St Mary's CEVA Primary Academy

Positive Relationships Vision and Statement on Challenging Behaviour

Issued April 2026

Due for Review April 2028

1.Introduction

1.1 This policy has been created in line with "Valuing All God's Children", "Fruits of the Spirit: Character Education" and the "Church of England's Vision for Education: Deeply Christian, Serving the Common Good". Staff and governors have been made aware of these documents which form the foundation for the school's ethos, decision making process and policy design. This statement fully acknowledges the school's legal duties under the Equality Act 2010, safeguarding and SEND. This document is shared via the website with the whole school community annually.

1.2 At St Mary's, we aim to create a safe, emotionally literate and inclusive environment, in keeping with our whole school vision of "Do everything in Love" (1 Cor 16:14). We demonstrate this through loving ourselves, others and the world. Everyone in our school is expected to view behaviour as communication and value the importance of repair and connection, to accept responsibility for their actions, learn from their mistakes and be courageous advocates by encouraging others to do the same.

1.3 We recognise that each individual child is at a different stage of social and emotional learning and, only through a consistent approach to supporting their social and emotional development, will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

1.4 This statement outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Mary's. It balances relational, restorative practice with clear, predictable routines and logical consequences, whilst recognising sensory and neurodevelopmental needs.

1.5 The fair and consistent implementation of this document is everyone's responsibility.

1.6 Influence:

Paul Dix – consistent adult behaviour, relational practice, dignified interactions.

Alfie Kohn – Intrinsic motivation, community, autonomy

Phillipa Perry – Emotional regulation, calm presence, developmental needs

Abraham Maslow – Behaviour arises from unmet needs – safety, belonging, physiological, esteem

2 Our Core beliefs

2.1 Our value of "Do everything in love, love yourself, love others, love the world" Cor 1:14 frames all conversations regarding the behaviour of everyone.

- Relationships first – adults build positive, predictable, attuned relationships and see the relationships built as the key to supporting children's social and emotional needs

- All behaviour is communication – staff must search for the underlying need (emotional, sensory, skill acquisition etc.)
- A behaviour that is not in keeping with the school's vision of "Do everything in Love" (1 Cor 16:14) provides everyone with an opportunity to seek to understand
- Understanding each child's needs and individual circumstances, help us act in the best interests for that child at that moment.
- Positive, specific, targeted, genuine recognition is more likely to change behaviour than sanctions
- All consequences are explained and used to teach

3 Adult expectations

It is the everyday habits of adults that provoke a change in children's behaviour – Paul Dix

3.1 Adults must demonstrate and provide:

- Calm tone
- Warm body language
- Positive verbal approach to all aspects of behaviour
- Predictable routines
- Self-awareness and self-regulation

3.2 We recognise that clear structures and predictable outcomes provide an environment of safety and security. Our school's ethos around positive relationships is encompassed in everything we do – it enables us to set out the rules, relentless routines and visible consistencies that make up the workings of every school day.

3.3 Adults must look for connection first before correcting behaviour, adults must:

- Acknowledge feelings
- Approach with empathy, seeing things from the child's point of view
- Approach with curiosity
- Offer co-regulation if needed – using sensory inclusive approaches especially around proprioception

4 Recognition and Connection

4.1 We value:

- Direct specific recognition – instant and specific verbal praise, a note in the bucket, star of the week (linked to a key value of the school, targeting specific and individualised effort), larger award ceremonies at the end of the school year
- Meaningful roles within the school community – friendship leaders, learning leaders, sports leaders, phonic leaders, school council in KS2, Worship Warriors
- Celebration of growth through MAJ and Praise Party (share and shine)
- Class Team goal setting and celebration (class 100 square)

5 Connection Time

5.1 Each class has a designated connection time (15 minutes per day in KS1 and 30 minutes per week in KS2) timetabled in by the Class Teacher. Connection time exists as a predictable, collective opportunity for positive relationship and teambuilding experiences. This exists to strengthen intrinsic motivation, social skills and community. It also serves as an opportunity for the class teacher to repair relationships with identified students.

***Connection time is protected and must not be reduced for any child(ren) for any reason*.**

6 SEND/SEMH adaptations

6.1 Children with SEND or SEMH may have different behaviour support tools/plans as part of their IEP/EHCP – it is the duty of all staff working with these children to be aware.

6.2 These plans may include sensory strategies, triggers, calming strategies, de-escalation script and measurable goals.

6.3 Reasonable adjustments can and will be put in place to support any child who may need them, in collaboration between parents, the class teacher and the inclusion team.

7 Statement on Challenging Behaviour

7.1 KCSIE is clear that all staff have a responsibility to provide a safe environment in which pupils can learn free from disruption (Department of Education: Behaviour in Schools July 2022).

7.2 All behaviour is communication and therefore, we must consider why the child is acting in this way. The session leader must make sure that all the following considerations have been taken into account and tools used before progressing further. The likelihood is that once the child's need is met, the disruptive behaviour will stop.

Firstly, staff must recognise that the clues to a successful resolution to behavioural challenges are to be found in the child. It is vitally important that we are attentive to changes and alert for opportunities to provide support when they are presented. Staff are given relevant information on children on a 'need to know' basis and must use their knowledge of the child in their quest for a successful resolution. This includes knowledge of the child's personal history, current situation, triggers, vulnerabilities and motivators. With this knowledge in mind, staff will employ the below strategies to support the child:

- **Polite reminder of learning expectation**
- **Proximity reset**
- **Check that the task is correctly pitched and differentiated if necessary**
- **Utilisation of peer support**
- **Utilisation of Teaching assistant to provide academic support or a brain break**
- **Check the child isn't hungry, thirsty or tired**
- **Check the child isn't too hot or too cold and offer to move places or add/remove clothing**
- **Check the child doesn't need to go to the toilet and offer the opportunity to go**
- **Check the child isn't in pain or has any medical sickness, issue or injury**
- **Check the child is sat by peers that encourage them to be successful**
- **Explicitly warning the child about their behaviour is disruptive**
- **Prewarning of a consequence (with certain behavioural presentations)**
- **Delivery of a consequence (with certain behavioural presentations)**

8 Use of Consequences

8.1 Whilst it is recognised that all behaviour is communication. In specific circumstances, it may be appropriate for the adult to deliver a pre-determined consequence, alongside restorative practice. Please note that regular delivery of consequences signifies an unmet need, and the teacher must seek to identify and support the need.

8.2 Consequences

Children will be given one verbal warning and then have an additional 3 warnings recorded on an orange laminated square that is put on the child's desk and 'orange card'.

These laminated sheets will be wiped at lunchtime and reset for a fresh afternoon.

In the rare occasion that none of the above have the desired outcome, and the child continues to cause disruption to the learning of their peers and themselves after 3 explicit warnings, they will be asked to leave the classroom and attend the 'linked teacher's' classroom (Appendix 2)

As stated in the Department of Education: Behaviour in Schools July 2022 document section 80: *Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted.*

Should a child be removed from class, they will be expected to complete their work for the remainder of that session away from the class within a different class. The Class Teacher administering the removal will complete a "Disruptive Behaviour Report" (Green from)

The relationship between the teacher and the child will need repairing – this will be a five minute conversation at the next break time or play time. The purpose of this is to identify the behaviour that resulted in a consequence and gain understanding and awareness of learning expectations.

9.2 When a child is issued a Green Form, their parent will be notified and invited to attend a meeting with the class teacher to discuss a plan to support the child in school going forward.

9.3 The class teacher must seek to repair the relationship with the child they have issued the form to.

9.4 The inclusion team will consider if there are any unmet SEN/SEMH needs and support the class teacher with inclusion for the child.

9.5 It is the duty of the inclusion team to process all Green Forms, to spot patterns, triggers and unmet needs.

9.6 On the 3rd green form the parent will meet with DHT and classteacher

9.7 On the 4th green form the parent will meet with the HT and classteacher

On occasion a child's presentation may need a bespoke provision, this will be discussed with SLT and parent/carers prior to implementation.

10. Process for persistent disruptive behaviour outside of classroom activities, before and after school clubs

10.1 We recognise that playtimes and before and after-school activities offer valuable social learning opportunities. However, their unstructured nature can sometimes highlight behavioural or social challenges. If a child displays challenging behaviour during these times, staff will respond in line with the expectations outlined in section 3, with a focus on understanding the behaviour.

10.2 If a child's behaviour compromises the safety or enjoyment of themselves or others, a green form may be issued. This may result in the consequence of removal from the activity for a pre-determined period, this will be referred to SLT for consideration and communication with parent/carer.

11 Process for Fixed-term (suspensions) and permanent exclusions

11.1 We recognise the damage that is caused by suspensions and exclusions and only use them as a last resort for behaviour to keep the child and others safe and learning. The Headteacher on site has the responsibility for issuing fixed-term exclusions for serious acts of challenging behaviour (safety/injury to themselves, safety/injury to others, persistently disrupting the learning of others, significant damage to property). For repeated or very serious acts of challenging behaviour, the Headteacher on site may permanently exclude a child.

11.2 Only the Headteacher (or the acting Headteacher) has the power to suspend/exclude a pupil from school. Please see the government guidance at the bottom of this policy.

11.3 If the Headteacher suspends or excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents in writing that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. For exclusions of 5 days or under the school will take reasonable steps to provide work and mark this but the care of the child is the responsibility of parents. For exclusions over 5 days the school or local authority are responsible in line with guidelines.

11.4 Where a suspended or permanently excluded pupil is of compulsory school age the headteacher must also notify the pupil's parents that the pupil must not be present in a public place at any time during school hours.

11.5 Upon return to the school after a suspension the excluded child and parents/carers will meet with the Headteacher on site to discuss the exclusion and the expected behaviours upon return to school.

12 Complex Challenging Behaviour Management & Support

The most recent guidance April 2026 is detailed below:

All members of school staff have a legal power to use reasonable force in certain circumstances. 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

Incidents will be recorded as soon as practicable after the event.

A report of the incident will be shared with parents and will include:
• time, date, location and approximate duration of the intervention
• brief account of why the intervention was assessed as necessary in that instance
• brief account of what type of force was applied, and the degree of force
• details of any physical injuries sustained, if applicable

Use of reasonable force and other restrictive interventions guidance

13 Monitoring

13.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

14 Review

14.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 – Disruptive Behaviour (Green) Form (Side A)

Child's Name	
Date of Report	
Time of Report	
Lesson/Activity	

Have you

- **Polite reminder of learning expectation**
- **Proximity reset**
- **Check that the task is correctly pitched and differentiated if necessary**
- **Utilisation of peer support**
- **Utilisation of Teaching assistant to provide academic support or a brain break**
- **Check the child isn't hungry, thirsty or tired**
- **Check the child isn't too hot or too cold and offer to move places or add/remove clothing**
- **Check the child doesn't need to go to the toilet and offer the opportunity to go**
- **Check the child isn't in pain or has any medical sickness, issue or injury**
- **Check the child is sat by peers that encourage them to be successful**
- **Explicitly warning the child about their behaviour is disruptive**
- **Prewarning of a consequence (with certain behavioural presentations)**
- **Delivery of a consequence (with certain behavioural presentations)**

Reason for Removal

Work to complete

Adult completing Report	

Appendix 1 – Disruptive Behaviour (Green) Form Side B

To be completed by issuing adult		
Restorative Meeting Notes		
Meeting Date		
Meeting Time		
In attendance		
Child's View	Staff View	Parents View
Suggested Outcomes/Actions		

For Inclusion Team to complete	
Form put on arbor	
SEN/SEMH considerations	
Intervention/referral needs	
Further actions	

Appendix 2 – Linked Teacher

Teacher	Green Form Link Teacher
Mr Middleton	Mrs Brown
Miss Goldsmith	Mrs Brown
Miss Willis	Mrs Popa
Mrs Popa	Mrs Hollingshurst
Mrs Hollingshurst	Mrs Perry
Mr Metcalfe	Mrs Heaney
Miss Bagshaw	Miss Welch
Mrs Heaney	Mrs Perry
Miss Welch	Ms Starkey

Appendix 3 – Recognition and Support Document

	EYFS	KS1	KS2
Recognition	Specific verbal praise Specific verbal praise + sticker to remind A note home A text home 100 square Star of the week	Specific verbal praise Specific verbal praise + sticker to remind A note home A text home 100 square Star of the week	Specific verbal praise A note home A text home 100 square Star of the week Recommendation for a school leader role A note in the bucket
Support	Polite reminder of learning expectation Proximity reset Check that the task is correctly pitched and differentiated if necessary Utilisation of peer support Utilisation of Teaching assistant to provide academic support or a brain break Check the child isn't hungry, thirsty or tired Check the child isn't too hot or too cold and offer to move places or add/remove clothing Check the child doesn't need to go to the toilet and offer the opportunity to go Check the child isn't in pain or has any medical sickness, issue or injury Check the child is sat by peers that encourage them to be successful Explicitly warning the child about their behaviour is disruptive	Polite reminder of learning expectation Proximity reset Check that the task is correctly pitched and differentiated if necessary Utilisation of peer support Utilisation of Teaching assistant to provide academic support or a brain break Check the child isn't hungry, thirsty or tired Check the child isn't too hot or too cold and offer to move places or add/remove clothing Check the child doesn't need to go to the toilet and offer the opportunity to go Check the child isn't in pain or has any medical sickness, issue or injury Check the child is sat by peers that encourage them to be successful Explicitly warning the child about their behaviour is disruptive Green form (only of behaviour is disruptive toward the	Polite reminder of learning expectation Proximity reset Check that the task is correctly pitched and differentiated if necessary Utilisation of peer support Utilisation of Teaching assistant to provide academic support or a brain break Check the child isn't hungry, thirsty or tired Check the child isn't too hot or too cold and offer to move places or add/remove clothing Check the child doesn't need to go to the toilet and offer the opportunity to go Check the child isn't in pain or has any medical sickness, issue or injury Check the child is sat by peers that encourage them to be successful Explicitly warning the child about their behaviour is disruptive Prewarning of a consequence (with certain behavioural presentations)

	Green form (only if behaviour is disruptive toward the learning of others and all other methods have been tried)	learning of others and all other methods have been tried)	Delivery of a consequence (with certain behavioural presentations) Green form (only when all other methods have been tried)

A guide for parents on school behaviour and exclusion - GOV.UK

Suspension and permanent exclusion guidance 2024