Rainbow Education Multi Academy Trust

Behaviour and Relationships Policy

School:	**Croxteth Community Primary School**
Approval Date:	**Autumn 2026**
Review Date:	**Autumn 2027**

Our Vision				
To ensure that each and every child no matter what their background or their circumstance reaches their potential and leaves us ready for the next stage of their life.				
Endurance	Excellence	Wisdom	Trust	Friendship

OVERVIEW

Each school within The Rainbow Education Multi Academy Trust is committed to creating an environment where exemplary behaviour and strong relationships are 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 partnership approach to managing poor conduct and dynamic interventions that support staff and learners. The school has a clear code of conduct for behaviour and follows the Equality Act of 2010, which means that we will not unlawfully discriminate against others because of their sex, race, disability, religion, beliefs or sexual orientation. This video explains our approaches to behaviour in more detail. We do not tolerate any form of bullying. We expect everyone to treat others with kindness and respect and to care well for each other so that everyone can come to school without fear and feel safe in school. We encourage everyone to be vigilant and we will intervene promptly if there are any signs or reports of bullying.

AIMS OF THE POLICY

1. To create a culture of exceptionally good behaviour: for learning, for community, for life
2. To ensure that all learners are treated fairly and shown respect
3. To promote good relationships
4. To help learners take control of their behaviour and be responsible for its consequences
5. To build a community which values kindness, care, good humour, good temper and empathy for others
6. To promote community cohesion through improved relationships
7. To ensure that excellent behaviour is a minimum expectation for all
8. To ensure that **each and every child** has the opportunity to reach their full potential
9. To ensure that all feel safe and free from any type of bullying and intimidation (including homophobic, transphobic and biphobic bullying).

PURPOSE OF THE POLICY

To provide simple, practical procedures that help both staff and learners in the following ways:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Develop strong, positive relationships between pupils and staff
- Promote self esteem and self regulation
- Teach appropriate behaviour through positive intervention

STRATEGIES

School Rules

1. Look after yourself
2. Look after each other
3. Look after our school

Behaviour for Excellent Teaching and Learning

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The school rules must be displayed in each learning space and referred to in conversations around conduct.

Expectations for Behaviour/Non Negotiables

We have high expectations of all of our pupils. Our expectations are made clear to children through our relentless routines and consistent approaches to behaviour management. We expect our pupils to:

- Try their best and engage in every lesson
- Follow instructions from any adult in school
- Remain seated in the classroom unless given permission by adult to leave their seat
- Be kind to one another
- Follow the school rules at all times to ensure that everyone is safe in school
- Refrain from using any inappropriate or offensive language in or around school

Be Consistent

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

- Apply Threshold and Strong Start at the start of every lesson
- Ensure that all pupils respond immediately to the bell/hand signal. They should have empty hands and track the speaker at this time.

- Apply strategies that link to high behavioural expectations and the building of character and trust
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use positive recognition in classrooms throughout the lesson
- Refer to our school rules in all conversations about behaviour
- Be calm when going through the steps - prevent before sanctions
- Always 'follow up' to retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not following the school rules
- Praise in Public (PIP) and Reprimand in Private (RIP)
- Ensure that all behaviour incidents are followed up with a restorative follow up meeting.
- Ensure that any bullying, racist or homophobic , transphobic and biphobic incidents are dealt with using the appropriate flowcharts. Any incidents of bullying, racism, homophobia, transphobia and biphobia should be recorded on CPOMS.

It is important to remember that children bring to school a wide range of behaviour patterns based on different home values, attitudes and parenting skills. At school, ALL staff must work together to ensure that our agreed rewards and sanctions are applied fairly and consistently. Our rules form the cornerstone of the rewards and consequences system and will be displayed throughout the school. If children follow the rules they are rewarded; if not, there are consequences.

ANTI-BULLYING

We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable. Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously. Every allegation of bullying will be investigated and followed up and any victim of bullying will be well-protected immediately and in the future.
PSHCE lessons will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends. As part of our PSHCE curriculum we teach the No Outsiders which teaches children that we are all different and promotes community cohesion to prepare young people and adults for life as global citizens. In addition, we focus on inclusion and diversity across other subjects such as whole class reading, RE and through collective worship.
Homophobic, transphobic and biphobic bullying will not be tolerated in anyway. Where homophobic, transphobic or biphobic language is used children will be taught that these words are not acceptable. KS2 children will be told what the words mean and will be taught that using such words to tease, upset or put-down someone is not acceptable. This Flowchart details how incidents of homophobic, transphobic and biphobic bullying will be dealt with.

Racist bullying will not be tolerated in any way. Where racist language is used children will be taught that these words are not acceptable. This Flowchart details how incidents of racist bullying will be dealt with.

CHILD ON CHILD ABUSE (including sexual violence and sexual harassment)

Through training, we ensure that all staff recognise that children are capable of abusing their peers. The senior leadership team and Local Academy Council are responsible for ensuring that procedures exist to minimise the risk of child on child abuse and consider how allegations of child on child abuse will be investigated and dealt with. There is a clear procedure on how victims of peer on peer abuse will be supported. All staff are aware of child on child abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals. These issues will be addressed through our school curriculum and assemblies throughout the year. All staff are expected to refer to HM Government guidance 'What to do if you're worried a child is being abused – Advise for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the DSL. In respect of sexual violence and sexual harassment between children, the Rainbow Education Multi-Academy Trust takes a proactive approach to prevent such incidents from taking place. Throughout our schools, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our pupils in their understanding of particular issues, and what actions they can take to be safe. We incorporate healthy relationships, people who help us, British values etc. into our curriculum in an age appropriate way for the year groups in school. Also from September 2020, we have included Relationships Education, Relationships and Sex Education (RSE) and Health Education in the school timetable, in line with DfE guidance and the national curriculum. Pupils are taught to understand the issue and meaning of consent as delivered in the RSHE curriculum. Students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour. Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidence. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We will respond and

manage any reports of sexual violence and/or sexual harassment in line with guidance added to KCSIE.

REWARDS

Our aim is to develop intrinsic motivation in respect to pupils' behaviour. We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of precise praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including its use with those learners who are hardest to reach.

Verbal recognition/ Praise	Specific verbal praise and encouragement for effort is given to children using age-appropriate language.
Visit the Headteacher	Children are sent to the Headteacher or a member of the SLT to show good work. This good work is uploaded onto the schools 'Well Done Blog'.
House Points	Any staff members can give House Points to children for demonstrating positive social behaviours around the school. These should be given when pupils go 'over and above' expected standards.
Friday Assembly	One child from each class is chosen to receive an award each week for displaying a growth mindset and a positive attitude to learning. These 'Mindset Hero' children will receive a certificate and have hot chocolate with a member of the SLT.
Behaviour Scores	Children are given a score each week for both 'behaviour' and 'attitude to learning': 1 - going above and beyond/exceeding expectations; 2 - meeting the expected standard for behaviour; 3 - not meeting the standard.. Scores are shared with the children and are recorded and shared with the SLT.
Headteacher's Tea Party	Children who complete an excellent piece of work or who go above and beyond the expected standard of behaviour will have their photo posted on the Praise/Success channel. These children will be in with a chance of receiving an invitation to the Headteacher Tea Party.
Prize Giving	At the end of the year, a selection of awards are given out to children who have gone above and beyond in a range of subject areas.

SANCTIONS

Steps	Actions
Redirection	Gentle encouragement, a 'verbal nudge' in the right direction, a small act of kindness (a Drive By)
Reminder	A reminder of the expectations/rules - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage.
Warning and a minute	'Turn it around' Redirect the child to the right place giving them up to a minute of positive attention to help them back on track. Talk to the child privately where possible and give the opportunity to engage. Supportive actions to support behaviour may be put into place e.g. child moved within class
Take-up Time	Redirect the child and give them 2 minutes to regulate and get back on task. Return to the child focusing on something positive.
Triage	Triage is a no-blame environment. Triage addresses the question: 'How can this child return to their class, calm and ready to learn?' This is not the time to address the exit from the lesson. Children are supported to regulate their emotions to support them returning to class. If there are behavioural incidents on the yard during lunch or play time, the child may be removed from the yard for a period of time to allow them to regulate their behaviour. If a child has been involved in a physical fight during lunch time or play time, they will miss some of their lunch break the following day to engage in restorative follow up activities.
Restorative follow up	This will take place between the adult and child before the end of the day.
Report **(Self Monitoring Profile)**	If a child receives a behaviour score of 3 for two consecutive weeks, they will be placed on report initially for two weeks. During this period of time the child's behaviour will be closely monitored by the class teacher and the senior leadership team. The child will be given a self monitoring profile which will be filled in at the end of every lesson. During this time, the child must be collected daily in order to sign the report card. Individual consequences will be agreed between the teacher and SLT for each child on report. In some extreme cases, children may receive lunchtime exclusions for the period of time they are on report. If there is a significant improvement in the child's behaviour after two weeks, they will be taken off report, if not then they will remain on report.

Consequences for children who do not comply with our non-negotiables

Non Negotiable	Consequence for not complying with the non-negotiable
Try their best and engage in every lesson	Children will be expected to stay inside at playtime if they have not tried their best/engaged in learning
Follow instructions from any adult in school	The teacher should follow the stepped sanctions in the table above. Children receiving a score of 3 for two weeks will be placed on report.
Remain seated in the classroom unless given permission by adult to leave their seat	Children will be expected to stay inside for 5 minutes at playtime if they have left the classroom without permission
Be kind to one another	Teachers should follow the flowcharts for dealing with bullying, racist and homophobic, transphobic and biphobic behaviours.
Follow the school rules at all times to ensure that everyone is safe in school	The teacher should follow the stepped sanctions in the table above. Children receiving a score of 3 for two weeks will be placed on report.
Refrain from using any inappropriate or offensive language in or around school	The child will be expected to stay inside for 5 minutes at playtime for a restorative conservation about their use of language.

A serious breach is an incident that may lead to a suspension.

Dealing with Child on Child Incident Flowchart

Seven Step Approach

1. **Ensure immediate safety and well-being of children** Remove and/or separate the children involved Check for injuries and any medical needs that need attending to. Ensure each child is supervised by a member of staff If there is any safeguarding concern (child on child abuse) refer immediately to the DSL. DSL will then follow safeguarding procedures.
2. **Gather information** The child and victim are spoken to separately by the class teacher and/or a member of the school's leadership team or DSL where appropriate. Note down where, when and how the incident has occurred. Who was involved, where there any witnesses, was there a trigger? If witnesses, collect any accounts from them
3. **Next Steps and Actions** **If not a safeguarding concern** The victim is offered support/a chance to talk to the class teacher or a member of the school's leadership team.

4. **The perpetrator is spoken to by a member of the school's leadership team.** This may include some bespoke teaching and a restorative approach which will help the child to see how their actions/words made the victim feel and why this type of behaviour is unacceptable. Link this to school rules and values
5. **Communication** The perpetrator and victim's parents are both spoken to about the incident and informed of actions that have been taken and any further actions that may be taken to ensure that this doesn't happen again.
6. **Recording of Incident and Actions** Any actions taken must be recorded on CPOMS and reported to the Local Academy Council at the next meeting.
7. **Monitoring** Monitor through CPOMS to ensure actions and next steps have had impact.