



Relationships and Behaviour

At St Botolph's, our behaviour policy is founded on relationships, compassion, and a shared commitment to helping every child flourish. As a Church of England school, our Christian values underpin everything we do. We believe that by modelling love, respect, forgiveness, and understanding, we help children grow not only academically but socially, emotionally and spiritually too.

This policy sets out our approach to behaviour, rooted in positive relationships and a nurturing ethos. It outlines how we support our pupils to make good choices, take responsibility, and contribute to a calm, purposeful and joyful school environment.

Our Vision and Christian Values

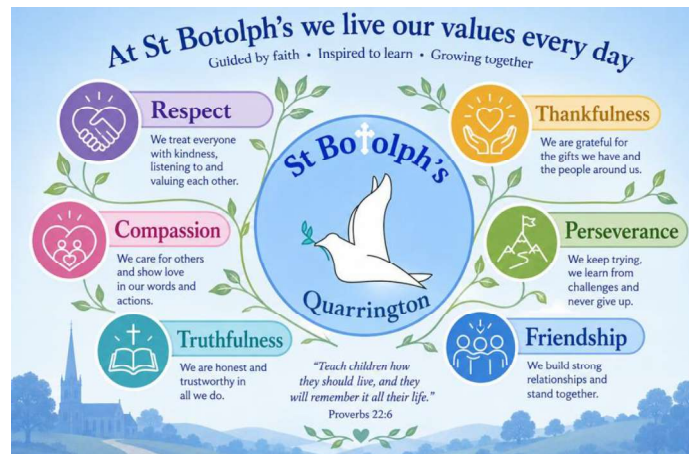
Our vision is to nurture every person's unique God-given potential by teaching them how to live with respect, compassion, and integrity, so that the values they learn today will guide them for a lifetime. Our children will strive to be the best they can be.

"Teach children how they should live, and they will remember it all their life."

Proverbs 22:6

At St Botolph's Church of England Primary School we aim to:

- **Nurture Potential**
- **Be Guided by Values**
- **Live Well Together**



At St Botolph's we believe...

- Every child deserves a fresh start.
- Behaviour is taught, just like reading and maths.
 - Relationships come before correction.
- Every child can learn to make better choices.
- High expectations and kindness belong together.
 - We repair harm rather than hold grudges.
- Children thrive when adults are calm, consistent and caring.
 - We nurture every child's God-given potential.

Teaching the curriculum

- Expectations are taught explicitly in the first week of Autumn Term and revisited at the start of each term.
- Pupils learn the curriculum so they can recall it, practise it and act on it in real situations.
- The curriculum follows an evidence-informed approach: know pupils and their influences, teach learning behaviours, use classroom management strategies, build simple routines, use targeted support and secure consistency.

The process for teaching behaviour explicitly is as follows:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach.

Three overarching behaviour principles

Be Ready	Be Respectful	Be Safe
• Arrive at school on time and get to lessons promptly. • Wear correct uniform with pride and bring the right clothes for PE and outdoors. • Have the right equipment and take part fully in learning. • Show resilience when learning is difficult.	• Listen when adults and pupils are speaking. • Use good manners and kind words. • Respect difference and know we are all equal. • Look after equipment, the environment and our shared spaces.	• Follow instructions first time. • Walk sensibly and line up calmly. • Use equipment safely and stay safe online and outside school. • Know who to go to for help and support.

What our values look like in our behaviour...

Respect	Listening carefully, valuing everyone's opinions, looking after our school, treating others with kindness and following instructions.
Compassion	Showing empathy, helping others, including everyone and recognising when someone needs support.
Friendship	Working cooperatively, encouraging others, resolving disagreements peacefully and welcoming everyone into our community.
Truthfulness	Being honest, taking responsibility for our actions, admitting mistakes and learning from them.
Perseverance	Trying our best, learning from mistakes, remaining resilient when things are difficult and never giving up.
Thankfulness	Showing gratitude, appreciating others, celebrating success and recognising the opportunities we have.

Our Restorative Approach

Our Restorative Approach – The 4 Rs

At St Botolph's, our behaviour curriculum is underpinned by restorative practice. We believe that behaviour is taught through relationships, not simply managed through consequences. When behaviour falls below our expectations, adults use the **4 Rs** to help children regulate emotions, reflect on choices and repair relationships.

Regulate

Children cannot learn when overwhelmed. Adults help children feel safe, calm and emotionally ready before any discussion takes place.

Relate

Strong relationships are at the heart of everything we do. Adults listen with empathy, reassure children that they are valued and maintain connection throughout.

Reason

Adults support children to think about what happened, understand the impact of their actions and consider how different choices could be made in the future.

Repair

Children are supported to restore relationships, make amends where appropriate and move forward with a fresh start.



Routines taught explicitly

Routine	Teach pupils to do	Adult language example
Entering class	Walk in calmly, greet adults, go straight to place, start the settling task.	"We are brilliant when we enter a room calmly and smartly."
Stop signal – raised right arm	Stop what you are doing. Hands empty where appropriate. Show attention to the adult in an agreed way. No calling out. Pupils may use an agreed alternative signal or response where this is part of their support plan.	We show respect by stopping straight away so everyone is ready for the message.
Moving to the line	Stand, chair under, walk to line, face forward.	We are safe and respectful when we move.
From carpet to tables in EYFS and KS1	1. We stand up silently in our spot. 2. We go to our tables and stand behind our chairs 3. We sit down quietly at our tables ready to begin.	Show me how we move from carpet to table safely and brilliantly. Stand, walk, chair, sit. Thank you for being ready to learn. I can see children moving calmly and getting themselves ready first time.
Sat at tables in KS2 ready for learning	1 – Ready to look 2 – Ready to listen 3 – Ready to learn 1 - Eyes and attention focused on the adult giving instructions. 2 - Hands still and equipment down unless directed otherwise. 3 - Thinking about learning and prepared to respond.	1 – Ready to look, 2 – Ready to listen 3 – Ready to learn 1, 2, 3. Ready to look. Ready to listen. Ready to learn. Thank you. Everyone is showing me they are ready. I can see brilliant learners with their attention focused and minds ready.
Sensory Breaks	Staff to recognise when they need a movement or sensory break. Use agreed strategies safely and return to learning when ready. Follow the individual plan agreed with the SENCO and Pastoral Lead where appropriate.	<i>"I can see your body needs a movement break. Let's use one of your agreed strategies so you're ready to learn again."</i> <i>"Let's take a quick sensory break, then we'll come straight back and carry on together."</i> <i>"Would a movement break, breathing exercise or sensory tool help you right now?"</i> <i>"When your body feels ready, we'll come back and continue your brilliant learning."</i> <i>"Everyone's brain works differently. Let's use the strategy that helps you be ready to learn."</i>
Table behaviour during learning time	TNT – tummy near table BBC – Bottoms, back in chair 6 feet on the floor Equipment ready, workspace tidy, listen and take turns. Writing – Bottoms back, flat feet pencils ready...	We are brilliant when our table is ready for learning. "Show me a learning-ready table." "Equipment ready, workspace tidy, eyes and attention here."

Routines taught explicitly

Routine	Teach pupils to do	Adult language example
Around school – including transitions between lessons	Walk calmly and quietly. First person in the line is expected to stay and hold a door, greet politely, care for displays and shared spaces. When waiting to enter a room, line up in single file, facing the same way, standing smartly, with necessary items in their hands.	We show kindness and pride in the way we move around school.
Worship	See Worship checklist – 4 stages (coming in, sitting, listening/joining in and leaving)	We show respect in assembly through stillness, listening and participation.
Hall	Wash hands, sit sensibly, use quiet voices, clear away properly, thank adults.	We are kind and respectful in the way we eat and talk together.
Transition after correction	Fix the behaviour quickly, return to learning, start again.	You have fixed it. Fresh start. Show me brilliant learning now.

Staff consistency and expectations

- Be warm, calm and certain
- Use repair to restore relationship
- Teach, model and rehearse behaviour before expecting fluency - assume behaviour needs teaching, rehearsal and reminders, especially at the start of implementation
- Keep correction brief and private where possible
- Narrate success so pupils know exactly what good looks like
- Use repair to restore relationships and return pupils to learning
- Behaviour is addressed, not identity.

Correction script	Positive narration	Repair prompts
• At St Botolphs we are ready, respectful and safe. • Show me listening / line up quietly / hands still / chairs under. • Thank you for fixing it now. • What needs to happen to put this right?	Respect – <i>"I can see you showing Respect by getting started straight away and helping everyone learn."</i> Compassion – <i>"Thank you for showing Compassion by making space for others and including everyone."</i> Truthfulness – <i>"That was Truthfulness. You were honest, took responsibility for your mistake and put it right."</i> Perseverance – <i>"That showed real Perseverance. You found it difficult, but you kept trying and didn't give up."</i> Friendship – <i>"That was wonderful"</i>	• What happened? • Who was affected? • What value or rule did we not show? • What do you need to do now to repair and move on? • What will you do differently next time?

	Friendship. <i>You worked together, encouraged each other and made everyone feel welcome."</i> Thankfulness – <i>"Thank you for showing Thankfulness by appreciating the help you were given and recognising others' efforts."</i>	
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Pupil knowledge and adult consistency prompts

Area	Pupils know and practise	Adults consistently do
Respectful manners	• Say please when asking and thank you when receiving help or kindness. • Greet adults politely when spoken to and use kind words with other pupils. • Show gratitude and consideration through words, tone and body language. • Know that respect means valuing another person and their ideas.	• Model greetings, courteous language and gratitude consistently. • Notice and narrate respectful behaviour in the moment. • Correct privately and briefly when dignity could be affected.
Uniform and readiness	• Wear full uniform correctly and with pride. • Remove coats, hats, gloves and scarves once inside and hang them appropriately. • Bring the correct PE kit and any equipment needed for the day. • Arrive on time and be ready to learn.	• Check uniform routinely • Provide spare items where reasonable and talk with families where barriers exist. • Model professional dress and calm readiness.
Worship	• Enter and exit in silence, walking calmly into and out of the hall. • Sit in the agreed place and face the speaker. • Use silent hands-up to contribute and join in appropriately. • Leave smartly and return to class calmly.	• Organise the class before moving and check smartness on entry and exit. • Lead pupils in calmly and sit them in the agreed place. • Praise, remind and reset quietly where needed.
Moving around school	• Walk calmly and quietly around school. • Line up in the agreed order and walk in single file where expected. • Hold doors, greet politely and care for corridors, displays and shared spaces. • Knock and wait before entering offices, staff areas or another classroom.	• Set off only when expectations are met. • Stop, reset and rehearse if movement becomes noisy or unsafe. • Model door holding, greetings and care for displays.
Dining Hall – lunchtimes.	• Wash hands before eating. • Use a quiet voice and talk to nearby pupils only. • Sit facing food, use cutlery properly and chew with mouth closed. • Clear away table space, cutlery, plate and cup, then ask an adult before leaving. Children should never be in the school building on their own at lunchtimes and playtimes.	• Check uniform and calm entry to the dining hall. • Model manners, cutlery use and quiet conversation. • Prompt pupils to clear space properly and thank adults. Children must stay in the hall for 15/20 minutes. When a group of 8 children have finished eating it is only then they can go to playtime. Up until that point quiet, calm games will be provided for the children e.g. cards, top trumps, dominos. Jobs provided for children at lunchtimes determined by staff who require them.
Attendance and punctuality	• Attend school every day unless there is a genuine reason not to. • Arrive on time so learning is not missed.	• Promote the value of daily attendance through warm, consistent messaging. • Notice patterns early and work with families to remove

Pupil knowledge and adult consistency prompts

Area	Pupils know and practise	Adults consistently do
	Know that attendance is part of being ready and responsible.	- barriers. - Link punctuality to being ready without shaming pupils.
Sensory tools	- Use sensory tools for the purpose they are intended. - Continue to engage in learning while using sensory tools. - Use sensory tools quietly and safely without distracting others. - Understand that sensory tools are a support, not a toy. - Accept when an adult decides a different strategy or support may be more appropriate.	- Ensure sensory tools are used to support learning, regulation and participation. - Provide and allocate sensory tools based on identified need and professional judgement. - Use a consistent approach across the school when introducing and monitoring sensory tools. - Remind pupils of expectations if a sensory tool is becoming a distraction. - Temporarily remove a sensory tool if it is being used inappropriately, is preventing learning or is disrupting others. - Communicate with SEND staff where patterns of need or concern emerge. - Ensure sensory tools brought from home are only used where agreed by the school due to a specific or complex need.
Playtime behaviour	- Walk to the playground calmly. - Play safely and do not play fight. - Include others, share equipment and use kind words. - Line up quickly when called.	- Teach safe play explicitly before pupils go outside. - Praise inclusion, sharing and safe choices. - Use repair conversations where play has affected others.
Communal areas	- Respect the learning environment and shared spaces. - Do not walk past litter, coats or resources that need tidying. - Report problems to an adult rather than ignoring them. - Move quietly so other classes can continue learning.	- Keep classroom entrances and cloakroom areas tidy. - Do not walk past litter, coats or resources. - Prompt, praise and reset pupils calmly.
Presentation in books	- Set out work neatly using the school presentation expectations. - Use a ruler and sharpened pencil where needed. - Correct errors carefully without scribbling or graffiti. - Take pride in all books, including covers, sheets and margins.	- Model presentation in teacher examples and marking. - Ensure covers are labelled and sheets are trimmed and stuck in neatly. - Teach routines for correction, handwriting and maths layout explicitly.
Outside school and online	- Remember that wearing uniform means representing the school community. - Arrive and leave school considerately, giving others space and using a quiet voice. - Stay safe online and use technology responsibly. - Know who to go to for help and support.	- Rehearse expectations before trips, visits and end-of-day transitions. - Teach online safety as part of computing, PSHE and safeguarding curriculum. - Follow up concerns with care, clarity and appropriate safeguarding procedures.

Investigating behaviour incidents

All staff are expected to investigate incidents fairly, calmly and consistently

- Listen carefully to all pupils involved before reaching

Adult language examples

- "Tell me what happened from the beginning."
- "I am interested in understanding what happened."

conclusions.

- Where appropriate, speak to witnesses individually
- Separate fact from opinion and avoid leading questions
- Record significant incidents promptly and accurately
- Seek support from a senior leader where the incident is complex, serious or unclear
- Apply consequences and restorative approaches consistently in line with the Behaviour Policy including speaking to parents, carers and other staff members
- Remain neutral throughout the investigation and avoid making assumptions before all information has been gathered
- Allow pupils time to think and respond
- Focus on establishing what happened, rather than who is to blame
- Maintain pupil dignity throughout the investigation process
- Remember that behaviour may be influenced by SEND, communication needs, developmental differences, trauma or other vulnerabilities. Consider whether reasonable adjustments or additional support may be required

- "What did you see or hear?"
- "Is there anything else I need to know?"
- "Thank you for being honest."
- "I am going to speak to everyone involved before making a decision."

When to speak to parents/carers and/or when to record on CPOMS

Ask yourself the following questions:

- Is this significant or part of a pattern of behaviour?
- Could this information be important if a future concern arises?
- If I was the parent/carers would I want to be informed or find out from my child?
- Are there sanctions or concerns that I need to communicate?
- Is this a message that I need to speak face to face/telephone call or at the end of the day?
- Would another member of staff benefit from knowing this information?
- Does this help build a picture of the child's wellbeing, safety or behaviour over time?
- Do other people need to be aware of this information as it may be part of a wider picture?
- Is it linked to safeguarding or concerns in any way?

If the answer to any of these is yes, you need to record and communicate. If in doubt, record it and seek advice from a senior leader. It is always easier to review a record that was not needed than recover information that was never recorded.

Behaviour curriculum annual calendar

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reinforce behaviour curriculum, routines and expectations. Teach playground and lunchtime routines. Introduce weekly behaviour rapid recalls and identify pupil leaders.	Revisit learning behaviours and expectations through weekly rapid recalls.	Refresh routines after the break. Use weekly rapid recalls to practise the highest priority behaviours.	Revisit learning behaviours and expectations. Link PSHE, safeguarding and assembly themes to kindness, respect and responsibility.	Maintain consistency through weekly rapid recalls and use pupil leadership to sustain standards	Teach routines and expectations as part of transition. Prepare pupils for next classrooms.

SEND and reasonable adjustments

Inclusive implementation

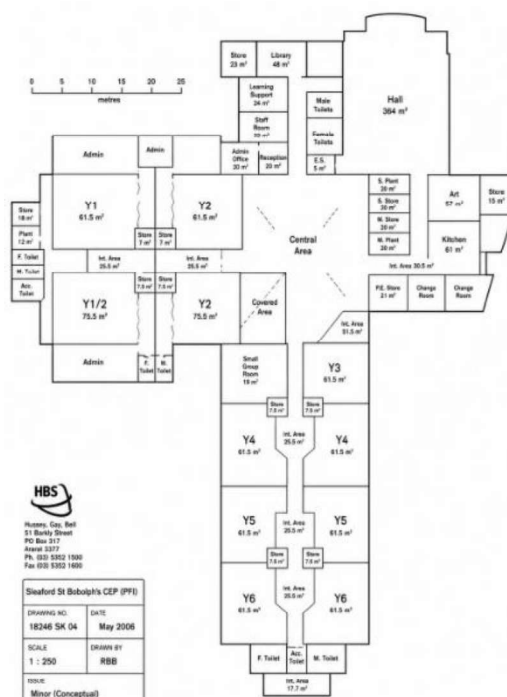
- This curriculum is for all pupils, but it is applied with professional judgement according to age, development and individual SEND needs.
- Connection before correction, private correction and public praise remain central.
- Some pupils may need adapted language, extra rehearsal, visual prompts, planned breaks or alternative ways to show attention.
- Eye contact must never be insisted upon where it is uncomfortable or inappropriate for a pupil. Attention can be shown in different ways.

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Thrive Approach	Restrictive Interventions	Trauma informed practice
A developmental and trauma-sensitive approach to emotional and social needs, helping pupils engage with learning and wider school life.	Positive behaviour management strategies, communication and de-escalation to reduce the need for physical intervention.	Support for pupils whose trauma or mental health needs may present as behaviour that becomes a barrier to learning.

Sensory Map

The sensory map identifies areas of school that may be noisier, busier or more intense for some pupils, particularly pupils with SEND or sensory processing differences. It helps staff plan reasonable adjustments, reduce avoidable triggers and identify regulation spaces so pupils can remain safe, included and ready to learn.



Area	Sensory demand	When it is most intense	Pupils may find difficult	Reasonable adjustments	Regulation options
Hall - mealtimes	Red: noise, smell, crowding	Lunch service and clearing away	Noise, food smells, close seating, waiting	Early entry, quieter table, adult check-in, visual routine	Quiet space after eating, ear defenders, short outside reset
Hall – worship/PE etc	Amber/Red: noise, crowding, sitting still	Whole-school assembly, singing, celebrations	Sitting still, loud volume, unexpected changes	Known seating place, edge of row, visual cue, reduced demand if needed	Sit near exit, calm adult, planned movement break
Corridors/cloak rooms	Amber/Red: crowding, movement	Start/end of day and lesson transitions	Jostling, noise, waiting, lost belongings	Staggered transition, adult at bottleneck, clear line order	Wait point, calm corridor space, return when quieter
Playground	Amber/Red: noise, movement, unpredictability	Busy playtimes and football areas	Unstructured play, conflict, high movement	Zoned play, structured activity, peer buddy, adult check-in	Quiet zone, sensory walk, calm activity box
Classroom	Green/Amber: variable	Independent work, group tasks, wet play	Noise, visual clutter, demand, social pressure	Seating plan, reduced instructions, visual support, chunked tasks	Calm corner, break card, sensory toolkit

How we know the behaviour curriculum is working

- Regular drop-ins focusing on routines and transitions.
- Pupil voice about what routines help them learn and feel safe.
- Staff discussion in briefings or meetings about what is working and what needs reteaching.
- Behaviour logs reviewed for patterns by time, place, pupil group and need.
- SEND pupils' support plans reviewed to check whether reasonable adjustments are effective.
- Governors receive a concise behaviour and inclusion update through normal reporting

