



St. Andrew's C of E (VA) Primary School

Behaviour Policy

Approved by: St Andrew's Governing Body

Date: July 2026

Next review due by: July 2027

Purpose

At St Andrew's C of E (VA) Primary School, we believe that children need to feel happy, safe and secure in our school family before they can be challenged to achieve their potential.

Our vision is rooted in John 10:10: **"I have come that they may have life, and have it to the full,"** and is underpinned by our core Christian values. This reflects our commitment to creating an environment where every child can flourish—academically, socially and emotionally.

We want all members of our school family to show compassion, respect and love for others, to be truthful and to demonstrate courage and perseverance when faced with challenge. We also want our pupils to develop self-control and take responsibility for their behaviour, preparing them for continued responsibility beyond primary school.

At St Andrew's, we support the principles of Equal Opportunity and aim to provide an environment in which individual potential can be maximised, irrespective of race, religion, gender, age, ability or social circumstances.

We believe that a positive behaviour culture, mindful of Adverse Childhood Experiences and built upon strong partnerships between children, staff, governors and parents, enables children to flourish in an atmosphere of trust and security. As part of this, we adopt a trauma-informed approach to education, supporting and encouraging children to be **calm, kind and ready to learn**, so that they can experience life in all its fullness.

Responsibilities

Senior Leaders will:

- Be a positive and visible presence around the school
- Make sure that all new staff are inducted clearly into the school's behaviour culture and appropriate training is provided for staff to meet their duties and functions within the behaviour policy
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Ensure parents are kept up to date with our St Andrew's Behaviour Policy so that the partnership established in the Home School Agreement is reinforced

Staff will:

- Meet and greet pupils positively at the door - every child begins a new day with a fresh start
- Always strive to listen, connect and respond proactively to children's concerns
- Promote good behaviour through example, honesty and courtesy
- Lead by example when speaking and listening to children
- Always uphold the school's behaviour policy. Never ignore or walk past learners who are making poor behaviour choices and look for opportunities to praise good behaviour
- Encourage relationships based on kindness and in understanding of the needs of others
- Ensure equity for all regarding family, cultural, ethnic, racial and religious diversity, age, gender identity and disability
- Be aware of the different strengths and needs of children in the school. Plan lessons that engage, challenge and meet the needs of all learners
- Have open and supportive conversations with parents when discussing their child's behaviour and finding solutions
- Understand that children have a strong sense of justice – fairness and consistency should underpin any resolution

No adult is expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to learners.

Children will:

- Follow our St Andrew's behaviour expectations (**Appendix 1, 2, 3**)
- Work to the best of their abilities, and allow others to do the same
- Apply kindness, respect and understanding of the needs of others, regardless of age, gender, race, ability and disability
- Take responsibility for their actions and make a restorative plan or find a solution when things have gone wrong
- Feel empowered to share any worries or concerns around behaviour, either through conversation with a trusted adult or use of a system such as a class worry box

Parents will:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected promptly at the end of the day.
- Make children aware of appropriate behaviour and reinforce our school behaviour expectations by supporting the school in the implementation of this policy
- Promote our school values with their children at every opportunity
- Encourage independence, self-discipline and instil good manners in their children
- Always share their worries or concerns about their child with school staff. Try not to jump to conclusions until you have gathered all the information around an incident.
- Encourage their child to tell their teacher or another adult in school if they feel hurt in any way by someone else's behaviour

Governors will:

- Support the partnership between home and school
- Monitor and evaluate the implementation of the school's behaviour policy
- Review the policy annually. Detailed guidance for governors is available in [Behaviour and discipline in schools- Guidance for Governing Bodies.pdf](#)

St Andrew's Behaviour: 'Calm, Kind, Ready to Learn'

At St Andrew's, our behaviour expectations are summarised through the simple and consistent message: "**Calm, Kind, Ready to Learn.**" This reflects our Christian values of compassion, respect and love, and supports all children to feel safe, valued and able to flourish.

- **Calm** means that children are supported to manage their feelings and behaviour, using strategies to regulate their emotions and respond appropriately to different situations. Adults model calm, respectful responses and help children to feel secure and ready to engage.
- **Kind** means treating others with compassion, respect and consideration. Children are encouraged to use kind words and actions, include others, and build positive relationships within our school community.
- **Ready to Learn** means being prepared, focused and willing to try. Children are expected to listen, follow instructions and take pride in their learning, showing perseverance even when tasks feel challenging.

These expectations are taught explicitly, modelled by all adults and reinforced consistently across all areas of school life. They underpin our approach to behaviour, supporting children to make positive choices and take responsibility for their actions.

Further guidance on how “**Calm, Kind, Ready to Learn**” looks in practice across the school is outlined in Appendix 3.

A Positive Behaviour Approach

The school strongly believes in a positive behaviour approach and all staff work proactively to support pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like so that expectations are clear and consistently understood by all.

At the beginning of every year, the children in each class discuss behaviour expectations and create their own class ‘rules’, giving them a sense of ownership and clarity about appropriate boundaries. These are based on positive statements and linked to our school values, such as using kind and respectful language. A list of school behaviour guidelines is also in place to ensure consistency across all areas of the school. These expectations are regularly revisited through PSHE lessons, assemblies and daily practice/reinforcement.

Consistent Routines and Signals

In order to support children in meeting behaviour expectations, consistent routines and signals are used across the school. These help to create a calm, predictable environment in which children feel safe and ready to learn.

Movement Around School

Children are taught and expected to follow a simple three-step approach:

1. **Stand up**
2. **Walk calmly to where you need to be**
3. **Be ready to learn (Be ready...)**

To support this, staff use a consistent verbal approach of “**1–2–3**” during transitions. Each number is linked to the step above and is used to prompt children to move quickly, calmly and purposefully. This routine is used consistently in classrooms and when moving around the school to reinforce the expectation of being **calm and ready** at all times.

Gaining Attention and Transition Signals

A consistent signal is used across the school to gain children’s attention quickly and calmly:

- In **EYFS and Key Stage 1**, adults may use a verbal cue such as “*Stop*”, alongside a visual signal, typically **one raised hand**
- In **Key Stage 2**, this develops into a non-verbal signal, typically **one raised hand**

When the signal is given:

- Children stop what they are doing
- Become quiet
- Show they are ready to listen

This approach supports the use of the “**1–2–3**” **countdown**, helping children transition quickly and consistently between activities in all areas of the school, including classrooms, corridors and the lunch hall.

Following this, adults model positive behaviour at all times, speaking respectfully and calmly to children. Every child has the right to be listened to and will be given the opportunity to share their thoughts once they are regulated and ready to do so. Staff encourage positive behaviour by recognising and reinforcing good choices. Strategies such as praise, non-verbal signals, proximity, reminders and peer support are used to guide behaviour in a supportive and consistent way. Where children require additional support, personalised approaches may be used, including identifying triggers and providing strategies to support emotional regulation and positive behaviour choices.

Positive behaviour choices are recognised and rewarded in a variety of ways. Staff should always be explicit about the behaviour or skill being praised.

- Spoken praise, including positive reinforcement – nods, thumbs up, smiles etc.
- Class Dojo points in KS2
- Certificates and stickers/class incentives
- Blue tokens which contribute to a whole class reward
- Sharing work and achievements with others, including the Headteacher (Headteacher's Awards) or Assistant Headteachers (stickers/praise/blue tokens)
- Values certificate presented in our weekly Values Worship
- Courtesy cup and an opportunity to attend the Headteacher's 'Good Manners Tea Party'

Praise should be used carefully, appropriately and fairly. We recognise that children should not always expect a reward for doing the right thing and aim to promote intrinsic motivation and self-control.

Consistency

In implementing this policy, St Andrew's recognises the importance of a consistent approach to behaviour across the school. Consistency provides clear expectations, supports children to feel safe and helps all pupils to understand how to be **calm, kind and ready to learn**.

All adults will:

- use consistent language linked to “**Calm, Kind, Ready to Learn**”
- follow up behaviour consistently and avoid ignoring concerns
- recognise and reinforce positive behaviour
- apply expectations and consequences fairly and consistently
- model calm, respectful behaviour at all times, even in challenging situations
- support children to regulate emotions before addressing behaviour
- reinforce routines and expectations across all areas of the school

Examples of how these expectations are applied consistently across the school are outlined in Appendix 4.

Consequences

Whilst positive behaviour choices are encouraged and celebrated at St Andrew's, we recognise the need for clear boundaries and there will sometimes be consequences for poor behaviour choices. At all times, efforts will be made to understand the reason behind a child's behaviour and respond accordingly.

Our St Andrew's Behaviour Policy is based on a structure whereby the class teacher, TAs, MTA or club leader applies the initial consequence.

Teachers may use **professional judgement** to adapt behaviour systems within their classroom, while remaining consistent with the whole-school policy.

In-class systems should:

- reinforce positive behaviour
- support de-escalation
- align with school values and expectations

The involvement of Assistant Headteachers (Mr Pope and Miss Field) and Headteacher (Miss Lewis) follows if poor behaviour continues or if a child is struggling to recover their behaviour. Children are encouraged and supported by staff to reflect on their behaviour or emotions and make a good plan or to make good choices.

These are our stages of behaviour recovery which are mirrored in class and on the playground if a child does not follow expectations. The exact approach taken will be dependent upon the stage of recovery the child experiences.

Redirection / Reminder

A verbal or visual prompt is given to support the child in making a positive choice. This may include a quiet reminder of expectations:

“Calm, Kind, Ready to Learn.”



Caution (Final Warning)

A clear verbal warning is given, explaining the behaviour and what needs to change. The child is informed that continued behaviour will result in a **Yellow Card**.



Yellow Card – Recovery Time

A yellow card is issued. The child is given time to **regulate and reflect**, either in the classroom or in a designated space, supported by an adult where appropriate.

Incident recorded on CPOMS



Repair or consequences

An additional restorative conversation may be needed to support reflection and repair. Where appropriate:

Additional time is given to reflect (e.g. break/lunch)

Loss of privileges may be applied



Red Card – Escalation

For serious or repeated behaviour, a red card is issued:

Referral to Senior Leadership Team

Incident recorded on CPOMS

Parents informed and further actions considered

1. Redirection / Reminder

A quick verbal or visual prompt is given to guide the child back on track. This may include a quiet reminder of expectations or a non-verbal cue.

At play/lunch: this may include a reminder about safe play, encouragement to play appropriately, or a calm, supportive interaction.

2. Caution (Final Warning)

If the behaviour continues, a clear verbal warning is given, explaining what needs to change. The child will be informed that continued behaviour will result in a Yellow Card.

In class: the child may also be moved or supported by an adult where appropriate.

At play/lunch: this may involve redirecting a child to play with different friends or change their activity.

3. Yellow Card – Recovery Time

If behaviour continues, a yellow card will be issued and recorded on CPOMS. The child will be given time to regulate and reflect on their behaviour;

In class: this may be in the classroom or in a quiet, designated space or buddy classroom. Adult support may be provided where needed. Our aim is for the child to re-engage positively and return to learning as quickly as possible.

At play/lunch: this may be by sitting in a designated space or with adult support. The aim is to support the child in calming down and returning to play safely and positively.

4. Repair or consequences

In some cases, a restorative conversation may be needed to support the child in understanding their behaviour and making positive choices moving forward. This may be with the class teacher or member of SLT.

Where appropriate, this may include:

additional time to reflect (e.g. for part of play/ lunchtime)

loss of privileges

Where patterns of behaviour emerge, parents may be informed and further support may be put in place.

5. Red Card – Escalation

For serious breaches of school rules (e.g. physical aggression, verbal abuse, or swearing), or where behaviour does not improve, a red card will be issued. The child will be referred to a member of the Senior Leadership Team, who will:

meet with the child to discuss their behaviour

record the incident on CPOMS

apply an appropriate consequence

inform parents and, if necessary, a meeting will be arranged to agree next steps.

Occasionally, the severity of a child's behaviour may warrant an alternative approach directly involving the Headteacher or Assistant Headteachers.

Examples of how these expectations are applied consistently across the school are outlined in Appendix 5 and 6.

A Trauma-Informed Approach

At St Andrew's, we recognise that some children may have experienced trauma or adversity, which can impact their behaviour, relationships and ability to learn. Guided by our Christian vision and values of compassion, respect and love, we understand that behaviour is a form of communication and that children may need support to regulate their emotions, repair relationships and move forward positively.

Our trauma-informed approach is underpinned by the following principles:

- **Safety:** We create calm, predictable environments where children feel physically and emotionally secure. Through our value of love, we ensure every child feels safe, cared for and ready to learn.
- **Relationships:** Positive, consistent relationships are central to our approach. Rooted in compassion and respect, adults take time to listen, connect and build trust with every child. A PACE approach is key to this.
- **Understanding behaviour:** We approach behaviour with curiosity and truthfulness, seeking to understand the underlying causes rather than making assumptions or placing blame.
- **Regulation before reasoning:** Children are supported to manage their emotions first. With compassion, adults help children to regulate before engaging in discussion or reflection. They have a range of sentence openers and prompts to support this.
- **Consistency and predictability:** Clear routines and fair responses reflect our commitment to respect and perseverance, helping children feel secure and supported over time.
- **Restorative practice:** When things go wrong, we act with courage and love, supporting children to explore the impact of their behaviour, repair relationships and move forward positively.

In practice, this means staff will:

- use calm, respectful communication and model positive behaviour
- provide time, space and support for emotional regulation
- identify and respond to potential triggers
- offer reassurance and co-regulation through trusted relationships
- adapt responses and expectations to meet individual needs
- seek support from other professionals

Through this approach, we aim to enable all children to flourish emotionally, socially and academically, living out our values and experiencing life in all its fullness.

Special Educational Needs and vulnerable pupils

As a fully inclusive school, we understand that some children need extra support to manage their behaviour and respect boundaries. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. In some circumstances, a child may have a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the SENCO, parents, carers, adults working with the child and the child themselves. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. As

part of meeting their duties, staff at St Andrew's will endeavour, as far as possible, to anticipate likely triggers of misbehaviour and put in place support to prevent these.

Examples of this may be;

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- use of sensory aids and prompts
- alternative playtime approaches
- regular training for staff in understanding conditions such as autism or approaches, e.g. PACE

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned. We will liaise with external agencies and parents to plan support programmes for that child and review it on a regular basis. SEND and vulnerable children are kept closely monitored at termly review meetings with SLT and pastoral support providers

Emotional Literacy Support (ELSA) and other support

At St Andrew's, we recognise that some children may require additional support to understand and manage their emotions. As part of our trauma-informed approach, we provide access to **Emotional Literacy Support (ELSA)** for pupils who may benefit from targeted emotional support.

ELSA sessions are delivered by trained staff and provide a safe and supportive space for children to:

- develop emotional awareness and regulation skills
- talk about their feelings in a structured and supported way
- build confidence, resilience and self-esteem
- develop positive relationships with others
- learn strategies to manage challenges they may experience in school

Pupils may be referred for ELSA support where appropriate, including where patterns of behaviour indicate an underlying emotional need. Sessions are tailored to individual pupils and complement the school's wider behaviour and pastoral support systems.

We also have some access to other therapeutic or support interventions, e.g., counsellors, play therapists, learning mentor or the MHST that we can offer children who have enduring or deeper levels of need. These provisions work alongside class-based strategies, behaviour systems and, where appropriate, external agency involvement, ensuring a consistent and holistic approach to supporting each child.

CPOMS

Classroom or playtime incidents which have been referred to the Headteacher/Assistant Headteachers are recorded on a secure electronic behaviour incident log called CPOMS with details of the date and nature of the incident, who was involved and any follow up actions. The monitoring is the responsibility of SLT. Examples of sanctions may include:

- A discussion or verbal reprimand from the Headteacher or Assistant Headteacher and reminder of the expectations of behaviour
- The setting of written tasks such as a letter of apology
- Loss of privileges

The aim of the CPOMS is to record and track a child's behaviour, enabling staff to recognise patterns of behaviour and deal with a problem or plan further support. In the case of serious or repeated incidents, the Headteacher or SLT will inform the parents of their child's behaviour and discuss next steps, which may include an internal seclusion. It is likely in this scenario that outside agencies who are yet to have

been involved will be called upon for advice and support e.g. Educational Psychologist, MAST support, etc.

Escalation Following Red Cards

Where a pupil receives repeated red cards, the school will consider further escalation.

- A **single red card** will always be followed up by a member of the Senior Leadership Team and communicated to parents
- **Repeated red cards over a short period of time** may trigger:
 - a formal meeting with parents
 - behaviour monitoring or a personalised behaviour plan
 - involvement of external agencies where appropriate

Where behaviour continues to place others at risk, or shows a clear pattern of escalation, the school may consider **internal seclusion** or further sanctions in line with this policy.

In cases of **serious behaviour** (e.g. physical aggression, significant harm, or safeguarding concerns), the school may move directly to internal seclusion or suspension without the need for repeated red cards.

Further guidance on escalation following repeated red card incidents is outlined in Appendix 7.

Internal Seclusion and Suspension or Permanent Exclusions

For extreme or repeated behaviours (such as violence, severe damage to property, child-on-child abuse, racism or bullying) the Headteacher (or Assistant Headteachers in her absence) will be informed and will decide on a course of action.

In some cases, internal seclusion may be used. This will take place with correct supervision and in a place away from the school population and appropriate work is set for the child to do individually. Children on an internal seclusion will take lunch and break away from their peers and be allowed time to use the toilet. There will be a behaviour plan put in place with the child before re-admittance to the classroom. Time periods for isolation should be fair and can only be set by the Senior Leadership Team.

At St Andrew's C of E (VA) Primary School we do not wish to exclude any child from school, and may explore other options, such as use of pupil support units, alternative provision and managed moves; however, it may occasionally be necessary to use a suspension or permanent exclusion in response to significant poor behaviour. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded. The minimum exclusion period is half a day. In severe circumstances the Headteacher may exclude a pupil permanently.

If a pupil is suspended by the Headteacher, the pupil's parents must be informed immediately, giving reasons for the exclusion. This must be communicated both in writing and verbally. The Chair of Governors will also be informed of the decision. The parents of the excluded child must also be informed of their right to appeal against the suspension and how to make such an appeal. The Headteacher will also inform the Local Authority and give notice of the time period and reasons for the exclusion. For

more detailed information about this, please see the St Andrew's Suspension and Permanent Exclusion Policy.

Anti-bullying

'Bullying has no place in our schools. Every child deserves to learn in an environment where they are loved, supported, and respected.'

(Flourishing For All: C of E Anti-bullying guidance Sep 2024)

Incidents of bullying or child-on-child abuse are taken very seriously at St Andrew's Primary. This can include poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. We have an Anti-bullying Policy in place to prevent and repair the damage caused by bullying – see the Anti-Bullying Policy for further details.

Any incidents of racism will be recorded and submitted to the Local Authority. In these cases, the restorative approach will focus on teaching why this is unacceptable and on repairing the relationship.

Use of Reasonable Force

Although it is extremely rare at St Andrew's, there may be circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to **control** or **restrain** children. This can range from blocking a child's path or guiding a pupil to safety by the arm through to more extreme circumstances where a student needs to be restrained to prevent violence or injury. When considering using reasonable force staff will carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Detailed advice for Headteachers and school staff is available in <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

These expectations support our whole-school approach: Calm, Kind, Ready to Learn.

Appendix 1:

Behaviour at St Andrew's School

Expectation	What This Looks Like in Practice
Be kind and safe *(non-negotiable) *	No rough play. Never punch, kick, hurt or provoke anyone.
Stay where you should be	Do not enter the school building or toilets at break times without permission and a band.
Speak respectfully *(non)*	Always use good manners – say please, thank you and hello. Listen carefully and speak respectfully, even when feeling angry.
Move calmly in specific areas	The KS2 Quad is a calm, quiet zone – do not run down the banks.
Look after one another	Check the buddy bench and help others to make friends and feel included.
Respect our school environment	Look after school equipment and shared spaces.
Care for nature	Respect plants, animals and outdoor spaces. Leave them undisturbed in their habitat.
Use resources responsibly	Use the water fountain sensibly and turn it off after use. Do not waste water.
Act safely on site	Do not ride bikes or scooters on school grounds. Walk with them and wear a helmet.
Keep shared spaces tidy	Do not drop food. Clear away at lunchtime and use bins appropriately. Return cups to the hatch.
Move safely around school	Walk in single file on the left in corridors so others can pass safely.
Represent the school positively	Uphold our school values at all times, including at trips, events, competitions and journeys to and from school.

Appendix 2:

Behaviour at St Andrew's School (Child-Friendly Version)

Calm · Kind · Ready to Learn

What We Do	What This Looks Like
Be kind and safe ★	We use kind hands and words. We do not hurt, push or upset others.
Stay where you should be ★	We only go inside or to the toilets when an adult says it is OK.
Speak kindly ★	We say please and thank you. We listen and speak respectfully, even if we feel upset.
Move calmly	We walk safely and stay calm, especially in the Quad and around school.
Be a good friend	We include others, help friends and check the buddy bench.
Look after our school	We take care of equipment and keep our school tidy.
Care for nature	We are gentle with plants and animals and leave them where they belong.
Use things carefully	We use things like the water fountain sensibly and do not waste anything.
Stay safe on the playground	We walk with bikes and scooters and wear helmets.
Keep things tidy	We put rubbish in the bin and tidy up after eating.
Move safely around school	We walk in lines and keep to the left in corridors.
Be proud of our school	We show our values everywhere — in school, on trips and on the way home.

★ = Important rules we must always follow

Appendix 3:

St Andrew's Behaviour Expectations

Calm · Kind · Ready to Learn

(Aligned with St Andrew's values: compassion, respect, love, courage and perseverance)

In the Classroom

● Calm	● Kind	● Ready to Learn
Quiet voices	Kind words and actions	Listen to the teacher
Follow routines	Help others	Have equipment ready
Stay in your space	Respect ideas	Try your best
Calm bodies	Include everyone	Start learning quickly

Playground

● Calm	● Kind	● Ready to Play
Move safely	Take turns	Join in games
Use equipment properly	Use kind words	Try new things
Follow rules	Include others	Follow game rules
Calm down if needed	Look after others	Line up when asked

Around School

● Calm	● Kind	● Ready
Walk quietly	Hold doors	Go where you need to be
Safe hands and feet	Smile and greet others	Be ready for lessons
Follow adults	Respect spaces	Be on time

Toilets

● Calm	● Kind	● Ready
Use quietly	Wait your turn	Wash hands
Keep clean	Respect privacy	Return quickly
Follow routines	Leave tidy	Go back ready to learn

Lunchtime

● Calm	● Kind	● Ready
Sit sensibly	Use manners	Eat well
Calm voices	Talk kindly	Clear away
Follow adults	Include others	Ready for afternoon learning

When Things Go Wrong

● Calm	● Kind	● Ready to Learn
Take time to calm down	Listen to others	Make a better choice
Accept help	Say sorry	Learn from mistakes
Use calming strategies	Show understanding	Move forward positively

Appendix 4:

Visible Consistency Across the School

Context	What This Looks Like at St Andrew's
Start of the Day	Children enter calmly, following established routines.
Welcoming Children	Staff greet pupils warmly and build positive relationships at classroom doors to ensure a calm start to learning.
Transitions	Staff use the consistent '1–2–3' routine: stand up, walk calmly, ready to learn.
End of Breaktimes	Children stop promptly, line up calmly and walk sensibly to their next learning space.
Assembly	Children enter and leave assemblies calmly and respectfully. Staff model and reinforce expectations.
Corridors	Children walk quietly in single file, following expectations for calm and safe movement.
Playground	Children play safely and include others. Staff actively supervise, model positive behaviour and support pupils where needed.
Lunchtime	Children follow routines for entering, eating and clearing away. Expectations for calm and respectful behaviour are reinforced.

Appendix 5:

Behaviour Examples and Guidance

Purpose

This appendix provides clear, consistent examples to support staff in applying behaviour expectations fairly, in line with school values and a trauma-informed approach.

Yellow Card Behaviours

Behaviour Type	Examples	Linked Values
Disrupting learning	Calling out, distracting others, not following instructions	Respect
Low-level defiance	Ignoring requests, arguing, refusing to engage	Respect, Perseverance
Unkind behaviour	Name-calling, excluding others, unkind comments	Compassion, Love
Unsafe behaviour	Running indoors, rough play	Love, Responsibility
Careless use of property	Misusing equipment	Respect
Difficulty regulating emotions	Ongoing disruption despite support	Compassion

Red Card Behaviours

Behaviour Type	Examples	Linked Values
Physical aggression	Hitting, kicking, biting	Love, Respect
Abusive language	Swearing at others	Respect, Truthfulness
Bullying behaviour	Repeated or targeted harm	Compassion, Love
Deliberate damage	Damaging property	Respect
Risky behaviour	Throwing objects, running away	Love, Responsibility
Persistent defiance	Refusal after support	Perseverance, Responsibility
Discriminatory behaviour	Racist or prejudicial language	Respect, Truthfulness, Justice

Trauma-Informed Response

Staff prioritise safety, use calm communication, support regulation before reflection, seek underlying causes and support restoration.

Appendix 6:

Behaviour Escalation Following Red Cards

Level	Trigger	Response
Initial red card(s)	Isolated incidents	SLT follow-up, incident logged, parents informed
Repeated red cards	Pattern over time (e.g. within a half term)	Behaviour monitoring, parent meeting, support plan
Ongoing / escalating behaviour	Continued risk or no improvement	Consideration of internal seclusion
Serious incident	Significant harm or safeguarding concern	Immediate escalation (may include suspension)