



Corinthian Community Primary School  
and Daycare

# Behaviour & Relationships Policy

## Corinthian Primary School

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At Corinthian, we want children to be successful in all they set out to achieve. We aim to develop confident learners that are good citizens. Our school rules underpin this.

### **1. Aims**

This policy aims to:

- Provide a consistent approach to a culture of excellent behaviour;
- Define what we consider to be unacceptable behaviour, including bullying;
- To help learners take control of their behaviour and be responsible for its consequences;
- Outline our system of rewards and sanctions;
- To ensure that all learners are treated fairly and shown respect;
- To promote community through improved relationships;
- To ensure that each and every child has the opportunity to reach their full potential;
- To ensure that all feel safe and free from any type of bullying and intimidation;
- Summarise the roles and responsibilities of different people in the school community.

### **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 interventions.

### **2. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools;
- Searching, screening and confiscation at school;
- The Equality Act 2010;
- Use of reasonable force in schools;
- Supporting pupils with medical conditions at school;
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

### **3. Definitions**

Misbehaviour is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Vandalism;
- Theft;
- Fighting;
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to

be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

#### **4. Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against

Bullying can include:

<b>Types of bullying</b>	<b>Definition</b>
emotional	Being unfriendly, excluding, tormenting
physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
racial	Racial taunts, graffiti, gestures
sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

#### **5. Roles and responsibilities**

##### 5.1 The governing body

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

##### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of good citizen and behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

##### 5.3 Staff

Staff are responsible for:

- Being part of building a community that values respect, kindness and thrives on consistency;
- Implementing the behaviour policy consistently;
- Modelling positive behaviour giving our attention to the best conduct;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents on CPOMS;
- Ensuring that children who miss a playtime do so with a member of teaching staff;
- The leadership team will support staff in responding to behaviour incidents.

##### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules and good citizen expectations;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

## **6. Pupil conduct**

Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents may lead to suspensions or permanent exclusion.

Pupils are expected to follow the school rules. At Corinthian we will:

- Be respectful to all
- Be responsible
- Be ready to learn

Being respectful to all involves pupils conducting themselves in a way that shows they value themselves and others.

Being responsible requires pupils to be accountable for their actions.

Being ready to learn requires pupils to engage positively in their learning and willing to give their best in all lessons.

We value being part of a community that promotes good citizenship. This is underpinned by all at Corinthian showing respect to ourselves and to others.

As Good Citizens we agree to:

- listen to others and respond respectfully;
- act in a considerate and kind manner towards others;
- show kindness;
- try our best;
- move safely and sensibly around the school.

Movement around the school

- Pupils will follow the four S's when moving around the school

Straight

Sensible

Silent

Smart

## **7. Rewards and Sanctions**

7.1 List of rewards and sanctions

When children go over and above our expectations for behaviour they are rewarded with:

- Verbal praise and recognition;
- Positive recognition boards;
- Good citizen house points;
- Lunchtime friendship table rewards;
- Behaviour Champions Club
- Positive phonecalls home
- Attendance awards.

Stepped Consequences	
<b>Redirection</b>	this can be delivered to the whole class.
<b>Reminder</b>	a reminder of the expected learning behaviours.
<b>Warning and a minute</b>	'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.
<b>Take up Time</b>	Redirect the child and give them up to 5 minutes time to regulate and get back on task. Return to the child focusing on something positive.
<b>Triage</b>	addresses the questions: 'How can we return this child 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.

<b>Restorative follow up meeting</b>	should happen before the end of the day.
<b>Report</b>	if improvements aren't seen, a child may be placed on report. SLT should be informed of this and should be present at the initial report meeting. This must be completed in conjunction with the parents.

<b>Non negotiable</b>	<b>Consequences for not complying with the non-negotiables</b>
Try their best in every lesson	Children will be expected to stay inside at playtime if they have not tried their best/engaged in learning to discuss their behaviour for 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 may be placed on report.
Remain seated in the classroom unless given permission by an 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 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 inappropriate or offensive language in or around school.	Children will be expected to stay inside for 5 minutes at playtime for a restorative conversation about their use of language.

#### Behaviour Logs

Each class has a behaviour log which will ensure conduct is logged weekly.

#### 7.2 Tiers of Behaviour

This is a guide. All cases/incidents are individually assessed and as such, sanctions may be adapted depending on the context of the incident.

<b>Scoring 1</b> <b>Consistently over time - showing conduct and learning behaviours. Always rely on them for first attention to best conduct.</b>	In addition to criteria 2 these children always: Try their best in learning Support peers in learning Regularly show acts of kindness
<b>Scoring 2</b>	Engagement in lessons Following Good Citizen expectations Politeness to staff and other children Friendly behaviour Following instruction Good effort in lessons Role model for other children Positive ambassador for Corinthian Positive attitude towards learning
<b>Scoring 3</b>	Rudeness to members of staff and visitors Physical incident Continually losing breaks because of lack of effort in lessons Poor behaviour in assembly / dinner hall Disruptive behaviour on the yard during break times and lunchtimes
<b>Scoring 4</b>	Swearing and rudeness Stone throwing/dangerous play. Theft Refusing to follow staff instructions or go to designated person / classroom Racist/minority group remarks or behaviour. Persistently and deliberately hurting another child (body or feelings)

	<p>Throwing objects, chairs etc through choice</p> <p>Leaving school without permission</p> <p>Vandalism</p> <p>Inappropriate touching</p>
<b>Procedure for placing a child on report</b>	<p>A child will be placed on report by SLT. This will be facilitated by the class teacher in conjunction with the child and parents/carers.</p> <p>Children who have <b>scored 3 consecutive 3's</b> will be placed on an orange report card. Which will be monitored daily by the teacher and SLT. This will be reviewed at the end of the week. If progress is not seen the child will be placed onto a red report card by SLT in conjunction with parents/carers.</p> <p>Children who have <b>scored 2 consecutive 4's</b> will be placed on a red report card. Which will be monitored daily by the teacher and SLT. This will be reviewed at the end of the week. If progress is not seen the Headteacher may consider suspensions or exclusions.</p>

Behaviour	Sanctions
<b>Low level</b>	
Interrupting	<ul style="list-style-type: none"> <li>● Step consequences</li> <li>● 1st reminder (subtle non-verbal)</li> <li>● 2nd reminder</li> <li>● Lose play time (increments of 5 mins)</li> <li>● Restorative conversation</li> <li>● Teachers and support staff to address</li> </ul>
Not completing work	
Wandering around the class/hall	
Irritating / teasing	
Misuse of school equipment	
Spoiling other people's work/play	
<b>Serious</b>	
Persistent disruption	<p>*The above has been tried and behaviours have continued*</p> <ul style="list-style-type: none"> <li>● Playtime ban/restorative</li> <li>● Removal of privileges eg clubs</li> <li>● Internal exclusion (1/2 hour, 1 hour, afternoon)</li> </ul>
Deliberately being impolite	
Leaving the building/leaving the room without permission	
Directed swearing	
Answering back	
Theft	

Fighting	
<b>Very Serious</b>	
Refusing to follow sanctions	<ul style="list-style-type: none"> <li>● Internal exclusion (1 day, 2 days)</li> <li>● Suspension</li> <li>● Permanent exclusion</li> </ul>
Racist comments (in the context, aware of severity of this)	
Any serious safeguarding incidents	
Intentional damage to property	
Targeted, serious physical aggression (towards children or staff)	

### Positive Playtimes

At Corinthian, we promote positive playtimes. Pupils have a range of zones they move between to experience differing play experiences.

Adults engage with pupils as well as observe behaviours between peer groups.

### Suspensions

If any behaviour listed above or otherwise entails a serious breach of conduct, the Headteacher will have the right to suspend the child from school. These will be formal and involve the completion of documentation to support this.

### 7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

### 7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Managing Allegations Against Staff Policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display and refer to LEARN behaviours for learning

**L** - Lean in and listen

**E** - Eyes on the speaker

**A** - Ask and answer like a scholar

**R** - Remain silent unless told otherwise

**N** - Never interrupt.

- Display positive recognition boards;
- Develop positive relationships with pupils, which include: greeting pupils into class, establishing clear routines, communicating expectations of behaviour, highlighting and promoting consistently excellent behaviour, concluding the day positively and starting the next day afresh, having strategies for dealing with low-level disruption and using positive reinforcement.

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents.

All incidents of physical restraint are recorded by staff on CPOMS and SLT are informed immediately.

## 8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-in-schools)

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will support the class teacher to evaluate a pupil who exhibits challenging behaviour to determine how to support any underlying needs and support them in exhibiting positive learning behaviours.

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. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Staff Training**

Our staff are provided with training on our behaviour curriculum as part of their induction process.

The behaviour curriculum also forms part of continuing professional development.

## **10. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection policy

# Behaviour and Relationship Blueprint



We promote positive behaviour for learning and good citizenship through school. We reward pupils for making the right choices. Our rewards and consequences are listed below.

## Rewards

When children go over and above our expectations for behaviour they are rewarded with:

1. Verbal praise and recognition
2. Positive recognition boards
3. House points
4. Behaviour Champions Club
5. Attendance awards

## Stepped consequences

**Redirection** - this can be delivered to the whole class

**Reminder** - a reminder of the expected learning behaviours

**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 up to 5 minutes time to regulate and get back on task. Return to the child focusing on something positive.

**Triage** - addresses the questions: 'How can we return this child 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

**Restorative follow up meeting** - should happen before the end of the day

**Report** if improvements aren't seen, a child may be placed on report. SLT should be informed of this and should be present at the initial report meeting.

# Behaviour and Relationship Blueprint



## Consequences

Non Negotiable	Consequence for not complying with the non-negotiable
<ul style="list-style-type: none"> <li>• Try their best and engage in every lesson</li> </ul>	Children will be expected to stay inside at playtime if they have not tried their best/engaged in learning
<ul style="list-style-type: none"> <li>• Follow instructions from any adult in school</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Remain seated in the classroom unless given permission by adult to leave their seat</li> </ul>	Children will be expected to stay inside for 5 minutes at playtime if they have left the classroom without permission
<ul style="list-style-type: none"> <li>• Be kind to one another</li> </ul>	Teachers should follow the flowcharts for dealing with bullying, racist and homophobic behaviours.
<ul style="list-style-type: none"> <li>• Follow the school rules at all times to ensure that everyone is safe in school</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Refrain from using any inappropriate or offensive language in or around school</li> </ul>	The child will be expected to stay inside for 5 minutes at playtime for a restorative conversation about their use of language.



# EYFS Behaviour and Relationship Blueprint



## Aims of the approach



- To create a culture of exceptionally good behaviour for learning.
- To ensure that all learners are treated fairly and shown respect.
- To ensure that we give our first attention to best conduct.
- To build a community that values kindness and thrives on consistency.

## Guiding Principles



- Behaviour management is a team sport.
- What you permit, you promote.
- You establish what you establish.
- We are compassionately consistent about the things that matter.
- Visible consistency, visible kindness.

## The Corinthian Way



- Be respectful to all
- Be responsible
- Be ready to learn

## Relationships are Key



- Praise in public and reprimand in private.
- Warm - believe in your children so much that you won't accept anything less than their best.
- Emotional constancy - gain trust and strong relationships by controlling emotions and catching children being the best they can be.

## Deeper Understanding



- Take the time to understand what is happening under the surface.
- Investigate the trigger.
- Schemas of play
- Behaviour is communication.

## Rewards for Over and Above Behaviours



When children go over and above our expectations for behaviour they are rewarded with:

1. Verbal praise and recognition
2. Visual praise (thumbs up, tokens etc).
3. Positive Recognition boards
4. NumberBlocks stamp charts and certificates
5. Behaviour Champions Club
6. Lunchtime table awards
7. Positive phonecalls home
8. Attendance awards

## Stepped Consequences



- Redirection - this can be delivered to the whole class.
- Reminder - a reminder of the expected learning behaviours.
- Repeat - repeat reminders if necessary and de-escalate through distraction and attention to best behaviour.
- Reflection - The adult will reflect on the behaviour with the child. Keeping language simple and positive. If appropriate, the adult may use visuals or social stories to support the child with their understanding. Time away from the class may be needed at this point (e.g. Calm Corner).
- Take Up Time and Role Modelling- Adult will spend time with the child role modelling expected behaviour with focused interactions.
- Restorative follow up meeting should happen before the end of the day using visuals or characters for reference.

## Every Day is a New Day to Show then the Way



- How will they know, if they haven't been shown?
- Every day is a fresh start.
- Every day is a new learning opportunity.
- Each and every child deserves to come into school to caring adults, who are welcoming and positive.

## Parents as Partners



- Teamwork
- Working as one
- Child at the centre
- Whole family support
- Better together
- Visible communication
- Celebrating Successes with families