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes</li> <li>• Empower the child to believe they can overcome difficulties and manage feelings and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• <i>'This is not a safe place to be angry. Let's go to a safe place.'</i></li> <li>• <i>'Next time you are feeling like this, what could you do instead?'</i></li> <li>• <i>'I am listening...how can I help you?'</i></li> <li>• <i>'You need to sit by... or in front of... which one do you want to do, make the choice?' (This or This)</i></li> <li>• <i>'At St Andrew's we are here to learn...'</i></li> <li>• <i>'Do you need some help to apologise to anyone? I can help.' (repair)</i></li> </ul>

### **Growth Mindset**

At St Andrew's we aim to build 'resilient learners' and this means teaching children to have a growth mindset. Having a growth mindset means that when children face a challenge and fail, they tend to be more persistent. This will enable them to try another method, give it some attention or work harder, making them better at whatever they're doing – whether it's reading, writing, maths or sport or any new challenges they may face. When supporting children, adults in school will praise children's effort and risk taking.

Growth mindsets promoted by using scripts such as:

'You might not be able to do it **yet** but keep trying'

### Thrive approach: Parent's Guide



## Embracing Thrive: a parent's guide

The Thrive Approach has been developed over many years helping children to flourish. It supports their emotional and social development and helps them feel happy and secure, able to enjoy friendships, relate well to others and be ready and able to learn.

### The Thrive Approach

Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

Positive relationships are at the heart of Thrive. We use these relationships, together with play and creative activities, to give children key experiences at each different stage of their development. Repetition of these activities supports their development, helping them to:

- feel good about themselves and know that they matter
- increase their sense of security and trust
- increase their emotional well-being
- improve their capacity to be creative and curious
- increase their self-esteem and confidence to learn
- learn to recognise and regulate their feelings
- learn to think before behaving in a certain way
- ...and much more.

"Thrive has helped my son tremendously. It has given him more confidence and also it has helped him to calm down in difficult situations. I can see a huge difference in him. He looks forward to his Thrive time."





# St Andrew's Church School Behaviour for Learning Policy

## Appendix 4

### Recognition and Reward examples

	<b>Recognition (meeting expectation)</b>	<b>Reward (exceeding expectation)</b>
Tier 1 Positive Recognition in class/around school	<ul style="list-style-type: none"> <li>• Verbal praise and smiles</li> <li>• Stickers on learning completed or on the child's uniform</li> <li>• Verbal praise to parents about their children.</li> <li>• Text or call home to parents/carers</li> <li>• Extra play for good lining up/tidiest classroom</li> <li>• Extra responsibilities</li> <li>• House points</li> </ul>	<ul style="list-style-type: none"> <li>• Badges/messages home</li> <li>• Sharing learning with other members of staff</li> <li>• Fairy Dust from member of SLT</li> <li>• Positive Praise card</li> </ul>
Tier 2 Weekly Whole School Celebration Worship	<ul style="list-style-type: none"> <li>• Certificates/mentions in weekly celebration worship</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Leaves in whole school celebration worship</li> <li>• Golden Leaves in whole school celebration worship</li> <li>• TTRockstars certificates <ul style="list-style-type: none"> <li>• House Cup</li> </ul> </li> </ul>
Tier 3 Termly Special Assembly	<ul style="list-style-type: none"> <li>• End of term/year certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration Tea</li> <li>• Class special occasion</li> </ul>

# St Andrew's Church School Behaviour for Learning Policy

## Appendix 5: Support and Sanction Escalation

### Maintaining Positive Learning Behaviour Support and Sanctions

Verbal support	Logged support	SLT support
<p>A child is reminded about maintaining the three expectations (safe, ready, respect)</p>	<p>If it continues, the behaviour is recorded on CPOMS. Child spends Thinking Time in partner class/quiet space. In KS2, a child may complete a Reflection Sheet. If learning has not been completed, this may be sent home to complete or completed at another point in the school day.</p>	<p>If a Senior Leader is visited by the same child repeatedly in a term, SLT will consider an appropriate next step.</p> <p>In partnership with parents/carers, a plan will be put in place until a sustained pattern of appropriate behaviour returns.</p>
	<p>If inappropriate behaviour occurs three times within a term, this is passed on to a member of the SLT.</p> <p>In EYFS/KS1 a child spends time talking through the behaviour with a member of SLT. In KS2, a child may complete a Reflection Sheet and work in the SLT's class/room for up to 30 minutes.</p> <p>If learning has not been completed, this may be sent home to complete or completed at another point in the school day.</p> <p>The SLT member will inform parents that this pattern has emerged.</p>	<p>Bullying behaviour, physical or verbal intimidation or aggression should be immediately referred to the HT/ DHT.</p>
	<p>If the behaviour occurs at playtime or on PPA day this should be logged on CPOMS and passed to the class teacher. The child will spend five minutes of the next day with their teacher, who will also log it on CPOMS.</p>	<p>Behaviour which requires a personalised strategy, which may include therapeutically informed support, scripted dialogues or adjusted sanctions is supported using a Behaviour Plan.</p>
Class teachers should maintain an ongoing dialogue with parents/carers at all stages of support.		

# St Andrew's Church School Behaviour for Learning Policy

## Appendix 6: Reflection Sheet (KS2)

### Thinking Time

What happened?

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What would you do differently next time?

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Which of our three expectations do you need to remember next time?



# St Andrew's Church School Behaviour for Learning Policy

## Appendix 7: Individual Behaviour Support Plan

 <b>Behaviour Support Plan</b> 			
<b>Name of child:</b>		<b>Current Year Group:</b>	<b>Date of Plan:</b>
<b>Summary of context:</b>			
<b>Summary of behaviours (positive and negative):</b>			
Aims		Review [date]	Next step
•			
•			
•			
•			
Provision			
Common Triggers	Mitigation Factors	Internal Support	External Support
Responses			
Behaviour	Immediate	Sanction	Restorative
<b>Plan written by:</b>		<b>Plan shared with:</b>	



## Appendix 9: De-escalation Techniques

# DE-ESCALATION

## *techniques*

### for defusing meltdowns

1. DON'T YELL TO BE HEARD OVER A SCREAMING CHILD
2. AVOID MAKING DEMANDS
3. VALIDATE THEIR FEELINGS, NOT ACTIONS
4. DON'T TRY TO REASON
5. BE AWARE OF YOUR BODY LANGUAGE
6. RESPECT PERSONAL SPACE
7. GET ON YOUR CHILD'S LEVEL
8. USE A DISTRACTION
9. ACKNOWLEDGE YOUR CHILD'S RIGHT FOR REFUSAL
10. REFLECTIVE LISTENING
11. SILENCE
12. BE NON-JUDGEMENTAL
13. ANSWER QUESTIONS + IGNORE VERBAL AGGRESSION
14. MOVEMENT BREAK
15. AVOID THE WORD "NO"
16. DECREASE STIMULATION
17. DEEP BREATHING EXERCISES
18. CALMING VISUALS

# St Andrew's Church School Behaviour for Learning Policy

## Appendix 10: Guidance for Adults

*At different times, school staff take on different roles e.g. teacher, learning coach, play leader, co-regulator. This guidance is for all adults, in all roles.*

- We recognise that **every interaction is an intervention**.
- Each interaction must be **reasonable, proportionate and necessary** – and kind.
- Interactions will be **positive and supportive**.
- We aim for children to meet and exceed our **three key expectations** (safe/ready/respectful). Notice the **positives first** and celebrate these.
- Recognition and regulation should surpass consequence.
- Adults will draw from a bank of example **scripts** which provide a common structure/language.
- Sometimes it is important for adults to be **present but silent**.
- Other adults will check in for support by using the phrase, “**Help is available/How can I help,**” to the regulating adult.
- Supervision sessions are available for all practitioners to reflect on incidents to increase understanding and develop practice.



You are  
safe with  
me



It's ok to feel  
nervous



Let's go  
for a walk



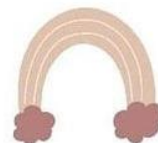
Let's draw  
the worry,  
how big is it?



What do you want  
to say to your  
worry?



Let's sit  
together until  
the thought  
passes



I am here for  
you



Let's take a  
few deep  
breaths  
together